PUPIL PREMIUM STATEMENT

MARCH 2017

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Pupil Premium: An Introduction

At the WMG Academy we believe in the concept of outstanding education for all – this includes providing outstanding opportunities to build skills in engineering, access the best work experience, learn more about the business world and achieve one’s best ability. This is to be seen in an inclusive context, and includes all of our Pupil Premium students.

The Government provides Pupil Premium funding, which is in addition to main school funding, to help address national inequalities between the achievements of children who have been eligible for free school meals in the last six years, children in care and forces’ families. The Pupil Premium Grant is allocated to schools based on the number of students who are known to be eligible for free school meals or have been eligible in the last six years. Academies can decide how the Pupil Premium is spent as they are best placed to assess what additional provision should be made for the individual students within their responsibility.

We use the Pupil Premium Grant to fund three main activity types:

1. General Support and Inclusion
2. Intervention
3. Enrichment
Support

- On entry, we use qualitative and quantitative data to set aspirational targets for students. Pupil premium students are set equally challenging targets by comparison to non-PP students.
- All Pupil Premium students are interviewed personally by our learning mentor, Mrs Reddington, to discuss their learning goals and the resources needed to meet them. A package of support is then tailored around these needs.
- Our academic intervention officer (Mrs Rayat) leads sessions in maths, English and science exclusively for our PP students in our interventions sessions which run from 3:15pm to 4:30pm Tuesday to Friday.
- All teachers follow the RU Checking PP approach to pedagogy in all lessons, which targets effective differentiation methods at our Pupil Premium learners.
- All Pupil Premium students are funded on our visits to engineering company commission providers.
- In line with our behaviour for learning policy, we provide free breakfast in our dining area and are open to students from 7:30am.
- In order to support the social and emotional needs of students, we have access to an Educational Psychologist, Counsellor, Designated Safeguarding Officer, ASD specialist (SENCO), learning support assistants and a dedicated learning mentor with particular responsibility for vulnerable students and PP students.
- Line management for Pupil Premium students is linked straight to the Associate Principal.
- We offer support and guidance via our specialist mentoring team of teachers.
- We have provision for students to do homework in school, providing comfortable surroundings and refreshment for three nights a week, with supervision from a senior leader and access to world-class computing facilities.
- All Pupil Premium students are offered funded, off-the-shelf revision guides for support in their choice of subjects.
- Our dedicated careers officer (Level 4 trained) is aware of our PP students and ensures positive destinations for all with a 0% NEETs target and special targets for work experience and visits.
- Our Rewards system promotes determination, resilience, achievement and participation via the earning of Conduct Points. Staged milestones enable students to receive a variety of rewards.
### Intervention

- A full programme of targeted intervention activities for almost every academic subject runs for 1 hour and 15 minutes, four days a week, in group sizes which are limited to the very smallest numbers possible.
- Staff are aware of pupil premium students and their progress is tracked through key assessment points and adjust interventions where necessary.
- A rigorous Staff Appraisal System involves analysis and discussion of the achievement and attainment of students in individual classes, with student performance data mapped to progression.
- Our rewards and sanctions policy is clearly mapped on our management information system to track improvements and declines in student engagement.
- Our CPD programme on Monday afternoons is designed to ensure an inclusive approach to education, with Pupil Premium students often the focus on staff development.
- We employ an extra intervention teacher of English, Maths and Science in order to work with Pupil Premium students, withdrawing from larger classes and enrichment session to improve outcomes.
- We believe that literacy underpins attainment (particularly in engineering, as this is continually the weakest area of CAT4 achievement on entry). Our whole school literacy programme, which all students follow, is led by a Literacy Co-ordinator. Some students are withdrawn for literacy support by a dedicated Learning Support Assistant in liaison with our specialist SENCo.
- Our curriculum model provides capacity to boost literacy for our lower attainers in English and numeracy in our applied programmes in computer science and engineering.
- Our tightly structured Tutorial Programme promotes general knowledge, Personal, Social and Health Education and Citizenship, providing discussion opportunities within a vertical age grouping.
- We provide personalised work related learning programmes for students if appropriate.
Enrichment

- We offer one of the most complex and ambitious enrichment programme of any school in the Midlands, with up to 30 enrichment opportunities running for four nights a week, every week of the academy year. In our first two years after opening we have been runners up and winners of the Coventry Debating Competition, Subject Winners in the Rotary Design Awards, Regional Winners of the ‘Woman Who’ Awards and National Winners of the Greenpower and F1 in Schools Awards.
- Our extensive visits programme includes funded visits to all of our local employers who partner with us in our engineering commissions.
- We have a close working partnership with local agencies who support our young engineers, some of whom are Pupil Premium students and are amongst our most vulnerable.

### Pupil Premium Numbers 2014/5

In the academic year 2014 – 15 we have 26 pupils who are eligible for the Pupil Premium.

