

Landau Forte Academy Tamworth QEMS

Pupil Premium Grant Expenditure Plan: 2016-2017

The Pupil Premium: Using it to make a difference at Landau Forte Academy QEMS

What is the Pupil Premium? The Pupil Premium is additional funding to help schools close the attainment gap between children from low-income and other disadvantaged families and their peers. If a child is eligible for free school meals (FSM) at any point over the past 6 years or has been looked after for one day or more (Child Looked After) the school receives an amount per head within their budget. This is expected to rise each year. A provision is also made for children who have a parent in the armed services.

Landau Forte Academy QEMS is committed to ensuring maximum progress for all groups of children and strives to close any gaps in achievement.

Landau Forte Academy QEMS actively promotes equality of opportunity for all staff, governors, students and parents, creating a harmonious learning community where all can succeed. We have a clear, strategic approach to the use of specific Pupil Premium funding and plans are integrated into wider school support and improvement systems. The monies we receive for Pupil Premium children is targeted on those eligible children. Our Pupil Premium Activity is monitored and evaluated regularly and in depth data analysis ensures that the correct support and strategies are identified to maximise progress.

Strong leadership systems ensure that Pupil Premium funding has the necessary impact. All matters relating to the Pupil Premium are reported back to the Local Board of Governors, ensuring that the school is held to account for the impact of spending.

Our focus for 2016 to 2017 is to ensure that the Pupil Premium funding is targeted appropriately. We want assessment data and inspection findings to suggest that the gap is narrowing. We aim that support given in class by additional adults is well focused and contributes positively to students' learning. Additional support provided through our personal tutorial system is prioritised for Pupil Premium students.

Pupil Premium students are compared with non-pupil premium students rather than the whole cohort.

A student being classed as 'Pupil premium' means one of the following;

1. The student is registered for free school meals
2. The students is 'Ever6' meaning they have been registered for free school meals in the past six years
3. The students has one or more parent who is serving in the armed forces

Overview of the Academy

Number of students and pupil premium grant (PPG) received	
Total number of students on roll	650
Total number of students eligible for PPG	187
Percentage of students eligible for PPG	29%
Total amount of PPG to be received	£186,065

Year Group	Pupil Premium Numbers	Pupil Premium %
Year 7	47/147	32%
Year 8	32/144	22%
Year 9	34/109	31.5%
Year 10	38/115	33.0%
Year 11	36/136	27%

KS2 Average Points Score

Year Group	All Students	Pupil Premium Students
Year 7		
Year 8	27.44	26.03
Year 9	27.22	26.42
Year 10	27.37	26.42
Year 11	26.87	25.82

2016 Results – Progress & Attainment Overview

Progress 8 and Narrowing the Gap

	Pupil Premium	Non Pupil Premium	Whole Cohort
Average Progress 8	0.0	0.0	0.0
Average Attainment 8	4.4	5.0	4.8
KS2 Average Point Score	24.4	27.2	26.2
Average Points per GCSE	295.7	321.6	312.6
Value Added	1000.1	1004.7	1003.1

Four Year Trend for Headline Figure of 5 A*-C including English and maths

	2013			2014			2015			2016		
	cohort	School	National	Cohort	School	National	Cohort	School	National	Cohort	School	National
All students	174	52	59	148	49	55	128	56	56	144	48	
Disadvantaged	38	24	N/A	34	36	36	35	49	36	50	35	
Non-disadvantaged	(FSM) 136	60	N/A	114	62	62	93	58	63	94	53	
Attainment Gap		-36	N/A		-26	-26		-9	-27		-18	

Four Year Trend for 5 A*-C grades (not En & Ma)

	2013			2014			2015			2016		
	cohort	School	National	Cohort	School	National	Cohort	School	National	Cohort	School	National
All students	174	97	N/A	148	62	64	128	63	65	144		
Disadvantaged	38 (FSM)	89	N/A	34	44	44	35	60	45	50		
Non-disadvantaged	136	99	N/A	114	68	72	93	65	63	94		
Attainment Gap		-10	N/A		-24	-28		-5	-20			

Four Year Trend for Capped Point scores

	2013			2014			2015			2016		
	cohort	School	National	Cohort	School	National	Cohort	School	National	cohort	school	national
All students	174	353.9	338.3	148	316.4	306.9	128	308.9	308.6	144	312.6	
Disadvantaged	38 (FSM)	319 (FSM)	304.9 (FSM)	34	283.3	257.7	35	281.3	259.9	50	295.7	
Non-disadvantaged	136	363.7	350.3	114	326.2	324.8	93	319.3	326.6	94	321.6	
Gap		-44.7	-45.4		-42.9	-67.1		-38	-66.7		-25.9	

The tables above shows that there has been a discernible closing of the gap between disadvantaged and other students over a four year period and that now disadvantaged students at LF QEMS generally perform much better than disadvantaged students nationally. There a number of key areas which feed directly into our priorities for 'narrowing the gap' in 2016/17.

