




Plymouth
School of
Creative Arts



Pupil Premium Funding 2017

CREATING INDIVIDUALS, MAKING FUTURES

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What is Pupil Premium?

The government provides additional funding in the form of [Pupil Premium](#) to publicly funded schools in England to raise the attainment of potentially disadvantaged pupils and close the gap between them and their peers.

Our school allocation is based on the following factors

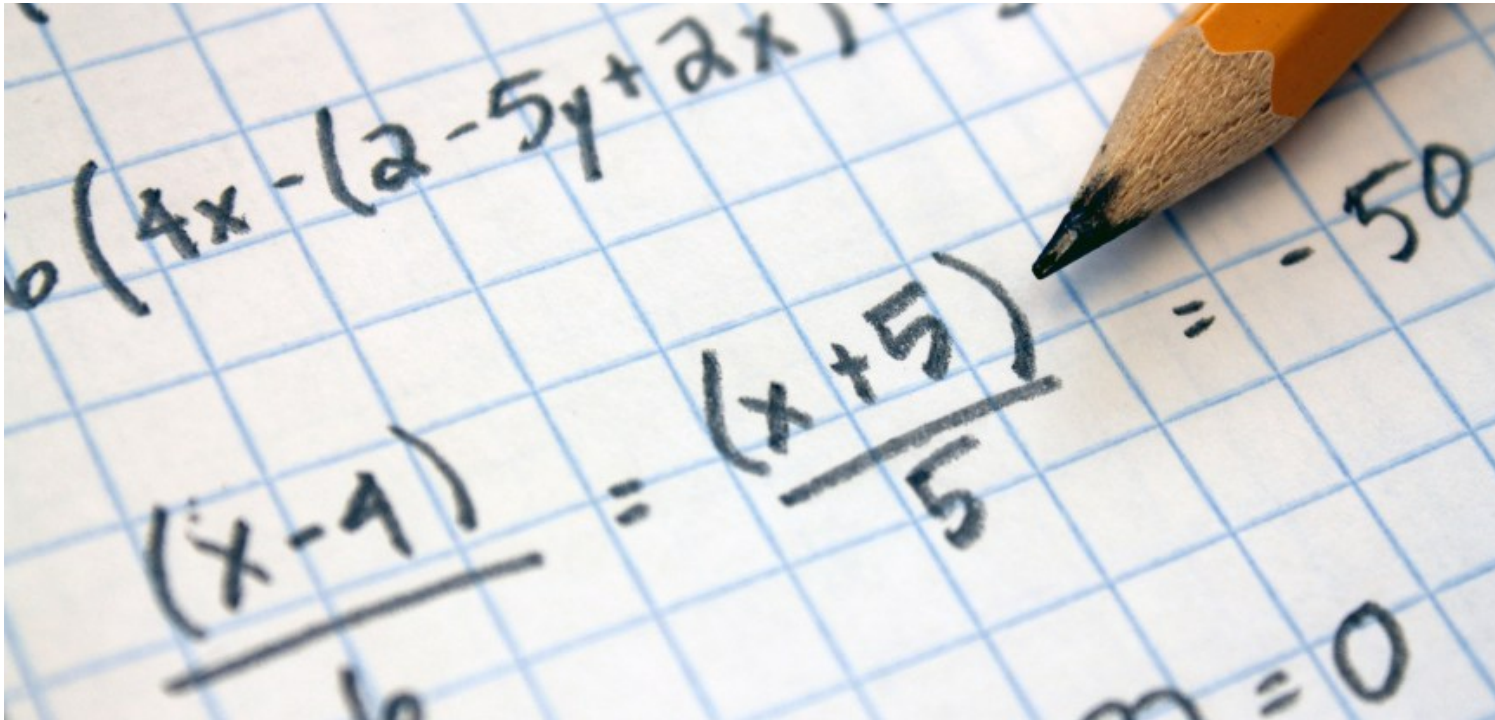
Disadvantaged pupils	Pupil premium per pupil
Pupils in year groups reception to year 6 recorded as Ever 6 FSM	£1,320
Pupils in years 7 to 11 recorded as Ever 6 FSM	£935
Looked-after children (LAC) defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority	£1,900
Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order	£1,900

In addition to this there is a sum of £300 per service child – Service Pupil Premium is used to support pastorally.

In our 2016/17 budget that was set in June we projected that we would receive £221,400 in our budget however due the expansion of the school and changes in the demographic we in fact received a confirmed allocation of £357,566.67. The adjustment of the final amount actually received happens following Easter. Our ability to accurately predict the PP grant has been challenging each year as our financial year and the PP year are different. We also have to contend with the shifting nature of the school demographic where percentage of PP has increased each year alongside the challenge of expansion of the school meaning we have more students in receipt of PP. We have felt that, with being a new school and having no reserves that it would be unhelpful to estimate the increase until we are sure of the figures at January Census and with our budget being tight there are some potential challenges around cash flow. On opening we had 25% PP, last year it was 38.9% and this year it is 48%.

For 2017/18 we have projected £385,464. This will be adjusted based on expansion and changes to the demographic in accordance with the January Census.

We use the funding to make **additional** improvements to target the quality of learning we offer for this group. This is in line with our approach to Catch Up Premium where we have used tracking of pupil progress to target resource. This report gives a reflection on the impact of our current provision on learners and reviews the spend for 2016/17. This informed our plans for 2017/18. The amount outline below is beyond the allocation as we recognise that some of these activities will have a wider impact beyond this group. We have used our professional judgement and the [Education Endowment Fund Toolkit](#) to support our ideas. This report was reviewed by the governing body on 7th November as [governors](#) hold school leaders to account over this.



