

Pupil premium strategy statement

1. Summary information					
School	Balby Carr Community Academy				
Academic Year	2017-18	Total PP budget	£397375 (DFE £388025 + LAC)	Date of most recent PP Review	April 2017
Total number of pupils	834	Number of pupils eligible for PP	415	Date for next internal review of this strategy	July 2018

2. Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
Students Achieving 9-5 in English and Maths	13%	49.4%
Students Achieving the E-BACC (4/C+)	4%	28.2%
Attainment 8 score	22.2	49.8
Progress 8	-1.87	0.11

3. Barriers to future attainment (for pupils eligible for PP)

In-school barriers *(issues to be addressed in school, such as poor literacy skills)*

A.	Some pupils have Social and Emotional Mental Health Needs (including behavioural needs) which can impact on academic progress and access to learning
B.	Pupils may have experienced gaps in learning due to poor attendance, impacting on prior learning and attainment.
C.	Low ability and poor communication difficulties on entry; pupils with limited English literacy skills as some pupils have English as an Additional Language
D.	Some pupils have low prior attainment and academic outcomes impacting on current progress

External barriers *(issues which also require action outside school, such as low attendance rates)*

E.	At home, pupils may lack suitable access to enrichment activities and positive learning resources that promote independence, support learning and raise aspirations
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4. Desired outcomes (<i>desired outcomes and how they will be measured</i>)		Success criteria
A.	For children to undertake activities to support their emotional well-being and behaviour	Improved emotional well-being and behaviour of pupils evident
B.	Improved attendance to enable pupils to access more learning	Improved attendance of disadvantaged pupils leading to improved progress outcomes for disadvantaged pupils.
C.	For children with communication difficulties and low English literacy ability on entry to be able to develop in language and literacy skills –increasing their access to all learning	Improved outcomes in literacy for EAL pupils.
D.	Enhanced academic support for disadvantaged pupils enabling them to improve academic outcomes and address prior learning gaps	Improved progress and attainment outcomes for disadvantaged pupils.
E.	For engagement in learning and outcomes to increase through improved learning experiences and raised aspirations, leading to improved employability and skills.	Access to enrichment activities and improved learning activities to increase engagement in learning, raise aspirations, promote improved employability and skills and to also promote improvements in outcomes for disadvantaged pupils.

5. Planned expenditure					
Academic year	2017-18				
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
D - Improved progress and attainment outcomes for disadvantaged pupils.	One to one, small group tuition and maintaining staffing levels to provide smaller group sizes £140923	<p>Analysis of last year's outcomes indicate improvements are required for pupils making below expected progress. Extra staff in English and Mathematics will provide students with a tailored programme of learning that supports them in closing the gap.</p> <p>Small group interventions have been shown to be effective, as discussed in reliable evidence sources such as <i>Visible Learning</i> by John Hattie and the EEF Toolkit. In the EEF Attainment Gap 2017 report, it states that targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment https://educationendowmentfoundation.org.uk/evidence-summaries/attainment-gap/ Reducing class size is demonstrated by the EEF to show increased progress at https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reducing-class-size/</p>	Tracking of improvements in progress outcomes for disadvantaged pupils.	Alistair Hartley Kevin Harris	July 2018

B - Improved attendance of disadvantaged pupils leading to improved progress outcomes for disadvantaged pupils.	Providing disadvantaged pupils who regularly come to school without breakfast due to circumstances with a breakfast and good start to their school day. £9750	Improved access to food to support concentration and to improve pupil attendance. Attendance is seen as one of the 7 Building Blocks for Success when supporting the attainment of disadvantaged pupils - https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/473976/DFE-RS411_Supporting_the_attainment_of_disadvantaged_pupils_-_briefing_for_school_leaders.pdf The EEF also completed a research trail (in Primary) that found that attendance at breakfast clubs improve concentration and academic outcomes.	Monitoring of improvements in disadvantaged attendance data.	Alistair Hartley Kevin Harris	July 2018
Total budgeted cost					£150673
ii. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
E - Access to improved learning activities to increase engagement in learning, promoting improvements in outcomes.	Hardship Fund - To help students cope with barriers in home life and the school environment (providing support for those families struggling with uniform, payments for school trips etc) £5500	https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully - In line with the research, providing pupils with access to a full range of educational experiences can decrease outcome gaps.	Monitoring of access of disadvantaged pupil to educational enrichment activities.	Alistair Hartley	July 2018

