

Context of Cecil Jones Academy

Total Pupil Premium provision	£459,720
Number of students on roll	839
% of students eligible for Pupil Premium	52%
Date of review of Pupil Premium Strategy	July 2019

	2016-17			2017-18		
	National	Cecil Jones		National	Cecil Jones	
	All	All	PP	All	All	PP
9-5 English and Maths %	39.6	28.0	21.0	43.3	19.0	7.0
Ebacc 9-5 %	19.7	7.0	7.0	2.88	3.0	1.0
Progress 8	0.00	-0.28	-0.60	-0.02	-0.75	-1.06
Attainment 8	44.6	38.9	32.6	46.5	33.07	27.4

Overarching Principles

- ❖ At Cecil Jones Academy, all members of staff and governors accept responsibility for those students recognised as 'disadvantaged' and are committed to meeting their pastoral, social and academic needs.
- ❖ Every child who is considered to be 'disadvantaged' is valued, respected and entitled to develop to his / her full potential, irrespective of disadvantage.

Background to the Pupil Premium

Introduced in April 2011, the Pupil Premium is a Government initiative that provides additional funding aimed at students from deprived backgrounds. Research shows that students from deprived backgrounds underachieve compared to their non-deprived peers. The Pupil Premium is provided in order to support these students in reaching their potential by accelerating their progress.

The Government has used students entitled to Free School Meals and those who are looked after as an indicator for deprivation. They have given a fixed amount of money to schools per student, based on the number of students registered for Free School Meals and who are looked after by the local authority. A premium has also been introduced for children whose parents are currently serving in the armed forces. This service premium is designed to address the emotional and social well-being of these students.

Overall Objectives:

- ❖ Our Academy will ensure that the Pupil Premium funding reaches the groups of students for whom it was intended and that it makes a significant impact on their education and lives.
- ❖ The Pupil Premium will be used to provide additional educational support to improve the progress and raise the achievement for these students.
- ❖ The funding will be used to narrow and close the gap between the achievement of these students and their peers.
- ❖ The Academy will use the additional funding to address any underlying inequalities between children eligible for Pupil Premium and others.

How we will ensure effective use of the Pupil Premium

- ❖ The Pupil Premium will be clearly identifiable within the budget.
- ❖ The Principal, in consultation with the Governors and staff, will decide how the Pupil Premium is spent for the benefit of the entitled students. Funding will be allocated following a needs analysis which will identify priority groups or individuals.
- ❖ In making provision for socially disadvantaged students, we recognise that not all students who receive free school meals will be socially disadvantaged or underachieving.
- ❖ The Academy will assess what additional provision should be made for the individual students.
- ❖ The Academy will be accountable for how it has used the additional funding to support the achievement of those students covered by the Pupil Premium.
- ❖ The Principal will report to the Governing Body and parents on how effective the intervention has been in achieving its aims, including publishing online information about how the Premium has been used.
- ❖ The Academy will track the impact of the strategies put into place through the funding to ensure that we can show the value that has been added to the education of the entitled children.
- ❖ The Academy will monitor, evaluate and review the success of the impact of the Pupil Premium Funding.

Pupil Premium Provision

2018/2019

The amount of the Academy's allocation from the Pupil Premium grant in respect of the current academic year: £459,720.00

The amount of the Academy's allocation from the Year 7 Literacy grant in respect of the current academic year:

2017/2018

£426,827.50

Allocated as follows:

Curriculum Support
Staffing
Resources
LAC Funding

Year 7 Literacy funding received:

£28,064

Allocated as follows:

Resources
Accelerated Reader
Staffing

We will regularly seek to further develop strategies and interventions which can improve the progress and attainment of these students. Examples of the range of provision we may put in place include:

- ❖ Funding of private music tuition for FSM students.
- ❖ Focused tuition in English and Maths
- ❖ Individualised support for students, where required.
- ❖ Increasing the pool of student resources (textbooks, revision guides, online support)
- ❖ Academic mentoring with qualified teachers
- ❖ Small group intervention work
- ❖ Raising Aspirations targeted events

Reporting outcomes

It will be the responsibility of the Principal to produce a report for the Governing Body that will include:

- ❖ The progress made towards closing the gap, by year group, for disadvantaged students.
- ❖ An outline of the provision made during the term since the last report.
- ❖ An evaluation of the cost effectiveness, in terms of the progress made by the pupils receiving a particular provision, when compared with other forms of support.

The Governors will ensure that there is an annual statement to parents outlining how the Pupil Premium funding has been used to address the issue of closing the gap for socially disadvantaged pupils.

