

Analysis of Use and Desired Impact of Pupil Premium Funding within Raedwald Trust 2017-2018 including Planned Spend 2018-2019

1. Summary Information

Raedwald Trust					
Academic Year	2017-2018	Total PPG Budget	£81,503.22	Date of most recent PPG Review	Autumn 2018
Total Number of Pupils	245	Number of pupils eligible for PPG	118	Date for next internal review of this strategy	Summer 2019
Projected PPG allocation 2018 - 2019	£80,000.00 ¹				

2. Context 2017-2018

- 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%

¹ 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).

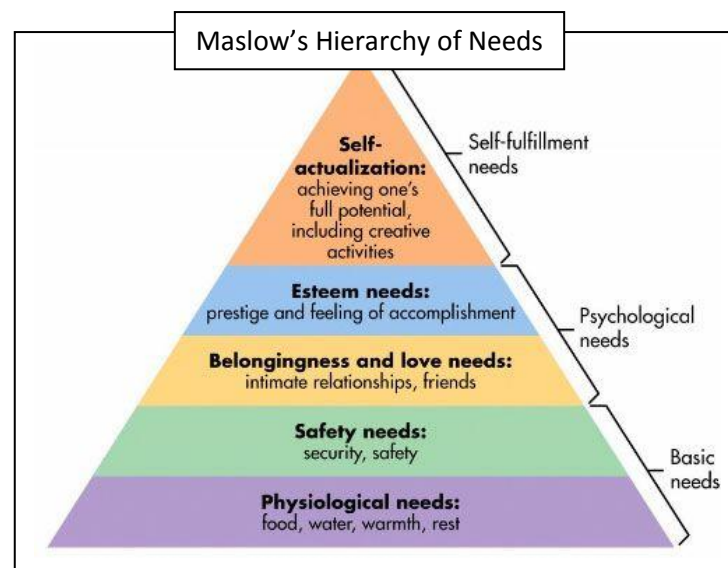
- First Base Academy: 23%
- Parkside Academy: 30%
- Lindbergh Campus: 69%
- St.Christopher's Academy: 29%
- Westbridge Academy: 54%
- 35% of pupils within the Trust received Free School Meals
- 9% of pupils within the Trust were Children In Care

3. Overview

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 72nd 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.

4. Current Attainment

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. School Pod 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.

Whole Trust: 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

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

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

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

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

A.	Behaviour for learning – pupils with specific social and emotional needs which affect their learning
B.	Access to extra-curricular activities - educational experiences such as trips, music lessons and participation in physical activities
C.	Access to language, especially from books.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Attendance rates for pupils eligible for PPG.
E.	Motivation to extend study by pupils eligible for PPG, access to additional resources and enrichment opportunities (outside of school) and support from parents
F.	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

6. Desired Outcomes

	<i>Desired outcomes (and how they will be measured)</i>	<i>Success criteria</i>
A.	PPG students are targeted to build their self-esteem, cultural/world knowledge and vocational knowledge through access to enrichment activities and authentic experiences.	<ul style="list-style-type: none"> • Broad and balanced curriculum offered across all sites • All pupils given the opportunity for enrichment and off-site activities. • Pupils offered support to address additional mental health, medical and SEMH needs.
B.	To raise pupil attainment, across EYFS – KS4, especially in maths and English.	<ul style="list-style-type: none"> • Student attainment in literacy based subjects and numeracy improves across all key stages which will be measured by interim tracking and external examination. • Quick identification of pupils who are demonstrating poor progress, leading to increased support and review of offer.

