



Southfields Academy

Pupil Premium Statement
Including Catch-up Funds
November 2018

Aims

At Southfields we challenge and support every individual to achieve their potential whatever their background or starting point. We use the Pupil Premium funding to support our aim by:

- Removing barriers to learning for individuals and groups of students.
- Building the capacity and resilience in students to enable them to determine their own futures.

What is Pupil Premium?

The 'Pupil Premium' is a grant given to schools for each child who currently claims free school meals or who has done so in the past six years (Ever 6).

It is really important that all parents/carers of children eligible to do so actually register for free school meals, even if they don't choose to have them, as the grant enables us to provide extra resources for our disadvantaged students.

Research has shown that students who have been on or are on Free School Meals (FSM) do not attain as highly as other students in schools. The government provides this grant so that we can commission and allocate additional support to ensure that they do.

The Pupil Premium at Southfields Academy

Ofsted 2013 stated 'The Pupil Premium funding is used effectively to ensure that eligible students do at least as well as their peers and some are doing even better than this.'

Southfields Academy supports the Government belief that the Pupil Premium, an additional sum to school funding, is one way to address the current underlying inequalities between students eligible for FSM and their wealthier peers.

In 2017/18 we received £342,678. We have 286 students on FSM. Out of the total roll of 744 (SLASC 2017) students (in Year 7-11) this means 38% of our roll is PP funded. The national average is c16%. With a Pupil Premium figure of 38% it is almost impossible to target PP students separately. Additionally, we are aware of the postcode and other contextual deprivation indicators: the large majority of the rest of our students are not significantly better off or less deprived. The FSM indicator of deprivation is merely an economic deprivation indicator. We cannot ignore the other factors that contribute to a wider range of depravity; for many of our students at Southfields Academy, social and emotional depravity is a strong factor that contributes to the struggles that our students experience in mainstream school. Some of these students fall into the PP group, but there are many, mostly identified as SEMH, that are not included in the PP count.

Therefore we target many interventions following data analysis on the basis of underachievement and tackle low literacy and attainment as opposed to singling out Pupil Premium. However, we do monitor Pupil Premium students separately so that we can be sure that these students make the required progress in particular.

Support

The support can be in a short burst or over a longer period of time such as a term, two terms, a year or more.

This includes:

- Reduced class size which maximises teacher time with students.
- One to one tuition and other additional academic classes to accelerate learning and progress.
- Music tuition to enhance life experiences.
- Clubs, trips and visits that widen experiences building social capital.
- Effective information advice and guidance to support progression post 16.
- Alternative education provision for those students where a smaller establishment and different approach will ensure students remain engaged in education through KS4 and progress to post 16 courses.
- Pastoral support network in place to help students meet and overcome challenges outside of learning that impact upon learning and their life chances.
- Additional welfare support to ensure high attendance and punctuality.
- Mental health and well-being support for those at risk of exam stress.

All of these activities and support benefit all students and no student will be denied support or opportunities because of their pupil premium status.

Monitoring progress

Progress is monitored in a number of ways which enables all staff to take early and effective intervention when progress or other concerns arise. Each group of colleagues has a different focus in the monitoring:

- Subject teachers assess progress in lessons and over time and are key in the early identification and action to maximise progress. This is where underachieving PP individuals are identified and interventions are put in place.
- Subject leaders discuss the progress of current learners at frequent and regular progress meetings with in depth scrutiny of data at every assessment point (each half term). This enables the targeting of curriculum resources in and out of class. Any underachieving PP individuals are monitored specifically.
- Tutors monitor attendance, punctuality and engagement of students and are key in building a positive ethos in their groups.
- Attendance Panels with key personnel, parents, student, AWO, DMS and Deputy Head are held regularly. Any PP individuals who have problems with attendance are supported through this system.
- Heads of Year discuss their students with tutors and senior staff on a regular basis through Achievement Panels and IEAP days. PP individuals are specifically monitored here.
- Senior leaders discuss progress and intervention through line management and discuss each year group and subject area as a team regularly with a more in depth discussion about progress at each data collection point.
- As an academy all discussion and identification of need leads to appropriate support, challenge and intervention to ensure all students make expected or better than expected progress.

- Areas of specialist provision: SEN, EAL, BST, TAS, XL monitor progress on a microscale with attention to individual's progress. PP individuals who have any of these needs will be subject to these specialist provisions.

Evaluation

Overall evaluation of the impact of teaching and interventions for pupil premium students in every cohort is the responsibility of assigned senior leaders who report to the senior leadership team meetings and to Trustees termly.

2017-18 Impact Analysis

Results: KS4 Headline Measures

2017-18									
Target Groups	NO.s	A8	P8	P8				% 9-4/9-5 En/Ma	% EBacc 9-4/9-5
				English	Maths	EBcc	Other		
	133	45.33 C-	+0.23	+0.33	+0.61	+0.34	-0.18	69/42	12/8
PP	51 (38%)	45.41	+0.07	+0.25	+0.45	+0.12	-0.35	67/46	9/7
Non-PP	National Non-PP scores not yet available								

Comparisons with previous years:

2015-16			
Groups/Measure	Attainment 8	Progress 8	English & maths
All (SA)	4.95 C	+0.2	66%
PP (SA)	4.94 C	+0.17	65%
Non-PP (National)		+0.04	
Gap		+0.13	
National PP		-0.46	

2016-17			
Groups/Measure	Attainment 8	Progress 8	English & maths
All (SA)	44.73 D+	+0.43	63%
PP (SA)	44.58 D+	+0.44	60%
Non-PP (National)		+0.11	
Gap		+0.33	

The group of students who have experienced a decline nationally are most notably the disadvantaged students. Historically this group have been a focus across the nation – to decrease the performance gap between PP and non-PP students. Nationally there has been a big gap in favour of the non-PP students and this gap was beginning to see a decrease. However over the last two years, with the introduction of the reformed GCSEs, PP students are beginning to drop further behind again.

