Pupil Premium Development | 2013- 2014

At St George's, we are keen to 'Aim High' to ensure that all our students achieve the very best they can, and that we support each individual in anyway that we are able to achieve success. Building on our work during 2012 - 2013, we have increased our support and focus on those students eligible for the Pupil Premium, with a particular emphasis on students who are eligible for Free School Meals, or have been at any point over the last six years (FSM6).

Priority 1 - To tailor support to meet the needs of each individual eligible for the Pupil Premium, Working together to minimise any barriers to their learning.

During 2013-2014, we have spent **£83665.25** on our first priority, as follows:
We have:

- Recruited Learning Mentors for Year 7 and Year 10 initially on each campus, to work with the Pupil Premium students and their families to identify specific barriers to learning for each individual and work to overcome these, using funding where appropriate.
- Assigned Assistant Student Progress Managers to oversee all work with Pupil Premium Students within their Year Group.
- Recruited Pupil Premium Coordinators within the Pastoral team on each site to make sure that the impact of all work is tracked carefully, and that all students get the support they need.

We have supported a large number of requests for support of individuals, including: uniform requests, revision guides, travel to revision sessions, careers support, school bags, recycling desktop computers for use at home to name a few.
In particular, the work of the Learning Mentors in Year 7 has had significant impact, with the gap in attainment and progress of FSM6 students in comparison to their peers being negligible, as detailed in the charts below. This has been a result of continuous mentoring support from the start of the year, to ensure that students remain on track, and are supported in organising themselves to ensure work is not missed. A lunchtime club that runs for three days a week has helped students across both campuses make good use of their lunchtimes to eat and complete work.

This is not currently the case for all year groups and we are planning to extend this support across each Key Stage in 2014 - 2015.

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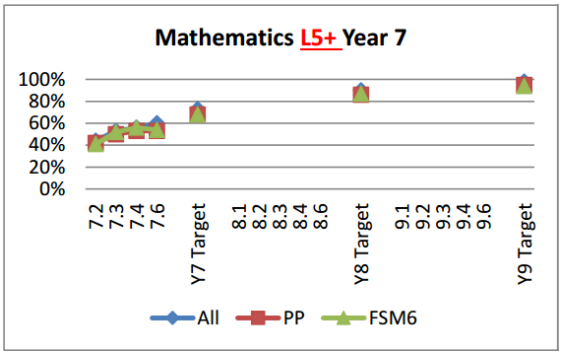

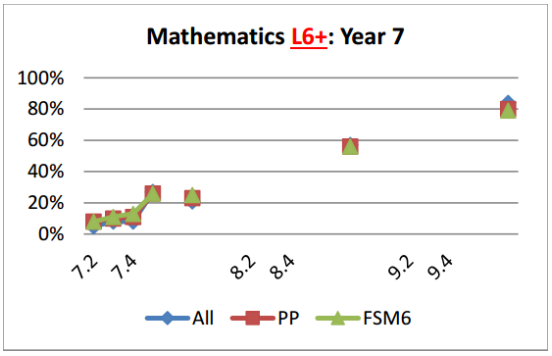

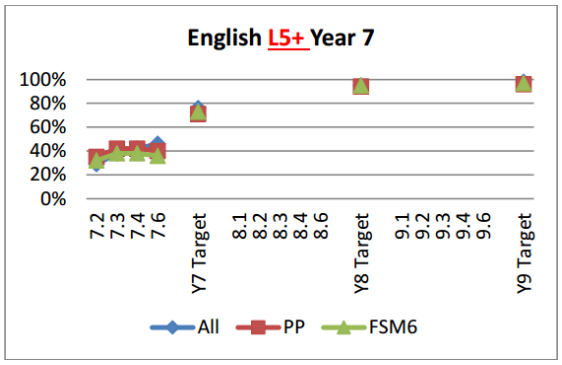

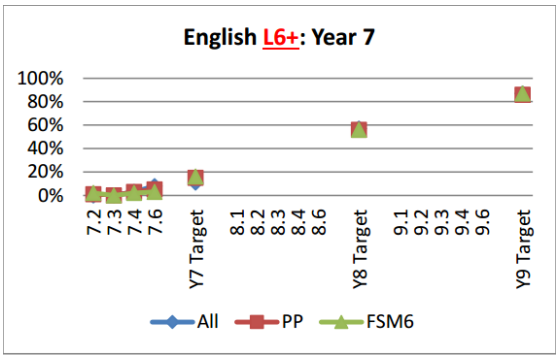

Priority 2 - To work together within the Mathematics and English Departments to 'narrow the gap' in progress of highest attaining pupils who are aligible for the Pupil Premium.