Priorities 2016/17

- Further narrow the attainment gap between disadvantaged and non-disadvantaged students
- Improve the number of disadvantaged students who have access to the English Baccalaureate qualification
- Reduce the number of disadvantaged students who do not achieve at least 5 GCSEs at grade G or above

Breakdown of Pupil Premium Planned Spending and Intended Impact

Initiative	Aim	Monitoring	Intended Impact	% of PPG who are able to access support
<p>Employment of Behaviour Support Officers. PP students were accruing more behaviour points and fixed term exclusions than other students. Exclusions for disadvantaged students were higher than the national number for similar students.</p> <p>£33,588</p>	<p>To provide a key member of non-teaching staff who is accessible to PP students.</p> <p>To provide support and guidance to PP students to allow them to access lessons.</p> <p>To establish working relationships with key parents to improve home school engagement for PP students</p>	<p>Regular line management meetings.</p> <p>Behaviour reports produced on a weekly</p>	<p>Fewer behaviour points accrued on a weekly basis by all students.</p> <p>The number of fixed term exclusions is reduced</p> <p>Monthly incidents involving PP students declines.</p>	100%
<p>Employment of an Attendance Officer. Attendance was lower than the national figure and much lower for PP students. Persistent absence is higher high amongst PP students.</p> <p>£27,019</p>	<p>To reduce the number of persistent absentees the majority of whom are PP students.</p> <p>To support PP families in getting students into school by regularly liaising with families and outside agencies</p>	<p>Regular line management by Senior Leadership Team.</p> <p>Whole school attendance figures which allow for a breakdown of PP vs Non-PP students.</p>	<p>Attendance improves for all students but particularly PP students who have a slightly higher absence rate than other students.</p> <p>The total number of PP students with persistent absence falls.</p>	100%
<p>Link Academy Short, medium and long term Alternative provision was very difficult to access in this district.</p> <p>£33,292</p>	<p>In collaboration with another local school in the trust, we have established an alternative education setting to provide small focused groups and to avoid permanent exclusion.</p>	<p>Regular monitoring from SLT on both sites.</p> <p>Results from assessments carried out at the Link Academy</p>	<p>Reduced number of exclusions.</p> <p>More stable and accessible entry into AP for those students who require such intensive or long term intervention.</p>	80% of LFA QEMS students accessing this facility are Pupil Premium students
<p>Elevate Programme</p>	<p>External expertise to support motivation and study skills through GCSEs. Bespoke</p>	<p>Regular monitoring of these sessions by Assistant Principal</p>	<p>Students are better equipped and have the skills to prepare better for GCSE examinations and</p>	All PP students in Year 11

£500	intervention for small groups.		produce better outcomes.	
Brilliant Club £1,200	Project to support and motivate students through higher level learning and research with a PhD student in University settings	Regular monitoring of project and student engagement in the research by Assistant Principal	Students are stretched, challenged and motivated to pursue higher level learning. Better aspirations for destinations post 16.	12 PP selected PP students in Year 10
MAC Centre materials, equipment, external agencies and co-ordination A large number of our students experience a range of vulnerabilities, including significant numbers of PP students £12,277	To provide a welcoming 'hub' for students to access the support of a number of external providers who provide a range of therapeutic services	Anonymised records of the numbers of students who make regular use of this service	Students are regularly making use of support which includes, school nurse, Malachi and other Tier 2 counselling services, T3, Clinic in a BOX, XL Mentoring, bereavement support and counselling, specialist support e.g. SARAC Students accessing a wide range of support that was not previously easily available to them. Anonymised student feedback on impact.	Confidential services Accessible to all PP students
Creation of smaller focus groups in Year 10 and 11 Maths, Science and English in order to continue to narrow the gap in £32,587	To allow key students to be moved into smaller focus groups in Maths and English with a clear remit to target specific skills and improve these students attainment.	Regular data tracking 2017 Examination results	Forecast data and actual outcomes show a positive average progress8 score for PP students, meaning these students achieve better than anticipated based on their starting points	62% of the students in these groups are PP
Alternative Provision & District Inclusion Panel South Staffs College £3,995 Kettlebrook Short Stay School £15,832	To provide a curriculum or external intervention which is accessible and engaging to key vulnerable or hard to reach students	Through data tracking Regular visits and feedback from AP staff Through DIP Panel meetings	The PP students engaged on these activities are doing well and accessing relevant or specialist bespoke courses thus avoiding school refusal, refusal to engage or permanent exclusion	17 out of the 20 students on the DIP database are PP 8 out of the 10 students accessing specialist or bespoke provision (such as nurture group or ASD specialist provision) are PP

Stationery and Uniform £2,558	To provide students with equipment to access their lessons and uniform to support parents who have funding issues.	Records of students who have accessed this.	Students do not feel excluded from lessons owing to lack of equipment or missing articles of uniform	All PP students
Maths £4,500	All male students in Year 11 are taught maths by one of the Vice Principals	Monitoring from the maths Leadership team	Improved maths forecast and actual attainment.	All PP boys in Year 11
Enrichment Activities Trip Support £1,352 Music Lessons £1,100	To provide students the opportunity to engage in other activities. To support the academy sense of community.	Records of trips and visits Student feedback	Engagement in cultural and enrichment activities.	All PP students are entitled to free music lessons. All PP students are entitled to request subsidy for trips
Head of House and Senior Team Student Support Desk £21,047	To support students academically, pastorally, emotionally and with their behaviour and attendance.	Records of interventions. Link meetings, team briefings and data review meetings. Student surveys	Contribution to overall improvements in standards of outcomes, behaviour, attendance and engagement. Students, especially those who are vulnerable and/or disadvantaged feel supported.	100%
Total £190,847				