

Pupil Premium and Year 7 Catch-up Premium Strategy Statement

1. Summary information					
School	St Anne's Church of England Academy				
Academic Year	2016/17	Total budget: Pupil Premium [PP] Y7 Catch-up PP Total	£362,855 £13,485 £376,340	Date of most recent PP Review	Autumn 2016
Total number of pupils [January 2017 Census]	628	Number of pupils eligible for PP	414	Date for next internal review of this strategy	Summer 2017
2. Current attainment					
			Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)	
% achieving Grade C or better in English and Maths (2015-16 only)			34	70.6	
Progress 8 score average 2015/16 only			-0.39	0.10	
Attainment 8 score average 2015/16 only			43.4	53.3	
3. Barriers to future attainment (for pupils eligible for PP)					
In-school barriers <i>(issues to be addressed in school, such as poor literacy skills)</i>					
A.	Issues relating to behaviour and attitude to learning prevent some PP students from making good academic progress.				
B.	Literacy skills for some PP students are lower than for other students, which prevent them from making good progress.				
C.	Students who are eligible for PP have less successful outcomes at GCSE in English and Mathematics.				
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>					
D.	Attendance rates for some PP students are lower than for other students. This reduces their school hours and causes them to fall behind on average.				
E.	Issues relating to low aspirations prevent some PP students from achieving their maximum potential in GCSE qualifications.				
F.	Circumstances or events in the home life of some PP students have a detrimental impact on their social and emotional well-being and personal development.				

4. Desired outcomes (<i>desired outcomes and how they will be measured</i>)		Success criteria
A.	Improved attendance	Reduced level of persistent absence amongst PP students. Overall attendance to improve in line with the overall National Average. Evidence from Attendance data.
B.	Improved behaviour and attitude to learning	Reduced level of behaviour incidents, fixed term and permanent exclusions of PP students. Evidence in Class Charts.
C.	Improved rates of progress and outcomes for PP students in all Year Groups	Reduce and maintain gap between PP and non PP students across all year groups. Evidence from Academy data and GCSE progress data.
D.	Improved rates of progress and outcomes for Year 7 Catch-up PP students	Evidence from Successmaker and Sound Training data, Reading and Spelling Ages plus data from other Literacy and Numeracy interventions.

5.	6. Planned expenditure					
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.	Planned Expenditure AY 2016/17: 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?	Planned Allocation from PP	Staff lead	When will you review implementation?
Additional Staffing Resources to Support Students in all EBacc Subjects	<ul style="list-style-type: none"> Specialist Support Staff in English and Mathematics Intervention by SENCO and Deputy SENCO 	<ul style="list-style-type: none"> The Academy's strategic aim for the use of PP is that it should be used to impact positively on whole school improvement with the principle vision that improving the quality of Teaching and Learning in all lessons benefits all students. There is, however, a clear focus on English and Mathematics. The Academy has an extremely high proportion of students who attract PP funding [66% November 2016]. High quality Teaching and Learning is key to raising educational standards 	<ul style="list-style-type: none"> Regular monitoring and support of Specialist Support Staff Regular monitoring and assessment of progress made by all students Use of data to track student progress Regular feedback obtained from students in relation to support received Student progress data is presented to Governors on a termly basis 	£93,530	Course Directors lead and manage Specialist Support Staff duties in English and Mathematics	<ul style="list-style-type: none"> Student data tracking across all Year Groups as per Assessment Calendar Post Mock Exam Action Plans implemented March 2017 Review following GCSE Results August 2017

