

PLYMPTON ACADEMY: PUPIL PREMIUM PROFILE 2018-2019					
Total number of students in the school (KS3 and KS4 only)	728				
Number of PP-eligible students (disadvantaged) for whom funding received	194	Number of Service family students for whom funding received	76	Number of Looked After Children (LAC)	3
				Adopted from care premium eligible students for whom funding received	8
Amount per student	£935	Amount per student	£300	Amount per student	£2,300
				Amount per student	£1,900
Total Pupil Premium Funding received	£183,105	Total Service family student funding (notional allocation)	£22,800	Total LAC funding received (ie some funding delayed from prior year)	£14,692
				Total funding for students adopted from care	£15,200
Total Funding received in 18/19		£235,797 (£221,105 received as direct grant).			

Background

Pupil Premium Grant is additional government funding which provides support for two specific purposes:

- Raising the attainment of disadvantaged pupils and closing the gap with their peers; and
- Supporting children and young people with parents in the regular armed forces

The Pupil Premium Grant provided on a notional per pupil basis for 2018-2019 is as follows:

- Pupils in Year Groups 7 to 11 recorded as Ever 6 FSM are allocated £935. Students continuing into 6th form do not receive Pupil Premium support as part of the current national strategy.
- Looked After Children (LAC) are allocated up to £2,300 each but this funding is held by the Local Authority under whose care they are placed and funding is drawn against individual need ie it is not received automatically.

- Children adopted from care under the Adoption and Children Act 2002 and children who have left care under a Special Guardianship or Residence Order are allocated £1,900
- Students from families who have a member of the family serving in the armed forces in Year Groups R to 11 recorded as Ever 4 Service Child or in receipt of a child pension from the Ministry of Defense are notionally allocated £300, although use of this funding is pooled.
- Funding for most elements of Pupil Premium grant is determined on a lagged basis from the January census each year ie funding follows a year behind the actual student the funding is notionally allocated to support

Staff involved in monitoring and supporting the Pupil Premium Action Plan	
Governor	Sue Dann (Chair of Governor)
Principal	Lisa Boorman (Pupil Premium strategy and monitoring)
Assistant Principal	Paul McCormack (Pupil Premium strategy and monitoring January 2019 - Present) Brad Turner (Pupil Premium strategy and monitoring from September 2018 – January 2019)
All Teachers and Teaching Assistants	Awareness of those students qualifying for support under the pupil premium guidance and of the impact they can make in the classroom through carefully differentiated work and close monitoring. All are expected to make appropriate arrangements in the classroom to secure strong and rapid progress to close the gap between those eligible for the pupil premium and all other students. At Plympton Academy our regular (every semester) monitoring and progress checks enable our teachers and teaching assistants to identify and intervene to support any student at risk of underachieving.
Heads of Department	Continuously monitor classroom standards and the progress of all students. In particular, to coordinate faculty interventions for pupil premium students where progress within any particular subject area is not sufficiently rapid.
Heads of Year	Continuously monitor the attainment and progress of all students within individual year groups. In particular they coordinate cross faculty interventions for pupil premium students where progress across a number of subjects is not sufficiently rapid.
Services Champion	To provide a focal point for service children, to act as the conduit to HMS Heroes and to initiate a range of pastoral support services specifically targeted at the needs of children of service families across the Academy.

Successful strategies

Research evidence suggests that:

- It is not simply a question of spending more to get better results.
- There is a link between spending and outcomes, but that it is a complex picture.
- Much depends on the context, the school, the teachers (their levels of knowledge and experience), the learners (their level of attainment and their social background) and the educational outcomes that you want to improve (knowledge, skills or dispositions).

At Plympton Academy we have a strong focus on securing the best possible intervention within every classroom and continue to utilise the following strategies widely regarded as having the greatest impact.

Sutton Trust research suggests:

Low cost strategies offering high impact	Higher cost strategies with high impact	Other strategies offering high potential impact
Effective feedback - marking of books first	Early intervention	Parental involvement
Homework support	One-to-one tutoring	Adapted and flexible curriculum pathways
Meta-cognitive and self-regulation strategies	Holiday tuition	Regular data checks across all year groups
Peer tutoring / peer-assisted learning strategies		Strong pastoral support
		Counselling support

Bespoke Support

More personalised support for individuals can, for some students, address a range of wider needs. This might include the provision of equipment, uniform, electronic learning devices and resources, pencil cases, revision guides and materials etc. or financial support for participating in educational visits and enrichment activities, e.g. music lessons.

