

Sandon Meridian Academy

Pupil Premium Intervention Plan

Evaluation

2015 - 2016

1. Background to 2015-2016 Funding

The Pupil Premium strategy is additional funding given to schools so that they can support the progress of disadvantaged students in order to diminish the difference against others nationally. The Pupil Premium was introduced in April 2011 and is allocated to schools to work with pupils who have been registered for free school meals at any point in the last six years (known as 'Ever 6 FSM').

The government believes that the Pupil Premium funding, which is additional to main school funding, is the best way to address the current underlying inequalities by ensuring that funding to tackle disadvantage reaches the pupils who need it most. Sandon Meridian Academy is committed to ensuring that this funding is directed effectively to support the specific needs of the students. Interventions will be robustly evaluated annually, to ensure intervention strategies are effective & value for money obtained.

2. Funding at a glance

The Pupil Premium funding awarded to schools to help fund projects and strategies to diminish the difference with others nationally is based around the following:

- Those who have been in receipt of free school meals at any point in the past 6 years (Ever 6 FSM) (£935 per child)
- Those who have been continuously looked after for the past six months (LAC) (£1900 per child)
- Those who are adopted from care under the Adoption and Children Act 2002 or those who have left care under a Special Guardianship or Residence Order (Post-LAC) (£1900 per child)
- Those children whose parents are currently serving in the armed forces or were eligible for funding in the last 4 years (Ever 4 Service Child) (£300 per child)

At the time of allocating funds for 2015-2016:	
Total number of students on roll (11-16)	742
Total number of students eligible for funding	376
% of students eligible for Pupil Premium funding	50%
Total amount of Pupil Premium funding received	£349355

3. School PP Context 2015-16

Sandon Meridian Academy is a smaller than average-sized secondary academy which caters for approximately 830 students. Over the last three years the proportion of students eligible for Pupil Premium has increased by 8.6% and is now 51% which is much higher than the national average (28.5%).

Summary of PP students on role 2015-16 (Source: Sirsra Analytics)					
Summary	Year 7	Year 8	Year 9	Year 10	Year 11
No. of Year Group PP	95/155	76/147	60/115	78/156	67/169
% of Year Group	61%	52%	52%	50%	40%

Breakdown of PP students on role

	Total	PP	PP%	Girls PP	Girls PP Whole School %	Girls % make up of PP	Boys PP	Boys PP Whole School %	Boys % make up of PP	PPLow	PP Medium	PP High
Year 7	155	95	61	47	30	49	48	31	51	15	58	22
Year 8	147	76	52	35	24	46	41	28	54	15	44	15
Year 9	115	60	52	33	29	55	27	23	45	7	34	16
Year 10	156	78	50	41	26	53	37	24	47	13	45	14
Year 11	169	67	40	40	24	60	27	16	40	10	41	14

4. PP evaluation of academic year 2015-16

Historical outcomes for our disadvantaged students have been poor and require rapid improvement as of September 2015. To secure improvement in this area we have evaluated the performance of our 2016 Year 11 disadvantaged students across all three of strategic objectives stated in our PP Intervention Plan for 2015-16.

Strategic Objective 1: Improve Attainment and Progress

Ofsted has repeatedly highlighted student progress as a key issue for the school. Historical data from 2015 showed large attainment differences exists between our disadvantaged students and other students both in school and nationally. This difference exists in most subjects and in some cases has widened over the three years from 2011-12 to 2014-15.

In 2015-16 Year 11 PP students outperformed the previous cohort of PP students in the main headline figures and diminished the difference with others nationally from 2015-16.

Headline Figures

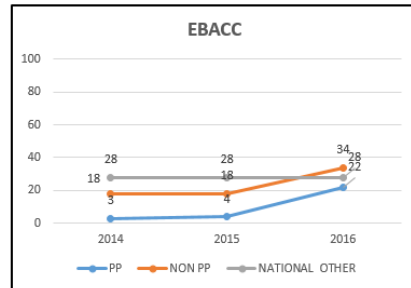
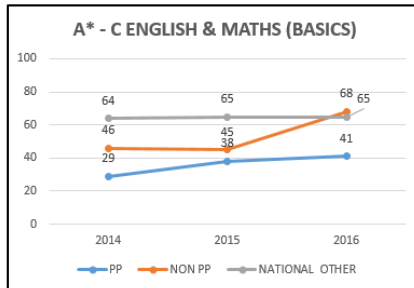
HEADLINE	Sandon Meridian 2015 PP	Sandon Meridian 2016 PP	TREND 2015 - 2016	2015 NATIONAL OTHERS	DIMINISHING THE DIFFERENCE GAP 2016
AVERAGE PROGRESS 8	-1.43	-0.48	↑ 0.95	0	-0.48
ATTAINMENT 8	33.72	44.84	↑ 11.12	54.46	-9.62
BASICS	38%	41%	↑ 3%	65%	24%

As a consequence of an improved performance from 2015-16 PP students at Sandon Meridian diminished the difference with others nationally from 2015 on every headline measure.

