

Freebrough Academy
Pupil Premium 2016 - 2017

Pupil Premium is additional funding provided by the Department for Education (DfE) to enhance the education of disadvantaged young people. The funding is allocated to schools for children from Reception to Year 11 who have registered for free school meals in the last six years, are in care or who have parents in the armed forces. In 2016 - 2017 the funding allocated was £935 for children in receipt of free school meals (FSM) and £300 for children of Armed Forces families. Amounts are allocated per government financial year ending each 31 March. Allocations are not made for pupils in Post-16 education.

DfE Financial Year (Ending 31 March)	Amount per FSM pupil	Number of FSM pupils (Ever 6)	Total funding
2011 - 2012	£488	351 (46%)	£183,664
2012 - 2013	£900	357 (48%)	£287,806
2013 - 2014	£935	367 (49%)	£371,289
2014 - 2015	£935	310 (48.9%)	£334,634
2015 - 2016	£935	326 (49.5%)	£304,810
2016 - 2017	£935	329 (48.4%)	£307,615

Year Group Profiles 2016-17

Total Pupil Premium Funding £307,615			
Number of students eligible for Pupil Premium: 329 (48.4%)			
Year Group	*DA	LAC	%DA
11	54	1	48.6%
10	58	1	48.3%
9	61	2	47.2%
8	84	0	49.7%
7	76	1	48.1%

(*DA =Disadvantaged Students / Students eligible for Pupil Premium Funding)

Pupil Premium funding is spent in an integrated and targeted way on a wide range of interventions and strategies to ensure that entitled students receive the opportunity for additional support and access to all learning opportunities in order to improve outcomes. Strategies that we use are drawn from the Education Endowment Foundation Toolkit and are known for their positive impact. In addition to the EEF Toolkit we have also drawn strategies from Transforming Tees Higher Achievement Research with a particular focus on improving parental engagement.

Typically, students eligible for Pupil Premium funding at Freebrough Academy face the following barriers:

- Some students have low levels of attendance and find travelling to school challenging
- Some of our most vulnerable students find the transition from primary to secondary education extremely difficult
- Problems with completing work independently at home due to lack of ICT facilities or responsibilities caring for siblings
- Low aspirations due to high local and regional levels of unemployment and geographical isolation due to poor transport links
- Often poor mental health within home setting in addition to low levels of literacy and numeracy
- Low levels of parental engagement due to parent or carer's own negative experiences of education
- Higher levels of anti-social behaviour both in the Academy and the local community exacerbated by a reduction in local Police and Anti-Social Behaviour Team services

Strategies & Interventions at Freebrough Academy

Strategy	Target Group	Cost £
Strategies focused on learning in the curriculum. Spend: £207,195		
TEEP • Improving the quality of teaching & learning	All students, all curriculum areas	10,695
LEEP / Daring Greatly / Pride • Developing effective learner behaviours (Pivotal)	All students	3,991
HIGH QUALITY MARKING & FEEDBACK • Priority marking DA students	All students	Academy Budget
PLATINUM GROUPS • Accelerated progress groups	Vulnerable students Y7-Y11 with a particular focus on English, mathematics and science	114,839
BREAKTHROUGH • Bespoke curriculum managed by SENDCO	DA Vulnerable students	30,861
LILAC SKY • Coaching & mentoring to increase outstanding teaching & learning	All students with a particular focus on teaching in mathematics, business and humanities	4,000
PROGRESS DASHBOARDS • Analysis of progress to review provision and focus intervention	Focus on DA students	5,196
SWIFT/APEX MENTORING • Rapid tracking of student progress followed by swift, precise intervention	Y11 Priority DA students, all curriculum areas but priority in English, mathematics and science	8,109
RAISING ATTAINMENT EVENINGS • Supporting parents and carers to help students revise	Y11 Priority students	723
REVISION GUIDES	Y11 DA students, all curriculum areas	Academy Budget
EXTENDED SCHOOL (P6 & P7, SATURDAYS, HOLIDAYS)	Y10 & Y11 Priority students, all curriculum areas calendared timetable	8,938
STUDENT CONFERENCES • Additional revision support for PPEs	Y11 students	Academy Budget
Y7 EARLY TRANSITION	Y7 students	Academy Budget
Y7 EXTENDED EARLY TRANSITION	Y7 DA students	Academy Budget
Y7 TRAN GROUP (KGR) • Catch Up Premium	Y7 Not Yet Secondary Ready	17,500
BESPOKE CURRICULUM (ADL) • Therapeutic Sessions	Y8 DA Boys	Academy Budget
ENGLISH INTERVENTION GROUP (SCL) • Additional KS4 English group	Y9-Y11 DA students	Academy Budget

