



Robert Bloomfield Academy – Pupil Premium Pupil Plan 2016-17

We receive a grant from the government every year which we use in order to meet our key objectives

- Raise progress and narrow and close the gap between the achievement of these pupils/students and their peers (measured in gap between PP and non-PP LoP, particularly in English and Maths)
- Increase social mobility and address any underlying inequalities between children eligible for pupil premium and others, improving engagement with education.
- So that we make a significant impact on pupils' education and lives.

We receive the grant from the government for children who are in one of these categories:

- If you get free school meals, either at the moment or at any point in the last six years (since September 2009)
- If you are a Looked After Child.
- If you are adopted from care or have left care on a special guardianship order or child arrangements order (previously known as a residence order).

PP Mission statement – *“All PP pupils (non SEN) at RBA will achieve the same as non PP pupils nationally.”*

PP BREAKDOWN

Pupil Premium Indicator	Numbers	% of School	Amount per pupil	Total Funding
No. of FSM/E6 Pupils at KS2	52	5.6	£1,320	68,640
No. of FSM/E6 Pupils at KS3	74	8	£935	69190
No. of PP+ Pupils	9	0.9	£1900	17100
No. of SCE/E4	49	5.3	£300	14,700
Total Funding				£169,630

How we plan to spend it, and the expected impact:

We believe that the very best way to improve the outcomes for all of our young people is to provide them with outstanding teachers who can help them to excel in their learning and make excellent progress. That is why we spend the vast majority of the grant (84%) on staff. This is also broadly in line with BEST objectives for staffing costs.

Intervention programmes have been utilised to address specific gaps in learning for individual pupils these are focus mainly on the core subjects. Programmes run for approx. 8 weeks with baseline and end of programme assessments carried out to gauge the impact on the individual child as well as the programme as a whole.

Removing the barriers to learning is essential to ensure the gap between PPP and non PPP is narrowed/closed. We feel it is imperative that we focus on this holistically and not just academically. We ensure all of Maslow's hierarchy of needs are met, that way we can ensure the pupil has the best possible chance to achieve. For some pupils this is ensuring they have breakfast before school, for others it is ensuring they have a fully equipped pencil case. Form tutors and pastoral staff are

fundamental in this process and are constantly focused on PPP's academic, physical and mental well-being. Whilst the KS3 outdoor education trip may not impact directly on a pupil's English attainment, we believe the confidence and increased self-esteem gained from the pupils challenging themselves and developing resilience undoubtedly does have an impact on their performance in the classroom.

PP Mentors - each PPP will be allocated a PP mentor who will be responsible for ensuring the needs of that pupil are fully catered for and that the barriers to learning are removed.

PP Objectives – all PPP will be set 2/3 key objectives for them to achieve during the academic year. The objectives will be opportunity based in school mainly around extra-curricular activities. The objectives will be set by Form tutors and subject teachers with Heads of learning and Heads of Subjects having an overview. The objectives will be formally reviewed each term by Form tutors.

PP Progress meetings – these will be held each term by the Head of learning and representatives from English and Maths. The attainment and progress of the PPP in each year will be analysed and intervention programmes implemented where appropriate

Reading Champions – this programme will operate using a host of volunteers from the local community coming into school to listen to specifically targeted individuals read. Using the NGRT test as a baseline the programme will operate for 12 weeks (3 sessions per week) after which the pupils will be retested to measure the impact.

EXPENDITURE

	Cost per year	Predicted impact/benefit
Preferential staffing KS2 English	£26,168	Ave class sizes of 24.4, lower set of 12/13 and top set of 26. Reduce class size will increase pupil contact time with pupil, leading to improved confidence and higher standards achieved.
Preferential staffing KS2 Maths	£26,168	Ave class sizes of 24.4, lower set of 12/13 and top set of 26. Reduce class size will increase pupil contact time with pupil, leading to improved confidence and higher standards achieved.
Preferential staffing KS2 Science	£7,850	Ave class sizes of 24.4, lower set of 11/12 and top set of 26. Reduce class size will increase pupil contact time with pupil, leading to improved confidence and higher standards achieved.
Preferential Staffing KS3 English	£18,317	Ave class sizes of 23, lower set of 11/12 and top set of 25. Reduce class size will increase pupil contact time with pupil, leading to improved confidence and higher standards achieved.
Preferential staffing KS3 Maths	£20,934	Ave class sizes of 23, lower set of 11/12 and top set of 25. Reduce class size will increase pupil contact time with pupil, leading to improved confidence and higher standards achieved.
Preferential staffing KS3 Science	£15,700	Ave class sizes of 23, lower set of 11/12 and top set of 25. Reduce class size will increase pupil contact time with pupil, leading to improved confidence and higher standards achieved.