Examination Revision Support	<ul style="list-style-type: none"> Costs of refreshments for daily Examination Revision Classes held after school for Y11 students [November 2016 to June 2017] Examination Resit Fee costs 	<ul style="list-style-type: none"> The Academy's clear aim is to improve student educational outcomes Students are actively encouraged to attend daily Revision Classes after school in order to reinforce their learning and boost confidence and resilience in examination techniques Systems are in place to recognise and reward high levels of attendance at these sessions. Attendance is linked to an invitation to the Y11 Prom [subsidised by Pupil Premium]. 	<ul style="list-style-type: none"> Daily and weekly monitoring of attendance at Examination Revision Classes takes place Revision Classes are timetabled to ensure that students have Revision opportunities in all their GCSE examination subjects 	£9,500	SLT monitor attendance at Revision Classes and intervene where necessary via parental contact to encourage students to attend as many classes as possible Course Directors are responsible for the delivery of these Classes	<ul style="list-style-type: none"> Student data tracking across all Year Groups as per Assessment Calendar Post Mock Exam Action Plans implemented March 2017 Review following GCSE Results August 2017
Total Planned PP Expenditure AY 2016/17: Quality of Teaching for All						£103,030

ii. Planned Expenditure AY 2016/17: Targeted Support						
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Planned Allocation from PP	Staff lead	When will you review implementation?
Additional Staffing and Resources for Learning Support and Interventions	<ul style="list-style-type: none"> Provision of three Mentors through a Service Level Agreement with Audacious Church, Manchester [Audacious Mentors] The Learning Support Unit [LSU] provides interventions to students with a range of barriers to learning 	<ul style="list-style-type: none"> The Academy's aim is to break down barriers to learning by providing interventions tailored to the individual student Costs include Audacious Mentors plus staffing and resources for the LSU Audacious Mentors work with targeted students in Y11 [and a small number of Y8 students] to support their academic progress and emotional wellbeing LSU staff work with students in small groups or on a 1:1 basis using a variety of strategies to help students make progress LSU staff organise a daily Breakfast Club for vulnerable students to provide a nutritious breakfast free of charge in a safe and caring environment with the added aim of improving students' social skills LSU staff also support EAL students settle into the Academy and gain confidence both academically and during student social time 	<ul style="list-style-type: none"> Regular monitoring and support of Audacious Mentors and LSU staff The Breakfast Club is well established and attended by up to 26 students per day Up to 16 students per week are supported in the LSU for regular academic / social / medical intervention Regular monitoring and assessment of progress made by all students who receive learning support Use of data to track student progress Regular feedback obtained from students in relation to support received in order to determine whether support should continue or different support is required Audacious Mentors made a presentation to Governors at the Standards Committee Meeting held on 6 March 2017 	£79,490	<p>The Assistant Pastoral Director line manages Audacious Mentors</p> <p>The SENCO line manages LSU Staff</p>	<ul style="list-style-type: none"> Student data tracking across all Year Groups as per Assessment Calendar Students with additional needs are assessed regularly by the SENCO Review following GCSE Results August 2017

<p>Year 7 Catch Up Premium:</p> <p>Additional support for new Y7 students who did not achieve at least Level 4 in Reading and/or Mathematics at the end of KS2 prior to entry to the Academy</p>	<ul style="list-style-type: none"> • Year 7 Catch Up Premium is used to provide additional support as follows: <ul style="list-style-type: none"> ○ Support in English and Literacy from the SENCO ○ Support in Mathematics from the Mathematics Mentor 	<ul style="list-style-type: none"> • Extra support is given to students who have not achieved Level 4 at the end of KS2 in order to aid their transition to Secondary education and help them reach the academic standards required in order to access the Secondary curriculum and do well throughout KS3 and KS4 • Evidence suggests that students who feel they are unable to keep up with their peers are more likely to experience feelings of low self-esteem and wellbeing and may become disengaged in the classroom 	<ul style="list-style-type: none"> • Regular monitoring and assessment of students • Use of data to track student progress 	<p>£13,485</p>	<p>Led by the SENCO and Course Directors of English and Mathematics</p>	<ul style="list-style-type: none"> • Student data tracking across all Year Groups as per Assessment Calendar
<p>Bespoke Additional Support for Literacy at KS3</p>	<ul style="list-style-type: none"> • Targeted KS3 students receive additional Literacy Intervention sessions from key staff • Key literacy interventions include the ‘Sound Training Programme’ [a structured programme of weekly lessons for a six week period] and ‘Successmaker’ software [an online intervention programme tailored to the individual student’s needs]. These programme software costs are not funded by PP 	<ul style="list-style-type: none"> • Students with poor Literacy skills find it very difficult to access subjects which require the ability to focus on extended writing, such as English, History, Geography and Religious Education • Costs cover staff resources and selected materials to deliver Literacy Intervention sessions to targeted students throughout KS3 to help improve their Literacy skills and confidence in this area 	<ul style="list-style-type: none"> • Regular monitoring and assessment of students • Use of data to track student progress 	<p>£20,148</p>	<p>Led by the SENCO and Associate Director of English</p>	<ul style="list-style-type: none"> • Student data tracking across all Year Groups as per Assessment Calendar

