



Excelsior Academy Pupil Premium 2016 - 2017

Please refer also to the Excelsior Academy statement and policy for Inclusion, which underpins our philosophy and strategy for the use of Pupil Premium funding.

“Inclusion in education is concerned with breaking down barriers to teaching and increasing the participation for all students, treating all learners on the basis of equality and non-discrimination”
(CSIE) (Booth and Ainscow, 2000)

Pupil Premium (PP) is additional funding provided to Schools/ Academies by the Department of Education to help to improve the attainment and progress of disadvantaged pupils.

Free Schools meals is an indicator that is used to determine deprivation and the amount of additional funding Schools/ Academies receive to support disadvantaged pupils, which includes pupils who have been eligible for FSM at any point in the last six years – Ever 6 FSM measure. Children who have been looked after continuously for more than six months adopted children and children whose parents are in the armed forces are also included.

Excelsior Academy has an exceptionally high percentage of pupils who are registered for free school meals and Pupil Premium – 72% in 2016. Pupil Premium funding has enabled us to build on the excellent pupil welfare support, academic guidance and high quality teaching that all of our pupils enjoy, by targeting more intensive support to those disadvantaged pupils whose attainment and progress is weakest, and those disadvantaged able pupils who due to socio-economic reasons may not have as many life experiences and opportunities as other. As an all through Academy with a developing Primary School, our strategy encompasses the needs of all eligible Excelsior learners.

Pupil Premium 2015 – 2016 was £682,000

Attendance Strategy	-	£120,000
Welfare and Health Strategy	-	£120,000
Inclusion and Alternative Provision	-	£100,000
Personalised Learning	-	£100,000
English and Literacy	-	£100,000
GCSE Support	-	£92,000
Parental Engagement and Aspiration Strategy	-	£50,000

For 2016 – 2017 Pupil Premium will be £712,415

It will be used to fund strategies and activities similar to 2015 – 2016, under the same headings, following an evaluation of the impact of each strategy on improved attendance, progress and attainment for all pupils, but in particular those whose attainment when they join Excelsior is significantly below expectations.

The impact of our strategy for 2015 – 2016 has been to address the GCSE performance gap between the attainment and progress of pupils who qualify for pupil premium and those who don't, so that in almost all categories the Excelsior gap is significantly less than the Newcastle School average, making Excelsior one of the best performing schools/academies in Newcastle for closing the gap 2015 – 2016. In 2016, Excelsior's Pupil Premium pupils far exceeded the Newcastle (2016) and national (2015) figures for PP on the new Progress 8 measure.

Excelsior's Pupil Premium pupils also exceeded the Newcastle (2016) and national (2015) average for PP on the Attainment 8 measure.

Excelsior PP pupils also exceeded the overall Newcastle figures for progress in both Mathematics and English.

(Please see chart overleaf)

Indicator 2016 Performance Measures	Excelsior Gap 2016	In favour of	City Gap 2016 - all in favour of Non PP
Progress 8	0.11	Not PP	0.36
Attainment 8	4.9	Not PP	12.62
C+ Eng / Maths	13.9	Not PP	25.4
C+ English	7.7	Not PP	21.2
C+ Maths	9.8	Not PP	22.6

Indicator Pre 2016 Measures	Excelsior Gap 2015	In favour of	City Gap 2015 - all in favour of Non PP
5+ A* - C EM	2.7%	Not PP	28.9%
C+ En	0.2%	PP	25.3%
3+LP En	9.8%	Not PP	13.2%
4+ LP En	13.1%	Not PP	11.2%
C+ Ma	4.5%	Not PP	26.4%
3+LP Ma	2.7%	Not PP	19.8%
4+ LP Ma	2.4%	PP	18.2%
3+ LP EM	0.9%	Not PP	24.3%

Though the Performance Measures have changed in 2016, our work continues to build on the trend of previous years.

Primary – Additionally, In Key Stage 1 pupils in receipt of pupil premium outperformed non-pupil premium pupils in every area.

Research has been conducted by The Sutton Trust to identify strategies that help to close the attainment gaps for disadvantaged pupils. Their research indicates that the more successful strategies include 1 to 1 tuition, small group work, peer support, parental support and homework. It is recommended that effective support must, however, be tailored to the individual needs of the pupil and not generic. The additional Pupil Premium funding has enabled the Academy's School Principals to invest in additional personalised support for targeted pupils in a context of offering personalised learning and support for all of our pupils. The Academy has also invested significantly in parental engagement; Pupil Premium funding was used to facilitate initiatives contributing to the achievement of the Academy wide LPPA (Leading Parent Partnership Award)

We have an excellent data management system which enables staff to track the progress of every child in every subject at any time and in doing so very quickly spot any concerns about progress.

