

# St Anne's Academy Pupil Premium Report 2015/16

## Policy on the Use of Pupil Premium at St Anne's Academy

St Anne's Academy is an inclusive Academy which strives to improve the life chances of every individual student. 'Every child is equally valued and well cared for' [Ofsted May 2013 and verified by Ofsted November 2015].

The Academy has an extremely high proportion of students who attract Pupil Premium Funding [66% in Academic Year 2016/17]. The strategic aim for the use of Pupil Premium Funding is that it should be used to impact 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 improvement in English and Mathematics.

Of equal priority is the use of Pupil Premium to provide targeted support to meet the needs of individual students through Family and Social Intervention, Personalised Intervention, Attendance Intervention and the Faith and Community Programme.

This report gives details of both the use and the impact of Pupil Premium at St Anne's Academy and is reported in terms of academic years.

### Current Academic Year 2016/17 Projected Pupil Premium Funding:

Balance B/Fwd Sept 2016	£0
Pupil Premium	£362,855
Year 7 Catch Up Premium	£13,485
<b>Total</b>	<b>£376,340</b>

### Student Census Data January 2016

Year	FSM	Total	FSM%	Ever 6	Ever 6%
7	65	147	44.2%	97	66.0%
8	41	116	35.3%	74	63.8%
9	36	118	30.5%	78	66.1%
10	46	118	39.0%	73	61.9%
11	30	96	31.3%	61	63.5%
<b>Total</b>	<b>218</b>	<b>595</b>	<b>36.6%</b>	<b>383</b>	<b>64.4%</b>

### Previous Academic Year 2015/16 Actual Pupil Premium Funding:

Balance B/Fwd Sept 2015	£0
Pupil Premium	£344,035
Year 7 Catch Up Premium	£14,500
<b>Total</b>	<b>£358,535</b>

### Student Census Data January 2015

Year	FSM	Total	FSM%	Ever 6	Ever 6%
7	56	119	47.1%	75	63.0%
8	44	113	38.9%	77	68.1%
9	52	121	43.0%	111	91.7%
10	41	96	42.7%	61	63.5%
11	35	96	36.5%	61	63.5%
<b>Total</b>	<b>228</b>	<b>545</b>	<b>41.8%</b>	<b>385</b>	<b>70.6%</b>

#### Key:

**FSM** Number of students who are entitled to Free School Meals

**Ever 6** Number of students who have been entitled to Free School Meals at any point in the past six years.

Area of Expenditure	2015/16 Actual Impact	2016/17 Expected Impact
<p><b>Additional Staffing Resources to Support English and Maths</b></p> <p>High quality learning in the classroom is key to raising standards. Historically, on entry to the Academy, attainment of the students is significantly below average.</p> <p>Additional Teaching Assistants are employed in English and Maths, to provide intervention for those students identified as not making expected progress, to work with additional needs students both in class and in small groups.</p> <p>Further intervention support was provided in 2015/16 by the SENCO and Assistant SENCO. This will continue in 2016/17.</p> <p>The impact of this strategy can be seen in student progress indicated through tracking and monitoring procedures.</p>	<p><b>2015 / 16: £105,546</b></p>	<p><b>2016 / 17: £93,531</b></p> <p>In 2016/17, the Academy has bought in the services of three Mentoring staff from the Audacious Church. These staff are based at the Academy and support targeted Y11 students</p>
<p><b>Year 7 Catch Up Premium</b></p> <p>Year 7 Catch Up Premium is received to fund additional support for new Year 7 Students who did not achieve at least Level 4 in Reading and/or Mathematics at the end of Key Stage 2 prior to entry to the Academy.</p>	<p><b>2015 / 16 £14,500</b></p> <p>Additional support for English and Literacy provided by the SENCO.</p> <p>Additional support for Mathematics provided by the Mathematics Mentor.</p>	<p><b>2016 /17 £13,485</b></p> <p>Additional support for English and Literacy provided by Subject Specialist Support Staff.</p> <p>Additional support for Mathematics provided by the Mathematics Mentor.</p>
<p><b>Family and Social Intervention Programme</b></p> <p>The Academy runs an extensive Family and Social Intervention Programme which involves working closely with identified families during term time and holidays. Essential support includes funding on occasion: school uniform items, bus passes, food bills, energy bills, decorating and basic amenities. The activities which are organised during school holidays are also funded through this programme. The Assistant Pastoral Director has been appointed to lead this programme.</p> <p>The programme has had significant impact on the learning of these students by improving morale, attitude, attendance in lessons, preparation for learning, self-esteem and aspiration.</p>	<p><b>2015 / 16: £53,428</b></p> <p>Coffee Mornings organised by the Assistant Pastoral Director were held on a weekly basis attended by approximately 12 Parents and 1 Grandparent. These helped to build positive working relationships with families and support was provided where necessary.</p> <p>The Academy provides basic Christmas Food Hampers and small presents to our most vulnerable families every</p>	<p><b>2016 / 17: £53,129</b></p> <p>Coffee Mornings continue to provide benefit and support to our families. Attendance is stable and the core group contribute towards Academy Social Concern Fundraising Events by making arts and crafts items for sale at these events.</p> <p>The Academy will deliver approximately 35 Christmas Hampers in December 2016 to our most vulnerable</p>

