



Top Valley Academy: Pupil Premium funding

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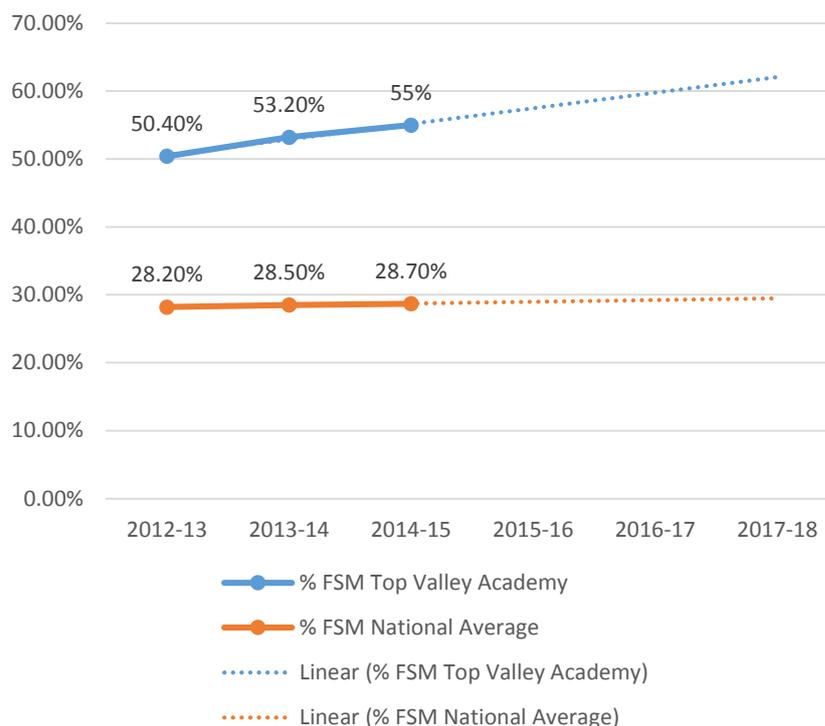
Context

The Pupil Premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers. For example, in 2015-16 pupil premium students will attract an additional £935 in funding per qualifying student. Whilst the proportion of students who qualify varies in relation to social mobility and family 'benefit' status, generally speaking approximately half the Academy's students qualify for the funding.

This trend and 'need' is a growing one over time and therefore the Academy spends a good proportion of the funding developing new knowledge through a range of initiatives aimed to boost student achievement through pilot studies. In 2014-15, 55% of students were classified as Free School Meal (FSM) placing the Academy in the 100% percentile ranking – the national average is 28.7% (RoL 2015). Overall, the national average has stayed fairly static over the last three years which, when compared to the Academy's approximate average of 2% growth per year over the same period, offers a stark contrast between the challenges faced by our families and deprivation typically across the country.

In addition, the untypical growth in young people experiencing deprivation is likely to be well over 60% of the Academy over the next 3 years. It is worth noting that current year 9 and 10 have cohorts with over 60% of students qualifying for this additional funding at this time.

% of students known to be eligible for free school meals (FSM)
3yr profile and linear projection (3yr)



To compare the extent to which deprivation affects children attending school, Raiseonline also reports the **School deprivation indicator** using the Income Deprivation Affecting Children Index (IDACI):

A school level IDACI score is calculated for each school based on the IDACI score for each pupil's postcode. IDACI scores are sourced from the Index of Multiple Deprivation 2010 which scores areas, known as super output areas. Super output areas are blocks of post codes, smaller than ward level. The scale is from 0 to 100, and the lower the figure, the less deprived the locality.

Historically this measure supplemented the Indices of Multiple Deprivation when calculating contextual value added scores, used to measure children's educational progress. Raiseonline currently reports the Academy's deprivation indicator as 0.38; this is significantly higher than the national median of 0.22 and places the Academy's students in the highest percentile ranking (100th) range of schools in terms of levels of deprivation.

Given this the Academy receives a significant amount of additional funding, which comes with a number of moral and statutory duties on the Headteacher and Local Governing Body. At the heart of this duty is a requirement to: understand the extent to which deprivation may affect the life chances of our students; how the additional income is being spent; and to contribute to the evaluative process. In 2014-15, eligible students attracted an additional £284,540. In 2015-16 this rose to £302,060.

At its simplest point, funding is allocated into three broad strands: Staff – Teaching, Staff- Support and Non Pay Expenditure. In reviewing the effectiveness of the use of these monies not all impact can or should be quantified. For example, the Academy purchases additional counselling services which target disadvantaged students, however, of the 22 students in receipt of this additional service, at a cost of £3,825 per annum, it would not always be straightforward or appropriate to attempt to 'measure emotional improvements'.

However, there is evidence that 66% of pupil premium students who accessed the service did not go on to require referral to 'other specialist or next level' services. Full cost breakdowns can be found as appendix 1 and 2.

