

The pupil premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils of all abilities and to close the gaps between them and their peers. The academy receives money for all students registered as eligible for free school meals at any point in the last 6 years or who has been 'looked after' for a period of 1 day or more (funding for these pupils is managed by the virtual school head (VSH) in the local authority that looks after the child).

Our Pupil Premium students currently make up 35% of the student population (478 students). For the academic year 2016-17, the school has been allocated £449,268. This compares to £470,305 for the academic year 2015-16; £497,000 for the academic year 2014-15; £503,100 was received in 2013-14. The proportion of students eligible for the pupil premium has reduced from 46.4% in 2013-2014 to 36.2% in 2016-2017.

At Stationers' Crown Woods Academy we aim to raise aspirations, breakdown barriers in order to build successful lives for the future - we believe in the transformability of all of our students. A key element of this is addressing inequality and raising the attainment of students from lower-income families. Progress of all learners is formally reviewed by the academy leadership team and academy subject leaders to ensure good outcomes are achieved.

As part of the raising standards process a member of the academy leadership team works in conjunction with the small school leaders and the associate principal to ensure that achievement gaps between students eligible for the premium and others close. Regardless of any social or economic barriers, we aim to ensure that targeted additional support strategies will result in every pupil/student, being able to:

- Improve their level of Attainment and progress.
- Close attainment gaps
- Access the curriculum
- Access extra-curricular activities

Individual interventions and targets are implemented as appropriate.

In 2015-2016, the academy spent pupil premium funding on the following:

Item	Approximate Cost
After School, Saturday School, Easter Revision classes	£27,000
Subsidy for Activities days and School Trips	£3,000
Year 7 residential	£1000
Counselling	£25,800
Behaviour Education & Support Services	£139,691
Off-site educational provision	£20,360
Literacy Licence/Book Week	£3,983
Learning Mentor Support	£53,072
1 to 1 Mathematics & English Tuition	£10,000
Maths watch CD ROMs	£1,000
Contribution to Speech & Language Therapy	£5,000
Director of Inclusions (attendance,safeguarding,LAC,CP)	£20,200
4 School Support Officers	£102,222
Photocopying/Printing	£5,000

G & T Activities	£2,250
Subsidies Uniform Costs	£1,000
PIXL Costs/ Revision Books	£15,000
Education Psychology Service	£3,990
Careers/Work experience Information advice & Guidance	£7,000
Towards Teacher Salaries smaller classes in key subjects	£43,872
Assistant Principal for raising standards/closing Education disadvantage gap	£20,200
Year 11 refreshments plus water for Saturday schools & exams periods	£3,000
Cross College Numeracy Coordinator & Inclusions leaders	£17,309

Impact of the expenditure in 2015 - 2016

Gaps in progress are closing for pupil premium pupils. At the end of Year 9 in 2016; 24% of students in Maths exceeded their expected grade compared with 27% for other students at the academy, 63% of disadvantaged students in maths either met or exceeded their expected grade compared with 72% for other students. For English; 36% of students exceeded their expected grade compared with 39% for other students at the academy, 74% of disadvantaged students in English either met or exceeded their expected grade compared with 76% for other students.

The GCSE results in 2016 show a narrowing of the gap between pupil premium and other students at the academy.

In 2016 63% of pupil premium pupils achieved A*- C including English and Maths this is above the national average for all pupils. The attainment gap between disadvantaged students and others at the academy reduced significantly from -27% in 2015 to -12% in 2016.

For disadvantaged students and others at the academy the difference in attainment across the best 8 subjects (Attainment 8) reduced from just over a grade on average (-1.04) to just over half a grade (-0.60). In 2016 the attainment gap in both English and maths closed significant compared to 2015. From 2014 the attainment for disadvantaged students at the academy has improved for the following indicators A*-C in English and Maths, A*-C in English, A*-C in Maths, proportion achieving EBACC standard.

The gap in the progress made between disadvantaged students and others at the academy has reduced from -0.3 in 2015 to -0.21 in 2016. The gap in progress across the EBACC suite of subjects reduced from -0.44 to -0.18.

Attendance – The attendance for the disadvantaged students in 2015-2016 was 93.9% in 2014-2015 the attendance for the group was 93.5% and 92.8% in 2013-2014. The national average for the group is 92.5%. We continue to work hard to improve attendance further but the two support officers in each school and an attendance officer in each has had a significant impact on improving attendance to school.

Exclusions – The proportion of disadvantaged students excluded was 11.2% in 2016 compared to a national figure of 16.5%. The academy continues to work hard in order to reduce the number of exclusions for disadvantaged pupils through a range of strategies, work with external specialists and also through ongoing investment in the PSU, BEST and an on-site exclusion centre.

A summary of the main barriers to educational achievement faced by eligible pupils at the school in 2016 are as follows:

Raising aspiration of the most able students at KS3 and KS4.

Raising aspirations and motivation for middle ability white British boys.

Accessibility of the curriculum for students with low prior attainment in Year 7.

Poor Oracy, Literacy and Comprehension of English.

Poor Numeracy.

Lack of Parental Engagement.

Supporting those students with complex Social, Emotional and Behavioural issues.

Reducing class sizes

Attendance

The academy will spend pupil premium funding to overcome these barriers in the following manner (amendments may occur following further analysis and a full strategic plan for how we use pupil premium funding):

After School, Saturday School, Easter Revision classes; Subsidy for Activities days and School Trips; Year 7 residential; Counselling; Behaviour Education & Support Services; Off-site educational provision; Literacy Licence/Book Week; Learning Mentor Support; 1 to 1 Mathematics & English Tuition; Numeracy Reprographics and Resourcing; Literacy Reprographics and Resourcing; Contribution to Speech & Language Therapy; School Support Officers; G & T Activities; Subsidies Uniform Costs; Motivational speakers and visits; Subsidies Educational Trips; PIXL Costs/ Revision Books; Education Psychology Service; Careers/Work experience Information advice & Guidance; Year 11 refreshments plus water for Saturday schools & exam periods; Cross Academy Numeracy Coordinator & Inclusions leaders

The academy will review the impact of the funding every half term following academy data collection points. Monitoring Pupil Premium students is a key priority meetings will be held following data collections to consider, pupil by pupil, whether there are any barriers to their learning and if so, what may be necessary in order to improve rates of progress.