

## Analysis and Impact of Pupil Premium Funding across the Raedwald Trust 2017-2018 including Planned Spend 2018-2019

### 1. Summary Information

Raedwald Trust					
<b>Academic Year</b>	2017-2018	<b>Total PPG Budget</b>	£81,503.22	<b>Date of most recent PPG Review</b>	Autumn 2018
<b>Total Number of Pupils</b>	245	<b>Number of pupils eligible for PPG</b>	118	<b>Date for next internal review of this strategy</b>	Spring 2019

### 2. Context

The profile of Pupil Premium within Raedwald Trust is as follows (these statistics fluctuate slightly throughout the year due to rolling enrolment at some sites):

- Across the Trust, 48% of pupils were entitled to Pupil Premium Funding. Total pupil premium funding received by Raedwald Trust was: £81,503.22.
- For the 2017-2018 academic year, the percentage of pupils who were entitled to PPG funding at each site was as follows:
  - Alderwood Academy: 77%
  - First Base Academy: 23%
  - Parkside Academy: 30%
  - Lindbergh Campus: 69%
  - St.Christopher's Academy: 29%
  - Westbridge Academy: 54%
- 35% of pupils within the Trust received Free School Meals
- 9% of pupils within the Trust were Children In Care

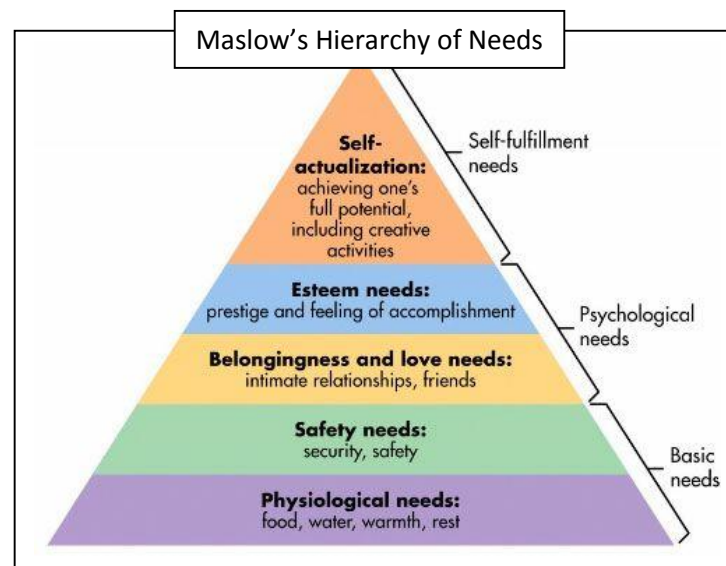
*It is noteworthy that many of our sites have a rolling enrolment of pupils throughout the year, therefore our pupil premium funding is not fixed. Additionally, if pupils are not on roll with their particular AP site at the time of census, we must request previous schools forward the allocated funding, for individual pupils, to us directly. If a school refuses, we continue to support the pupil in question however this is not funded through our Pupil Premium pot until the child is on our role at the next census. Therefore, during the 2018-2019 academic year, our Pupil Premium estimate is £80,000.00 across Raedwald Trust (if all pupils were to receive their funding from previous schools).*

### 3. About the Pupil Premium

The Government believes that the pupil premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) or having been eligible in the last 6 years (Ever 6) and their wealthier peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most.

National research shows that children who have been eligible for Free School Meals at any point in their school career have consistently lower educational attainment than those who have never been eligible.

It is important to be aware that Ipswich Borough Council has provided statistics in an Executive Report (State of Ipswich, v2.0) stating that 7.5% of households in Ipswich contain lone parents, which is 23.7% of the total in Suffolk. 42.5% of these households are unemployed which is a significantly higher rate than the rate for the rest of Suffolk (34.6%). According to the Index of Multiple Deprivation (2010) 26.6% of the town's population lives within the most deprived fifth of areas in England, with Ipswich ranking 72<sup>nd</sup> out of 294 local authorities in terms of the extent of deprivation. 9 areas of the town are ranked within the top 10% most deprived areas nationally. As a Trust, our intake is predominantly Ipswich based with a small percentage of pupil intake from surrounding areas. With the above figures in mind, there is a priority need to increase educational attainment and help our pupils to enter and sustain post-16 education and employment. However, as Maslow's Hierarchy of needs shows us, meaningful learning can only take place when pupils have their



basic needs met. As such, a key focus within all of our schools is finding ways to meet these basic needs and help students progress to a state where they are able to accept support and engage with their learning.

