



Pupil Premium Strategy Statement: Ernulf Academy

In line with the core purpose of the St Neots Learning Partnership:

To secure the best possible experience, learning and outcomes for each young person for whom we have responsibility. We aim to ensure that all students, including those who are eligible for Pupil Premium funding, benefit from a tailored educational experience which takes into account their strengths, areas for development and interests.

1. Summary information					
School: Ernulf Academy					
Academic Year	2017/18	Total PP budget	£171521 (including £9706 Catch-up funding)	Date of most recent PP Review	March 2016
Total number of pupils	515	Number of pupils eligible for PP	160	Date for next internal review of this strategy	19 January 2018
2. Current attainment					
			<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
Average Total Progress 8 (2016/17)			-0.514	-0.214	
Average Total Attainment 8 (2016/17)			30.58	42.43	

3. Barriers to future attainment (for pupils eligible for PP including high ability)		
In-school barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)		
A.	Literacy skills (Reading in particular) of students entering Year 7 are lower for students eligible for Pupil Premium funding than for other students, which potentially hinders their progress across the curriculum in Year 7. For 2017/18, 51.6% of Disadvantaged students entered Year 7 with a Key Stage 2 Reading Scaled Score of less than 100, compared to 29.4% of non-Disadvantaged students.	
B.	Disadvantaged students make less progress than non-Disadvantaged students from Key Stage 2 to 4 in English. (14.7% of Disadvantaged students made expected progress in English 2017 c.f. 39.7% of non-Disadvantaged students. (10.0% of low ability Disadvantaged students, in particular, made expected progress in English 2017 c.f. 33.3% of non-Disadvantaged low ability students.)	
C.	Disadvantaged students make less progress than non-Disadvantaged students from Key Stage 2 to 4 in Maths. (14.7% of Disadvantaged students made expected progress in Maths 2017 c.f. 32.4% of non-Disadvantaged students.	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Attendance rate of 92.7% for Disadvantaged students 2016/17 (c.f. 95.8%, non-Disadvantaged and 94.8%, all) was 3.3% below the target for all students of 96%.	
4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Year 7 students targeted for a Reading programme (Key Stage 2 Reading Scaled Score of less than 100) accelerate their progress in Reading and English.	<ul style="list-style-type: none"> 75% of Year 7 students participating in a Reading programme make at least 12 months progress pre to post intervention All Year 7 students participating in a Reading programme meet their English targets by the end of the academic year with at least 50% of the students accelerating their progress to exceed their targets Evidence: <ul style="list-style-type: none"> Reading Age assessments pre and post intervention Progress Review Currently Working At KS3 Levels
B.	Disadvantaged students, including those of low ability, accelerate their progress in English.	At least 50% of Disadvantaged students make at least expected progress in English in-year. Evidence: <ul style="list-style-type: none"> Progress Report analysis
C.	Disadvantaged students accelerate their progress in Maths.	At least 50% of Disadvantaged students make at least expected progress in Maths in-year. Evidence: <ul style="list-style-type: none"> Progress Report analysis
D.	Disadvantaged students improve their attendance rates.	Overall attendance of Disadvantaged students improves to 95%, in line with all students 2016/17. Evidence: <ul style="list-style-type: none"> On-going attendance analysis

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/B/C. Improved Year 7 literacy progress/ Disadvantaged students accelerate their progress in English/Maths.	<ul style="list-style-type: none"> Learning and Teaching school agenda (including Quality Assurance programme, Learning and Teaching briefings and training programmes) promotes quality first teaching Review of Marking and Feedback Department policy and practice 	Quality first teaching essential to maximising progress and attainment of all students. Sutton Trust research provides evidence to suggest that effective marking and feedback accelerates progress.	HoDs monitor the use and impact of the Marking and Feedback policies. HoDs and SLT links ensure, via learning walks and work scrutiny (as detailed in the Quality Assurance programme) that staff are using a dialogic approach to marking and students are acting on feedback in order to accelerate their progress.	Acting Deputy Headteacher	As Quality Assurance programme.
B/C. Disadvantaged students (Year 11) accelerate their progress in English/Maths (and Science).	<ul style="list-style-type: none"> Weekly Core HoD/SLT Year 11 focus meetings PiXL Associate working with Core HoDs to identify appropriate PiXL resources/approaches to accelerate and track progress of all students Grade 4 Basics analysis for all students promoted amongst English and Maths staff to secure joint approach to accelerating progress 	PiXL schools' outcomes. Promotion of Core team approach to acceleration of progress.	Weekly Core HoD/SLT Year 11 focus meetings to review strategies and progress. Review meetings (PiXL Associate and SLT members) to monitor impact. Grade 4 Basics analysis at each Progress Report.	Headteacher, Senior Assistant Headteacher	Weekly Core HoD/SLT Year 11 focus meetings. PiXL review meetings (5 in academic year). Progress analysis at each calendared Progress Report.
C. Disadvantaged students accelerate their progress in Maths.	<ul style="list-style-type: none"> Programmes of small group teaching in Maths delivered by Maths staff Key lessons taught to whole classes by HoD to release Maths staff for small group teaching 	Sutton Trust evidence students are likely to accelerate progress.	Programmes based on identified skills and knowledge gaps. Pre and post intervention measures in place in addition to Progress Report attainment/forecast measures.	HoD Maths	Pre and post intervention. Progress analysis at each calendared Progress Report for all teaching groups involved.
Total budgeted cost					£10000 (including £2500 Catch-up funding)