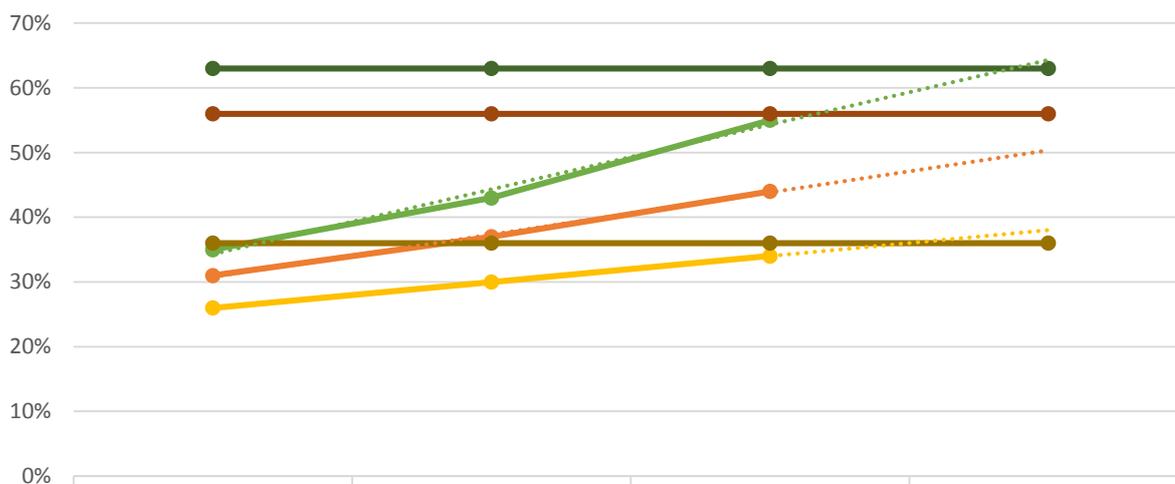
The Academy is expected to evaluate the effectiveness of this funding to ensure these students are not disadvantaged by their circumstances. The driver is an assurance that disadvantaged students compare favorably to all other students and that annually any gaps are closing between them. To make this judgment the Academy has used the 'top level' indicators of attitudes, attendance and exclusions, and achievement: 5A*CEM, 3LOP in English and mathematics and introduced for 2016 calculations, Progress and Attainment8.

Strand	2014-15	2015-16
Staffing – Teaching	£114,923	£127,449
Staffing – Support	£47,422	£73,498
Non Pay Expenditure	£122,195	£109,289

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2014-15 spending allocation and analysis: 2015 Achievement

5A*CEM



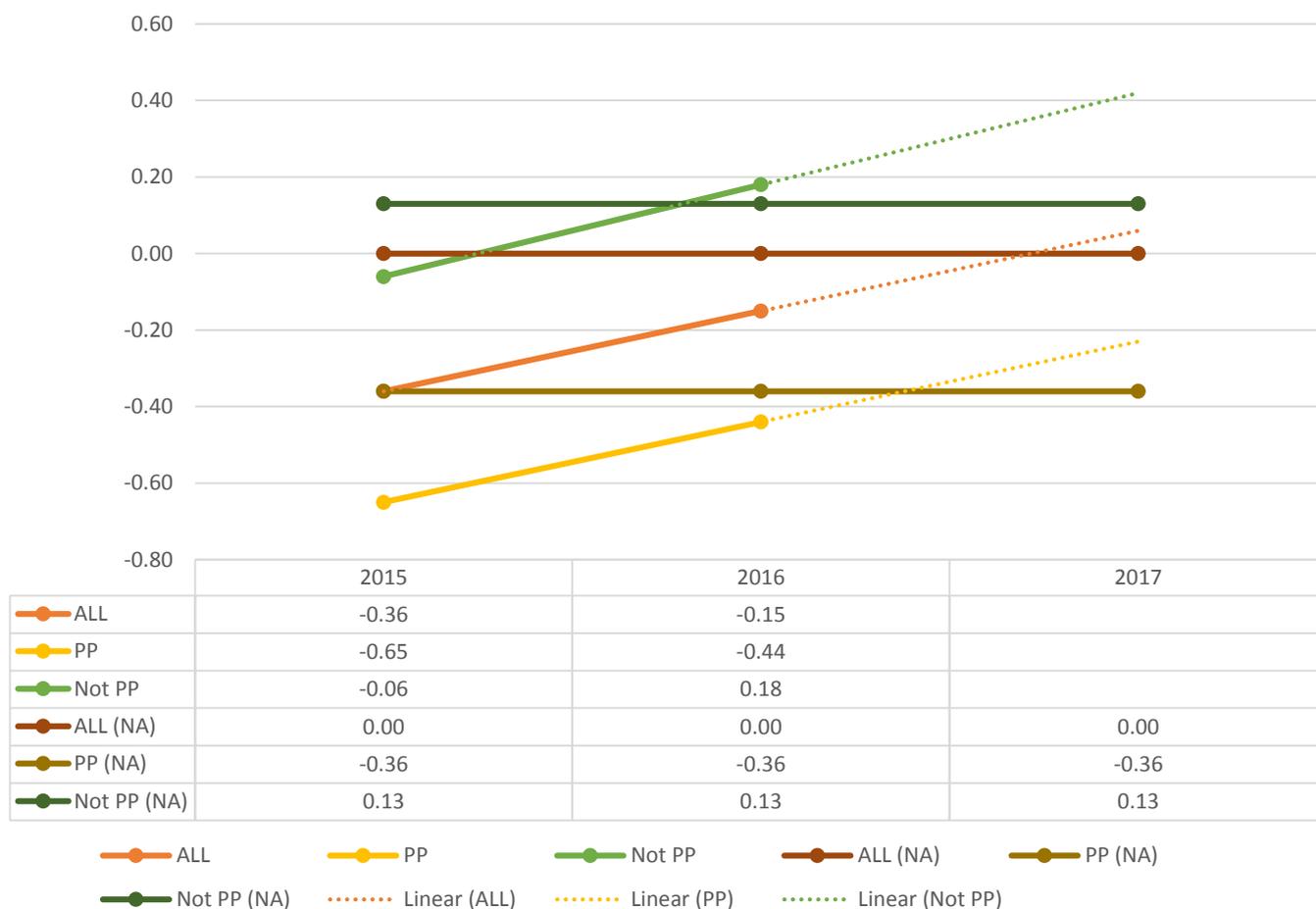
	2014	2015	2016	2017
ALL	31%	37%	44%	
PP	26%	30%	34%	
Not PP	35%	43%	55%	
ALL (NA)	56%	56%	56%	56%
PP (NA)	36%	36%	36%	36%
Not PP (NA)	63%	63%	63%	63%