*It is for schools to decide how the Pupil Premium, allocated to schools per FSM (now Ever 6) pupil, is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility.*

Research shows that good teaching can, and does, narrow gaps in attainment. To improve outcomes for learners vulnerable to underachievement the most effective schools have a clear policy on spending the premium. Schools should thoroughly and regularly analyse the performance of underachieving pupils through tracking and monitoring of progress (especially in English and mathematics) and use data to apply funding most effectively, with regular reviews.

Across the trust, intelligent use of data allows our schools to identify underperforming pupils and to then target intervention and support to promote academic progress. Often, however, finding appropriate ways to re-engage our learners and resolve years of disaffection means that money must be invested in pupils holistically. Many of our pupils have been pushed out of education, be it by extreme behaviour/defiance, medical issues or self-exclusion. Across the sites, pupils have high levels of SEN with regards to learning and/or SEMH; this is sometimes identified by EHC plans, but not always. Many pupils have missed a significant amount of education and/or used behaviour to overshadow underlying learning difficulties. As such, all of our pupils in the Trust require holistic support that addresses their very diverse and complex learning needs. This is not exclusive to our disadvantaged pupils; however this group has historically demonstrated poorer progress overall. In addition to the above, some of the main barriers to achievement faced by our eligible pupils include:

- Physiological and safety needs
- Poor attendance
- Less access to extracurricular clubs and activities thus limiting their exposure to additional learning and development opportunities out of school.
- Less access to resources to help them with readiness for learning (ie. internet access at home and school supplies)
- Low aspirations

We specialise in a very particular area of education and as such must be creative and innovative when finding ways to work with our pupils. We have embedded a thorough process of data analysis involving a wide range of staff including subject staff, vocational managers, pupil managers and members of the Senior Leadership Team. We regularly review and discuss each pupil in our care and examine who is making adequate progress (both academically and emotionally) and who is not. In this manner, we

ensure that their educational program is adapted quickly where there is underachievement. We are continuing to develop more specialist interventions and greater capacity to improve is being built.

In the summer of 2018, Year 11 pupils eligible for pupil premium within the Raedwald trust demonstrated many positive outcomes when compared to those of similar pupils within Alternative Provision. As a newly formed Trust, we are beginning to track outcomes for disadvantaged pupils more effectively across multiple sites providing support from EYFS to Key Stage 4. Behaviour Watch has been introduced across all Trust sites. This will help us to track and monitor changes in behaviour, attendance, attainment of learning targets and engagement consistently in all schools. It will be a starting point for addressing areas of concern and implementing strategies to support the progress of our disadvantaged learners.

#### 4. Raedwald Trust Current Attainment Year 11 (2017 - 2018)

	All	Disadvantaged	Gap
At least 1 GCSE 9 - 1 (or equivalent)	86%	92%	+6
5+ GCSE 9 - 4 (or equivalent)	15%	22%	+7
5+ GCSE 9 - 1 (or equivalent)	51%	57%	+6
3+ GCSE 9 - 4 (or equivalent)	25%	35%	+10

## 5. Whole school attainment in English and maths (by Raedwald Trust site 2017 - 2018)

Westbridge Academy (Destination provision)	All	Disadvantaged	Gap Westbridge
Achievement – Expected progress in English	66%	68%	+2
Achievement – Expected progress in Maths	77%	71%	-6
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Parkside Academy (Destination provision)	All	Disadvantaged	Gap Parkside
Achievement – Expected progress in English	56%	60%	+4
Achievement – Expected progress in Maths	63%	80%	+17
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Lindbergh Campus (In-year admission/ revolving door provision)	All	Disadvantaged	Gap Lindbergh
Achievement – Expected progress in English	74%	67%	-7
Achievement – Expected progress in Maths	74%	67%	-7

First Base Ipswich (In-year admission/ revolving door provision)	All	Disadvantaged	Gap FBI
Achievement – Expected progress in Literacy	78%	80%	+2
Achievement – Expected progress in Numeracy	74%	73%	-1