<p>Family Support for Targeted Students</p>	<ul style="list-style-type: none"> • The Academy operates a robust programme for improving attendance and reducing persistent absenteeism • The programme includes a high profile rewards system linked to attendance, punctuality and attainment • Education Welfare Officer [EWO] provision forms part of this strategy [one day per week during Autumn Term 2016 and Spring Term 2017 and two days per week Summer Term 2017] 	<ul style="list-style-type: none"> • Poor attendance is a major impediment to learning. The Academy's aim is to increase attendance and reduce persistent absence • Costs of rewards and EWO provision are funded by PP • High levels of attendance are celebrated by Form and by individual student at weekly Year Group Assemblies • Small individual and Form weekly rewards are issued at Assemblies with increasing rewards if high levels of attendance are sustained throughout the academic year 	<ul style="list-style-type: none"> • The Academy Attendance Intervention Programme is embedded within daily routine Academy procedures • Pastoral Support Officers focus on attendance issues and work closely with the EWO • Staff and students fully understand how the Attendance Intervention Programme works at the Academy. This is actively promoted throughout the Academy including printed details within Student Planners • Attendance levels improved and the level of persistent absence decreased significantly between 2011/12 and 2015/16 • Attendance data is reviewed on a daily basis by the Principal and Vice Principal Pastoral • Attendance data is presented to Governors on a termly basis 	<p>£42,752</p>	<p>Led by the Principal and Vice Principal Pastoral</p>	<ul style="list-style-type: none"> • Attendance data is reviewed on a daily, weekly, half termly, termly and annual basis
<p>Total Planned PP Expenditure AY 2016/17: Targeted Support</p>						<p>£155,875</p>

iii. Planned Expenditure AY 2016/17: Other Approaches						
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Planned Allocation from PP	Staff lead	When will you review implementation?
Raising Aspirations	<ul style="list-style-type: none"> The Brilliant Club: the Academy has secured 28 places on The Brilliant Club Scholars Programme organised by Manchester University for Y9 Gifted and Talented students. The programme is designed to introduce students to University life, develop learning and communication skills and encourage future participation in further and higher education The Academy More Able Programme continues to develop and inspire students to aim high The Academy Prefect Programme includes the delivery of external training in order to develop student leadership and mentoring skills and opportunities Positive Steps is used for the provision of personalised Careers Information, Advice and Guidance [IAG] to all Y10 and Y11 students plus some Y9 students A Careers Festival is held annually for all Year Groups to inspire students to aim high PP funding is used to 	<ul style="list-style-type: none"> Raising students' aspirations is a key component in helping students to achieve their learning potential by instilling self-belief and confidence in their own ability to achieve learning targets These interventions are designed to inspire, motivate and encourage students to succeed Evidence suggests that students with Growth Mind-sets achieve more The More Able Programme targets the most able students and focusses on meeting their needs The Academy Prefect Programme facilitates opportunities for leadership, personal growth and development and confidence building The Academy's aim is to break down barriers to learning by providing students with opportunities for learning and self-development outside the classroom which students may not otherwise experience Students benefit directly in terms of expanding their knowledge of cultural experiences and developing independence, confidence and self- 	<ul style="list-style-type: none"> The Brilliant Club is delivered by Manchester University under staff supervision and is part of the Academy's Gifted and Talented Programme The Academy More Able programme is monitored and reviewed regularly, including evaluation of student feedback Governors are advised of these initiatives Use of data to track student progress Governors are advised of all trips which take place at the Academy 	£17,200	<p>The Associate Director of Science leads the More Able Programme</p> <p>The Course Director of IT leads the Academy Prefect Programme</p> <p>The GILES Coordinator leads on Careers IAG</p> <p>Trips and events are authorised by the Principal and individual events are led by nominated staff</p>	<ul style="list-style-type: none"> Evaluation of Student feedback takes place following completion of interventions Review following GCSE Results August 2017