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. Year 7 students (Key Stage 2 Reading Scaled Score of less than 100) participating in a Reading programme accelerate progress in Reading and English.	<ul style="list-style-type: none"> KS3 SRA Reading Programmes Reading Challenge Programmes Catch-up Reading Programme (external tutor) 	Ofsted Nov 2016: <i>Additional Catch-up funding is used effectively. There have been significant improvements in how well students read.</i>	Dedicated Literacy TA delivering SRA programmes. Reading Age measures pre and post intervention.	Literacy Co-ordinator, Senior Assistant Headteacher	Pre and post intervention.
B. Disadvantaged students (Year 11) accelerate their progress in English.	<ul style="list-style-type: none"> Year 11 small group very focused intervention (3 ability bands) by English teachers during Period 6 Rolling programme approach for maximum impact Assigned mentors support participation and parental engagement 	Sutton Trust evidence students are likely to accelerate progress.	Pre and post intervention impact tracking (PiXL tracker) and Progress Report attainment/forecast measures. Use of Lesson Monitor to track attendance and engagement in Period 6 sessions.	HoD	Pre and post intervention. Progress analysis at each calendared Progress Report.
C. Disadvantaged students accelerate their progress in Maths.	<ul style="list-style-type: none"> Maths staff identified as year-based Disadvantaged students champions Champions to track the progress of the Disadvantaged cohort, monitor and share in-class intervention strategies and deliver intervention programmes where appropriate External tutor intervention programmes (appropriate year-based Champion to oversee) 	Sharing of strategies and resources to promote team approach to acceleration of progress.	Maths champions to share strategies and intervention impact (pre and post intervention and Progress Report attainment/forecast measures) and planning in Department meetings.	HoD, Senior Assistant Headteacher	Pre and post intervention. Progress analysis at each calendared Progress Report.

C. Disadvantaged students (Year 11) accelerate their progress in Maths.	<ul style="list-style-type: none"> Year 11 small group very focused intervention by Maths teachers (targeted Level 4 and 5) during registration and Period 6 Rolling programme approach for maximum impact Assigned mentors support participation and parental engagement 	Sutton Trust evidence students are likely to accelerate progress.	Pre and post intervention impact tracking and Progress Report attainment/forecast measures. Use of Lesson Monitor to track attendance and engagement in Period 6 sessions.	HoD	Pre and post intervention. Progress analysis at each calendared Progress Report.
Total budgeted cost					£71948.70 (including £7206 Catch-up funding)
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. Disadvantaged students improve their attendance rates.	<ul style="list-style-type: none"> Attendance procedures communicated/ rewards systems in place. New Lesson Monitor system supports tutor monitoring of attendance and attitude to learning Continuation of Breakfast Club to encourage students into school Ensure that all Disadvantaged students are supported to access extra-curricular events and trips (costs considered on an individual basis, with some curriculum trips fully funded for Disadvantaged students) 	Where students' attendance rates are high there is a correlation to higher levels of progress/attainment and vice versa. Students who involve themselves fully in school life are more likely to engage and attend regularly.	Assemblies re attendance procedures and rewards systems. Attendance procedures closely monitored by Assistant Headteacher. Appropriate induction of new member of Attendance team/Attendance team works closely with Student Support teams. Breakfast Club publicity and monitoring of attendance. Trip Leader communication and trip letters ensure parents are fully aware of the financial support offered in order for their child to participate. Senior Assistant Headteacher monitors Disadvantaged students' participation in trips.	Senior Assistant Headteacher, Assistant Headteacher, Attendance team, Breakfast Club Supervisor	Attendance figures reviewed half-termly. Breakfast club attendance reviewed half-termly. Trips attendance figures monitored on an on-going basis.

