

Use of the Pupil Premium Grant at Samuel Ward Academy

Our approach

In line with the rationale for the PPG set out by the Department for Education, Samuel Ward Academy aims to support our disadvantaged students through targeted intervention and whole school initiatives both academic and pastoral. We believe that all pupils should leave Samuel Ward Academy as **successful learners, confident individuals** and **responsible citizens**. Key to this is that all pupils have both an entitlement and a requirement to make 4 levels of progress from KS2-4 through outstanding teaching over time. We do not water down or dilute these core values for any groups of pupils.

2015-2016

What will the funding be spent on ?

In 2015-16, Samuel Ward Academy is in receipt of a Pupil Premium Grant of £181236 for 216 eligible pupils. A summary of planned key interventions is given below:

1. Read Write Gold programme (£3k)
2. Laptops (with read, write, GOLD programme installed if appropriate) for LAC children (£6k)
3. Tutor groups of 15 across whole school (£40k)
4. Focussed preparation for English IGCSE (£6k)
5. Additional GCSE mathematics lessons (£6k)
6. School Counsellor (£8k)
7. TLC intervention (mathematics and English) (£20k)
8. Enhanced 1-2-1 TA provision (£70k)
9. Breakfast club (£2k)
10. Revision guides
11. Uniform (£10k)
12. Enrichment
13. Personalised extra-curricular activities (£5k)
14. Education trips (5k)

2014-2015

What was the funding spent on?

In 2014-15, Samuel Ward Academy is in receipt of a Pupil Premium Grant of £179324 for 200 eligible pupils. A summary of key interventions is given below:

1. Read Write Gold programme (£2.2k)
2. Laptops (with read, write, GOLD programme installed) for LAC children (£4.8k)
3. Tutor groups of 15 across whole school (£35k)
4. Additional GCSE mathematics lessons
5. School Counsellor (£8k)

6. TLC intervention (mathematics and English) (£24k)
7. Enhanced 1-2-1 TA provision (£87k)
8. Breakfast club (£1.5k)
9. Revision guides
10. Uniform (£9.5k)
11. Enrichment
12. Personalised extra-curricular activities (£3k)
13. Education trips (£3.5k)

Impact of interventions

'The academy has focussed intensively and very successfully on improving students' English and mathematics skills. The progress made in these subjects by all groups of students, including disabled students and those eligible for pupil premium is outstanding'

'The achievement of looked-after children is very good' (Ofsted 2012)

The impact of these interventions can only meaningfully be measured through looking at:

1. How pupils eligible for Pupil Premium engage with school life at Samuel Ward Academy compared with the rest of the pupil cohort (RoL 2015)

Pupils eligible for pupil premium = 93.7%

All other students = 95.9%

Gap = 2.2% (National figure = 3.2%)

Fixed term exclusions (as % of pupil group)

Pupils eligible for pupil premium = 0.49

All other students = 0.25

Gap = 0.24 (National figure = 12.33)

2. How well pupils eligible for Pupil premium make progress from KS2-4 at Samuel Ward Academy (particularly in English and mathematics) compared with the rest of the pupil cohort (RoL 2015)

English

PP pupils expected progress = 87%

Other = 96%

Gap = 9% (National = 17%)

Mathematics

PP pupils expected progress = 67%

Other = 82%

Gap = 15% (national 23%)

3. Powerful case studies giving individual pupil stories



SAMUEL WARD

KS5

Pupil A joined the school in year 9 and was in receipt of FSM throughout her time with us. She met or exceeded her target grades which resulted in her attaining 5 grade As and 4 Bs at GCSE. During her time in the Sixth Form she has built on her success achieving 4 C grades at AS and being on track to achieve 3 A/B grades at A level. We have worked hard to support her learning, particularly during year 12 when she struggled with the transition from GCSE to AS. She received one-to-one mentoring and support which helped her to overcome these difficulties. Access to resources and study spaces at home has been challenging and at times, support for Pupil A's application to university and her studies has been less than forthcoming. The school has supported her with this by providing her with a Microsoft surface device and again one-to-one support with her application. She is now on track, not only to achieve highly but importantly to progress on to a Russell Group University to study languages with the aim of pursuing a career in teaching or translation.

KS4

Pupil B joined us in Year 9 and by the end of Year 11 attained 9 GCSEs made up of 3 AS, 5 Bs and a C. He benefitted from one to one support with Maths and English. He sat his Maths early and achieved a B grade. Pupil B worked with a private tutor employed by the school and was then able to study for a Statistics exam in the time freed up by his success in Maths. He also received one to one support with English with a focus on the highest grades. He achieved A grades in both English Language and English Literature. In terms of progress, Pupil B exceeded many of his predicted grades. Financial support from the school also helped him to combine his academic studies with his passion for basketball. He has represented both the School and the County at basketball and is now helping the younger students in the school with their basketball. Pupil B is presently studying English Literature, Geography, History and Sociology A levels which he is on course to pass.

KS3

Pupil C entered yr 7 with level 4a sats scores in maths and English. Straight away from our own assessments he was identified as underachieving as we found it difficult to find the evidence of these levels of attainment in his class work. His Achievement manager worked closely with his Mother and met him individually on a weekly basis. Sanctions made no difference to him; he submitted to them without any apparent concern or distress but was unable to change his behaviour. Together the Achievement manager and Inclusion officer worked on strategies to support him and found that he needed his self-esteem strengthening. He was provided with additional items to support organisation (access to homework club and TA support within it). He had 1-2-1 daily input from both his Learning Coach and Inclusion Officer. His AM created a quick start guide to supporting him in lessons and held a meeting for his teachers sharing the strategies. He was also given weekly sessions with the school counsellor to work on self-esteem and his AM continued weekly mentoring sessions with him. Gradually he improved his engagement, began to arrive on time to lessons was able to reflect to the IO on his behaviour and started to complete homework. This led to improving levels of progress so that by the end of year 8 he has made 3 sublevels progress (EP) (from Sats) in English and 4 sublevels (BTE) in maths and Science. He has also made BTE progress in DT IT and RE. He has had support for transition into yr9 and the strategies for support have been passed on to the new team.