C.	PPG students have improved rates of attendance and are engaged in their learning.	<ul style="list-style-type: none"> • All pupils given support for personalised timetables as needed • Increased positive feedback from staff as recorded on School Pod • Increased overall attendance across all sites.
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7. Planned Expenditure					
Academic Year		2018 - 2019			
<i>The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.</i>					
a. Quality of teaching for all					
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?
1. To raise self-esteem and support children and young people to view themselves and the world in a positive way. With this support in place, pupils are better equipped to engage meaningfully with curriculum and personal development.	i) All sites using Thrive Approach for assessment of needs. Implementation of action plans. Ongoing subscription to Thrive online to effectively run programme. Est. cost: £800.00 ii) All centres to have access to 1:1 counselling for pupils if needed. Support for learning how to navigate trauma and a safe space for pupils to talk about their difficulties. Est. cost: £8,000.00	i) A key focus of development for the Trust in 2017-2018 was adopting the Thrive approach in order to support the complex needs of our learners. It is important that this investment continues to be supported. ii) On-site counselling across the Trust has historically supported many pupils who otherwise are unable to access such services.	i) All sites producing Thrive assessments and incorporating language of Thrive into everyday practice. Monitoring by SLT. ii) Pastoral monitoring with regular feedback on pupil progress to SLT.	i) All staff ii) Pastoral, SLT	i) Throughout everyday practice; learning walks; lesson observations ii) Termly to determine overall pupil progress through staff observations and pupil progress

2. To monitor student progress across KS1 – KS4 and raise attainment in maths and English	<p>i) Progress tracking and case studies/pen pictures established for all pupils (including PPG entitled)</p> <p>ii) Review of Trust wide literacy with a focus on reading, vocabulary and writing.</p>	<p>i) It is important that we are monitoring and then re-evaluating school intervention and effectiveness.</p> <p>ii) Importance of literacy across the curriculum to build confidence in learners and support lifelong skills.</p>	<p>i) Accountability to Head of School; SLT; Head teachers; student progress measures</p> <p>ii) Development of literacy action plans across all sites to chart key actions in reading, vocabulary and development of writing; review of data; SLT observations</p>	SLT, curriculum leads, SEN leads	Termly through Heads reports and central team monitoring, observation sessions
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Total budgeted cost £8,800.00

b. Targeted Support

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?
1. To raise the attainment of pupils who enter provisions without functional literacy and numeracy	<p>i. Provision of Catch-up literacy/numeracy teaching.</p> <p>ii. Continuation of use of Lexia online literacy intervention. Est. cost £5,389.00</p> <p>iii. Implementation of Nessy reading programme. Est. cost £600.00</p> <p>iv. Implementation, training and resourcing for Numicon. Est. cost £5,625.00</p>	<p>i & ii) Excellent engagement and progress in previous years suggests Catch Up and Lexia is a good use of PPG money on PPG students and the whole cohort.</p> <p>iii) Additional literacy support at KS1-KS3 (which targets specific language difficulties) will help to build confidence and give staff an additional avenue for engagement.</p> <p>iv) Opportunity for teachers to learn how to target specific numeracy</p>	(i - iv) Site timetable reviews, interim performance tracking, SEN lead/curriculum lead feedback, review of SLT learning walks	(i - iv) SLT, curriculum leads, SEN leads	Through interim tracking periods, analysis of student attainment in literacy/numeracy annually, observation sessions.

		difficulties from EYFS – KS4.			
Timely and rigorous support for persistent absentees and those with low levels of attendance.	i) Daily monitoring of attendance by pastoral and admin teams; EWO support; regular home visits and discussion with families	i) Correlation between low levels of attendance and low attainment. Ensuring that pupils are attending regularly will support progress and attainment.	i) Attendance data; weekly monitoring sheets to Central Team, case studies/pen pictures	i) Pastoral leads, Head of School	Weekly