How we used Pupil Premium funding in 2018/19

Funding for 2018/19 was £221,105 received to support a total of 278 individual, eligible students in the year (funding based on prior year numbers)

Additional funding was available from the Local Authority at £14,692

£4,066 Pupil Premium funding was carried forward from the previous academic year and used in 2018-19.

Total available funding within Plympton Academy (aside from LAC funding) was £225,171

Strategy	Rationale	Costs
Enhanced Literacy and Numeracy teaching	Supporting an enhanced level of professional staffing within both core departments to enable smaller class sizes across year groups and the ability to provide 1:1 tuition and small group work targeted at Pupil Premium students in danger of underperforming against minimum expected grades (MEGs) Outcomes for both Maths and English show a narrowing of the gap within in-school comparisons between Pupil Premium students and all students across all year groups.	£100,530
Extended TA support in both Maths and English	Additional TAs have been deployed into both the Maths and English departments to support a wider 1:1 tuition programme, an after school club targeted at Pupil Premium students and enhanced levels of support within main classroom settings and increased resources for the Learning Resource Centre.	£41,661
Leadership and development	Part salary costs of the Pupil Premium Champion - the Assistant Principal responsible for developing our range of Pupil Premium strategies and for extending and improving our monitoring arrangements on the effectiveness of those strategies and of the wider curriculum offer in its effectiveness in best supporting the needs of our pupil premium cohorts - needs which have to be individually tailored to ensure that they support each student appropriately.	£18,354

<p>Full involvement in enrichment activities</p>	<p>Use of the PiXL Edge programme for years 7-13 as part of the Academy's tutorial programme</p> <p>Pupil premium students given regular opportunities to develop LORIC skills: leadership, organisation, resilience, independence and communication</p> <p>Mid/high band PPG students university visits to support considering Higher Education pathways</p> <p>Tailored careers advice and support programme for PPG students (dedicated staff time)</p> <p>Subsidising the cost of full involvement in Challenge Week activities with a 50% reduction in the cost of chargeable activities for all Pupil Premium students to support the principle of ensuring that a full range of opportunities are available to all.</p> <p>As part of the drive to improve leadership, organisation, resilience, independence and communication, all students in Year 7 spent three days at a residential in November. The cost of this opportunity will be subsidised for Pupil Premium students to enable them to attend. Students had the opportunity to take part in activities during the day such as high ropes, canoeing, surfing and in the evening they had karaoke and quizzes. This will be the third year of support for Y7 through the pupil premium fund.</p>	<p>£7,754</p>
<p>Disadvantaged Personal Development Programme</p>	<p>The provision of individually tailored support packages for a small number of students who may be struggling with attendance or with our Academy behaviour expectations.</p> <p>To include some bespoke intervention packages for students who may need external support or short placements in other settings.</p>	<p>£9,339</p>
<p>Improving Literacy</p>	<p>Continued investment in the Accelerated Reader programme allowing students wider opportunities to read and keeping daily reading (Drop and Read) as a focus for all Key Stage 3 students. Continued investment in additional book stock which will encourage reading by Pupil Premium students - led by student voice.</p> <p>Continued improvement in reading ages at KS3 across the Pupil Premium cohort</p> <p>Extension of Drop and Read to Year 8 students (ie in addition to Year 7)</p> <p>(see also additional support in next section).</p>	<p>£5,000</p>

Homework Club and enhanced literacy support	<p>All Pupil Premium students have access to a quiet space and computers to complete homework tasks and revision and access to staff to support their work</p> <p>Homework support within the LRC daily from 3pm</p> <p>A Literacy Co-ordinator post has been created to work alongside the Head of English with a specific remit to target support to pupil premium students to improve individual literacy levels whilst working across the Academy on improving literacy generally.</p>	£21,723
Going the extra mile	<p>In 2018/19 a proportion of the PP funding has again been used to support the extra things needed to help the day to day lives of some of our PP students. This includes uniform purchases, equipment and revision books, school trips, membership of clubs and transport to and from school.</p> <p>Our goal is to ensure that the majority of Y7-11 PP students wear the correct uniform at all times and have not been issued detentions for non-compliance.</p> <p>100% of PP students are supported to be able to take part in the activity of their choice in Challenge Week and that all PP students in Y11 are provided with comprehensive revision materials and the necessary equipment for their exams</p>	£4,091
Additional student welfare posts/time	<p>Employment of an additional pastoral mentor to increase the level of pastoral intervention available throughout the Academy with Pastoral mentors devoting dedicated time to supporting students who are Pupil Premium eligible</p> <p>Employment of a seclusion manager to release pastoral mentor time (cost of post not allocated to Pupil Premium but this has release ad additional 5 days a week of pastoral support)</p>	£20,075