E - Access to enrichment activities and improved learning activities to increase engagement in learning, promoting improvements in outcomes.	Funded educational trip for eligible students in Year 7 where family finances prevent students at times from accessing external experiences. £6897	https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully - In line with the research, providing pupils with access to a full range of educational experiences can decrease outcome gaps.	Monitoring of access of disadvantaged pupil to educational enrichment activities.	Alistair Hartley Kevin Harris	July 2018
C - Improved outcomes in literacy for EAL pupils.	Support provided for New to English / pupils with English as an Additional Language pupils £44532	Strategies to meet individual pupil needs is seen as one of the 7 Building Blocks for Success when supporting the attainment of disadvantaged pupils - https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/473976/DFE-RS411_Supporting_the_attainment_of_disadvantaged_pupils_-_briefing_for_school_leaders.pdf	Monitoring of EAL / PP pupil outcomes.	Alistair Hartley Kevin Harris	July 2018
D - Improved progress and attainment outcomes for disadvantaged pupils.	Literacy/Reading/ Specific Strategies to Support Specific Learning Difficulties in Literacy £14,060	Targeted literacy support from specialist training staff The small group intervention is used to reinforce Literacy to include reading and spelling. This consolidation of work, allows students to develop confidence and improve self-esteem when working in Literacy. The intervention is intended to improve learning in Literacy, so that students can access the mainstream curriculum in all subjects and be working at age expected levels. ICT is used within the intervention to develop autonomy in learning, to motivate reluctant learners. The Lexia programme is also accessible at home. This improves engagement in home learning and facilitates parental engagement within learning. For disadvantaged pupils with literacy difficulties, research shows that using the Pupil Premium funding to meet individual pupil needs in order to remove this barrier to learning is effective - https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully	Tracking of improvements in literacy outcomes for disadvantaged pupils.	Alistair Hartley Kevin Harris	July 2018

D - Improved progress and attainment outcomes for disadvantaged pupils.	Numeracy Specific Strategies to Support Specific Learning Difficulties in Numeracy £13,800	<p>The small group intervention is targeted at pupils in Years 7, 8 and 9 who are not making expected progress or who have been identified as having low attainment. This intervention is used to reinforce the four basic rules of number. This consolidation of work, allows students to develop confidence and improve self-esteem when working with numbers. The intervention is intended to improve learning in numeracy, so that students can access the mainstream curriculum in maths and be working at age expected levels. ICT is used within the intervention to develop autonomy in learning, to motivate reluctant learners. The IXL programme is also accessible at home. This improves engagement in home learning and facilitates parental engagement within learning.</p> <p>The EEF report, Improving Mathematics in KS2 and 3 report recommends the use of structured interventions to provide additional support https://educationendowmentfoundation.org.uk/tools/guidance-reports/maths-ks-two-three/</p>	Tracking of improvements in maths outcomes for disadvantaged pupils.	Alistair Hartley Kevin Harris	July 2018
A - Improved emotional well-being and behaviour of pupils evident	Alternative Provision to support pupils with SEMH (Social Emotional Mental Health) / behavioural needs £98000	<p>The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils.</p> <p>The Alternative Provision is to help students at risk of further exclusions in KS4 and at risk of becoming NEET. To help students struggling with mainstream curriculum to access suitable alternative provision ensuring progression post-16.</p>	Monitoring of pupil exclusion levels as well as the monitoring of the number of pupils becoming NEETs to lead to reductions.	Alistair Hartley Kevin Harris	July 2018
Total budgeted cost					£ 182789

iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A - Improved emotional well-being of pupils evident	<p>Counselling Support to help students experiencing social and mental health barriers, as well as unexpected life events, cope with barriers in home life and the school environment.</p> <p>Appointment of HLTA specialising in SEMH to support students in lessons and with extended activities to build confidence and overcome barriers</p> <p>£42055</p>	<p>Counsellor employed to support students in need when coping with situations such as bereavement, divorce/separation, social issues, child protection and any other issues that require specialist support as they are creating a barrier to learning and progress.</p> <p>This approach is in line with research that demonstrates that Social and Emotional Learning interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself; https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/</p>	Monitoring of data demonstrating improvements in emotional well-being	<p>Alistair Hartley</p> <p>Kevin Harris</p>	July 2018
D - Improved progress and attainment outcomes for disadvantaged pupils.	<p>Resources and refreshments to support Revision Clubs for Y11</p> <p>£4000</p>	<p>Providing a supportive environment for those students who do not have appropriate space/support at home. Providing refreshments and additional resources</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit Evidenced that extending the school times makes a positive impact on academic outcomes.</p> <p>https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully - Research shows that providing before and after school provision to enable supported self-study. Computer equipment, teaching support and meals on hand has proved to be one of the most effective mechanisms for helping disadvantaged pupils to achieve more.</p>	Monitoring of improved academic outcomes for pupils accessing additional learning activities.	<p>Alistair Hartley</p> <p>Kevin Harris</p>	July 2018