Preferential staffing KS3 PE	£10,467	Ave class sizes of 23, lower set of 11/12 and top set of 28. Reduce class size will increase pupil contact time with pupil, leading to improved confidence and higher standards achieved.
Preferential staffing KS3 LS	£2,616.80	Ave class sizes of 24, lower set of 11/12 and top set of 28. Reduce class size will increase pupil contact time with pupil, leading to improved confidence and higher standards achieved.
Preferential staffing KS3 EGI	£2,616.80	Ave class sizes of 24, lower set of 11/12 and top set of 28. Reduce class size will increase pupil contact time with pupil, leading to improved confidence and higher standards achieved.
Preferential staffing KS3 Fre	£2,616.80	Ave class sizes of 43, lower set of 11/12 and top set of 28. Reduce class size will increase pupil contact time with pupil, leading to improved confidence and higher standards achieved.
Preferential staffing KS3 Hums	£2,616.80	Ave class sizes of 24, lower set of 11/12 and top set of 28. Reduce class size will increase pupil contact time with pupil, leading to improved confidence and higher standards achieved.
Residential visits	£1,141.25	The school will pay 20% of the cost of any residential visit for PP. The school will ensure that any PP that wants to participate in the trip goes. Increased resilience and self-confidence/esteem will impact positively on standards in school.
Educational trips	£64.60	The school will pay 20% of the cost of any residential visit for PP. The school will ensure that any PP that wants to participate in the trip goes. Increased resilience and self-confidence/esteem will impact positively on standards in school.
Cooking ingredients	£740	The school will ensure all PPP have the correct ingredients for any food tech lesson – impact being that pupils will have the ability to prepare a hot meal for themselves if required to.
Uniform assistance	£802.28	Pupils are smart at school and look the same as all their peers and do not feel different or inadequate.
School supplies	£96.50	Pupils are fully equipped for school with a complete pencil case and any other item they need to be able to access the curriculum fully. No PPP will be lacking any equipment they need to access the curriculum in all subject areas.
Family support worker	£11924.90	The FSW's main role is to liaise with all vulnerable/disadvantaged families to ensure all social mobility/economic barriers to learning are removed.
HLTA 'catch-up programme'	£8239.97	The catch up programme (excluding Y7 catch up) operates for targeted groups of pupils in Y6 (Spring term), Year 8 *Autumn term) and Year 5 (Summer term). The focus is to ensure any gaps in learning are addressed and standards are raised.
GCP Revision Booklets	£70	All PPP receive revision guides for English and Maths in Year 6.
KS2 Outdoor Ed (self-esteem) trip	£360	Increased self-confidence and self-esteem leading to increased resilience demonstrated by increased standards

		in class work
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KS2 Maths Booster	£719.62	Targeted intervention in a small group setting with lead maths teacher to focus on gaps in understanding – leading to increased understanding and rise in standards achieved.
KS2 Maths Booster	£719.62	Targeted intervention in a small group setting with lead English teacher to focus on gaps in understanding – leading to increased understanding and rise in standards achieved.
KS2 Soundswrite	£2,812.64	Targeted intervention with low ability readers focusing on phonics, key words and sentence structure – leading to improvement in reading age and spelling.
KS3 Soundswrite	£3,309.72	Targeted intervention with low ability readers focusing on phonics, key words and sentence structure – leading to improvement in reading age and spelling.
Elevate programme	£433.32	National programme developed to improve pupils resilience and revision techniques – leading to better retention of key information and a rise in standards achieved.

DATA TRACKING

To assess the impact of our PP Plan we use a variety of assessment measures, not all of which measure academic progress but in our believe give a fully picture of the PP development at RBA.

GL Assessment – Pupils in all years undertake the GL Assessment in English and Maths at the start (baseline) and the end of each year. From this graphs are produced to show the attainment and progress of PPP compared to non PPP. Data from GL assessments is plotted alongside national benchmarks.

Classroom monitor – This summative assessment tool tracks the progress of pupils in all subjects in terms of age related expectations. This shows the percentage of PPP in each subject area that have been assessed as ‘in line’ or ‘exceeding’ ARE.

SATS – Undertaken by Y6 pupils in Maths, English reading and SPAG. This is nationally comparative data that plots the attainment and progress of PPP.

Attendance – SIMS is used to track the attendance of PPP and comparisons are made to all pupils in school and nationally.

Behaviour points – These are attributed to individual pupils as sanctions on the behaviour policy. The BP of PPP are compared to non PPP.

Achievement points - These are attributed to individual pupils in line with the rewards policy. The AP of PPP are compared to non PPP.