Total budgeted cost	£42190
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5. Other planned expenditure

The above priorities leave £47382.30 to accommodate curriculum area response/other initiatives supporting the progress and attainment of Disadvantaged students as outlined below. Much of the support is offered on a bespoke basis and impact will be assessed in the 2017/18 review of expenditure. The following items will be funded from the Pupil Premium to support the progress of Disadvantaged students:

- Revision resources including online packages
- Equipment packs and consumables
- Music tuition and therapy
- Literacy resources
- Individual/small group English, Maths and Science tuition
- Home Learning Club
- Direct financial support including uniform
- Staff training on accelerating the progress of Disadvantaged students

6. Review of expenditure

Previous Academic Year: 2016/17	Review of impact data and expenditure review is detailed below. (Please note the review for 2016/17 is not in the current format as the NCTL documentation was adopted for 2017/18.)
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2016-17 Pupil Premium/Catch-up Strategy Impact Data and Expenditure Review

PUPIL PREMIUM/CATCH-UP PREMIUM FUNDING REVIEW

2016-17 Pupil Premium/Catch-up Premium Planned vs Actual			
Pupil Premium Funding	£		160,652.50
Catch-up Premium	£		9,706.00
TOTAL	£		170,358.50
		Planned Expenditure	Actual Expenditure
Leadership Staff Salary allocation	£	32,123.00	£ 32,122.56
Admin Staff Salary allocation	£	15,193.00	£ 15,192.63
Student Support Staff Salary allocation: Maths TA, Literacy TA allocation, Breakfast Club staff, Home Learning Club staff, Student Progress Officers allocation, EWO buy back	£	69,803.00	£ 76,613.02
	£	2,956.00	£ 2,856.00
One to One/Small Group Intervention	£	8,750.00	£ 4,355.23
	£	4,550.00	£ 4,650.00
Breakfast Club Goods	£	5,000.00	£ 3,757.73
Home Learning Club Goods	£	2,450.00	£ 149.47
Reprographics	£	2,000.00	£ 2,000.00
	£	200.00	£ 200.00
Curriculum Support: including revision guides, online curriculum resources, Art equipment packs, drumming workshop, Food Technology ingredients, literacy/library resources, classroom equipment, revision breakfasts	£	8,750.00	£ 17,569.89
	£	2,000.00	£ 2,000.00
Direct Financial Support: Trips, uniform, transport	£	4,100.00	£ 4,630.50
Y10 Work Experience Support	£	2,000.00	£ 825.00
Attendance Rewards	£	400.00	£ 167.47
Counsellor/Mentor	£	3,000.00	£ 3,000.00
Contingency: Pupil Premium Conference	£	6,500.00	£ 269.00

KEY STAGE 3 INTERVENTION

Key Stage 3 Intervention: English

Key Stage 3 Disadvantaged students and Year 7 students with a Key Stage 2 Reading Scaled Score of less than 100 not making expected progress were targeted through the following interventions. A total of 36 Year 7 Disadvantaged students/those with a Key Stage 2 Reading Scaled Score of less than 100 out of 60 students participated in at least one intervention programme. Similarly, 13 Disadvantaged Year 8 students out of 38 participated and, in Year 9, 8 Disadvantaged students participated out of 31.

Key Stage 3 English One to One/Small Group Intervention:

Year Group	No. of Programmes undertaken	Progress CWA \geq 2sLOP Pre to Post Intervention (measured from KS2)	Progress CWA \geq 1sLOP Pre to Post Intervention (measured from KS2)
Y7: Disadvantaged students & < 100 KS2 RSS	18	9 (50.0%)	14 (77.8%)
Y7: < 100 KS2 RSS	16	8 (50.0%)	12 (75.0%)
Y8 Disadvantaged	9		2 (22.2%)
Y9 Disadvantaged	7		1 (14.3%)

Key Stage 3 SRA Reading Programme:

Year Group	No. of Programmes undertaken	Reading Age Progress Sep 16 to Post Intervention \geq 24 mths	Reading Age Progress Sep 16 to Post Intervention \geq 12 mths	Reading Age Progress Sep 16 to Post Intervention \geq 6 mths
Y7: < 100 KS2 RSS (inc 6 Disadvantaged students)	10		6 (60%)	6 (60%)
Y8 Disadvantaged	3		3 (100%)	3 (100%)
Y9 Disadvantaged	1		1 (100%)	

Year 7 Reading Challenge:

Year Group	No. of Programmes undertaken	Reading Age Progress Pre to Post Intervention ≥ 24 mths	Reading Age Progress Pre to Post Intervention ≥ 12 mths	Reading Age Progress Pre to Post Intervention ≥ 6 mths
Y7: Disadvantaged students & < 100 KS2 RSS	29	9 (31.0%)	19 (65.5%)	22 (75.9%)
Y7: < 100 KS2 RSS	22	7 (31.8%)	15 (68.2%)	17 (77.3%)