—●— ALL
 —●— PP
 —●— Not PP
 —●— ALL (NA)
 —●— PP (NA)

—●— Not PP (NA)
 ⋯ Linear (ALL)
 ⋯ Linear (PP)
 ⋯ Linear (Not PP)

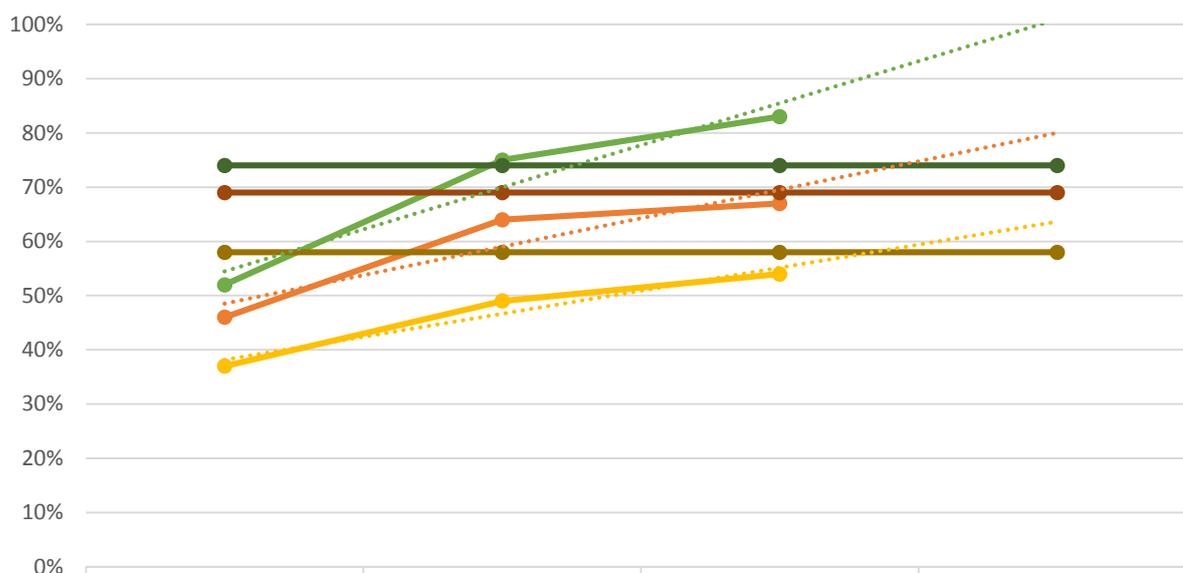
- Overall the measure improved from 2014 to 2015 by 6 percentage points and we forecast a further improvement in 2016 by 7% points. This will be above the threshold at 44%.
- Although the gap between pupil premium (PP) and Non PP increased, both PP and Non PP pupils improved from 2014 to 2015. Both groups are forecast to improve into 2016.
- PP pupils' outcomes improved by 4 percentage points into 2015 and are forecasted to improve by a further 4 percentage points in 2016. This will put them on 34%, just below the national average of 36%.
- Non PP pupils' outcomes improved by 9 percentage points into 2015 and are forecasted to improve by a further 12 percentage points in 2016.
- The trend line suggests 2017 outcomes are likely to be above national average for both PP and Non PP pupils.
- However, despite the individual trend lines for PP and Non PP rising above national average in 2017, the overall trend line is still somewhat short of the national average. This is due to the much higher than average proportion of PP pupils we have in the Academy.

Progress8



- In 2015 the overall Progress8 outcome for Top Valley Academy was -0.36, which is above the threshold of -0.5 and not significantly different from the national average.
- The overall Progress8 figure is forecasted to improve by 0.21 points to be -0.15, just below the national average.
- The trend line suggests the overall figure will be above national average by 2017.
- Although the gap between PP and non PP is forecasted to slightly increase in 2016, both PP and non PP pupils are set to improve.
- The 2015 Progress8 for PP pupils was -0.65, only 0.29 points below the national average for PP pupils at -0.36.
- This is forecasted to improve in 2016 by 0.21 points to be -0.44, only 0.08 below the national average for PP pupils.
- The trend line suggests the Progress8 of PP pupils will be above national average by 2017.
- The 2015 Progress8 for non PP pupils was -0.06, only 0.19 points below the national average for non PP pupils at +0.13.
- This is forecasted to improve in 2016 by 0.24 points to be +0.18, which is above the national average performance for non PP pupils.