During 2013 - 2014, we have spent **£38017.81** on our second priority, as follows:

We have:

- Worked closely with English and Mathematics departments to identify possible reasons for underperformance, and address these.
- Run small groups for students who need tailored support in Mathematics and English, prioritising students who are eligible for the Pupil Premium. These have been led by Learning Mentors for Mathematics and English with great success.
- Work to improve the transition of our students from Year 6 into Year 7, particularly in English where the progress rate appears to dip in Year 7, through a package called Accelerated Reader.
- Ensured that all students who achieve a Level 5 at the end of KS2 who are eligible for the Pupil Premium sit their finial GCSE examinations at the end of Year 11 (and not earlier) to provide every opportunity for them to achieve their full potential.

The overall attainment for students at the end of KS4 is shown below:

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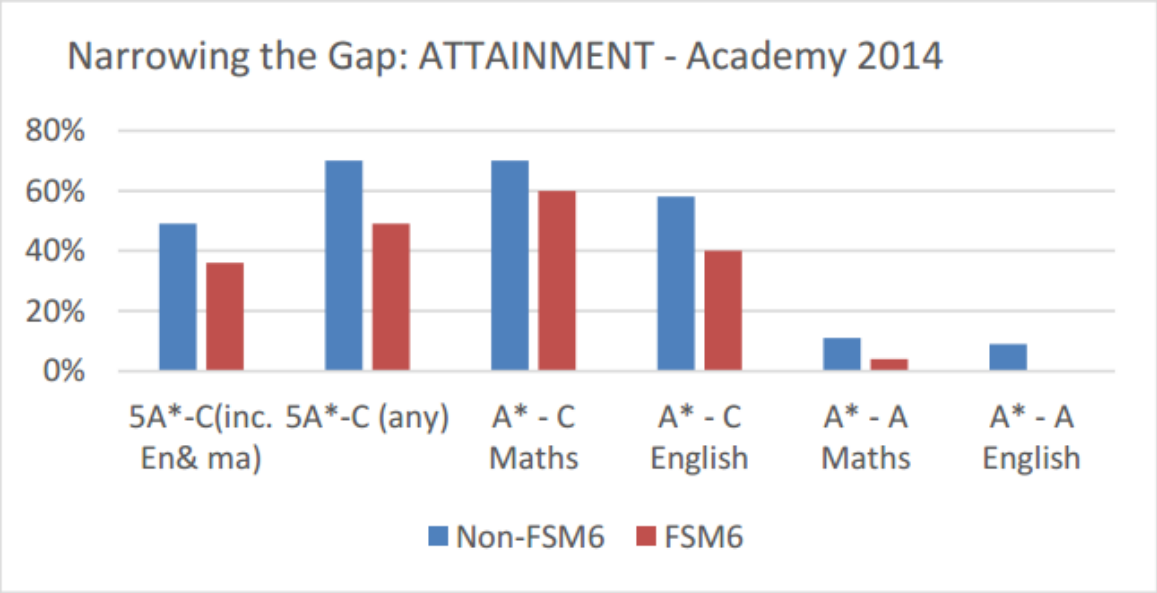

There is still a clear gap between the 5A* -C (inc En & Ma) attainment of FSM6 students and non-FSM students at St George's Academy, although the gap has narrowed from 32% in 2013 to 13% in 2014, which is a clear gain. The gaps in performance for Maths and English has also narrowed significantly, as can be seen in the table and chart below:

Trend - Within School Gaps between FSM6 and non-FSM6				
	2011	2012	2013	2014
5A*-C (inc. En & ma)	25%	23%	32%	**13%**
3LP Maths	20%	25%	23%	**9%**
3LP English	23%	6%	30%	**13%**
Maths Points Score		5.5	5.2	**3.3**
English Points Score		5.2	5.5	**4.6**

The impact of this work is a significantly reduced gap between the attainment and the progress of our FSM6 students at the end of Year 11 in comparison to their peers. This is seen in the graph below.