Parents are welcome to see their child's record of progress at any time. In addition Primary parents are offered three formal opportunities within the year to participate in 'Book Look' with their child.

The additional Pupil Premium funding enabled Excelsior's School Principals to invest in additional resources to ensure that pupils who needed additional support were able to access it in the following ways.

Attendance

Pupils must attend school regularly if they are to realise their potential. We have invested in an Attendance team (Welfare Strategy) who have driven up attendance from well below National Average (82%) in our first year 2008 – 2009 to consistently at or above 95% in 2016. The additional resource that Pupil Premium Funding provides has contributed significantly to this improvement. However, there are still many pupils who need the support of an adult working with the family to make sure they attend. For many pupils it is necessary to collect them from home every morning.

Members of Excelsior Academy Welfare team go out into the community to visit the families of pupils who have a long history of poor attendance and / or who are from homes where nobody works and where generations of adults didn't attend school regularly and failed to achieve any qualifications. Their work includes bringing in pupils throughout the course of the day from 7.00 am.

The attainment and progress of these pupils has been well below expectations due to the number of months and even years of education they have missed. Many also require support to develop personal and social skills and the basic skills of literacy numeracy and ICT. During 2015 – 2016 we were able to offer pupils who required significant support access to numerous external agencies to enable them to attend and learn such as Counselling and additional Educational Psychologist time. Many of these and other services will be commissioned again for 2016 – 2017. There will be further investment this year to support the high number of pupils with complex needs associated with deprivation and poverty, especially social, emotional and mental health difficulties.

Improved attendance has led to improved academic performance. Excelsior GCSE results over consecutive years demonstrate a significant and sustained improvement in the progress and attainment of pupils who qualify for Pupil Premium. It has also supported pupils to increase their sense of belonging and raise their feelings of self-worth and increase personal aspirations.

Personalised Learning

Pupils who have not been in the habit of attending school have usually missed out on so much education that it is often not possible for them to slot into a lesson as they won't have been part of any previous learning. They often need 1 to 1 or small group tuition until they feel able and confident to join a larger group. Additional funding has enabled Excelsior to provide more support for these pupils to ensure that they develop the confidence and basic skills to achieve GCSE qualifications in Mathematics and English (at the very least).

Some of the academies youngest pupils arrive at school already becoming disengaged with education and devalue the education system as a result of parental experiences and attitudes. Staffing is provided to support these children reintegrate with their peers or if required to succeed on a bespoke timetable/programme of work.

English and Literacy

The prior attainment of each Excelsior cohort on entry to the Academy at 11, is significantly below national average. The percentage of pupils who have achieved national expectations in Mathematics and English at KS2 is less than 45%. The majority of pupils have very weak literacy skills, weak numeracy skills and poor social skills. A strong emphasis is placed on developing literacy and numeracy in the early KS3 years with a strong focus on reading. Additional Pupil Premium funding has enabled Excelsior to enhance and extend the resources available on the literacy programmes for Y7, Y8 and Y9 pupils by providing targeted support for these pupils. There has been a significant year on year improvement in standards for KS3 English and Mathematics and the attainment gap between pupils who are disadvantaged and those who are not continues to close. There will be continued investment this year to address the high number of pupils who join Excelsior either at Y7 transfer or later during their secondary career with very weak literacy levels.

Pupils whose attendance is good and who are very positive about their education, also benefit from small group or 1 to 1 tuition. These pupils may not have the space or resources at home to concentrate on homework, or may not have access to family members or friends who can advise or help them with homework. Additional funding enabled Excelsior to provide more one to one or small group support for these pupils too.

In Early Years, Key Stage 1, Key Stage 2 and Key Stage 3 the academy has utilised the additional funding to subsidise the generous staffing: pupil ratios. This acknowledges the value placed on the development of speaking and listening to improve language skills. This is also demonstrated in the well-established intervention programmes.

Support for GCSE 5+ A* - C with Maths and English

Additional teachers and consultants were employed to work with individuals and groups of pupils in years 10 and 11 to prepare them for GCSE examinations, particularly Mathematics and English. Additional funding enabled Excelsior to provide more one to one or small group support for these pupils and to offer after school sessions and study and revision sessions during holidays.

Attainment and progress for all core GCSE indicators improved again for 2016 making the set of exam results for that cohort the best ever, improving once again the floor standards for 5+ A* - C with Mathematics and English. More importantly, we achieved extremely positive progress scores and our value added figures are extremely high. This is a significant achievement given the gap between attainment and national average on entry.