	<p>year as a measure of support [30 provided in December 2015]. These are much needed and appreciated by our families.</p> <p>The CAPE [Child and Parent Engagement Programme] offers a holiday intervention support package to our families for four holiday weeks per year. Examples of joint activities for parents and children include Arts and Crafts, Sports, Dance, Trips, Fishing and Talent Show Case. These are well attended and well received.</p> <p>In 2015/16, a new Early Intervention Project was launched where students were referred to the Assistant Pastoral Director by Year Directors for pastoral support and mentoring. In Spring 2016, a 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.</p> <p>A 'Fight or Flight' Mentoring Programmes was delivered to 8 targeted Y9 students in Spring 2016 by Audacious Church Mentors. On successful completion of the programme a 'Graduation Ceremony' was held to which parents / carers were invited.</p>	<p>families providing much needed support at this time of year.</p> <p>The CAPE Programme is well-established, popular and developing further this year. It is organised and delivered by the Assistant Pastoral Director and the Faith &amp; Community Coordinator and continues to support vulnerable students and their families.</p> <p>The Early Intervention Project continues whereby targeted Y8 students will be referred to the Assistant Pastoral Director in the Spring Term 2017 by Year Directors for pastoral support and mentoring.</p> <p>The Fight or Flight Mentoring Programme will also continue aimed at targeted Y8 students.</p>
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<p><b>Attendance Intervention Programme</b></p> <p>The Academy operates a robust programme for improving attendance and persistent absence. Poor attendance is a major impediment to learning. This programme incorporates a high-profile rewards system linked to attendance, punctuality and attainment.</p> <p>Form Groups with 97%+ attendance receive a Friday weekly treat. The level of reward increases if a Form Group can maintain 97%+ attendance on a regular basis. For instance, after the first five occasions a Form Group may be treated to a McDonalds; after ten occasions a Cinema trip, with better prizes for sustaining very high attendance over a longer period. Termly attendance and punctuality rewards are also given, e.g. a Christmas Prize Draw for students with 97%+ Attendance in each Year Group.</p> <p>The continuing services of an Education Welfare Officer for one day per week as part of the Academy Attendance Team contribute to the management of this initiative.</p> <p>The successes of the programme are already apparent in increased learning time. Attendance has significantly improved; both general absence and persistent absence have reduced as students in all year groups establish positive attendance habits.</p>	<p><b>2015 / 16: £37,461</b></p> <p>The impact of the Attendance Strategy is seen in improved attendance data evidenced as follows:</p> <p><u>% Attendance</u></p> <p>2011/12: 91.9%  2012/13: 93.8%  2013/14: 93.6%  2014/15: 95.0%  2015/16: 94.9%</p> <p><u>Persistent Absenteeism</u></p> <p>Old Measure at 85%:  2011/12: 16.6%  2012/13: 9.6%  2013/14: 9.6%  2014/15: 5.9%  2015/16: 5.6%</p> <p>New Measure at 90%:  2015/16: 13.5%</p>	<p><b>2016 / 17: £42,752</b></p> <p>The impact of the Attendance Strategy is seen in improved attendance data evidenced as follows:</p> <p><u>% Attendance</u></p> <p>There continues to be an improvement in Attendance to date.</p> <p><u>Persistent Absenteeism</u></p> <p>There continues to be a reduction in the number of Persistent Absentees to date.</p>
<p><b>Additional Staffing and Resources for Learning Support</b></p> <p>The Learning Support Unit [LSU] provides intervention for students with a range of barriers to learning. Staff work with these students in small groups and on a 1:1 basis using a variety of strategies and interventions to help them make the required progress.</p> <p>LSU Staff work with students for whom English is a second language [EAL] to help them make expected progress. A programme of support is also in place for EAL students to help them become more confident both academically and during student social time.</p> <p>The impact of the work of the LSU can be seen in the progress indicated through the Academy's tracking and monitoring.</p>	<p><b>2015 / 16: £42,080</b></p> <p>A Breakfast Club was established aimed at vulnerable students to provide a free of charge nutritious breakfast in a safe and caring environment and to improve students' social skills. It is well liked and well attended with up to 26 students per day.</p> <p>Up to 16 students per week are booked in the LSU for regular intervention, e.g. medical, social, literacy, and/or numeracy.</p>	<p><b>2016 / 17: £79,490</b></p> <p>Our successful Breakfast Club continues with an average attendance of 26 students on a daily basis.</p> <p>LSU Support continues with up to 16 students per week are booked in for regular intervention, e.g. medical, social, literacy, and/or numeracy.</p>

