Introduction

Elaine Kenney met with Marie McMahon, Headteacher, and David Dumbell, Assistant Headteacher, on 29th January. Discussion took place around a series of questions provided by Elaine – see below Appendix A - designed to stimulate the school to consider its own provision for PP students, the impact of their chosen actions and any further developments identified after evaluation.

The preparation by the Academy was exceptional and reflects their high level approach to data analysis and its impact on improvement planning.

This first section provides the context of the Academy and the planned expenditure of the PP budget, comparing 2014-15 to 2013-14. It is followed by statements from external monitoring visits that reflect the achievement of PP students.

The extensive and detailed analysis by the school addresses the following areas:

- The school context
- How the pupil premium budget is used, comparing 2014-15 to 2013-14
- School performance evidence form Ofsted relating to disadvantaged pupils
- Closing the Gap data from 2014 unvalidated Raiseonline
- Analysis of gaps in expected progress in English and Maths 2014
- Analysis of gaps in expected progress in English and Maths – present and projected for 2015
- As above for all year groups
- Post 16 tracking and gap analysis
- Statement from school website on pupil premium analysis and expenditure
- Impact of pupil premium expenditure for the past 4 years
- Analysis of impact of interventions in English, maths and science by academic mentors
- Examples of state of the nation discussion with Headteacher and departmental line managers
- Report to Governors
- Focus on whole school development of teaching and learning
- Work of Pupil Premium working Group
- Rap meetings
- Work and impact of Brilliant Club
- Attendance of pupil premium students
- Behaviour of pupil premium students
- Extracts from the Academy development plan which is RAG rated
Some of many key strengths:

- Overall gaps are closing between pupil premium and non-pupil premium students in both attainment and progress to lower than national
- Detailed data is maintained and used proactively in all year groups, not just key stages 4 and 5
- Excellent intervention is carried out by academic mentors appointed to the core subjects for this purpose
- There is a very positive approach to raising the attainment and improving the progress of all students, including those who are disadvantaged
- It is noted that a large majority, whilst not technically eligible for PP, share very many of the deprivation factors and therefore benefit from improved services and opportunities made available through PP funding
- Data is captured frequently and shared with staff and parents
- Proactive interventions are maximised wherever they are identified
- There is a very strong ‘can do’ culture

Some areas to consider:

- Continue to address the fact that a low number of all students, including pupil premium, are historically entered for EBacc subjects; this is gradually improving with very positive developments in the relevant curriculum areas
- Look at the number of students who make 5 or even more levels progress and identify what they have in common so as to extend any underlying good practice to other areas

Conclusion

If this rate of progress is maintained by the Academy then pupil premium students will rapidly attain and make similar progress to non-pupil premium and all students. This is an exceptional achievement in a very short time and could be judged as outstanding progress.

Elaine Kenney
February 2015
Appendix A
Pupil Premium Review - Areas to explore

Attainment

- How does your PP attainment compare to national PP attainment?
- How does it compare to ‘All’ in your school?
  - What are the implications of this?
  - How are they being addressed?
- How do the gaps compare to national gaps?
  - What are the implications of this?
  - How are they being addressed?

Progress

- What is the progress of PP students from key stage 2 and how does it compare to national and All?
  - 3 levels progress
  - 4 levels progress
  - 5 levels progress
    - What are the implications of this?
    - How are they being addressed?

Attendance and exclusion

- Do you record information for PP?
- What does it tell you?
  - What are the implications of this?
  - How are they being addressed?

Leadership

- Who is responsible for PP progress and attainment?
- What is their job role and accountability?
- How do they communicate with Governors?
- How is the funding spent and who monitors it?
• What is the impact and how do you know?

**Staff perception**

• How do staff know about PP students, their progress and attainment?
  o What are the implications of this?
  o How are they being addressed?

**Student Perception**

• How do students know about PP students, their progress and attainment?
  o What are the implications of this?
  o How are they being addressed?

**Funding**

• How do you decide how it is spent? How is it monitored, and impact assessed?

**Any additional issues**

• Specific to LAC
• Year 7 catch up
• Sixth form