Look After Children	<p>This funding is slightly differently accessed as it is provided against individualised need only. A range of support mechanisms specifically tailored to the needs of the individual child have been put in place and documented and monitored through the statutory PEP process in close co-operation with parents and Local Authority Virtual Schools.</p> <p>Expenditure matched to income on a child by child basis.</p> <p>Funding received and spent in year £14,692</p>	
	TOTAL EXPENDITURE (excludes LAC funding)	£228,527
	Balance of funding carried forward into 2019/20	NIL

Catch up Premium 2019/20

The Academy will be allocated approximately £22,800 (to be notified in February/March 2020) to support students who join the school in Year 7 below secondary ready attainment in Mathematics and / or English. This funding is being used to enhance support from specialists in Mathematics and English. Following on from the successes of previous years, the funding will be used as follows:

English

Eligible students are supported with two Literacy lessons per fortnight, in addition to their core English lessons. These are aimed to target functional reading and writing skills to benefit learning across the curriculum. We have also been able to support our students with the offer of Sixth-Form reading mentors and a specialist literacy sessions. The Academy continues to use the highly successful Accelerated Reader package that helps students choose books at the appropriate reading level and monitors their progress with regular online tests. We also use Drop and Read as part of this approach to ensure there is a daily focus on reading and literacy across the whole school.

Mathematics

This additional funding has over the last three years been used to purchase new, additional resources to stimulate students' learning. Through a variety of activities, supported by these resources, the students have worked on their fundamental numeracy skills – e.g. number bonds,

telling the time, times tables – as well as softer skills such as confidence building, teamwork, and problem solving, listening to others and planning a strategy. Through a blend of repetition and carefully graduated progression, the students' knowledge, skills and retention have all improved, meaning that they are mathematically in a much stronger position.

Adopted from Care premium 2019/20

The Pupil Premium for 2019-2020 includes those pupils recorded on the January 2019 School Census who were looked after immediately before being adopted on or after 30 December 2005 or were placed on a Special Guardianship or Residence Order immediately after being looked after. A child will be recorded as such where the parent or guardian of the child has informed the Academy that the child has been adopted from care or has left care under a Special Guardianship or Residence Order.

To enable us to claim the Adopted from Care Premium funding, which can then be used to support your child, you will need to inform us about your child and provide supporting evidence, for example, a copy of the original Adoption (Court) Order. You will need to self-declare before 1st January 2020, in time for the Academy to complete the Spring term School Census. This should then trigger payment of the Pupil Premium funding to the Academy from September 2020.

Please send any supporting evidence to the school addressed to the Academy Business Director, Miss Lakeman. If you have any further queries please do not hesitate to contact the school.

Service children (Ever 4) 2019/20

For the purposes of these grant conditions, "Ever 4 Service Child" means a pupil recorded on the January 2019 census who was eligible for the Service Child premium in 2016-2017 or 2017-2018 or 2018-2019, as well as those recorded as a Service Child for the first time on the January 2019 Census. To enable us to claim the Service Premium funding, which can then be used to support your child, you will need to inform us about your family status as a service family. This should generally simply mean ticking the box provided on the Academy admission form or the annual data collection sheet sent out to all families each year to ensure we hold accurate information on your child. The form is generally circulated in late September or early October each year. The information needs to be recorded by the Academy before 1st January 2020, in order for it to be included within the Spring term School Census. This will then trigger the payment of Service Premium funding to the Academy from September 2020.

The Academy Service Premium Coordinator is Mrs Mullinder, Academy SENCO. If you have any further queries please do not hesitate to contact the school.

Pupil Premium Outcomes 2018-2019

Below is a summary of the results that were achieved by the Pupil Premium students at GCSE level in 2018-2019 under the main key performance indicators:

Disadvantaged (cohort number)	34
Progress 8	-0.58
Attainment 8	29.51
EBacc entry: percentage of students entering the English Baccalaureate	5.9%
Attainment in English and maths: percentage of students achieving a grade 5 or above in English and maths	5.9%
Attainment in English and maths: percentage of students achieving a grade 4 or above in English and maths	8.8%