Appeal

Any appeals against this policy will be through the Governor's Complaints Procedure.

Cecil Jones Academy Pupil premium strategy statement – 2018/2019

1. Summary information					
School	Cecil Jones Academy				
Academic Year	2018/19	Total PP budget	£459,720	Date of most recent PP Review	September 2018
Total number of pupils	839	Number of pupils eligible for PP	446	Date for next internal review of this strategy	August 2019

2. Current attainment (Provisional)		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
Progress 8 score average (from 2017/18)	-1.06	NYA
Attainment 8 score average (from 2017/18)	33.07	NYA

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
<i>In-school barriers (issues to be addressed in school, such as poor literacy skills)</i>	
A.	PP students are making less progress than non-Pupil Premium students Literacy across the curriculum Numeracy across the curriculum
<i>External barriers (issues which also require action outside school, such as low attendance rates)</i>	
B.	Attendance of PP students is lower than that of other students Social and Emotional support of PP students
4. Outcomes	
	<i>Desired outcomes and how they will be measured</i>
	<i>Success criteria</i>

<p>A.</p>	<p>PP students are making less progress than non-Pupil Premium students</p> <p>Pupil Premium students improve their attainment in English to narrow the gap.</p> <p>Pupil Premium students improve their attainment in Maths to narrow the gap.</p>	<p>Students eligible for PP are making expected progress in line with their peers and their forecast grades, tracked through rigorous reporting processes from classroom teachers. Analysis of this by RSL's and identification of interventions through data meetings. Data, tracking and meeting ensure accountability and continuous monitoring of students to ensure that the gap narrows.</p> <p>Pupil Premium students to make progress in line with non Pupil Premium students improving the percentage of PP students achieving their expected grade in English. This will be monitored through the assessment and reporting systems used by the academy. Analysis of this by RSL's and identification of interventions through data meetings. Data, tracking and meetings ensure accountability and continuous monitoring of students to ensure that the gap narrows.</p> <p>Pupil Premium students to make progress in line with non Pupil Premium students improving the percentage of PP students achieving their expected grade in Maths. This will be monitored through the assessment and reporting systems used by the academy. Analysis of this by RSL's and identification of interventions through data meetings. Data, tracking and meetings ensure accountability and continuous monitoring of students to ensure that the gap narrows.</p>
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B.	<p>Identified Pupil Premium students improve their attendance.</p> <p>Social and Emotional support of PP students especially those who are CLA</p>	<p>Attendance of Pupil Premium students to show improvement and become in line with non-Pupil Premium students. Attendance officers to work in conjunction with the LA in order to ensure early intervention for PP students not attendance or at risk of becoming PA.</p> <p>Completion of Personal Education Plans with Local Authority and outside agencies to identify support for CLA students. The engagement of these students in other activities will improve when the students are feeling supported. This will be tracked via the Personal Education Plan process, review meetings and student audits where feedback will be gathered regarding support. The students are supported by College Leaders, Wellbeing managers and the designated CLA member of staff. Key workers will be assigned where necessary 360 assessment tool used to assess and identify individualised strategies to support them.</p>
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5. Planned expenditure

Academic year **2018/19**

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. 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?
<p>A: Students who are eligible for PP are to make expected or better progress.</p>	<p>Focus on stretching and challenging students within the curriculum. Academy pathway model has been developed to incorporate this approach and action</p>	<p>At Cecil Jones Academy we are passionate about ensuring all our students are supported to be successful and achieve and exceed the results that they are capable of. The delivery of the curriculum in a pathway model allows for differentiation for these students.</p>	<p>Students are tracked through rigorous assessment and clear reporting systems. RSL's and SLT are able to analyse this data to identify necessary interventions and implement these to bridge the gaps. Interventions will be monitored and evaluated through the same system.</p>	<p>All staff/ PP Co-Ordinator/ RSLs</p>	<p>Students' progress is reported and tracked 4 times a year at each data drop.</p>
<p>A: Pupil Premium students improve their attainment in English to narrow the gap.</p>	<p>Whole school literacy programme and QWF. All curriculum areas will ensure that literacy skills are challenged and addresses when necessary. Small group interventions and tutor time intervention programme for all students.</p>	<p>At Cecil Jones Academy we want to ensure the best outcomes for all students. Through instilling the importance of literacy and achievement in English across the curriculum improvements will become apparent.</p>	<p>Students are tracked through rigorous assessment and clear reporting systems. RSL's and SLT are able to analyse this data to identify necessary interventions and implement these to bridge the gaps. Interventions will be monitored and evaluated through the same system.</p>		<p>This action will be reviewed and evaluated in July 2017 as part of annual Pupil Premium</p>
<p>A: Pupil Premium students improve their attainment in Maths to narrow the gap.</p>	<p>Whole school numeracy programme. All curriculum areas will ensure that numeracy skills are challenged and addressed when necessary. Small group interventions and tutor time intervention programme for all years.</p>	<p>At Cecil Jones Academy we want to ensure the best outcomes for all students. Through instilling the importance of numeracy and achievement in Maths across the curriculum improvements will become apparent.</p>	<p>Students are tracked through rigorous assessment and clear reporting systems. RSL's and SLT are able to analyse this data to identify necessary interventions and implement these to bridge the gaps. Interventions will be monitored and evaluated through the same system.</p>		