English 3LOP

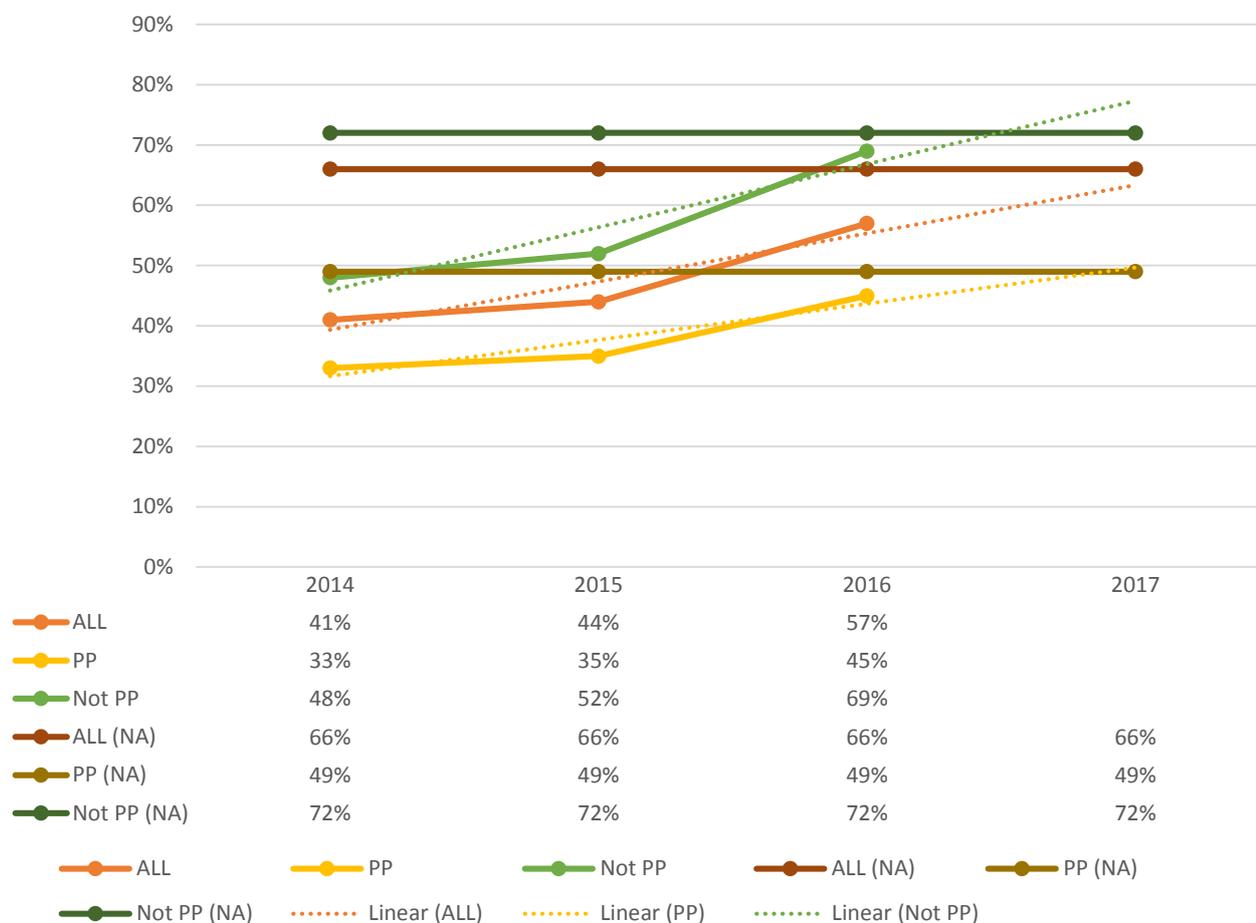


	2014	2015	2016	2017
ALL	46%	64%	67%	
PP	37%	49%	54%	
Not PP	52%	75%	83%	
ALL (NA)	69%	69%	69%	69%
PP (NA)	58%	58%	58%	58%
Not PP (NA)	74%	74%	74%	74%



- The overall 3LP figure improved by 16 percentage points in 2015 to be at 62%, 9 percentage points below the national average.
 - In 2016 we are forecasting a further 5 percentage points improvement to be just below NA (-2 percentage points) at 67%.
 - The trend line suggests that overall performance for English will be above the national average by 2017.
 - The gap (PP/Non PP) increased by 11 percentage points in 2015 and is forecasted to increase again in 2016 by a further 3 percentage points.
-
- The PP 3LP figure improved by 8 percentage points in 2015 to be at 49%, this was 9 percentage points below the national average for PP pupils.
 - In 2016 we are forecasting a further 5 percentage points improvement to be just below the NA (-4 percentage points) at 54%.
 - The trend suggests the 3LP for PP pupils will be above national average by 2017.
-
- The Non PP 3LP figure improved by 23 percentage points in 2015, this was 1 percentage point above the national average for Non PP pupils.
 - In 2016 we are forecasting a further 8 percentage points improvement to be well above the NA (+9 percentage points) at 83%.