	<p>subsidise the costs of activities and visits which provide students with different cultural experiences. This includes local trips as well as residential trips such as Faith and Community related Retreats and trips abroad for Modern Foreign Language students</p> <ul style="list-style-type: none"> • PP funding is used to subsidise the annual Y11 Leavers Prom held at the Academy. This event is used as an incentive reward for attendance, punctuality and behaviour [see also Examination Revision Support section] with personal invitations awarded during the Spring/Summer Terms 2017 	<p>organisational skills</p> <ul style="list-style-type: none"> • Around 70 culture and leisure related trips are undertaken each academic year including at least one residential trip 				
Inclusion Programme	<ul style="list-style-type: none"> • A bespoke programme ensures that the learning needs of all students are met. The tailored approach includes timetable adjustments, 1:1 sessions, small group work and part time external training • The Inclusion Mentor liaises with students, teachers, families and providers to monitor provision and track progress • Activities include Homework Club and Girls' Group which is an after school club which challenges stereotypes and promotes self-esteem 	<ul style="list-style-type: none"> • The Academy's aim is to break down barriers to learning by providing interventions tailored to the individual student • Students benefit directly from this programme in terms of improving morale and self-esteem, self-organisational skills, attendance and punctuality, attitude to learning, preparation for learning and raising aspirations 	<ul style="list-style-type: none"> • Regular monitoring and assessment of progress undertaken for all students who receive learning support • Use of data to track student progress • Regular feedback obtained from students in relation to support received in order to determine whether support should continue or different support is required 	£21,474	<p>The Inclusion Mentor is line managed by the Pastoral Director</p> <p>The Assistant Pastoral Director leads on Peer Mentoring</p>	<ul style="list-style-type: none"> • Student data tracking across all Year Groups as per Assessment Calendar

