

# BLACKFRIARS ACADEMY PUPIL PREMIUM POLICY

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*Developed:*

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 **Shaw  
Education  
Trust**

## **What is the Pupil Premium?**

The Pupil Premium was introduced in April 2011. The Pupil Premium is additional funding which is allocated to schools and academies on the basis of the number of students who:

- have been eligible for free school meals (FSM) at any point over the last six years (known as 'Ever 6 FSM')
- have been looked after continuously for more than six months
- are children of Services personnel

The funding is expected to tackle reducing the attainment gap between the highest and lowest achieving students nationally, social mobility issues and increasing the opportunities for vulnerable students from more disadvantaged backgrounds.

The DfE has given us the freedom to use the Pupil Premium as we see fit, based upon our knowledge of our students' needs.

*'It is for schools to decide how the Pupil Premium, allocated to school is spent, since they are best placed to assess what additional provision should be made for the individual students within their responsibility'. Source DfE website*

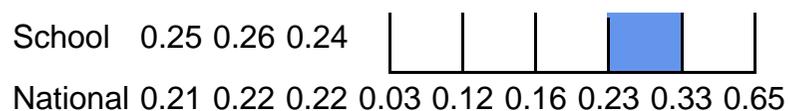
For 2015/16, the decisions that we have made about how to spend the Pupil Premium Grant have been partially based upon the research completed by The Sutton Trust. They concluded that some of the most effective strategies to support disadvantaged students include: effective feedback, meta-cognition and self-regulation, peer tutoring, collaborative learning, behaviour interventions, social and emotional learning and parental involvement. Because of the lack of specificity for a special school setting, we have several interventions that relate to students' disabilities.

Pupil Premium funding is received in the academy for 52 students and Pupil Premium Plus is received in the academy for 5 students. Their needs are very different and therefore the funding is used on an individual basis for very specific interventions. See the second table for details of how each individual student for whom Pupil Premium Plus is received benefits from the funding.

## **Our Academy**

Blackfriars Academy (Newcastle) is an 11-16 Generic Special School with around 93 students providing outstanding education for children from several local authorities including Staffordshire, Stoke on Trent, Shropshire and Cheshire. The number of students registered for Free School Meals (FSM) is 39%, placing us in the highest percentile nationally (Raise online 2014) and in terms of school deprivation, the national indicator demonstrates that Blackfriars is an academy situated in an area of high deprivation

### **School deprivation indicator**



In the financial year 2015-16, the school will receive £46,970 for Year 6 (3 students) and Year 7-11 (47 students), who are registered for free school meals or have been in the previous 6 years, £9,500 for those who are in the care of the local authority (5 students) and £900 for those whose parents are serving in the armed forces (3 students).

## **Deployment**

At Blackfriars Academy, we are committed to ensuring all our students make the best possible progress. We track the achievement of every child on a regular basis and do all we can to ensure that every child achieves their potential. The Pupil Premium funding supports high staffing levels ensuring reduced class sizes where vulnerable students are placed. Along with high quality teaching, attainment gaps are narrowed by strong leadership, a personalised and relevant curriculum, a culture of high expectations and targeted intervention. The specific interventions are outlined below:

**Pupil Premium table of Interventions**

<b>Barriers to learning</b>	<b>Desired Outcomes – Improve FSM attainment</b>	<b>Identify success criteria for each outcome</b>	<b>Pupil premium strategies</b>	<b>Amount of Premium grant</b>	<b>Implement strategies (training implications)</b>	<b>Monitoring and Evaluation of strategies</b>	<b>Impact</b>
<p><b>Lack of resilience due to poor self-esteem</b></p> <p><b>Physical disability – need for scribe etc</b></p>	<p><b>Raising of students’ self-esteem and ability to access more of the curriculum</b></p>	<p><b>Students accessing curriculum</b></p> <p><b>Students attaining and exceeding their target grades</b></p>	<p><b>TA</b></p>	<p><b>£20475</b></p>	<p><b>Review of how TAs deployed, meetings to develop shared understanding of TAs’ &amp; teachers’ roles.</b></p> <p><b>Further training for TAs if need identified</b></p>	<p><b>Learning walks, lesson observations, Performance Management of TAs, review of student data</b></p>	
<p><b>Parental engagement focus upon welfare, shift of focus to learning +</b></p>	<p><b>Greater % of parents attending Progress Review Evenings /</b></p>	<p><b>Increase average attendance</b></p>	<p><b>Engagement with Achievement for All programme, particularly the</b></p>	<p><b>£2000</b></p>	<p><b>AFA co-ordinator appointed, staff training at whole school INSET</b></p>	<p><b>Monthly meetings with AFA Coach to evaluate progress of</b></p>	

<b>welfare</b>	<b>annual reviews. Gap narrowed for young people receiving PP funding</b>		<b>strategy of 'Structured Conversations'</b>			<b>target groups</b>	
<b>Mental health issues, emotional and behavioural barriers</b>	<b>Improved stability of students with mental health or behavioural issues</b>	<b>Students able to re-engage with their class and work</b>	<b>Clinical Psychologist</b>	<b>£7500</b>		<b>Regular meetings with staff and parents to review impact</b>	
<b>Low reading and comprehension scores.  Low numeracy scores.</b>	<b>Improved ability in literacy and numeracy</b>	<b>Students able to access a wider curriculum more successfully because of improved literacy and numeracy levels</b>	<b>Digital technology used to supplement teaching of literacy &amp; numeracy. Lexia &amp; Conquer Maths provide individualised support for Maths and English skills</b>	<b>£2500</b>	<b>Training for all staff in Lexia &amp; Conquer maths. Specific training for maths and English co-ordinators to analyse programmes' effectiveness</b>	<b>Regular review meetings with SLT to evaluate impact of programmes</b>	

<b>Lack of same ability peer group</b>	<b>Student to be constantly challenged by receiving differentiated work that can be accessed independently</b>	<b>Student attains at higher level  On task in all lessons</b>	<b>Laptop with internet connection</b>	<b>£400</b>		<b>Student's progress to be monitored</b>	
<b>Ability to read effectively</b>	<b>Student to be able to engage with written text in order to be able to access exams</b>	<b>Student to attain their expected grades in external accreditation</b>	<b>C Pen</b>	<b>£205</b>	<b>Staff to be trained in effective use of CPen</b>	<b>Use of C Pen to be evaluated at Mock exams &amp; student's attainment monitored and reviewed constantly</b>	
<b>Ability to maintain level of progress required to reach end of key stage target</b>	<b>Students to catch up to where they are expected to be performing</b>	<b>Students able to re-engage with the expected level of work</b>	<b>Tutor – 1:1 tutoring - short, regular sessions</b>	<b>£7,142</b>		<b>Learning walks, lesson observations, Performance Management of Tutor, review of student data</b>	