STUDENT PROGRESS LEADERS • Seminars, workshops and mentoring	DA students, priority English, mathematics and science	12,900
HOMEWORK/SPORTS CLUB	KS3 DA Boys	1,739
READING RECOVERY	Y7 Not Yet Secondary Ready & 7PLAT	2,054
ACCELERATED READER	All students	3,150

Strategies focussed on social, emotional and behavioural needs
Spend: £68,900

PASTORAL LEADERS • Pastoral support to remove barriers to learning	All students (Primarily DA)	39,577
ATTENDANCE TEAM	Persistent Absentees and DA students	14,860
ATTENDANCE INCENTIVES	DA students	760
TIME 4 YOU COUNSELLORS • DA priority appointments	All students	11,400
BEHAVIOUR SUPPORT PROGRAMMES (HUMAN UTOPIA)	All students	Academy Budget
PEER MENTORING (FAB)	DA students Y7-Y10	703
POSITIVE CITIZENS OPPORTUNITIES	Y7 & Y8 DA Students	Academy Budget
HEAD OF SMALL SCHOOL BUDGET • Uniform support • Transport support	DA students	1,600

Strategies focussed on enrichment beyond the curriculum
Spend: £35,295

SPORTING OPPORTUNITIES	All students targeted DA	32,746
ENRICHMENT CLUBS	All students targeted DA	
DUKE OF EDINBURGH	All students (Primarily DA)	
EUROPEAN ENTERPRISE TRIPS	Priority students & DA	
LRC HOMEWORK CLUB	All students	1,786
ARVON	Y7 DA students	763
Total spend:		£311,390

Impact of integrated and targeted support

The impact of educational attainment arising from the expenditure of the previous financial year's Pupil Premium Grant has contributed to diminishing gaps. Our 2017 exam results show that 46.8% of Year 11 students achieved grades 9 – 4 (A*- C) in English and maths. Overall the 2016 Y11 cohort achieved the progress detailed in the table below:

	Progress 8	Attainment 8	E+M% 9-4	Ebacc%
ALL	-0.16	41.4	46.8%	8.1%
DA	-0.34	37.7	33.3%	3.7%
OTHER	-0.01	45	59%	12.3%
GAP	0.3	7.3	26.3%	8.6%

This cohort comprises of 111 students of which 42.3% are male and 48.6% are DA. This cohort's starting points were sig minus; when comparing average KS2 fine grade scores with national averages; -0.8 below national figures. Comparing PA Bands with national figures it is important to take into account that the High PA Band of this cohort was 11% smaller when compared to national averages; the Middle PA Band was 8.5% larger; and the Low PA Band was 1.9% larger.