We are required to [publish details](#) of how we spend this funding as well as on the impact it

How did we use Pupil Premium?

The money was utilised in a variety of ways with the intention to improve standards for this cohort and close any attainment gap for students. We target resources based on data. This approach is consistent with our focus for students in receipt of Catch Up Funding. There are a number of factors that can impact on learning including attendance, motivation, life experiences, gaps in learning, quality teaching, specific interventions and one to one teaching. During the year we focused on a number of overarching areas which complement the above factors including:

- The creation of systems to measure gap analysis of each and every child based on a personalised flight path based on their End of Key Stage 2 Scores in English and Maths. This approach means that teacher assessments give teachers and leaders instant reflections on student progress. The flight paths are adjusted each year to connect to National Datasets and ensure that students make progress that would place them at least in the Top 50% of students nationally and ideally in the Top 20%. This data is shared with students and parents through their new logins. This approach allows us to focus staffing in English and Maths to target the highest need based on data Analysis and supporting the targeted use of staff time.
- Development of coaching skills for staff to support metacognitive and reflective approaches
- Purchase of technology to support students in receipt of Pupil Premium – Chrome Books, in studio in Phase 2 and for individuals in Phase 3 and 4
- Supporting access to School Uniform and PE kit where required
- Resources to support learning
- Payment of costs for Culinary Art
- Transport
- Supporting access to Trips and Residential Experience
- Where PP percentage is high we have added in additional staffing to focus on need.
- Daily Literacy time has been further revised to increase the time and focus on key reading and writing skills as highlighted in the School Learning Plan
- For several students the use of PP supported access to alternative provision and the development of our Additional Assessment Process off site provision in the summer term (AAP based off site and accessing the support of an Educational Psychologist, SENCo and Educational Psychology Assistant. and other specialists)
- The use of RealizeIt was further embedded in Maths to establish an understanding of misconceptions and a clear sense of where the boundary is for students allowing a more focused use of teachers to meet needs. We also invested in Literacy Planet and the development of a RealizeIt Literacy Tool to complement the Maths.

The table below provides a summary of the impact of the additional resource on this group of students:

	Impact
Phase 1	Overall PP students made good progress which is above national expectations, the progress of the PP students is typically in line with the progress of the non PP students. The cohort size of this group can be small in some Year Groups.
Phase 2	PP students are made very good progress in Year 3 and out performed non PP students in Reading, Writing and Maths. In Year 4, PP students made good progress but non PP students are making better progress than PP students except in Year 4 Maths. In Year 5 PP students made progress below national expectations which we will focus on this academic year.
Phase 3	Overall PP students made progress in line with national expectations in English but the non PP out performed the PP students. In Maths, PP students are making good progress above national expectations and are in line with the progress of the non PP students.
Phase 4	PP students made progress in line with national expectations but non PP students out performed PP students generally in most subject areas. Child care, Dance and French PP students are making progress above national and in line with the non PP students.

In Summary the use of pupil premium meant that the gap did not widen but was not consistently closed across the school.

Key Needs

Our understanding of the students' needs is broadly as follows, this is a summary of the whole cohort and therefore does not apply to every student in receipt of Pupil Premium.

1. Lacking wider life experiences
2. Lacking a sense of possibility and aspiration for later life
3. The range and use of vocabulary is limited
4. Key skills need developing linked to Literacy and Numeracy and Learning how to Learn
5. Attendance of this group is lower than the rest of the cohort

Next Steps – 2017 / 18

Our focus in 2017/18 is to ensure that data targets resources increasingly effectively. This will include:

- Maintenance of our current approach where staff resources are targeted towards need based on data. This work will be supported by the revision of flight paths
- Half-termly review based on Progress Meetings, departments able to bid to access additional funds
- Continuation of ICT access, curriculum access, trips and residentials, PE Kit and Uniform, texts, revision guides etc.
- Our refinement of our Assessment processes and linking this to wider Alternative Provision.
- Increase expectations around quality and completion of Home Learning re: Years 5 to 10
- Peer tutoring being developed across the curriculum
- Oracy - The development of our work around Speaking and Listening, including the use of speaking frames and a no hands up approach in the school. This is supported by Teaching School Programme, Work with School 21, Nationally evidenced research.
- Ensuring that planning details a focus on PP students who are not closing the gap
- Ensuring consistency and quality of feedback in line with school policy
- Targeted interventions for Year 6
- Improving attendance figures for students with Pupil Premium, including use of Saturday School and access to the curriculum
- Problem solving approaches being increased in Maths with a focus on explanation – No additional cost – embed use of NRich materials
- Implementation of RealizeIt to support the development of literacy at some point during the year – Regular staff time to support development
- Small groups supporting after school or during Saturday School for students making insufficient progress / poor attendance – new appointment to increase capacity

Budget 2017 /18

	Predicted Figure	Actual
Equipment / Resource	£10,000	
Trips / Visits / Clubs Supported by log of visits	£30,000	
Targeting staff to support need using evidenced based approaches through guided groups, conferencing and Core and Connections time. This links to EEF areas and national research namely: <ol style="list-style-type: none"> 1. Oracy Project – work with school 21, NRich in Maths 2. Metacognition and connection to My Ways Framework 3. Coaching of individuals to support improvement 	£250,000	
Bids from departments and Phases to respond to need post January	£30,000	
ICT equipment / internet to increase access across Phase 2, 3 and 4	£25,000	
Uniform and PE Shoes	£6,000	
Saturday School and After School Learning Support HLTA	£15,000	
Total	£386,000	