Faith and Community Programme	<ul style="list-style-type: none"> The Academy Faith and Community Coordinator supports students in lessons, mentors individual students and works alongside the Assistant Pastoral Director in delivering holiday activities as part of the Family and Social Intervention Programme The Academy provides transport for a group of students from all Year Groups who attend Youth events held at Audacious Church in Manchester every Friday night. The Assistant Pastoral Director and Faith and Community Coordinator attend some Audacious events. Students also attend the annual Audacious Conference event held in Manchester in August [3 to 5 days] 	<ul style="list-style-type: none"> The Faith and Community Coordinator has a positive impact on all students through the delivery of Christian Faith assemblies and activities including extra-curricular activities Students of all Faiths or no Faith at all are welcome and encouraged to participate in all Faith related activities Students benefit directly from this programme in terms of social and spiritual development, self-esteem, improved attendance and continued learning of students involved 	<ul style="list-style-type: none"> The number of students attending the Friday night Youth events at Audacious Church has increased over a two year period from a core group of about 13 students to a regular weekly participation of around 45 students with up to 80 students attending special events The Faith and Community Coordinator made a significant and positive contribution to the successful SIAMS Inspection in October 2013 which achieved Good in all categories Relevant information is shared with, and evaluated by, the Principal, Faith and Pastoral Teams Governors are updated periodically in relation to the impact of the Faith and Community Programme 	<p>£22,932</p>	<p>Led by the Faith and Community Coordinator, supported by the Assistant Pastoral Director</p> <p>Audacious Mentors attend most Youth events organised by the Audacious Church</p>	<ul style="list-style-type: none"> The Faith and Community Programme is reviewed on an ongoing basis at weekly meetings of the Strategic Faith Team
Family and Social Intervention Programme	<ul style="list-style-type: none"> The Academy delivers an extensive Family and Social Intervention Programme which involves working with identified families to offer practical and emotional support during difficult times Essential support may include funding on occasion for school uniform, food, energy, decorating and basic household amenities The CAPE Programme [Child and Parent Engagement Programme] offers a holiday intervention support package to families during four holiday 	<ul style="list-style-type: none"> Students benefit directly from this programme in terms of improving morale and self-esteem, self-organisational skills, attendance and punctuality, attitude to learning, preparation for learning and raising aspirations Families benefit by developing positive relationships with Pastoral staff, opportunities to engage with the Academy as a family and the availability of practical and emotional support in times of need 	<ul style="list-style-type: none"> Students and families are identified by the Pastoral Team Records are maintained of events and activities and those families involved Evaluations are undertaken by the Assistant Pastoral Director The Principal is updated on an ongoing basis in relation to programme delivery Governors are updated periodically in relation to the impact of work done with families 	<p>£53,129</p>	<p>Led by the Assistant Pastoral Director, supported by Faith and Community Coordinator</p> <p>Audacious Mentors provide support as required</p>	<ul style="list-style-type: none"> Ongoing as circumstances change for families involved

	<p>weeks each year. Examples of activities include art and dance, sports, fishing trips, Talent Show Case, etc.</p> <ul style="list-style-type: none"> • Weekly Coffee Mornings are held for parents, grandparents and carers to build positive relationships • A new Early Intervention Project was launched in 2015/16 whereby a small group of Y8 students attended mentoring sessions leading up to the delivery of an external community project of their choice: a Teddy Bear's Picnic • A 'Fight or Flight' mentoring programme was introduced in Spring 2016 for a small group of targeted Y9 students which culminated in a 'Graduation Ceremony' to which parents and carers were invited • A 'Ladettes to Ladies' Club has been introduced in the Spring Term 2017 which is a motivational and mentoring programme for groups of six female students at a time [currently Y8] • Christmas Hampers are provided for our most vulnerable families every year [35 hampers in 2016] 				
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<p>Summer School & Transition</p>	<ul style="list-style-type: none"> • PP is used to support a three day programme of activities during the Summer Holidays [primarily aimed at new Y7 students prior to their transition to the Academy in September] and other Transition related activities during the preceding Summer Term 	<ul style="list-style-type: none"> • Despite the withdrawal of PP funding specifically for Summer School activities, the Academy believes that Summer School benefits new Y7 students by providing opportunities to make friends, gain confidence and become familiar with the Academy and staff prior to joining Y7 in September. The Academy continues to deliver Summer School although on a smaller scale than in previous years • Costs include staffing and resources for the Summer School and Transition programme • The Summer School programme includes team building activities, arts and crafts, sporting activities and games • Summer School also benefits existing vulnerable students already on roll at the Academy by providing activities and opportunities they might not otherwise experience during the Summer Holidays as well as allowing them to develop new friendships and mentoring opportunities with younger students 	<ul style="list-style-type: none"> • The Assistant Pastoral Director leads and organises Summer School • Summer School is actively promoted during transition events with new students and their parents / carers • Attendance at Summer School is monitored • Feedback is obtained from new students and their parents / carers • Governors are advised of Transition activities 	<p>£2,700</p>	<p>Led by the Assistant Pastoral Director</p>	<ul style="list-style-type: none"> • Summer School is evaluated following delivery on an annual basis to inform future strategies
<p>Total Planned PP Expenditure AY 2016/17: Other Approaches</p>						<p>£117,435</p>
<p>Total Planned PP and Y7 Catch-up Premium Expenditure AY 2016/17</p>						<p>£376,340</p>