B - Improved attendance of disadvantaged pupils leading to improved progress outcomes for disadvantaged pupils.	Education welfare Officer (1 day a week) £16,624	<p>Targeted support to promote improved attendance for disadvantaged pupils with attendance below 90% because it was identified that the core of our low attending students were pupil premium students who were not making expected progress. Whole school attendance is below the national average with the attendance of disadvantaged pupils being considerably below national comparators.</p> <p>Good attendance is also listed in the top 10 approaches for disadvantaged pupils in https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</p>	Monitoring of improvements in disadvantaged attendance data.	Alistair Hartley Kevin Harris	July 2018
E - Access to improved learning activities to raise aspirations and improved employability and skills.	Independent Advice and Guidance plus work experience with support from Careers INC specialist careers advisors £4000	<p>Year 10 and Year 11 pupils prioritised to receive Independent Advice and Guidance support in addition to;</p> <ul style="list-style-type: none"> • Identification of career/work goals in order to support students in pathways • Providing independent advice to supplement full time careers • Quality 2 week work experience placement in Year 10 <p>Strong careers information, advice and Guidance as well as educational experiences are also listed in the top 10 approaches for disadvantaged pupils in https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</p>	Monitoring of improvements in disadvantaged pupil outcomes in year 10 and year 11.	Alistair Hartley Kevin Harris	July 2018
Total budgeted cost					£66679
Overall Total Cost					£400141

1. Review of expenditure				
Previous Academic Year		2016-2017 (£406,600 spent) DFE: £394,570 + LAC		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improved progress and attainment outcomes for disadvantaged pupils.	One to one, small group tuition and maintaining staffing levels to provide smaller group sizes	Attainment 8 for disadvantaged pupils decreased from 28.82 in 2016/17 to 22.20 in 2017/18. (Similarly, it decreased for non-disadvantaged pupils from 42.86 to 39.03) Similarly, the Progress 8 figure for disadvantaged pupils decreased from -1.63 to -1.87. (The Progress 8 figure for non-disadvantaged pupils remained constant at -0.68)	To continue providing targeted support for disadvantaged pupils and those not making progress with increased monitoring of the quality of teaching and learning.	£180,000
Improved attendance of disadvantaged pupils leading to improved progress outcomes for disadvantaged pupils.	Providing disadvantaged pupils who regularly come to school without breakfast due to circumstances with a breakfast and good start to their school day.	The attendance of Pupil Premium pupils decreased from 86.6% in 2015/16 to 82.5% in 2016/17. Non-Pupil Premium attendance decreased from 92.8% to 91.13%	To continue with the Breakfast Club provision as improving attendance is still a key area for development. To supplement this with whole-school attendance initiatives.	£15,000
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Access to improved learning activities to increase engagement in learning, promoting improvements in outcomes.	Hardship Fund - To help students cope with barriers in home life and the school environment (providing support for those families struggling with uniform, payments for school trips etc)	All disadvantaged pupils were equipped with uniform (where needed) and disadvantaged pupils were supported financially to access educational visits.	Although the allocated funding supported pupils and their families financially, this funding is not planned to be available next year. Other priorities for spending have been identified.	£11,000

Access to enrichment activities and improved learning activities to increase engagement in learning, promoting improvements in outcomes.	Funded educational trip for eligible students in Year 7 where family finances prevent students at times from accessing external experiences.	27 disadvantaged pupils accessed the trip and these pupils had better attendance (after the trip) than the rest of the Year 7 cohort (93.9% compared to 93.6%). The educational experience was also reported to have a positive impact on the development of social skills and confidence (evident through a pupil questionnaire)	The Year 7 Field Trip was seen to have a positive impact on pupil engagement in learning, social skills and school enjoyment and will be funded next year.	£7,000
Improved outcomes in literacy for EAL pupils.	Support provided for New to English / pupils with English as an Additional Language pupils	The Attainment 8 of EAL pupils increased from 2015/16 at 23.81 to 29.36 in 2016/17. The Progress 8 of EAL pupils decreased from 2015/16 at -0.03 to -0.28 in 2016/17. However, in 2016/17, this was higher than that of pupils with English as a first language at -1.27.	To continue with provision to support pupils with English as an Additional Language.	£25,000
Improved progress and attainment outcomes for disadvantaged pupils.	Literacy/Reading/ Specific Strategies to Support Specific Learning Difficulties in Literacy	The % of disadvantaged pupils attaining the EBacc increased from 2016/17 (at 0%) to 4% in 2017/18. Attainment 8 English Element for disadvantaged pupils decreased from 7.51 in 2016/17 to 5.01 in 2017/18. (Similarly, it decreased for non-disadvantaged pupils from 9.76 to 7.87) Similarly, the Progress 8 English Element figure for disadvantaged pupils decreased from -1.10 to -1.97 (The Progress 8 English Element figure for non-disadvantaged pupils also decreased from -0.39 to -0.92)	To continue providing targeted support for disadvantaged pupils and those not making progress in English, with increased monitoring of the quality of teaching and learning. To explore additional English interventions to support teaching and learning.	£30,000
Improved progress and attainment outcomes for disadvantaged pupils.	Numeracy Specific Strategies to Support Specific Learning Difficulties in Numeracy	Attainment 8 Maths Element for disadvantaged pupils decreased from 5.89 in 2016/17 to 4.21 in 2017/18. (Similarly, it decreased for non-disadvantaged pupils from 8.73 to 7.65) Similarly, the Progress 8 Maths Element figure for disadvantaged pupils decreased from -1.36 to -1.73 (The Progress 8 Maths Element figure for non-disadvantaged pupils also decreased from -0.49 to -0.57)	To continue providing targeted support for disadvantaged pupils and those not making progress in Maths, with increased monitoring of the quality of teaching and learning. To explore additional Maths interventions to support teaching and learning.	£30,000