Context Year 11 2016/17	All	Low	Mid	High	A8	En G4+	En G5+	Ma G4+	Ma G5+	4+ EM %	5+ EM %
All	111	21	55	35	41.4	62.2	44.1	50.5	31.5	46.8	25.2
Disadvantaged (DA) All	54	14	25	15	37.7	46.3	31.5	40.7	25.9	33.3	18.5
Others not DA	57	7	30	20	45.0	77.2	56.1	59.6	36.8	59.6	31.6

Examination results in English Language were above national averages in 2015 (A*-C: 69.4%) and 2016 (A*-C: 70.7%), using the iGCSE. In consideration of the reforms to the English examinations, standards were maintained, with a year group which on entry were below national averages at KS2. In 2017 55.1% of students achieved a score 4+. In terms of A*-D achievement in 2015, 94.4%; 2016, 97.7% and in 2017 85% achieved 9-4. English Literature demonstrates growth since 2015, A*-C in 48.6%; 2016, 55% and 2017 55.9%.

Analysis of the best of English Language and Literature identifies that students achieved 62.2% at 4+, 44.2% at 5+ in 2017. An improvement is evident since 2015 A*-C at 70% and 74% in 2016. Also, in 2017 if all students achieved their DfE estimates the percentage achieving 5+ in English would have been 48.6%, demonstrating an only 4.4% difference in actual outcomes.

Maths, have maintained standards, in 2016 A*-C was 50.4%, 50.5% at 4+ was achieved in 2017 despite it being a less able year group in comparison. In addition the maths DfE estimate for 5+ was achieved at 31.5%.

Maths		
Year	DA A*-C/ 9-1	Gap
2015	35.3	31.8
2016	37.7	23.4
2017	40.7	18.9

Impact of Pupil Premium expenditure Year 11 DA students 2017:

- Attainment 8 score has a gap of 7.3; 2016 11.7 meaning it has diminished by 4.4.
- In terms of Progress 8 the gap is 0.3; 2016 0.7 again diminishing the gap by 0.4.
- There is a 26.3% (2016:26.9) gap between DA and other students for the E+M% KPI, diminishing by 0.6%.
- English 30.9%, 2016 27.1% gap (2015:33.3%);
- Maths 18.9% 2016 23.4% gap (2015:29.2%). Therefore maths continues to diminish the gap over three years, 4.5% in 2017.

Year 10:

The Year 10 cohort consisted of 118 students with 48.3% DA; the cohort was 57.6 female with a P8 gender gap of 0.7 in favour of females (male: -0.5; female: 0.3). The Attainment 8 gap is 12.2 in favour of other students which is just over 1 grade difference. DA students in Year 10 were above the Progress 8 floor target at -0.4. In comparison to Freebrough OTHER students the P8 gap is 0.8 (in favour of OTHER). For students predicted 9-5 in English and mathematics, the gap between DA and OTHER students has narrowed compared to 2017 actual results: 2017 gap: 26.3% compared to 15.9%

Year 9:

The Year 9 cohort consisted of 128 students, 43% male and 45.3% DA. For A8 in July 2017 there is just over half a grade difference between DA students and OTHER students (Gap of 6.7 in favour of OTHER). For Progress 8, DA students are making progress in line with the national average of 0 while OTHER Freebrough students are making better progress with a P8 score of 0.3 (Gap: 0.3 in favour of OTHER). The DA gap for students predicted 9-5 in English and mathematics is 19.7% which is narrower than the 2016 actual gap of 26.9%. 51.7% of DA students are predicted to achieve 9-5 in English and mathematics compared with 32.8% of DA students in 2016 (actual). 70.7% of DA students are predicted to achieve 9-5 in English (2016:58.6%) and 58.6% are predicted to achieve 9-5 in mathematics (2016:37.7%) demonstrating continued improvements in English and mathematics.

Year 8:

This cohort consists of 164 students, 47.5% are eligible for Pupil Premium Grant. In English 36.8% of DA students are making Good or better progress compared to 32.2% of OTHER students, the gap is therefore in favour of DA students by 4.7%. In mathematics the gap between DA and OTHER students is 6.2% in favour of DA students for Good or better progress, there is no gap between DA/OTHER for Outstanding progress.