ii. 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?
A: Students who are eligible for PP are making expected or better progress.	Students targeted for Master Classes, P6 interventions, Saturday Interventions, Mentoring and additional support from Subject Teachers and supporting teachers working with in class with targeted students. Events and trips and IAG to raise student	Cecil Jones Academy strives for excellence for all students the planned interventions will be personalised to each individual student ensuring that their needs are met.	Parental engagement will be paramount to ensure that students attend the planned interventions. Attendance records will be kept; minutes of mentoring sessions will be produced. Students will feedback regularly about the interventions. Assessment will take place to measure the impact on progress. Questionnaires will measure the effectiveness of raising aspirations events.	Pupil Premium Co-Ordinator Extended Curriculum Co-Ordinator RSL Subject Lead Raising Aspirations Co-ordinator	Each data drop and data meeting. Student feedback will be gathered at the end of each intervention period. This action will be reviewed and evaluated in Jan 19 as part of a Pupil Premium review

B: Pupil Premium students improve their attendance.	Mentoring, attendance interviews, parental meetings, RSL intervention	Student's attendance data will show an improvement in the attendance of PP students.	This will be tracked through the attendance office. Attendance office, RSL and PP lead to record minutes of meeting.	PP Co-Ordinator Attendance Lead RSL	On-going monitoring and evaluation to take place.
Social and Emotional support of PP students especially those who are CLA	Completion of Personal Education Plans with Local Authority and outside agencies to identify support needed Completion of 360	We support the emotional and social wellbeing of all of our students.	For students requiring support including CLA tracking will take place (PEP for CLA). Student files will be updated with minutes from meetings and mentoring programmes or key working recorded	Looked After Children Designated Teacher PP Co-Ordinator College Leaders	PEP review meetings. Review of key worker impact
Total budgeted cost					£329,720
iii. 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?
A: Students who are eligible for PP are making expected progress. A: Pupil Premium students improve their attainment in	New Pupil Premium Co-Ordinator. Accountability for this group is clear and therefore more measureable outcomes are possible.	Having clear members of staff responsible for ensuring all staff are aware of students and their needs will improve outcomes. Accountability has also improved through data meetings.	Cecil Jones Academy continues to rigorously assess and monitor students. Reporting and tracking of students allows interventions to be appropriate. Registers of interventions and minutes of data meetings will record the impact of the actions for these students. PP Co-ordinator to track and report the academy strategy and impact.	Pupil Premium Co-Ordinators	This action will be reviewed and evaluated in July 2019 as part of annual Pupil Premium/More able reviews.

<p>English to narrow the gap.</p> <p>To ensure all students in receipt of PPG receive a high quality careers programme meets the requirements of the Gatsby Benchmarks (DfE 2018) and that this has considerable impact on their engagement with learning and upon final academic outcomes</p> <p>To ensure that all PP students to have access to peripatetic music lessons</p>	<p>Data system has been improved and accountability increased.</p> <p>All students to have access to Raising Aspirations Programme with increased opportunity for enhanced trips or personalised IAG.</p> <p>PP students have access to tuition should they wish to have lessons and also</p>	<p>Enable students to consider their personal attributes and skills and put learning in context. Enable students to take part in raising aspirations activities to improve engagement and be more focused on their next steps. Enable students to be more confident about their future.</p> <p>Enable students to study music at a higher level if they have not had access to music lessons previously.</p>	<p>All interventions are logged and impact analysed.</p> <p>PP and RSLs track and report the academy strategy and impact. All Raising Aspirations interventions are logged and impact analysed.</p> <p>The number of PP students taking music as a GCSE. Results of the students who do have peripatetic lessons.</p>	<p>Raising Aspirations Leader / RSLs</p> <p>PP Co-ordinator and SL</p>	
Total budgeted cost					£10,000