<p>Students are appreciative of the support available within the LSU.</p>	<p>Targeted individual EAL support was provided by the Learning Mentor and a Teaching Assistant with EAL skills.</p>	<p>Targeted individual EAL support continues to be provided by the Learning Mentor and a Teaching Assistant with EAL skills.</p>
<p><b>Faith and Community Programme</b></p> <p>Part of the role of the Faith and Community Co-ordinator is to support students in lessons and mentor them in individual sessions. The Faith and Community Co-ordinator works alongside the Assistant Pastoral Director delivering organised activities during the school holidays for identified students.</p> <p>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.</p> <p>The success of this programme is evidenced in the improved attendance, social development and continued learning of students involved.</p>	<p><b>2015 / 16: £22,447</b></p> <p>The Faith &amp; Community Coordinator has a positive impact on all students from Year 7 to Year 11 through the delivery of Christian Faith Assemblies and activities including extra-curricular activities.</p> <p>The Faith &amp; Community Coordinator made a significant positive contribution to the successful SIAMS Inspection in October 2013 in which the Academy achieved 'Good' in all categories.</p> <p>A group of approximately 13 students from all Year Groups attended services at Audacious Church every Friday evening accompanied by the Faith &amp; Community Coordinator and the Assistant Pastoral Director. During the year this number rose to 40/45 with up to 80 at special events.</p> <p>A group of Students were taken to the 'Audacious Conference' at Media City, Manchester in August 2016.</p>	<p><b>2016 / 17: £22,932</b></p> <p>The Faith &amp; Community Coordinator continues to support and impact positively upon Students through delivery of Faith related activities and Assemblies.</p> <p>A core group of approximately 40/45 students from all Year Groups continue to attend services at Audacious Church every Friday evening accompanied by the Faith &amp; Community Coordinator and the Assistant Pastoral Director.</p> <p>A group of Students will be attending the 'Audacious Conference' at Media City, Manchester, in August 2017.</p>
<p><b>Inclusion Programme</b></p> <p>A bespoke programme is provided by the Academy to ensure that the learning needs of all students are met. The tailored approach includes: timetable adjustments, one-to-one sessions, small group work and part-time external training. An Inclusion</p>	<p><b>2015 / 16: £35,336</b></p> <p>Activities include Girls' Group which is an After School Club that challenges stereotypes and promotes self-esteem, Homework Club</p>	<p><b>2016 / 17: £22,674</b></p> <p>These activities continue in 2016/17 to provide targeted support to students. This year, 40 students are undertaking a</p>

<p>Mentor liaises with students, teachers, families and providers to monitor provision and track progress.</p> <p>The success of the programme is evidenced through Case Studies for the students involved.</p>	<p>for Boys and Girls [3 times per week] and Blue Circle Peer Mentoring.</p> <p>These activities continued in 2015/16 to provide targeted support to students. A programme of Peer Mentor training was undertaken by 42 students led by the Assistant Pastoral Director in order to provide support to fellow students.</p>	<p>programme of Peer Mentor training led by the Assistant Pastoral Director in order to provide support to fellow students.</p>
<p><b>Literacy</b></p> <p>Commitment to literacy is essential in this Academy where the prior attainment for cohorts of students has, in previous years, been significantly below the national average.</p> <p>Funding is used for a range of resources: the promotion of literacy around school such as literacy resources and packs for all Teachers and Educational Support Staff, an online Literacy Assessment tool and books for discrete reading lessons at KS3.</p> <p>Initial and continuing impact is evidenced through Academy Data for Reading and Spelling ages. Longer term impact on learning should be evidenced in student progress data, as well as Student and Staff Voice.</p>	<p><b>2015 /16: £19,457</b></p> <p>In 2015/16, a small number of targeted KS3 students received regular Literacy Intervention lessons.</p>	<p><b>2016 / 17: £20,148</b></p> <p>In 2016/17, Literacy Intervention lessons continue to be provided to a small number of targeted KS3 students.</p>
<p><b>Closing the Gap</b></p> <p>In order to support and improve student attainment in External Examinations and ensure that students make at least 3 levels of progress by the time they leave the Academy, regular Revision Classes are held throughout the academic year as extra-curricular activities.</p> <p>Funding is used for resources and refreshments to deliver these Revision Classes and also to cover the costs of Exam Re-sits for any students who need to sit a particular Examination more than once.</p> <p>Evidence of impact will be found in Academy GCSE results and student progress data.</p>	<p><b>2015 / 16: £9,790</b></p>	<p><b>2016 / 17: £9,500</b></p>