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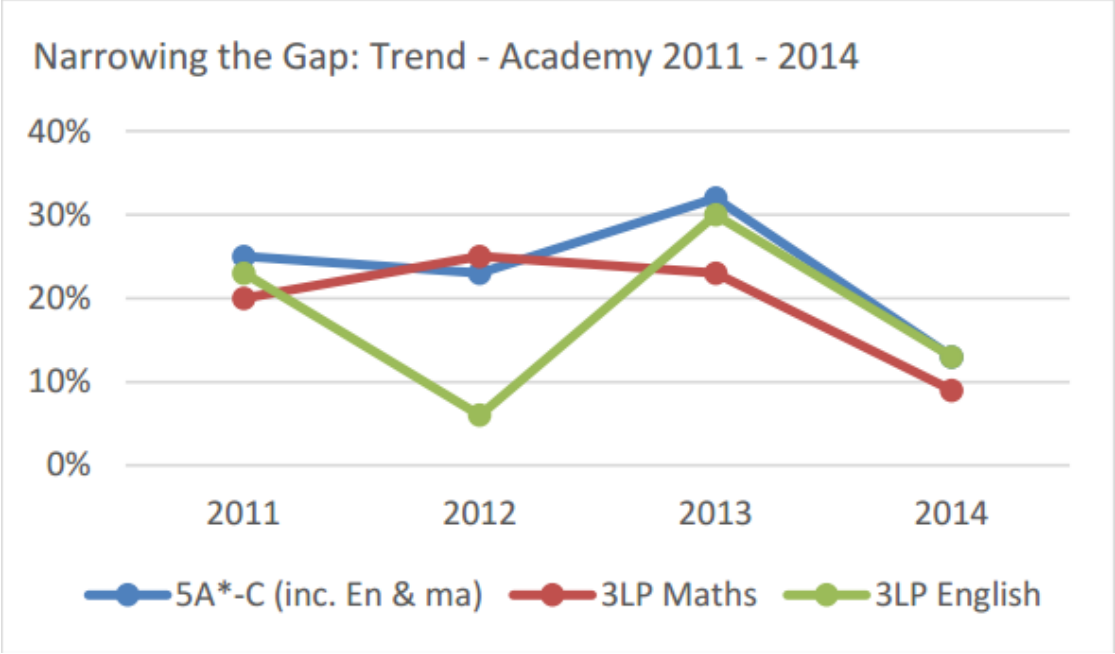
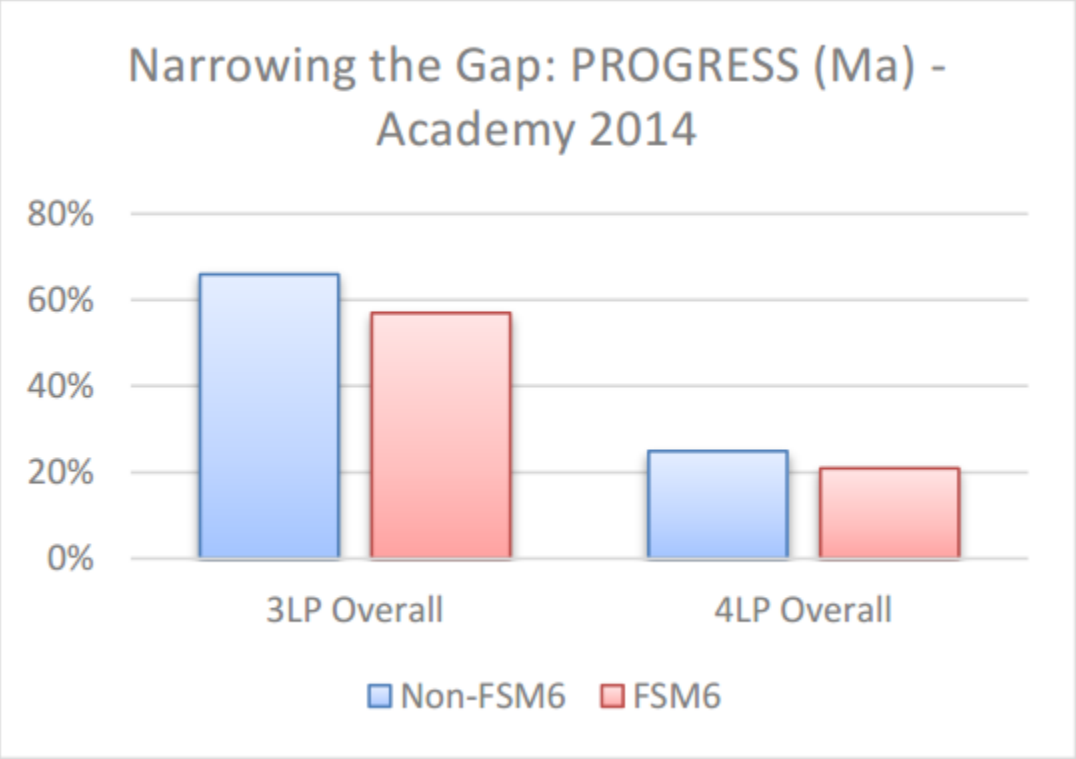


This is a clear improvement in the performance of our disadvantaged students at St George's Academy, based on our strategic approach to narrowing the gap throughout the last academic year. The attainment and progress of our FSM6 students is now more in line with non-FSM6 students across these key benchmarks.