Montgomery Road (Destination provision)	All	Disadvantaged	Gap Monty Road
Achievement – Expected progress in English	100%	100%	0
Achievement – Expected progress in Maths	91%	91%	0

## 6. Barriers to future attainment (for pupils eligible for PPG including high ability)

### In school barriers (*issues to be addressed in school*)

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|-----------|---|
| <b>A.</b> | Behaviour for learning – pupils with specific social and emotional needs which affect their learning                                  |
| <b>B.</b> | Access to extra-curricular activities - educational experiences such as trips, music lessons and participation in physical activities |
| <b>C.</b> | Access to language, especially from books.  |

### External barriers (*issues which also require action outside school, such as low attendance rates*)

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| <b>D.</b> | Attendance rates for pupils eligible for PPG. |
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<b>E.</b>	Motivation to extend study by pupils eligible for PPG, access to additional resources and enrichment opportunities (outside of school) and support from parents
<b>F.</b>	The number of pupils who are in receipt of Pupil Premium who also have specific SEN needs linked to cognition and learning

## Strategy for 2018-2019

### 7. Outcomes 2018-2019

	<i>Desired outcomes (and how they will be measured)</i>	<i>Success criteria</i>
<b>A.</b>	Increase levels of attendance and participation in on-site activities	<ul style="list-style-type: none"> <li>• All pupils given support for personalised timetables as needed</li> <li>• Increased positive feedback from staff as recorded on School Pod</li> <li>• Increased overall attendance across all sites.</li> </ul>
<b>B.</b>	Decreasing the gap between non-ppg students and ppg students in maths and English.	<ul style="list-style-type: none"> <li>• Quality First teaching evidenced through lesson observation and work scrutiny</li> <li>• Progress data will be regularly reviewed and demonstrate progress.</li> <li>• Quick identification of pupils who are demonstrating poor progress, leading to increased support and review of offer.</li> </ul>
<b>C.</b>	Other outcomes including supporting vulnerable disadvantaged pupils	<ul style="list-style-type: none"> <li>• Broad and balanced curriculum offered across all sites</li> <li>• All pupils given the opportunity for enrichment and off-site activities.</li> <li>• Pupils offered support to address additional mental health, medical and SEMH needs.</li> </ul>

## 8. Academic Year 2018-2019 Action Plan

	<i>Desired outcome</i>	<i>Chosen action/approach</i>
<b>A.</b>	Increase levels of attendance and participation in on-site activities	<ul style="list-style-type: none"> <li>• Pastoral leaders to monitor and challenge poor attendance. Families to be supported to work through barriers and engage with their educational setting (by pastoral team).</li> <li>• Regular information sharing, exhibitions of pupil work and parent-teacher evenings</li> <li>• Staff supported to develop positive working relationships with children and young people through Thrive approach and child centred practice.</li> </ul>
<b>B.</b>	Decreasing the gap between non-ppg students and ppg students in maths and English.	<ul style="list-style-type: none"> <li>• Focus on consistently good teaching and learning across all sites.</li> <li>• High quality feedback delivered and students supported to act upon it</li> <li>• Ensure that the most able are stretched and continue to be challenged throughout their placement</li> <li>• Continue to develop interventions that enable disadvantaged pupils and those with SEN to engage positively in their learning.</li> <li>• Interventions which support access and give pupils the skills and strategies to be independent learners – e.g. Lexia, toe by toe, catch up</li> </ul>
<b>C.</b>	Other outcomes including supporting vulnerable disadvantaged pupils	<ul style="list-style-type: none"> <li>• All sites incorporate enrichment activities into the school culture, promoting positive engagement and learning opportunities for learners.</li> <li>• All members of the Senior Leadership team to take part in Thrive training with roll-out in the next academic year.</li> </ul>



		<ul style="list-style-type: none"><li>• Continued development of Project Based Learning across sites which incorporate opportunities for learning outside the classroom.</li><li>• Counselling and therapy services</li><li>• Youth work services</li><li>• Rewards</li><li>• School trips</li><li>• Activities days</li><li>• Music</li><li>• Extended experiences</li></ul>
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