Mathematics 3LOP



- The overall 3LP figure improved by 3 percentage points in 2015 to be at 44%, but still 22 percentage points below the national average.
 - In 2016 we are forecasting a further 13 percentage points improvement (-9 percentage points against NA, 57%).
 - The trend line suggests that overall performance for Mathematics will be close to the national average by 2017.
 - The gap (PP/Non PP) increased by 2 percentage points in 2015 and is forecasted to increase again in 2016 by a further 7 percentage points.
-
- The PP 3LP figure improved by 2 percentage points in 2015 to be at 35%, this was 14 percentage points below the national average for PP pupils.
 - In 2016 we are forecasting a further 10 percentage points improvement to be just below the NA (-4 percentage points) at 45%.
 - The trend suggests the 3LP for PP pupils will be above national average by 2017.
-
- The Non PP 3LP figure improved by 4% points in 2015 to be at 52%, this was 20% points below the national average for Non PP pupils.
 - In 2016 we are forecasting a further 17% points improvement to be just below the NA (-3% points) at 72%.
 - The trend suggests the 3LP for Non PP pupils will be above national average by 2017.

Attendance and Exclusions

Attendance: Overall the % of sessions missed due to overall absence was reported in Raisonline 2015 as 6.8% compared to 5.2% nationally, FSM students reported 8.5% compared to 7.5% nationally. Therefore there is a gap between FSM and All students in the Academy of 1.7 percentage points and 1 percentage point between FSM students attending the Academy and nationally. Students categorized as persistent absentees (i.e. absent for 15% or more sessions) reported 10.4% for All students compared to 5.6% nationally, FSM students reported 14.7% compared to 10.9% nationally. Therefore there is a gap between FSM and All students in the Academy of 4.3 percentage points and 3.8 percentage points between FSM students in the Academy and how they performed on average nationally.

Exclusions: Overall have risen slightly (and are reviewed in the second paper for governors) and are now adrift of national average. Raisonline 2015 actually reports attendance related to the previous year (Census collects this data two terms in arrears).

Fixed term exclusions as a percentage of the student group: During this period the Academy reported 10.28% fixed term exclusions as a percentage of the student group which compared to 6.71% nationally. FSM students reported as 13.40% compared to 16.47% nationally. Therefore, whilst the Academy's use of exclusion is significantly above the national average (+3.57 percentage points) overall, FSM students are less disadvantaged by the use of exclusions as a group on average compared to the national median (-3.07 percentage points).

The percentage of students with 1 or more fixed term exclusions represented 6.97% of the Academy compared to 3.68% nationally. FSM students reported as 9.35% compared to 8.34% nationally. Therefore a gap exists between All and disadvantaged students of 3.29 percentage points and 1.01 percentage points between this group in the Academy and the national average. Therefore a higher proportion of FSM students are excluded with 1 or more exclusions when compared to All students (2.38 percentage points) and FSM students in the Academy when compared to the national median (1.01 percentage point gap).

The percentage of students with more than 1 fixed term exclusion represents 2.16% of the Academy compared to 1.34% nationally. FSM students reported 2.49% compared to 3.42% nationally. Therefore the Academy excludes slightly more FSM students than All by 0.33 percentage points, although the Academy excludes this group less than the national average for the group (0.93 percentage points less than the average).

Permanent exclusions as a percentage of the student group represents 0.66% of the Academy and compares to 0.13% nationally, of which, FSM represents 0.62%, compared to 0.34% nationally. Therefore the Academy is using permanent exclusions more frequently than is typically seen nationally (0.53 percentage points) and FSM students have a higher representation than compared nationally (0.28 percentage points more).

There are a range of factors contributing to this less favorable picture, most notably in-year transfers, which are commented on in an additional paper, although it is worth noting that approximately 60% of all permanent exclusions have entered the Academy as an in-year transfer within the last 6 terms. More focused work needs to be done to ensure students' education is not further disadvantaged by their low attendance (and critically persistent absentees) and reduce the proportion of FSM students who are permanently excluded from the Academy.

A range of strategies were employed to improve the attitudes of this academically vulnerable group, these included:

