

Analysis of Use and Desired Impact of Pupil Premium Funding within Raedwald Trust 2018-2019

1. Summary Information

Raedwald Trust					
Academic Year	2018-2019	Total PPG Budget	£97,157.00	Date of most recent PPG Review	Summer 2019
Total Number of Pupils	207	Number of pupils eligible for PPG	131	Date for next internal review of this strategy	Autumn 2019 Spring 2020 Summer 2020
Projected PPG allocation 2019 - 2020	£77,385.00 ¹				

2. Context 2018-2019

- Across the Trust, 63% of pupils were entitled to Pupil Premium Funding. Total pupil premium funding received by Raedwald Trust was: £97,157.00
- For the 2018-2019 academic year, the percentage of pupils who were entitled to PPG funding at each site was as follows:
 - Alderwood Academy: 61%
 - First Base Ipswich Academy: 63%
 - First Base Bury St. Edmunds: 33%

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. Therefore, during the 2019-2020 academic year, our Pupil Premium estimate is £90,000.00 across Raedwald Trust (if all pupils were to receive their funding from previous schools).

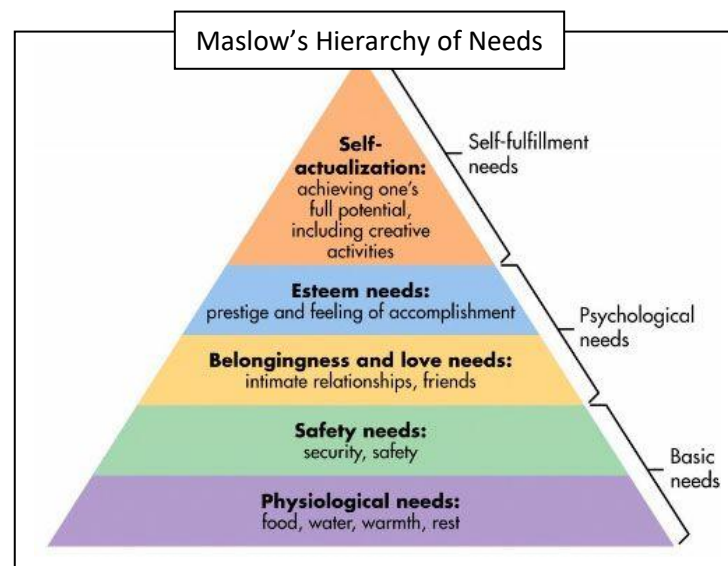
- Parkside Academy: 40%
- Lindbergh Campus: 80%
- St.Christopher's Academy: 92%
- Montgomery Road Campus: 80%
- Westbridge Academy: 73%

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 Across the Trust

All sites engage with termly Pupil Premium Grant review meetings and have a site specific Pupil Premium Strategy document. These documents can be accessed on individual school website links accessed through www.raedwaldtrust.org.

5. Individual Pupil Tracking

All sites track individual PPG allocations and carefully plan and review strategies that are bespoke to each child and support the desired outcomes of the school. Strategies and expenditures are regularly reviewed and updated to ensure that pupils are given support and access to strategies that will promote progress. To discuss strategies in place, please contact the Head of School of the appropriate Raedwald Trust site.