The basics & EBACC

BASICS	2014	2015	2016
PP	29	38	41
NON PP	46	45	68
NATIONAL OTHER	64	65	65
PP GAP	↓-35	↓-27	↓-24
PP GAP TREND		↑ 8	↑ 3

EBACC	2014	2015	2016
PP	3	4	22
NON PP	18	18	34
NATIONAL OTHER	28	28	28
PP GAP	↓-25	↓-24	→ -6
PP GAP TREND		↑ 1	↑ 18

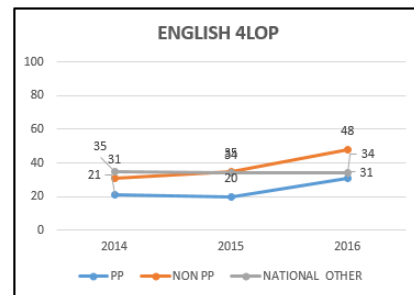
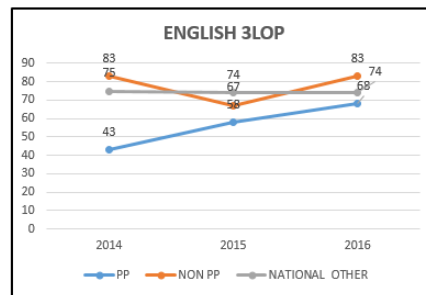


PP students diminished the difference with other students nationally by a further 3% points towards other students nationally, in the basics (English and maths). PP students made significant progress in the EBACC, diminishing the difference to 6% points.

English 3LOP & 4LOP

ENGLISH 3LOP	2014	2015	2016
PP	43	58	68
NON PP	83	67	83
NATIONAL OTHER	75	74	74
PP GAP	↓-32	→-16	→-6
PP GAP TREND		↑ 16	↑ 10

ENGLISH 4LOP	2014	2015	2016
PP	21	20	31
NON PP	31	35	48
NATIONAL OTHER	35	34	34
PP GAP	↓-14	↓-14	→ -3
PP GAP TREND		↑ 0	↑ 11

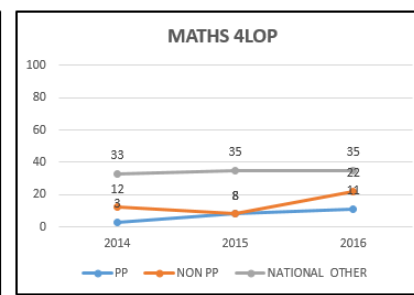
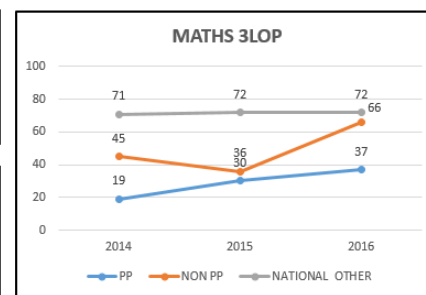


Attainment performance in English was exceptional leaving a difference of just 6% points in 3LOP and 3% points in 4LOP

Maths 3LOP & 4LOP

MATHS 3LOP	2014	2015	2016
PP	19	30	37
NON PP	45	36	66
NATIONAL OTHER	71	72	72
PP GAP	↓-52	↓-42	↓-35
PP GAP TREND		↑ 10	↑ 7

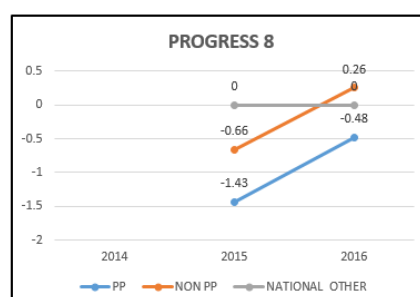
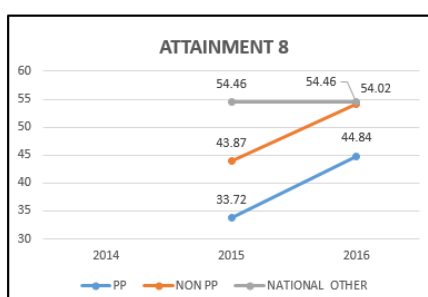
MATHS 4LOP	2014	2015	2016
PP	3	8	11
NON PP	12	8	22
NATIONAL OTHER	33	35	35
PP GAP	↓-30	↓-27	↓-24
PP GAP TREND		↑ 3	↑ 3



In maths 3LOP there was a further diminishing of the difference with others nationally by 7% points and 3% points 4LOP.