1. **Saturday School**
48 pupil premium students have received a sanction on a Saturday at school in a response to either a low-level concern or low attendance i.e. 'make up the time'. Of this targeted group 60% have not caused further concern.
2. **Rewards strategy**
"Golden time" for pupil premium students who had been successful in the military ethos programme. Friday afternoons where students could choose their most enjoyable activity from the week and have another go. On average 9 students attended weekly.
3. **EAGLE Project** (English As a Growing Language)
Impact of provision: overall the cohort's attendance is 96.94% and sitting well above the average for all students (93.2%). There has been no cause to issue a fixed term or permanent exclusion. A C System analysis does highlight how settled this group are, of the overall negative reports recorded in the system EAGLE students equate to 4% of the total.
4. **Resilience development with the Outward Bound Trust**
Last year the Academy engaged 98 pupil premium students in this experience which led to improved progress and attainment for pupil premium students (see performance graphs above).
5. **Bus passes**
The Academy issues 12 bus passes for pupil premium students where the distance between home and school was seen as a barrier to success. Through this initiative, on average attendance increased by 1%. 8 of this group have been reissued with a pass and 7 of these have gone on to continue to make improvements in attendance. On average there has been a 2% increase, stand-out examples include one student who has increased attendance by 7% to 97% for 2015-16 and another who ended 2014-15 on 83% and is now tracking at 97%.
6. **1-1 tuition**
For one student this was a response to long term absences due to ongoing hospital care. Another example student who received this intervention was as a result of high levels of anti-social behaviour over time. On entry this pupil premium student was high ability, however, his difficult behaviour had always been a barrier to academic success. Time in school was reduced in Y11 and a personalized timetable created to reflect his inclusion. This student went from being unlikely to achieve any good qualifications to 5A*G including a C English and C in PE and has now gone on to an apprentice programme.
7. **Military ethos programme**
The programme supported 11 pupil premium students across both key stages. 70% of participants ended with attendance above 95%. 47% of this cohort reduced negative C's systematically half-term by half-term. Following the programme 'buddy reading scheme' all of the key stage 3 students who participated increased both their actual reading age and critically their reader confidence. 100% of Y11 participants went on to a confirmed post-16 destination.
8. **Literacy programme** – the Academy Resource Centre serves all students in the Academy, however, it pays particular attention to the most vulnerable and is viewed by many students as a 'safe haven'. A number of initiatives are offered above and beyond the general service. These include, Breakfast Club (30 plus daily), reading boosting sessions, pair/peer reading, rewards including millionaire reader (accelerated reader program) and 100%er leader board. One initiative specifically targeted at younger pupil premium students who are weak readers or experience significant literacy challenges is the "premier league reading stars" – reading intervention related to football, students engage in a number of sport based games to encourage reading (rules), once confidence is improved students are asked to engage with the online resource where they tackle a range of activities designed to build confidence and win 'marbles' to enter into the ongoing reward strategy.

Y7 catch-up funding

In 2014-15, additional funding provided pupils with an intensive fortnight developing key numeracy and literacy skills. The Academy invested in a proven external partner (PETX-i) to deliver these sessions. Pupils made good progress in both numeracy and literacy, however, the literacy component demonstrated the most impact. Overall, 76% of the students who completed the literacy week made progress against their KS2 data in comparison to the numeracy whereupon 60% made progress against their KS2 data. Furthermore, tracking of students over AP1 to AP2 (the impact period) clearly illustrated that the literacy programme had a sustained impact on those students. 18 students (72%) made further progress on their initial AP data from teacher assessments.

In addition, the Summer School programme is specifically designed for pupil premium students and those working at 4C (average for KS2). They learn generic strategies in order to build confidence and consolidate skills needed in year 7. The intended outcome is that they will be more likely to move towards 'mastery' in the new Year 7 curriculum. Bespoke support ranges from providing bus passes to internet access at home and laptops being provided for the most vulnerable to ensure they can extend study beyond the Academy day. This initiative also supports the purchase of Basic Key Skills Builder (BKSB) software which pupils can access from home to accelerate learning in core subjects, particularly towards the end of Y9.

Over the summer holiday in 2015, the Academy trialled a work experience initiative for three year 9 pupil premium boys to work with the Premises Team. Staff, pupils and their families thought this initiative was a wonderful way in which their sons could 'taste' employment and income, which in term has led to a transformational change in their attitude to both the Academy environment and the importance of school.

Impact Report PetX-i Yr7 Catch up - December Profile of learners – 40 students who attracted the Catch up money which makes up 24% of the cohort. All but 3 students out of the 40 who took part on the PETX-i have a reading age below 9.5. The pupils under 9.5RA are either on the Lexia programme or the accelerated reader programme.
Literacy: 26 learners (1 learner now transferred)

PETX-i results

- 1 learner did not sit the retest due to illness.
- 19 out of 25 pupils (76%) showed an increase in sub level/s from the SAT testing that was taken at the beginning and end.
- 16 out of 25 pupils (64%) gained a higher score than their KS2 test data on entry.
- Group 1 (Level 2 and below students) made between them 19 sub levels of progress. Every student made progress above their KS2.
- Group 2 (Level 3 learners) made between them 32 levels of progress. 11 out of the 20 made progress above their KS2 score.
- 4 students in Group 2 recorded results below their KS2 score in literacy. However all 4 are on reading intervention programmes due to their reading ages being below 7 years of age. They did not have readers when completing the tests in class.

Findings

- 18 students made progress from AP1 to AP2. (Impact period)
- 14 students moved up to level 4 or higher on AP3 data
- 2 students have made 2 levels of progress in a year.
- Numeracy: 31 learners PETX-i test results
- 1 learner did not sit the retest due to illness.
- 18 out of 30 learners (60%) showed an increase in sub level/s from the SAT testing that was taken at the beginning and end.
- 10 out of the 30 learners (33%) gained a higher score than their KS2 test data on entry.
- Group 1 (High level 3) made between them 8 sub levels of progress. 5 out of the 18 students made progress above their KS2 score.
- Group 2 (Low level 3 and below) made between them 4 levels of progress. 4 out of the 12 made progress above their KS2 score.
- 10 students in Group 1 recorded results below their KS2 score in numeracy. 9 out of the 10 students are on reading intervention programmes with the top reading age between them being 7.6RA.
- 8 students in Group 2 recorded results below their KS2 numeracy score. All are on reading intervention programmes within AC8.
- They did not have readers when completing the tests in class.