Key Stage 3 Intervention: Maths

Key Stage 3 Disadvantaged students and Year 7 students with a Key Stage 2 Maths Scaled Score of less than 100 not making expected progress were targeted through the following interventions. A total of 26 Year 7 Disadvantaged students/those with a Key Stage 2 Maths Scaled Score of less than 100 out of 60 students participated in at least one intervention programme. Similarly, 11 Disadvantaged Year 8 students out of 38 participated and, in Year 9, 16 Disadvantaged students participated out of 31.

Key Stage 3 Maths One to One/Small Group Intervention:

Year Group	No. of Programmes undertaken	Progress CWA $\geq 2sLOP$ Pre to Post Intervention (measured from KS2)	Progress CWA $\geq 1sLOP$ Pre to Post Intervention (measured from KS2)
Y7: Disadvantaged students & < 100 KS2 RA	39	18 (46.2%)	22 (56.4%)
Y7: < 100 KS2 RA	24	11 (45.8%)	12 (50.0%)
Y8 Disadvantaged	15	4 (26.7%)	8 (53.3%)
Y9 Disadvantaged	25	4 (16.0%)	8 (32.0%)

Key Stage 3 Disadvantaged Students Progress Summary

	English		Maths	
	% achieved at least expected progress (Disadvantaged)	% achieved at least expected progress (non-Disadvantaged)	% achieved at least expected progress (Disadvantaged)	% achieved at least expected progress (non-Disadvantaged)
Year 7	57.9	64.3	48.6	57.1
Year 8	40.0	45.5	16.7	53.7
Year 9	13.8	10.6	27.6	34.5

KEY STAGE 4 INTERVENTION

Year 11 Disadvantaged students making less than expected progress were targeted through extra-curricular subject intervention programmes, including 12 sessions delivered by 8 subjects during the Easter holiday, and, as appropriate, in-school revision sessions. 78 out of 113 (69.0%) of students attended at least 1 Easter session with a mean attendance per session of 29.3 students and 18 out of 35 (51.4%) of Disadvantaged students attended at least 1 session.

Key Stage 4 Intervention: Maths

Key Stage 4 Maths One to One/Small Group Intervention:

In 9 out of 22 programmes delivered across Key Stage 4, the levels of progress forecast pre-intervention was maintained or increased post-intervention.

Year 11 Maths PET-Xi Intervention:

38 students (10 Disadvantaged) attended the May half term programme, with 7 students forecast grade 3+ and 14 5+:

- 10 out of the 18 students achieved a Grade 3+ in the Grade 3+ focus group, with 5 out of 7 Disadvantaged students achieving 3+
- 9 out of the 20 students achieved a Grade 5+ in the Grade 5+ focus group, with 2 out of 3 Disadvantaged students achieving 5+
- 26 of the 38 students achieved at least their forecast grade and 9 students exceeded it.

Key Stage 4 Disadvantaged Students Progress Summary

In Year 10, 52.3% of Disadvantaged students were forecast to achieve 3 Levels of Progress across all subjects compared to 53.5% of non-Disadvantaged students. In Year 11, 32.7% of Disadvantaged students achieved 3 Levels of Progress across all subjects compared to 48.9 of non-Disadvantaged students.

BREAKFAST CLUB

Total Mean Attendance per Day	Term 1 (1)	Term 1 (2)	Term 2 (1)	Term 2 (2)	Term 3 (1)	Term 3 (2)
Disadvantaged	5.9	5.3	2.8	2.1	1.7	1.5
non Disadvantaged	6	9.7	7	7	6.2	4.7
All	11.9	15	9.7	9.2	7.9	6.2

HOME LEARNING CLUB

Total Mean Attendance per Day	Term 1 (1)	Term 1 (2)	Term 2 (1)	Term 2 (2)	Term 3 (1)	Term 3 (2)
Disadvantaged	23.1		18.1	22.2	19.9	18.4
non Disadvantaged	27.9		30.9	21	24	23
All	51		48.9	43.3	43.9	41.3

EDUCATIONAL VISITS

Overall, 42.6% of eligible Disadvantaged students participated in trips and educational visits. For those trips and visits incurring cost to the student, 22.6% of the eligible Disadvantaged students were supported financially to participate. Notably, the DanceEast (Creative & Media), DofE, Hunstanton (Geography) and Poetry Live (English) trips were fully funded from the Pupil Premium budget.