7. Review of expenditure previous year AY 2015/16

i. Actual AY 2015/16: 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)	Actual PP Allocation
Additional Staffing Resources to Support Students in all EBacc Subjects	<ul style="list-style-type: none"> Specialist Support Staff in English and Mathematics Intervention by SENCO and Assistant SENCO 	<ul style="list-style-type: none"> 2015/16 Progress 8 Score: There was very little gap between overall progress achieved by PP students compared to non PP students The Academy Pupil Premium cohort is a significant size at around two thirds of all Academy students in Y7 to Y11 and approximately 2.5 times the National Average. Academy Pupil Premium students met the National Average Progress 8 score for Pupil Premium students across the country 	<ul style="list-style-type: none"> The Academy continues the drive to improve student outcomes in English and Mathematics of PP students as well as other students Strategy to continue in 2016/17 	£105,547
Examination Revision Support	<ul style="list-style-type: none"> Costs of refreshments for daily Examination Revision Classes held after school for Y11 students [November 2016 to May 2017] Examination Resit Fee costs 	<ul style="list-style-type: none"> Students were encouraged to attend Revision Classes but did not always do so regularly or in great numbers 	<ul style="list-style-type: none"> A greater focus on attendance at Revision Classes to be applied in 2016/17 through incentive rewards including invitations to the Prom based on overall attendance including Revision Classes Strategy to continue in 2016/17 	£9,790
Total Actual PP Expenditure AY 2015/16: Quality of Teaching for All				£115,337

ii. Actual AY 2015/16: 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)	Actual PP Expenditure
Additional Staffing and Resources for Learning Support and Interventions	<ul style="list-style-type: none"> • The Learning Support Unit [LSU] provides interventions to students with a range of barriers to learning • A Breakfast Club is held on a daily basis in the LSU for vulnerable students to provide a nutritious breakfast free of charge in a safe and caring environment and to improve students' social skills • Targeted individual support is provided to EAL students 	<ul style="list-style-type: none"> • Students are appreciative of the support provided within the LSU • The Breakfast Club is well attended by up to 26 students per day, of which 60% were PP students • Case studies are held to show impact of these interventions 	<ul style="list-style-type: none"> • Strategy to continue in 2016/17 • Additional learning support to be delivered by Mentors provided through a Service Level Agreement [SLA] with Audacious Church, Manchester, in 2016/17 	£42,080
Year 7 Catch-up Premium: Additional Support for new Y7 students who did not achieve at least Level 4 in Reading and/or Mathematics at the end of KS2 prior to entry to the Academy	<ul style="list-style-type: none"> • Year 7 Catch Up Premium is used to provide additional support as follows: <ul style="list-style-type: none"> ○ Support in English and Literacy from the SENCO ○ Support in Mathematics from the Mathematics Mentor 	<ul style="list-style-type: none"> • Additional support in English, Literacy and Mathematics impacts positively on students by increasing their confidence and engagement levels in these subjects • Evidence / data is available to show progress for Y7 Catch-up PP students 	<ul style="list-style-type: none"> • This is a key intervention for targeted Y7 PP students as evidence suggests that students who feel they are unable to keep up with their peers are more likely to experience feelings of low self-esteem and wellbeing and may become disengaged in the classroom • Strategy to continue in 2016/17 	£14,500