Attainment 8 & Progress 8

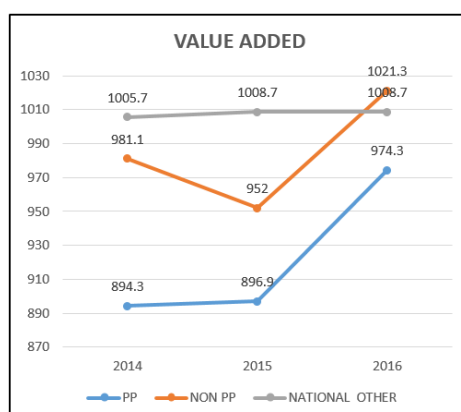
ATTAINMENT 8	2014	2015	2016
PP		33.72	44.84
NON PP		43.87	54.02
NATIONAL OTHER		54.46	54.46
PP GAP		↓20.7	→9.62
PP GAP TREND			↑11.12



In Attainment 8 PP progress diminished the difference with others nationally to 9.62 In Progress 8 the difference of PP students and others nationally was diminished to 0.48.

Value Added

VALUE ADDED	2014	2015	2016
PP	894.3	896.9	974.3
NON PP	981.1	952	1021.3
NATIONAL OTHER	1005.7	1008.7	1008.7
PP GAP	↓111	↓112	→34.4
PP GAP TREND		→-0.4	↑77.4



Due to the progress made by PP students, the difference between PP students and others nationally in Value Added was narrowed from -112 to -34.40.

Overall, student outcomes improved for our PP students when compared with others nationally in all key measures.

Strategic Objective 2: Improve Attendance

Past Ofsted reports have highlighted attendance as a key issue for the school. From 2015 several forms of intervention targeted at improving attendance were introduced and embedded. These interventions included:

- the appointment of a PP Education Welfare Office, specifically targeting PP PA attendance
- the introduction of short, medium and long term incentive initiatives

- new absentee procedures and tracking systems introduced by the Attendance Office
- targeted interventions by the KS4 pastoral manager
- a new climate of corporate responsibility whereby all stakeholders have a role to play in improving student attendance

As a result of the success of these intervention strategies, significant progress was made to diminish the difference between the attendance of PP and non PP students within school.

	National Average 2015/16	2014/15	2015/16	Diminish the difference gap 2015-16
Whole School	94.80%	91.35%	94.30%	-0.50%
PP	92.50%	88.43%	92.35%	-0.15%
N PP	95.70%	94.25%	94.34%	-1.36%
Difference between all PP and non PP students	3.20%	5.82%	1.99%	+1.21%
FSM	92.50%	86.10%	91.71%	-0.79%
N FSM	95.70%	93.13%	94.32%	-1.38%
Difference between FSM and Non FSM students	3.20%	7.03%	2.61%	+0.59%

Most progress was made in diminishing the difference between N FSM and FSM within school, which decreased from 7.03% to 2.61%. Attendance will continue to be a focus for 2016-17

DIMINISHING THE DIFFERENCE AGAINST OTHERS NATIONALLY																
2016 GCSE																
	COHORT				AVERAGE						ENGLISH			MATHS		
	Number (%) other students	% other students	Number PP students	% PP students	A8 other students	A8 PP students	Diff A8	P8 other students	P8 PP students	Diff P8	P8 English other	P8 English PP	Diff English P8	P8 Maths other	P8 Maths PP	Diff Maths P8
BELOW 92%	24	24	24	38	48.9	36.1	↓-13	0.02	-1.03	↓-1	0.17	-0.72	↓-1	-0.51	-1.82	↓-1
LOW	4	17	5	21	30.9	17.4	↓-13	-0.40	-1.15	↓-1	-0.34	-1.35	↓-1	-0.30	-1.37	↓-0
MIDDLE	17	71	16	67	51.7	39.3	↓-12	0.23	-0.34	↓-1	0.34	-0.57	↓-1	-0.32	-1.91	↓-2
HIGH	3	13	3	13	57.3	50.7	↓-7	-0.61	-1.30	↓-1	-0.08	-0.47	↓-0	-1.03	-2.08	↓-1
92% TO 95%	20	20	18	28	53.5	50.6	↓-3	0.24	-0.18	↓-0	0.06	-0.04	↓-0	-0.05	-0.44	↓-0
LOW	1	5	2	6	25	43.5	↑19	-1.09	0.81	↑2	-1.17	0.86	↑2	-2.31	0.79	↑3
MIDDLE	15	75	9	11	52.6	45.9	↓-7	0.36	-0.46	↓-1	0.18	-0.23	↓-0	0.11	-0.87	↓-1
HIGH	4	20	6	50	64	62.2	↓-2	0.15	-0.09	↓-0	-0.10	-0.06	↓0	-0.06	-0.21	↓-0
96% OR ABOVE	55	56	22	34	56.4	49.6	↓-7	0.36	-0.11	↓-0	0.15	-0.15	↓-0	0.09	-0.24	↓-0
LOW	4	7	2	9	42	26	↓-16	0.89	-0.42	↓-1	0.10	-0.70	↓-1	0.58	-1.53	↓-2
MIDDLE	32	58	14	64	54.1	47.9	↓-6	0.40	-0.09	↓-0	0.18	-0.14	↓-0	0.12	-0.16	↓-0
HIGH	18	33	5	23	64.2	62.4	↓-2	0.19	-0.04	↓-0	0.12	0.04	↓-0	-0.07	0.05	↓0