Year 7:

The Year 7 cohort in 2016/17 consists of 159 students, 45.2% of students are considered disadvantaged. In English 52.1% of DA students are making Good or better progress compared to 50% of OTHER students demonstrating a gap of 2.1% in favour of DA students. In mathematics 61.1% of DA students are making Good or better progress compared to 72.4% of OTHER students demonstrating a gap of 11.3% in favour of OTHER students. Progress gaps are narrower in both English and mathematics compared to National Averages, however compared to national OTHER, the gaps are: English: 20.9 (in favour of OTHER) and mathematics: 11.9 (in favour of OTHER).

Attendance and Behaviour

Attendance:

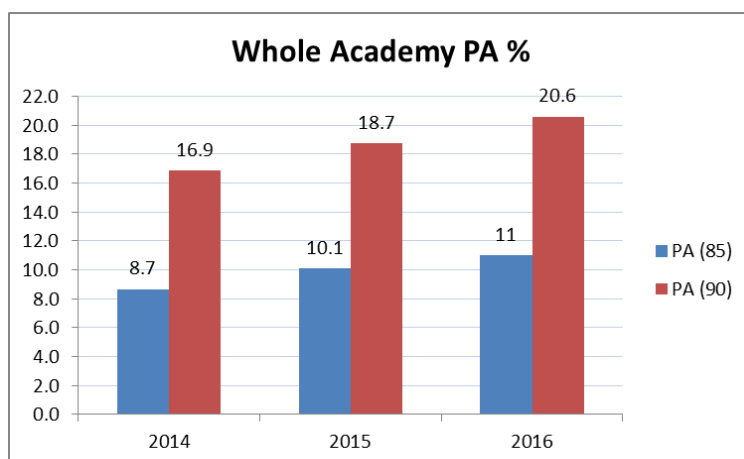
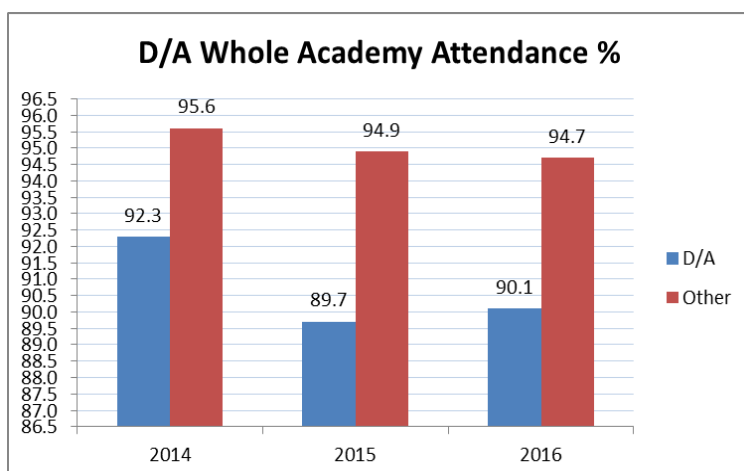
Disadvantaged students ended the year with an average attendance of 90.1% compared to OTHER at 94.7%. This compares to a National Average for DA students of 92.7%. The Academy DA figure is 2.6% lower than the National Average however this year data has been affected by the inclusion of Year 11 students in the final half term of 2017.

The attendance of disadvantaged students has improved marginally in comparison with the previous academic year; in addition the gap between DA and OTHER students has also diminished marginally. Within the Year 11 cohort, a number of students presented significant social, emotional and behavioural issues which, despite interventions, had a negative impact on the overall attendance of DA students.

The academy ended the year with a Persistent Absentee figure of 20.6% at the 90% threshold. However, PA increased significantly in the final half term. For the first 2.5 terms of the academic year, the PA figure was 13.9%. In comparison to the National Average for PA (13.1%), Freebrough Academy was 0.8% higher.