<b>Personalised Intervention</b>	<b>2015 / 16: £4,000</b>	<b>2016 / 17: £4,000</b>
<p>Personalised Support Programmes are provided for a small cohort of identified students who require additional support, mentoring and coping strategies to help them progress in their education.</p> <p>Personalised Support Programmes prepare students to access learning in class alongside their peers.</p> <p>The Academy uses Positive Steps for the provision of personalised Careers Information Advice and Guidance to all Year 11, Year 10 Students and some Year 9 Students.</p> <p>The success of the programme will be evidenced through Case Studies for the students involved.</p>	<p>Positive Steps intervention is successful in assisting Students with formulating a personalised plan for further education or employment.</p> <p>The Positive Steps Key Worker also attends the Annual Review Meetings of Statemented Students in Years 9 and 11 and provides suitable personalised options to support their transition to further education or employment.</p> <p>Approximately 15/20 Students per week participated in Social Skills Workshops where they practiced activities designed to promote skills such as taking turns, reading body language, etc. The Workshops often included Students diagnosed with ASD who benefitted greatly from this kind of Intervention.</p>	<p>The Academy continues to work with Positive Steps for the provision of information, advice and guidance and the formulation of personalised plans for further education or employment for Academy students in KS4.</p> <p>This year, Positive Steps are delivering a Reach for the Future Programme for targeted Y8 students to raise aspirations build resilience, and learn work and life skills.</p>
<b>Culture and Leisure</b>	<b>2015 / 16: £11,815</b>	<b>2016 / 17: £12,000</b>
<p>Funding is used to support activities and visits which provide students with different cultural experiences. This includes local trips and transport costs as well as annual residential trips abroad for Modern Foreign Language students and Faith and Community related Retreats for Y11 students.</p> <p>The funding has also been used to support costs of the annual Y11 Leavers Prom held at the Academy for the past four years.</p> <p>The success of this programme is evidenced in the improved attendance, social development and continued learning of students involved.</p>	<p>Approximately 70 Cultural and Leisure related trips took place during 2015/16 resulting in many student opportunities for exposure to such activities in Years 7 to 11 inclusive.</p> <p>In June 2016, 70 Y11 students [78%] attended the Leavers Prom held at the Academy for the fourth successive year. This was a highly successful event treated as a reward for good behaviour and attendance and contributed to the social development of Y11 students.</p>	<p>Similar Trips and Activities are taking place during 2016/17 to provide varied and exciting learning opportunities to Students of all Year Groups other than in the classroom.</p> <p>Year 11 students will be invited to the Leavers Prom at the Academy in June 2017. Personal invitations will be issued as a reward for good behaviour and attendance at Revision Sessions.</p>

<b>Summer School / Transition</b>	<b>2015 / 16: £2,674</b>	<b>2016 / 17: £2,700</b>
<p>Pupil Premium is used to support a three day programme of activities during the Summer Holidays primarily aimed at new Year 7 students prior to their transition to the Academy in September.</p> <p>The programme includes team building activities, arts and crafts, sporting activities and games.</p> <p>The programme is led by the Pastoral Team so that pastoral relationships can be developed with these new families at an early stage.</p> <p>Summer School benefits students by providing opportunities to make friends, gain confidence and become familiar with the Academy and Staff prior to joining Year 7 in September.</p> <p>Summer School also benefits 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.</p>		
<b>Total Expenditure</b>	<b>2015 / 16: £358,535</b>	<b>2016 / 17: £376,341</b>
<b>Projected Unspent Pupil Premium Funding as at 31 August 2017</b>	<b>£0 Actual</b>	<b>£0 Projected</b>