Improved emotional well-being and behaviour of pupils evident	Alternative Provision to support pupils with SEMH (Social Emotional Mental Health) / behavioural needs	In 2016, 10 pupils did not sit any examinations and 15 pupils did not attain any qualifications. As a result of the Alternative Provision, there was a decrease in the number of pupils not entered for any examinations by 70% (to 3 pupils). Similarly, there was a reduction of 40% in the number of pupils who did not gain any approved qualifications (from 15 to 9 pupils in 2017/18).	To continue providing targeted support in relation to behavioural and SEMH needs, with increased funding capacity next year to support increased number of pupils – enabling children to be more emotionally 'ready to learn' and to support vulnerable pupils in accessing an educational provision.	£37,600
Access to improved learning activities to raise aspirations and improved employability and skills.	EDCL Qualification – Delivery of the ECDL qualification to 25 students of which 50% will be students eligible for the Pupil Premium funding.	In 2016/17, 32% of all disadvantaged pupils (24 pupils) were successful in completing the ECDL qualification. (In the previous year no students completed this qualification). As a result, 3 pupils were successful in meeting the entry requirements to Level 3 qualifications.	Not to continue to provide the EDCL qualification as this is no longer recognised as contributing to Progress 8 outcomes. An alternative qualification (TLM Level 2 IT User Skills) will be provided next year.	£6,000
iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improved emotional well-being of pupils	Counselling Support to help students experiencing social and mental health barriers, as well as unexpected life events, cope with barriers in home life and the school environment.	The Assessment and Review process completed for pupils accessing the Counselling Support, demonstrates that this support positively impacts on attendance, social skills, self-esteem, attitude to school/home, behaviour management and ability to work independently.	To continue providing targeted support in relation to social and mental health and well-being, with increased capacity next year to support increased number of pupils – enabling children to be more emotionally 'ready to learn'.	£18,000

Improved progress and attainment outcomes for disadvantaged pupils.	Homework Club and late school bus	<p>Attainment 8 for disadvantaged pupils decreased from 28.82 in 2016/17 to 22.20 in 2017/18. (Similarly, in decreased for non-disadvantaged pupils from 42.86 to 39.03)</p> <p>Similarly, the Progress 8 figure for disadvantaged pupils decreased from -1.63 to -1.87.</p> <p>(The Progress 8 figure for non-disadvantaged pupils remained constant at -0.68)</p>	<p>Additional provision for pupils to access support at homework sessions will continue to be provided. However, the cost of providing the 'Late Bus' will no longer be included as Doncaster Council are now providing additional bus services to support pupils after school in getting home.</p> <p>To encourage increased numbers of disadvantaged pupils to access homework support.</p> <p>The school will also continue to take steps to improve the quality of teaching and learning overall.</p>	£19,000
Access to improved learning activities to raise aspirations and improved employability and skills.	Independent Advice and Guidance plus work experience	In 2015/16 the NEET figure was 3.6% and the 2016/17 NEET was 6% with 90% accessing further education.	<p>To continue to provide specialist Careers Guidance to continue to increase aspirations. Work experience opportunities to continue but the additional costs associated with establishing new placements/providers will not carry forward.</p> <p>Moving forward, this provision will be provided by the specialists from 'Careers Inc' with the aim of decreasing the number of NEETs next year.</p>	£15,000
Improved attendance of disadvantaged pupils leading to improved progress outcomes for disadvantaged pupils.	Education welfare Officer (1 day a week)	<p>The attendance of Pupil Premium pupils decreased from 86.6% in 2015/16 to 82.5% in 2016/17.</p> <p>Non-Pupil Premium attendance decreased from 92.8% to 91.13%</p>	To continue with the EWO provision as improving attendance is still a key area for development. To supplement this with whole-school attendance initiatives.	£13,000

2. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.
Our full strategy document can be found online at: www.aschool.sch.uk