In order to improve attendance and reduce persistent absenteeism, a range of strategies and interventions are in place which include:

- First day response phone calls
- Attendance Case Conferences
- Prosecution and Fixed Penalty Notices
- Home visits and collection of students
- Weekly registration document scrutiny
- Daily PA checks
- Personalised interventions from Pastoral Leaders
- Counselling & self- esteem work
- Rewards for improved and good attendance



Behaviour:

The Academy has shown an overall decrease in the use of the Oncall facility when compared to the previous academic years of 2014/15 and 2015/16. There has been a decrease of 12% compared to 2015/16. The reduction in the use of Oncall is the result of the same-day C4 detentions and the training staff have undertaken with Pivotal Education to de-escalate incidents through restorative conversations.

Whole Academy Oncall Frequency	2014/15	2015/16	2016/17
Total	1563	1776	1562

Oncall Frequency	2014/15	2015/16	2016/17
Other	402	575	524
DA	1161	1201	1038

Disadvantaged students have contributed to the most significant decrease in the use of Oncall in 2016/17. Although DA students use Oncall more frequently, the gap between DA and OTHER students has diminished by 112 compared to the previous year.

The impact of strategies to improve attitude to learning is demonstrated below:

- 82.5% of DA students in Year 8 demonstrate Green attitude to learning
- 67.1% of DA students in Year 9 demonstrate Green attitude to learning
- 72.7% of DA students in Year 10 demonstrate Green attitude to learning
- 73.1% of DA students in Year 11 demonstrate Green attitude to learning

Current Year	% 'Green' Attitude to Learning	
	All	D/A
Year 8	87.6	82.5
Year 9	74.3	67.1
Year 10	74.1	72.7
Year 11	77.3	73.7
All	78.7	74.1

Pupil Premium students accessing Breakthrough

“Breakthrough” is an internal alternative provision within school for students who face challenges in mainstream lessons. Our mission in Breakthrough is to provide high quality teaching and learning so that all students who access the provision make good and outstanding progress. Students follow a very personalised timetable; this may include a mixture of mainstream lessons, progress group and Breakthrough. For a small few, a fulltime placement in Breakthrough is needed. At times, some students may access Breakthrough during alternative hours such as 12.00pm to 5.00pm. Key Stage 3 students study core subjects such as English and maths, but also access basic literacy and numeracy intervention where appropriate. Furthermore, they take part in personalised learning projects, often tailored around their individual interests and hobbies. Students also engage in work to develop SMSC values. Key Stage 4 students have the opportunity to study a full Progress 8 curriculum. Students also complete life skill work to help maximise life chances and support transition to post-16 education and future careers.

Year	Number of students	Number of Disadvantaged	% of group Disadvantaged
7	3	3	100
8	6	5	83
9	1	1	86
10	7	5	71
11	11	7	64
	28	TOTAL: 21	Avg: 75

Breakthrough 2016-17 DA Progress (July 17):

At the end of the third year of Breakthrough (July 2017), we now have enhanced our KS3 and KS4 curriculum. KS3 students study project based work that incorporates all aspects of the curriculum to put them in good stead for their KS4 studies. They have also thrived with their alternative curriculum including catering, horticulture, art and fitness. Key Stage 4 students have the opportunity to study a full Progress 8 curriculum.

In 2013-14, we had 20 students accessing alternative provision. This reduced in 2014-15 but did see an increase in 2015-16 up to 18 students. In 2016-17 there has been an increase in students accessing Breakthrough but for the first time this has included students who attend external alternative provision but attend Breakthrough to ensure that they are receiving maths and English tuition.