The use of Y7 Catch-up funding 2015-16

All students in receipt of catch up for numeracy will be attending an intervention session on Monday period 6 with Tim Pickup. (Catch up money will be used to invest in a range of strategies /resources such as Numicon to use with these students and pay for cover if necessary for TPU to observe excellent practice in primary school of teaching maths at a lower level)

- 3c on entry students in maths and English will be receiving one to one tuition twice a week for the rest of the year (9 students) - £1600
- 10 3a students in English will receive an intensive 6 week program designed to building reading and vocabulary skills (£3600)
- Also been used to purchase weekly school newspapers to encourage students to read student friendly texts - £1500
- Below level 3 in English receiving bespoke support through personalised timetable and AHW / JSM

Top Valley Academy

Pupil Premium Tracker 2014/15



Pupil Premium Allocation	£284,540
Planned Spend Itemised Below	£284,540
Amount Left to Justify	-£0

	Free School Meals	Looked After Children	Service Families
Number of Eligible Pupils:	376	0	0

Staffing - Teachers	Amount Budgeted to Spend
Boys PP Club	£2,292
Detailed Analysis for Gap Closing	£2,695
KS3 PP Performance/Pastoral Care Delivery	£11,479
KS4 PP Performance	£6,919
Oversight, Intervention & Evaluation	£28,082
Strategic Lead Art	£2,497
Strategic Lead Dance	£3,095
Strategic Lead Engineering	£2,465
Strategic Lead English	£2,922
Strategic Lead Geography	£3,095
Strategic Lead History	£2,695
Strategic Lead Languages	£2,780
Strategic Lead Maths	£3,095
Strategic Lead PE/Drama	£2,695
Strategic Lead Science	£3,095
Strategic Lead Yr 11	£6,265
Strategic Lead Yr 7 & 8	£13,157
Strategic Oversight of PP Provision & Spend	£13,157
Supporting Strategic Lead ICT	£1,111
Supporting Strategic Lead Science	£1,335
Total	£114,923

Staffing - Support	Amount Budgeted to Spend
Co-ordinator of achievement centre	£24,253
EAGLE Provision	£8,692
Level 1 English Intervention	£14,477
Total	£47,422

Non Pay Expenditure	Amount Budgeted to Spend
Accelerated Reader (77%)	£3,465
Belgium Trip	£2,000
Belgium Trip (Iain)	£233
breakfast club (pre exams intervention)	£200
Bus Passes (100%)	£3,000
Commando Joe (100%)	£30,000
dongles x 2/computers x 4 (100%)	£1,500
EAL specialist provision (EAGLE)	£6,000
Ex Y11 mentors (100%)	£6,619
Lexi Software	£4,140
November outward bound 100% PP	£7,000
PETXi cost for PP (50%)	£25,000
QTS home tutoring (Jon Hainsworth 100%)	£3,525
September outward bound 40% PP	£2,800
Spanish Trip (Dan)	£3,637
Therapeutic Intervention (50%)	£2,035
TVA counselling service (75%)	£3,825
Uniform Year 7 (50%)	£3,560
Y10 work experience travel costs	£250
Y11 prom	£500
Sundry additional reactive spend	£12,906
Total	£122,195

Total Pupil Premium Expenditure	£284,540
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Top Valley Academy

Pupil Premium Tracker 2015/16



Pupil Premium Allocation	£302,060
Planned Spend Itemised Below	£310,236
Amount Left to Justify	-£8,176

	Free School Meals	Looked After Children	Service Families
Number of Eligible Pupils:	376	0	0

Staffing - Teachers Amount Budgeted to Spend

Boys PP Club	£2,292
Detailed Analysis for Gap Closing	£2,695
EAGLE Provision	£30,619
Head of Year 10	£2,376
Head of Year 11	£1,915
Head of Year 7	£2,049
Head of Year 8	£1,741
Head of Year 9	£1,908
KS3 PP Performance/Pastoral Care Delivery	£11,479
KS4 PP Performance	£6,919
Strategic Lead Art	£2,497
Strategic Lead Dance	£3,095
Strategic Lead Engineering	£2,465
Strategic Lead English	£2,922
Strategic Lead Geography	£3,095
Strategic Lead History	£2,695
Strategic Lead Languages	£2,780
Strategic Lead Maths	£3,095
Strategic Lead PE/Drama	£2,695
Strategic Lead Science	£3,095
Strategic Lead Yr 11	£6,265
Strategic Lead Yr 7 & 8	£13,157
Strategic Oversight of PP Provision & Spend	£13,157
Supporting Strategic Lead ICT	£1,111
Supporting Strategic Lead Science	£1,335
Total	£127,449

Staffing - Support Amount Budgeted to Spend

Co-ordinator of achievement centre	£24,253
EAGLE Provision	£34,768
Level 1 English Intervention	£14,477
Total	£73,498

Non Pay Expenditure Amount Budgeted to Spend

Accelerated Reader (77%)	£3,465
Belgium Trip	£2,000
Belgium Trip (Iain)	£233
breakfast club (pre exams intervention)	£200
Bus Passes (100%)	£3,000
Commando Joe (100%)	£30,000
dongles x 2/computers x 4 (100%)	£1,500
EAL specialist provision (EAGLE)	£6,000
Ex Y11 mentors (100%)	£6,619
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November outward bound 100% PP	£7,000
PETXi cost for PP (50%)	£25,000
QTS home tutoring (Jon Hainsworth 100%)	£3,525
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Spanish Trip (Dan)	£3,637
Therapeutic Intervention (50%)	£2,035
TVA counselling service (75%)	£3,825
Uniform Year 7 (50%)	£3,560
Y10 work experience travel costs	£250
Y11 prom	£500
Total	£109,289