Total budgeted cost **£11,614.00**

c. Other approaches

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?
Students develop their resilience to both school and social circumstances and broaden their access to experiences that will support their development.	<p>i) Social skills taught through structured social times at breakfast and lunch.</p> <p>ii) Bespoke and relevant provision is provided to individuals as needed. Pupils offered a variety of experiences and opportunities to engage with the wider community through Positive Futures, Green Light Trust, Easton Training, etc. Estimated cost: £40,000.00</p> <p>iii) Use of PPG to support transport for pupils to encourage</p>	<p>i) Attendance and punctuality is improved when students are given access to a nurturing and friendly start to the day. This improves engagement and attendance.</p> <p>ii) Allows access to curriculum areas that provide additional support and learning which can increase engagement and decrease incidents of negative behaviour. Students often do not have this input at home.</p> <p>iii) Allows access to additional bespoke support and removes</p>	<p>i) Monitoring through Head of School, attainment and progress data, attendance data</p> <p>ii) RT procedures followed for additional off-site provision (agreed by Head Teachers).</p> <p>iii) Monitoring by Head Teachers and Heads of School.</p>	<p>i) Head of School</p> <p>ii) Head teachers, heads of school</p> <p>iii) Head teachers and heads of school</p>	<p>i) Daily through observations, progress data</p> <p>ii & iii) Throughout implementation (attendance data, provider feedback and reporting)</p>

	attendance and facilitate a positive start to new experiences (by decreasing anxiety). Estimated cost: £19,500.00	“getting there” as a barrier to engagement in new experiences.			
Total budgeted cost					£59,500.00

8. Review of expenditure				
Previous Academic Year			2017 - 2018	
a. Quality of teaching for all				
Desired Outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PPG, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
To raise pupil attainment across KS3 and KS4 especially in maths and English.	i) Whole school literacy focus with introduction of class reading during tutor time at some sites. Creation of reading areas at some sites and purchase of books/magazines to inspire reading.	Ongoing; review of the effectiveness of this in line with changes to pastoral support.	a) Continue to raise the profile of reading for pleasure and ensuring pupils have access to books for pleasure. b) Look at a Trust wide focus on literacy with subject leads implementing as a next step for improvement.	£5,000.00

To monitor student progress across KS3 and KS4	Progress Tracking and case studies/pen pictures established for vulnerable students.	Case studies/pen pictures contribute to planning and the overall picture for pupils. New provisions (EYFS-KS3) joined RT throughout 2017-2018 therefore not firmly established across all sites.	Case studies and review practice help focus staff attention on vulnerable learners and plan approaches to support progress. a) Develop greater rigour on dealing with persistent absence. b) Develop new systems for sharing strategies for tackling disaffection across the Trust.	
To support pupil well-being and SEMH needs through the adoption of a Thrive approach across the Trust.	SLT team undertook 10 training sessions throughout 2017-2018 to become qualified Thrive practitioners. This training then scaffolded to wider staff teams.	SLT team completed training and successfully rolled out Thrive approach in June/July 2018. Assessment of impact to be determined.	a) Thrive approach has been adopted and rolled out for the 2018-2019 academic year.	£18, 500.00
b. Targeted support				
Desired Outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PPG, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
To raise the attainment of pupils who enter the Trust without functional literacy and numeracy.	i) Catch-Up Literacy and numeracy sessions. Small groups at some sites. Training for staff for implementation. ii) Lexia online literacy intervention used for additional support	i) Most staff trained began to roll out intervention at some sites. Staff turnover had impact on roll-out. Pupils who were consistently engaged with catch-up literacy showed good levels of progress. ii) Effectively implemented across selected sites. Pupil	Direct intervention has shown positive outcomes. a) Careful succession planning and system of mentoring to expand colleague expertise across more staff. b) Lexia yielded positive outcomes across some sites; review needed.	£8,000.00

		engagement variable. Review of staff implementation.		
c. Other approaches				
Desired Outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PPG, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Targeted students are better engaged and making progress academically and socially.	i) Bespoke timetables put in place to address student needs and interests.	i) Bespoke and child-centred approach improved engagement and broadened educational experiences.	Approach supported improved engagement and progress of some pupils. a) Support for third-party providers to be directly implemented in staff restructure in 2018-2019.	£30,000.00
Supporting those who are most vulnerable to access school and off-site provision	i) Transport provided to facilitate engagement and support access for vulnerable learners, if needed.	i) Variable		£17,000.00
Supporting high levels of attendance for all pupils.	i) EWO support and ongoing pastoral monitoring	i) PPG attendance rates still below non PPG peers at some sites.	Continue to monitor and follow through with approach.	£3,000.00