Year	DA Progress Count Good/Outstanding	Year Group Average	Difference
7	58%	73%	-15%
8	30%	51%	-21%
Year	DA Average Progress Grade	Year Group Average	Difference
9	-3.4	0.2	-3.6
10	-4.1	-0.04	-4.06
11	-2.2	-0.18	-2.02

Areas of Strength

- Year 7 DA students on track for good/outstanding progress in 58% of subjects
- Year 11 BTEC Business 6/7 Year 11 Achieved the L2 qualification with 2 students making +ve P8
- 5/7 Year 11 achieved a qualification in English and Maths. In English 1 student achieved a pass (4) and in Maths 1 student achieved a Pass and 1 achieved a good pass
- 4/7 Year 11 achieved a Level 2 IT qualification with 3 making +ve P8
- Year 11: 1 student achieved outstanding progress in Level 2 Health and Social Care
- Year 11: 1 students achieved a Grade C in Geography
- All DA Year 11 students have progressed to an appropriate course at a Post 16 college

Areas for Improvement

- Ensure all Year 11 achieve an appropriate qualification in English , Maths and Science
- Continue to refine provision and intervention to close gaps further

Pupil Premium Summary Platinum (Accelerated Progress Groups)

Rationale

For students in need of additional learning support, we offer a mainstream 'Progress Group'. Each year group (Y7-11) has a 'Progress Group' which have been given the class name of 'Platinum'. This is a smaller class of 12-14 students with a learning support assistant assigned to the group. The group access a modified curriculum based on enhancing skills and closing the gap of attainment. A basic literacy and numeracy theme is embedded across the curriculum, with additional intervention in literacy and numeracy recovery, where appropriate. A constant group of 'champion SEND teachers' lead the Progress Groups and help to drive high quality teaching of SEND students across the Academy. The Transition group provides support for those students who are not secondary ready when transferring to the Academy. The Transition group benefits from a bespoke curriculum aimed at addressing skill gaps and providing emotional and social support.

End of Year Progress 2016-17

Y11

The Y11 Platinum group was comprised wholly of disadvantaged students and they made excellent progress with a Progress 8 score of 0.6. One student made outstanding progress with a P8 score of 1.6 and another made good progress with a score of 1.0

Y10

The disadvantaged students of the Year 10 Platinum group finished the year with a progress gap of 0.2 in favour of the disadvantaged students.

Y9

The disadvantaged students of the Year 9 Platinum Group finished the year with just a small gap between themselves and the non-disadvantaged of the group. This was just 0.07 in favour of non-disadvantaged. The Progress 8 score of the disadvantaged students was excellent at 0.7.

Y 7 & 8

The disadvantaged students in the Year 7 Platinum Group performed well in English and maths with the attainment progress gap of 0.6 in English and 0.7 in maths in favour of the disadvantaged students.

Similarly in Year 8 the disadvantaged students of the Platinum group performed slightly better than the non-disadvantaged students with a progress gap of 0.1 in English and 0.2 in maths.

Year 7 Catch up Funding:

Catch Up Funding 2016 - 2017	
Total number of students on roll	704 incl Post-16 (687 excl)
Number of Y7 students considered not secondary ready	35 (32 English; 15 Maths / Ma & Eng 12) 35 TOTAL
Amount of funding per student	£500
Indicative total funding	£17500

Transition Group

Freebrough Academy recognises that secondary transition is a process of change in which some young people may not be equipped with the social, emotional and academic skills to make a smooth transition to secondary school at the end of Year 6. They may require substantial preparation, planning, adjustment and additional support. The Transition Group aims to support students with additional or complex needs that arise from learning or social and emotional difficulties. The Transition Group provides the necessary adjustment period and support system needed for a key group of students who have been assessed as not yet secondary ready. The Transition Group follows a primary school model of curriculum, delivered by a primary trained teacher. Key skills of mathematics and literacy are delivered through project based learning as well as discrete lessons.

The students identified for the Transition Group are in addition to those placed in the Platinum Group (comprising of approximately 12 students) which is specifically designed to provide further support for students with specific SEND needs.

Transition group selection

Following extensive meetings with primary schools, the Freebrough Academy SENDCO and SLT Primary Transition Link used data and information regarding learning capabilities, social and emotional maturity and personal circumstances to identify the Transition Group cohort. The final cohort was identified after discussions and in agreement with student parents/carers.

Baseline measures

The following baseline measures were completed on entry to identify skill deficits and to support planning.