To further highlight the importance of good attendance at Sandon Meridian, the table above shows the clear link between good attendance and academic achievement for our PP students. PP students with an attendance of 96% or better achieved a Progress 8 score of -0.11, students with an attendance of 92% or better achieved a Progress 8 score of -0.18 but when a student's attendance fell below 92% their Progress 8 score fell to -1.03.

Strategic Objective 3: Improve Behaviour, Personal Development & Well Being.

Since September 2015, a PP intervention team was established to focus on the planning, tracking and intervention of strategies to support PP students, many of whom face greater challenges than non PP students when striving for academic success. Below is a selection of some of the strategies and interventions deployed in 2015-16 and a description of their impact.

The KS3 and KS4 pastoral managers maintained a constant focus on the most underachieving and vulnerable PP students. Successful strategies included regular 1:1 mentoring, the creation of bespoke curriculum timetables, increased parental communication and engagement. For our most vulnerable year 11 students the KS4 pastoral manager worked constantly with key PP students with the objective of maintaining a positive outlook towards school and school attendance. The targeted students responded well and avoided leaving the school with few qualifications.

Many G&MA PP students suffer from a lack of confidence, academic drive and well-being and it was the role of the G&MA co-ordinator to address these issues. The G&MA co-ordinator implemented a wide range of strategies to ensure a positive and successful approach to school was maintained by G&MA students. The strategies

included regular monitoring of assessment data followed up with 1:1 interviews to investigate and address underperformance. Parental engagement was developed through contact at consultation evenings and 1:1 interviews and meetings. Whilst some students acted as role models and mentored G&MA students in younger year groups other students themselves were targeted for mentoring through the assertive mentoring programme. A full and wide ranging enrichment and external activities plan was in place, where students visited and took part in various activities with the aim of raising achievement and aspiration.

The music department supports our PP musicians through the City Music School tuition programme. This tuition had two positive outcomes. Firstly, all PP students developed their skills leading to improved outcomes in assessment rounds. Secondly, some of the students developed their talents to such a degree, that they regularly took part in external concerts and ensembles.

The Learning Support Centre played a key role in maintaining a positive attitude towards school for some of the most vulnerable Year 11 students. In addition the Learning Curve initiative which includes 30 of our most vulnerable Y7 PP students, provided various support to ensure students successfully integrated into their new secondary school environment. This involved small group work, parental engagement and 1:1 mentoring of students to ensure a positive transition was made between primary school and secondary school.

The Reflection Manager has developed her role to include the monitoring and tracking of behaviour across the school for PP students. Regular analysis is provided and fed into the pastoral systems at different levels. A greater emphasis has been placed on the academic outcomes produced whilst in reflection and PP students have priority access to ICT to assist them in their studies.

With a growing EAL population, our dedicated EAL team continue to support our EAL students at every level. EAL work closely with SEN and regularly support students both within class and outside of class in small group work situations.

5. PP Strategic Objectives 2016-17

Our key objective in using the Pupil Premium Grant is to close the achievement difference between eligible students others nationally.

After a thorough evaluation of our PP strategies, interventions and outcomes, we aim to achieve further progress in 2016-17 by continuing to focus on 3 key strategic objectives for our most disadvantaged students:

- 1. Improve Attainment and Progress**
- 2. Improve Attendance**
- 3. Improve Behaviour, Personal Development & Well Being**