Total Pupil Premium Expenditure	£310,236
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Pupil Premium Case Study – EXAMPLE 1			
Name:	Student 1		
Year Group:	8	KS2 En	5B
KS2 APS:	5A	KS2 Ma	6
Current Data:	Forecast 2 lop @ks3 in 6 subjects English current: 6b Maths current: 7a		
historic attendance:	100%		
current Attendance:	100%		
Historic conduct	51 (52-1)		
Current conduct	63 (67-4)		
use of pp funding:	<ul style="list-style-type: none"> • Outward Bounds 5 Day Expedition November 2015 • Drop Down Days 2015-16 – Personalised learning opportunities (Roving Reporter leading a team of other student volunteers to produce a film of the day’s events to publish on the school website, capturing the students’ experiences) • Brilliant Club (University experience of seminars and independent learning. Students work in small groups, learning about critical theories, attending two sessions a week. They write a university style essay and participate in a graduation event held at the university) 		
overview:	<p>As the data shows, William is an above average student, with excellent attendance. In year 7, he was making good progress (level 7 in maths, level 6 in English).</p> <p>PP funding has been used to provide extended learning opportunities for William to develop his critical thinking and extended writing skills (Brilliant Club), to raise his aspirations (Brilliant Club), to develop his leadership skills (Drop Down Day and Outward Bounds) and to develop other so called “soft” skills such as team work and resilience (OB).</p> <p>Based on AP1 year 8 data, William is forecast to make two levels of progress in computing, English, history, maths, science and Spanish, suggesting he is on track to make 4 levels of progress in the majority of his subjects by GCSE.</p> <p>William made 16 months of progress in his reading age over 9 months from 12 years and 3 months to 13 years and 7 months</p> <p>William has 100% attendance and has received certificates in assembly.</p> <p>He has already achieved his bronze certificate for the amount of conduct points (positive / achievement points minus negative / behaviour points) he has achieved this term.</p>		
Student view	William feels that the extra support and opportunities he has received through use of PP funding....		

Pupil Premium Case Study – EXAMPLE 2			
Name:	Student 2		
Year Group:	8	KS2 En	3A
KS2 APS	3B	KS2 Ma	3B
Current Data:	Forecast 2 lop @ks3 in 7 subjects (3LOP in KS3 Sci) English current: 5c Maths current: 4a		
historic attendance:	99.5% year 7, 92% year 6		
current Attendance:	98.7%		
Historic conduct	91 (98-7)		
Current conduct:	61 (63-2)		
use of pp funding:	<ul style="list-style-type: none"> • Sound Training: intervention programme delivered weekly in groups of 4 designed to boost students' cross curricular reading and spelling skills • Accelerated Reader: online reading programme designed to motivate students to read more for pleasure and improve their reading age • Paired Reading / after school club: monthly paired reading and weekly invite to after school club with homework and reading support • Commando Joes: weekly intervention to build confidence and self esteem • Small class sizes: (18 students in 8v2, 22 students in maths / English sets) • Historic use of PP funding (year 7): PETXi numeracy and literacy – week long intervention programme (one week for literacy, one week for numeracy), Accelerated Reader 		
overview:	<p>As the data shows, Leah is a low ability student on entry. Since starting at TVA, she has had excellent attendance, suggesting that she feels happy and well supported in school.</p> <p>The use of PP funding already secured a good rate of progress in English – she finished the year having made 3 sub levels of progress from a 3a to 4a. Maths was slightly lower at 4c but this is in line with expectation. (2 sublevels per year). Leah has already made 2 sublevels this term in the topics she has been studying in maths and is currently working at a 4a in maths in those areas.</p> <p>As Leah has a reading age below her chronological age, PP funding has been used to continue to support Leah in developing her reading skills and providing her with a number of reading and spelling strategies to support her across all subjects. She accesses this support in a number of ways, from paired reading intervention across the academic year, to an intensive weekly small group tuition and independent learning opportunities. These are designed to continue to support Leah in her rate of progress and accelerate the improvement of her reading age.</p> <p>Leah benefits from small group tuition in a number of subjects, allowing a greater level of support and personalisation, all working to secure high rates of progress.</p> <p>Leah is a quiet student, and so also received intervention from Commando Joes, a school-wide programme that is delivered in curriculum time. The objective is to develop Leah's confidence and self-esteem, again with the intention of providing her with the skills she needs in order to continue to be successful in both key stage 4, and when she leaves school.</p> <p>Based on AP1 year 8 data, Leah is forecast to make a minimum of two levels of progress in all subjects except PE, and is forecast to make 3 levels of progress in science suggesting she is on track to make 4 levels of progress in the majority of her subjects by GCSE.</p> <p>Leah's reading age has improved by 12 months from 9 to 10 in a 9 month period.</p> <p>Leah has 98.7% attendance and has received certificates in assembly.</p> <p>She has already achieved her bronze certificate for the amount of conduct points (positive / achievement points minus negative / behaviour points) she has achieved this term.</p>		
Student view	Leah feels that the extra support and opportunities she has received through use of PP funding....		