Impact

To assess the impact of the interventions the following assessments were used as well as scheduled monthly assessments.

July 2017: 75% of the group were disadvantaged students and the whole group benefited from a staged and supported transition into the full Y7 curriculum when their progress demonstrated that they were secondary ready. 4 of the disadvantaged students made good or outstanding progress in 83.3% of subjects, and 3 others in over 63% of subjects.

Y6 Transition period	AR Star Reader Maths SAT English testing
September 2016	NfER Reading test CATS PASS SATS Papers

Assessment	Method
December 2016	SATS papers CATS PASS
March 2017	NfER Reading test CATS
June 2017	SATS papers PASS

Pupil Premium Funding 2017 – 2018

Total Pupil Premium Funding (budgeted) £327,250			
Number of students eligible for Pupil Premium: 350 (45.2%)			
Year Group	DA	LAC	% DA
11	62	1	52.1
10	54	2	43.5
9	69	0	41.1
8	69	1	43.4
7	96	1	47.1

Pupil Premium funding, in 2017-2018, will continue to improve outcomes for disadvantaged pupils through:

- 1) A consistent approach to Marking, Assessment & Feedback. To ensure that students receive quality feedback that helps them to improve their work, we continue to develop the common format across all subject areas.
- 2) Continue to develop the Teacher Effectiveness Enhancement Programme (**TEEP**) training, coaching and mentoring to ensure that lessons are engaging and challenging. Quality first teaching across the curriculum will lead to improved outcomes for students
- 3) Weekly monitoring and tracking of High Priority Students in Year 11 to ensure that interventions improve disadvantaged students' outcomes and that those students are best prepared for examinations.
- 4) Precision tracking and interventions to ensure that teachers prioritise the closing of the attainment gap between disadvantaged and other students. Data dashboard meeting and Progress Review Meetings (PRM) ensure forensic analysis of data and targeted support.
- 5) The continued development of our 'Breakthrough' provision allowing a personalised curriculum in an alternative environment for our most vulnerable students where they can follow accredited courses delivered by specialist teachers.
- 6) The development of the Daring Greatly (previously Learner Effectiveness Enhancement Programme - **LEEP**) programme to strengthen learner behaviours so that students are resilient and reflective learners who thrive when faced with challenges.
- 7) Continued provision of the counselling service to ensure the positive emotional well-being of our most vulnerable students.
- 8) Close monitoring and support of our disadvantaged students to ensure they have good attendance, leading to improved outcomes. The Attendance Officer and Attendance Clerk will target disadvantaged students for this level of support and challenge.
- 9) Our accelerated progress groups, Platinum, will support our disadvantaged students to achieve high standards, particularly in the areas of literacy and numeracy.
- 10) Our Extended TRANSITION group will continue to support students in Year 7 who are not yet Secondary ready to integrate into mainstream lessons over the academic year.
- 11) The Accelerated Reader, Reading Recovery and Reciprocal Reading programmes will support disadvantaged students to improve their reading ages and to ensure they are able to access the broad curriculum the Academy has to offer.
- 12) Our popular enrichment programme will support disadvantaged students' participation in extracurricular and out-of-school activities to ensure students develop a broad set of skills.
- 13) Ensuring disadvantaged students access a broader and more bespoke curriculum in order to keep them engaged in education and offer a wider range of accredited routes - all courses are developed with post 16 progression routes.
- 14) Student Progress Leaders focussing revision and independent study strategies on disadvantaged students to ensure they are best prepared for external examinations.
- 15) Student Progress Leaders will further support DA students through a creative Parental Engagement Programme which will offer opportunities for parents and carers of the hardest to reach families, to monitor, review and improve pupil progress.
- 16) Catch up programmes in maths and English will address basic literacy and numeracy skills deficits to ensure that students, who were not considered 'Secondary Ready' at KS2, make accelerated progress and do not fall behind.