Bespoke Additional Support for Literacy at KS3	<ul style="list-style-type: none"> Targeted KS3 students receive additional Literacy Intervention sessions from key staff Key literacy interventions include the 'Sound Training Programme' [a structured programme of weekly lessons for a six week period] and 'Successmaker' software [an online intervention programme tailored to the individual student's needs]. Software costs are not funded by PP. 	<ul style="list-style-type: none"> Additional support in Literacy impacts positively on students by increasing their confidence and engagement levels in these subjects Evidence / data is available to show progress of these KS3 students 	<ul style="list-style-type: none"> This is a key intervention for targeted KS3 PP students as evidence suggests that students who feel they are unable to keep up with their peers are more likely to experience feelings of low self-esteem and wellbeing and may become disengaged in the classroom Strategy to continue in 2016/17 	£19,457
Family Support for Targeted Students	<ul style="list-style-type: none"> The Academy operates a robust programme for improving attendance and reducing persistent absenteeism The programme includes a high profile rewards system linked to attendance, punctuality and attainment Education Welfare Officer [EWO] provision forms part of this strategy [one day per week] 	<ul style="list-style-type: none"> Academy attendance data is broadly in line with National Averages The Academy shows a long term upward trend in Attendance improvement 	<ul style="list-style-type: none"> Attendance continues to improve There continues to be a reduction in the number of Persistent Absentees to date Strategy to continue in 2016/17 	£37,461
Total Actual PP Expenditure AY 2015/16: Targeted Support				£113,498

iii. Actual AY 2015/16: 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)	Actual PP Expenditure
Raising Aspirations	<ul style="list-style-type: none"> • The Academy Gifted and Talented Programme is aimed at meeting the needs of the most able students • The Academy Prefect Programme includes the delivery of external training in order to develop student leadership and mentoring skills and opportunities • Positive Steps is used for the provision of personalised Careers Information, Advice and Guidance [IAG] to all Y10 and Y11 students plus some Y9 students • A Careers Festival is held annually for all Year Groups to inspire students to aim high • PP funding is used to support activities and visits which provide students with different cultural experiences. This includes local trips as well as residential trips such as Faith and Community related Retreats and trips abroad for Modern Foreign Language students • PP funding is used to support the annual Y11 Leavers Prom held at the Academy. This event is used as an incentive reward for attendance, punctuality and behaviour [see also Examination Revision Support section] with personal invitations awarded to Y11 students during the Spring and Summer Terms 	<ul style="list-style-type: none"> • Raising aspirations continues to be a key area for development within the Academy • The Gifted and Talented Programme is popular and developing • Careers advice is targeted and tailored to the individual student • The annual Careers Festival provides an opportunity for students to think about their future studies and career prospects • Approximately 70 Culture and Leisure related trips took place for both PP and non PP students in Y7 to Y11. • The Academy ensures that financial affordability is not a barrier to participation by PP students in relation to activities and visits • In June 2016, 78% of Y11 students attended the Leavers Prom held at the Academy for the fourth successive year as a subsidised reward for good attendance and behaviour. Approximately half of these students were PP students. All students who attended the Prom also benefitted from this event in terms of social development 	<ul style="list-style-type: none"> • A greater focus on raising aspirations to be applied in 2016/17 • New motivational strategies including The Brilliant Club to be included in 2016/17 • Culture and Leisure activities continue to provide varied and exciting learning opportunities • In 2016/17 personal Prom invitations will be issued as a reward for good behaviour and attendance at Revision Classes • Strategy to continue in 2016/17 	£16,971