6. Review of expenditure				
Previous Academic Year (2017-2018)				
i. 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 PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
A: High attaining students who are eligible for PP are to make expected or better progress.	Focus on stretching and challenging students within the curriculum. Academy pathway model has been	A higher percentage of grades for the MAPP group were in line with forecast than within the rest of the year group.	This approach has been successful and therefore should continue. These students will be tracked and monitored through the data tracking system in place.	£70,722.13
A: Pupil Premium students improve their attainment in English to narrow the gap.	Whole school literacy programme and QWF. All curriculum areas will ensure that literacy skills are challenged and addresses when necessary. Small group interventions and tutor time intervention programme for all students.	For the first half of the year data showed that the PP students were performing better than the non-PP students. However final results showed that PP students underperformed when compared with non-PP students.	The difference in approach from the first and second part of the year needs to be carefully evaluated along with and other factors which could have caused this change in trend.	£24,137.50

<p>A: Pupil Premium students improve their attainment in Maths to narrow the gap.</p>	<p>Whole school numeracy programme. All curriculum areas will ensure that numeracy skills are challenged and addressed when necessary. Small group interventions and tutor time intervention programme for all years.</p>	<p>Generally the data shows that the non-PP students outperformed the PP students in this area. The MAPP students however did have positive outcomes when compared with the rest of the cohort.</p>	<p>There needs to be a greater focus on the PP students in Maths in order to close the gap and the SL for maths will need to make this the s=focus for the year.</p>	<p>£6279.00</p>
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ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
A: High attaining students who are eligible for PP are making expected or better progress.	Students targeted for Master Classes, P6 interventions, Saturday Interventions, Mentoring and additional support from Subject Teachers and supporting teachers working with in class with targeted students. Events and trips to rise student aspirations eg Brilliant Club, Universities R Us	A higher percentage of grades for the MAPP group were in line with forecast than within the rest of the year group.	This approach has been successful and therefore should continue. These students will be tracked and monitored through the data tracking system in place.	£173,044.55
B: Pupil Premium students improve their attendance.	Mentoring, attendance interviews, parental meetings.	PP student's attendance still falls below that of other students.	Continue with approach. At Cecil Jones academy we are passionate about ensuring all our students are supported to be successful and achieve the maximum results they can. Our curriculum model enables students to be suitably challenged.	£1987.37

Social and Emotional support of PP students especially those who are CLA	Completion of Personal Education Plans with Local Authority and outside agencies to identify support needed Completion of 360	Key working notes show impact on behaviour and attendance for some students	Continue with approach. We are continually focused on every aspect of growth for our students. This incorporates the academic aspects such as qualifications, however also their wellbeing, developing their character and their environment.	£126,892.90
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iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
A: High attaining students who are eligible for PP are making expected progress.	More able Co-ordinator role newly established. New Pupil Premium Co-Ordinator. Accountability for this group is clear and therefore more measureable outcomes are possible.	The Year 11 cohort made progress in excess of those that were not MAPP.	Continue with this approach, the rigorous tracking of the MAPP students has allowed for the expected progress.	£26,072.00

A: Pupil Premium students improve their attainment in English to narrow the gap.	Data system has been improved and accountability increased.	For the first half of the year data showed that the PP students were performing better than the non-PP students. However final results showed that PP students underperformed when compared with non-PP students.	The difference in approach from the first and second part of the year needs to be carefully evaluated along with and other factors which could have caused this change in trend.	£24,137.50
To ensure all students in receipt of PPG receive a high quality careers programme meets the requirements of the Gatsby Benchmarks (DfE 2018) and that this has considerable impact on their engagement with learning and upon final academic outcomes	All students to have access to Raising Aspirations Programme with increased opportunity for enhanced trips or personalised IAG	PP students engaged with the events. Students were able to access information about different career paths and were able to access IAG.	Continue with approach. We are continually focused on every aspect of growth for our students. We aim to improve the aspirations of all students in every way that we can.	£11,640.00

7. Additional detail

- ❖ Cecil Jones Academy will ensure that the Pupil Premium funding reaches the groups of students for whom it was intended and that it makes a significant impact on their education and lives.
- ❖ The Pupil Premium funding will be used to provide additional educational support to improve the progress and raise the achievement for these students.
- ❖ The funding will be used to narrow and close the gap between the achievement of these students and their peers.
- ❖ Cecil Jones Academy will use the additional funding to address any underlying inequalities between children eligible for Pupil Premium and others.