At Southfields Academy we had bucked the national trend significantly with respect to PP students. Our gap for PP students compared with national non-PP students was always significantly in favour of our PP students.

This year, 2018 provisional results show our PP students achieved a P8 score of +0.07. This represents a significant decline and there is strong suggestion that this is linked to the rigour of the reformed GCSEs. Specifically the high dependence on cultural capital, the requirement of a variety of enrichment experiences that often happen before a child commences education and then continues in parallel with schooling, and a sizeable vocabulary, again, usually supported by an established strong platform by the age of 4 years. This will present new challenges for us over the next few years.

A significant proportion of PP students in year 11 are casual admissions from abroad most often arriving part way through year 11 but some after the start of year 10. These students follow a separate and differentiated programme. Year on year evaluations of the IG (International Group) programme demonstrates that these students make exceptional progress and gain entry to Post-16 courses either at level 3 or at level 2.

Year 13 Headline Measures

A level

	2012	2013	2014	2015	2016	2017	2018	Up/down from 2017
Entries	149	188	165	165	185	232	229	-3
% A*/A	10%	13%	15%	21%	17%	21%	23%	+2
% A*-B	28%	38%	43%	45%	43%	51%	48%	-3
% A*-C	58%	60%	64%	76%	73%	76%	80%	+4
% A*-E	93%	93%	95%	100%	98%	99%	98%	-1
Value Added	-0.5	-0.13	+1.1	+0.39	+0.27	+0.3	+0.42	+0.12

Vocational Level 3

	All Level 3 Combined			
	2015	2016	2017	2018
Entries	168	134	102	102
%D*	23%	28%	43%	51%
%D*/D	42%	48%	73%	74%
%M+	66%	86%	92%	98%
%P+	77%	100%	100%	100%
APS	34.83	33.46	39.82	39.0
	D-	D-	D+	D+
VA	-0.22	-0.37	+0.48	+0.37

Achievements of disadvantaged students

	Disadvantaged A level (35%)		Disadvantaged Level 3 Vocational (38%)
% A*/A	24%	% D*	39%
% A*-B	45%	% D*/D	50%
% A*-E	98%	% P+	100%
APS	33.45 C+	APS	37.9 Distinction +
VA	+0.41	VA	+0.38

Catch-Up Funds 2017-18 £15,811

There were 23 students in Year 7 below Level 4 for English and 23 students below Level 4 in mathematics. Of these, 15 were below in both. Also 15 were PP students.

Interventions

- Accelerated Reader programme
- Fresh start phonics
- EAL Intervention small group withdrawal
- Literacy learning assistant support in English
- Mathematics specialist support assistants in mathematics
- One to one support from SEN staff
- Speech and Language Therapy for non-EHCP pupils
- Functional Skills Programme
- Guided Reading Programme
- Dyscalculia Support Group
- Communication Skills Programme
- Primary Secondary Transfer Group

End of Year progress data

Despite their starting points, all students have demonstrated progress in their literacy and numeracy skills.

They are all on a Southfields flightpath and we are tracking these students closely.

Of the 23 students who were below in mathematics, all have moved from Entry level to Beginning or Developing, with six at the Secure level.

In literacy, of the 23 students, five are at Entry level, 11 are at the Beginning level and seven have reached the Developing stage.

Of the 15 who were below in both, the gains in numeracy are greater than those in literacy. This is due to the fact that these are students where English is not their first language. As a result of these we have created small EAL intervention groups to support their progress in English.

Attendance Figures

Year Group	Attendance %
-------------------	---------------------

7	95.4%
8	96.4%
9	96.2%
10	96.5%
11	97.7%
Total (7-11)	96.5%
12	94.3%
13	95.1%
Total (7-11)	95.8%

Pupil Premium 2017-18

Amount received: £342,678

Curriculum and Staffing	Amount	Rationale
Smaller tutor groups in Years 7 and additional tutor groups in ME (mathematics/English) and science in Years 10-11.	£40,000	Smaller tutor groups supports the pastoral care and guidance of students in order to maximise progress.
Additional English, mathematics and science staff recruited to create additional classes in KS4.	£120,000	Maximises outcomes for students in core subjects.
Academy Welfare Support.	£18,000	Ensures we have the highest attendance – 95%+.
Mentors to support vulnerable PP students.	£30,000	Enables individuals to overcome barriers to learning.
Careers Advisor for IAG.	£20,000	Ensures progression to date 0% NEET.
Resources		
Specialist Support Assistants Maths x 2 Specialist Support Assistants Science x 1 Additional EAL support x 1	£80,000	Maximises outcomes and progress for those that struggle with literacy, numeracy and in science.
Booster sessions/ Easter revision/HPA resources	£10,000	Supports learning and progress. Challenge the most able.
Enrichment (visits, trips, residentials, music tuition). PiXL Edge	£40,000	Builds social capital, raises aspirations. Develops softer skills of LORIC. Develops cultural capital.
Rewards, graduation and Prize Evening	£10,000	Raises self-esteem and motivation.
Subsidised breakfast, pre-exam refreshments.	£10,000	To support students readiness to learn.
Alternative Provision/XL.	£85,000	Ensures those students with particular challenges remain in education and secure Post 16 progression.
Accelerated Reader programme	£20,000	To improve and develop independent reading in KS3