<p>Inclusion Programme</p>	<ul style="list-style-type: none"> • A bespoke programme ensures that the learning needs of all students are met. The tailored approach includes timetable adjustments, 1:1 sessions, small group work and part time external training • The Inclusion Mentor liaises with students, teachers, families and providers to monitor provision and track progress • Activities include Homework Club and Girls' Group which is an after school club which challenges stereotypes and promotes self-esteem 	<ul style="list-style-type: none"> • Targeted support was provided to students in 2015/16 • A programme of Peer Mentor training was undertaken by 30 students • 18/30 Peer Mentors were PP students [60%] 	<ul style="list-style-type: none"> • The Inclusion Programme is tailored to meet the needs of individual students • Peer Mentors are valued by those students who receive support and students are keen to become Peer Mentors • Case studies are held which evidence the positive impact of these interventions • Strategy to continue in 2016/17 	<p>£34,180</p>
<p>Faith and Community Programme</p>	<ul style="list-style-type: none"> • The Academy Faith and Community Coordinator supports students in lessons, mentors individual students and works alongside the Assistant Pastoral Director in delivering holiday activities as part of the Family and Social Intervention Programme • The Academy promotes inclusion as students of other Faiths or no Faith at all are welcome and encouraged to participate in all Faith related activities • A group of students from all Year Groups attend Youth events at Audacious Church in Manchester every Friday night accompanied by the Faith & Community Coordinator and the Assistant Pastoral Director; transport is provided • Students also attend the annual Audacious Conference event held in Manchester in August [3 to 5 days] 	<ul style="list-style-type: none"> • Engagement in Faith Assemblies and activities, including extra-curricular activities, has improved over time • The number of students attending Audacious Youth events has increased from 13 to a core group of about 30, with up to 80 attending special events. Of the regular attendees, 17 were PP students [57%] 	<ul style="list-style-type: none"> • The Faith and Community Programme continues to develop and evolve to meet the needs of the Academy community • Strategy to continue in 2016/17 	<p>£22,447</p>

<p>Family and Social Intervention Programme</p>	<ul style="list-style-type: none"> • The Academy delivers an extensive Family and Social Intervention Programme which involves working with identified families to offer practical and emotional support during difficult times • Essential support may include funding on occasion for school uniform, food, energy, decorating and basic household amenities • The CAPE Programme [Child and Parent Engagement Programme] offers a holiday intervention support package to families during four holiday weeks each year. Examples of activities include art and dance, sports, fishing trips, Talent Show Case, etc. • Weekly Coffee Mornings are held for parents, grandparents and carers to build positive relationships • A new Early Intervention Project was launched in 2015/16 whereby a small group of Y8 students attended mentoring sessions leading up to the delivery of an external community project of their choice: a Teddy Bear's Picnic • A 'Fight or Flight' mentoring programme was introduced in Spring 2016 for a small group of targeted Y9 students which culminated in a 'Graduation Ceremony' to which parents and carers were invited • Christmas Hampers are provided for our most vulnerable families every year [30 hampers in 2015] 	<ul style="list-style-type: none"> • Support provided through the Family and Social Intervention Programme makes a significant contribution to improved morale and self-esteem, self-organisational skills, attendance and punctuality, attitude to learning, preparation for learning and raising aspirations for those students involved • Case studies are held and evaluations are undertaken 	<ul style="list-style-type: none"> • This programme of support is a key lifeline for some students and their families within the Academy community • Strategy to continue in 2016/17 	<p>£53,428</p>
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Summer School & Transition	<ul style="list-style-type: none"> PP funding is used to support a three day programme of activities during the Summer Holidays [primarily aimed at new Y7 students prior to their transition to the Academy in September] and other Transition related activities during the preceding Summer Term 	<ul style="list-style-type: none"> Summer School had a positive impact on new students, particularly vulnerable students, by providing opportunities to make friends, gain confidence, become familiar with the Academy and staff prior to joining in September Summer School also benefitted existing vulnerable students by providing activities and opportunities they might not otherwise experience during the Summer holidays as well as allowing them to develop new friendships and mentoring opportunities with younger students 	<ul style="list-style-type: none"> Summer School was well attended Strategy to continue in 2016/17 	£2,674
Total Actual PP Expenditure AY 2015/16: Other Approaches				£129,700
Total Actual PP and Y& Catch-up Premium Expenditure AY 2015/16				£358,535
8. Additional Detail				
<p>Pupil Premium and Year 7 Catch-up Premium may be used to fully fund or part fund Academy initiatives therefore the sums detailed above may represent either the full cost or contributions towards the full costs of these initiatives. Any remaining costs of partly funded PP and Year 7 Catch-up Premium initiatives will be funded by other Academy resources including General Annual Grant and/or Sponsorship funding.</p>				