In terms of progress, the proportion of students making expected progress from KS2 to KS4 in Maths and English has also significantly increased, with the gap reducing from 23% to 9% in Maths, and from 30% to 13% in English. The overall progress can be seen in the chart below:



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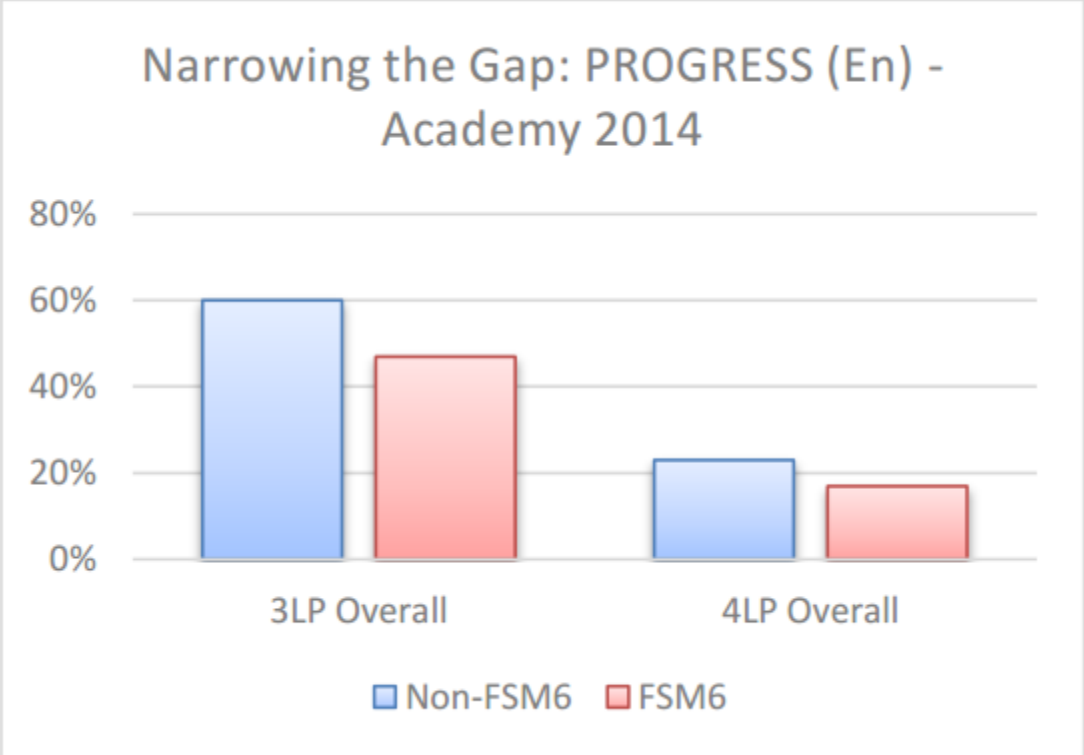

This also demonstrates a narrow gap in terms of FSM6 students making 4 levels of progress in English and Mathematics compared with their peers.
However, we still have a key responsibility to reduce the gap further and ensure that any barriers to learning for our disadvantaged students within the Academy are dealt with promptly and effectively.
In 2014 - 2015 we need to build on the work in English and Mathematics, ensuring that we reduce the gap in attainment within other subjects, to ensure FSM6 students perform as well as their peers. In addition, we need to further support our middle attaining students to make 3 levels of progress in English and our higher attainers in Mathematics.
We also need to ensure that students based on the Ruskington campus recieve a similar level of additional tailored support for English and Mathematics as those based on the Sleaford campus.

Priority 3 - To improve the 'Quality First Teaching' across the Academy to make sure that all students are engaged and motivated to make good progress with an emphasis on narrowing the gap for those who are eligible for the Pupil Premium.

During 2013 - 2014 we have spent **£6646.00** on our second priority as follows:
We have:

- Raised awareness amongst staff of the Pupil Premium, and current patterns of underperformance.

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- Ensured that all identified barriers to learning are clearly communicated to staff via Individual Support Plans (ISPs) so that we can all work together to best support each student.
- Regularly monitored the assessment and feedback of the students eligible for the Pupil Premium to ensure a high quality of feedback that moves their learning forward.
- Encouraged 6 staff to complete a Masters Level research project to improve the engagement, motiviation and progress of students eligible for the Pupil Premium, identifying clear impact of their work.