Year Group : 10  
Total Number of Students: 108  
Non Pupil Premium : 98  
Pupil Premium : 10  
% Pupil Premium : 9.3%

WMG Academy Pupil Premium Grant Allocation (financial year April – March)

2014 – 2015: 10 students @ £935 = £9,350

No course was completed in this academic year, hence no impact statement.
### Pupil Premium Numbers 2015/6

#### 2015/16 Pupil Premium Numbers and Impact Statement

Current Cohort of KS4 students at the WMG Academy for Young Engineers (Academic Year 2015-2016)

<table>
<thead>
<tr>
<th>Year Group</th>
<th>Total Number of Students</th>
<th>Non Pupil Premium</th>
<th>Pupil Premium</th>
<th>% Pupil Premium</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>94</td>
<td>81</td>
<td>13</td>
<td>13.8%</td>
</tr>
<tr>
<td>11</td>
<td>103</td>
<td>88</td>
<td>15</td>
<td>14.6%</td>
</tr>
<tr>
<td>10 &amp; 11</td>
<td>197</td>
<td>169</td>
<td>28</td>
<td>14.2%</td>
</tr>
</tbody>
</table>

WMG Academy Pupil Premium Grant Allocation (financial year April – March)

2015 – 2016: 28 students @ £935 = £26,180
### Pupil Premium Numbers 2016/17

Current Cohort of KS4 students at the WMG Academy for Young Engineers (Academic Year 2016-2017)

<table>
<thead>
<tr>
<th>Year Group</th>
<th>Total Number of Students</th>
<th>Non Pupil Premium</th>
<th>Pupil Premium</th>
<th>% Pupil Premium</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>83</td>
<td>64</td>
<td>19</td>
<td>22.9%</td>
</tr>
<tr>
<td>11</td>
<td>93</td>
<td>76</td>
<td>17</td>
<td>18.3%</td>
</tr>
<tr>
<td>10 &amp; 11</td>
<td>176</td>
<td>140</td>
<td>36</td>
<td>20.5%</td>
</tr>
</tbody>
</table>

WMG Academy Pupil Premium Grant Allocation (financial year April – March)

2016 – 2017: 36 students @ £935 = £33,660
## 2015/6 - Impact Statement: Pupil Premium

<table>
<thead>
<tr>
<th>Intervention</th>
<th>Year Group</th>
<th>Cost and Lead</th>
<th>Evaluation/success criteria</th>
<th>Impact</th>
</tr>
</thead>
</table>
| Increased levels of academic and pastoral support through personalised PP interviews, learning needs analysis and provision of learning resources, revision material and LSA support. | 10 & 11    | £6000 MBr with Are and PWi                                     | Improve student outcomes Support for most vulnerable students (wider inclusion, including secure mental health)                        | • In Year 11 (2016) average attainment 8 scores for Pupil Premium rose from 36.64 (Key Assessment 2 in November 2015) to 38.55 (June 2016).  
                                                                                 |            |                                                            |                                                                                                                                  | • In Year 10 (2016) average attainment 8 scores for Pupil Premium rose from 26.14 (Key Assessment 1 in October 2015) to 35.26 (June 2016). |
| Introduction of PP funding tracking system to monitor funding                | 10 & 11    | £1000 MBr and ARE                                           | Earlier intervention and suitable resource spread to ensure all PP students                                                      | • Full financial transparency of PP funding (student by student – see tracker                                                                 |
| Counselling services for most vulnerable PP students through in-house and external provision | 10 & 11    | £500 ARE                                                   | Mental health review meetings with in-house counsellor                                                                        | Improved student outcomes through re-engagement with the curriculum                                                                                                                                 |
|                                                                              |            |                                                            |                                                                                                                                  | • HRa PP intervention classes resulting in 129% increase on                                                                               |
| Business-like ethos funding: Funded company visits, personalised PP corporate mentoring, work experience placements and support for apprenticeship applications | 10 & 11 | £1000 MBr & CBu | All students to be interviewed on entry and then re-interviewed every term to check on progress. | Work focusing on employment skills and vulnerable student mental/physical health has increased well-being by:

- confidence by 30%
- communication skills by 30%
- presentation skills by 40%
- team working by 30%
- understanding of engineering companies by 33%

0% NEETS for PP students |
| Breakfast Club | Available to all PP students | £3000 ARe | Evaluation of student performance in AM lessons, AM registrations increase | Improved PP attendance
- Improved student outcomes for AM lessons |
<p>| Funded In-house events e.g. literacy talk-the-talk project and careers talks | Years 10 &amp; 11 | £1000 MBr | Evaluation through English with improved oracy skills, English spoken test components | 34% of students achieving modern apprenticeships in Y11 |
| Pet-Xi maths intervention sessions to raise | Year 11 | £4500 MBr and RGr | Improved competency and confidence in maths performance | 60% of D/C borderline students achieving target grade following intervention |
| Funded Computer hardware and | Years 10 &amp; 11 | £1500 Are | Improved access to the curriculum – individual subject staff to | Improved academic outcomes |</p>
<table>
<thead>
<tr>
<th>Software for those in acute need for home learning support</th>
<th>Track usage and home learning submissions</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrichment funding for after school and weekend activities</td>
<td>Years 10 and 11</td>
<td>£2000 MBr</td>
<td>MBr to monitor PP enrichment participation rates and suggest day structure change to accommodate greater participation</td>
</tr>
<tr>
<td>Subject intervention classes</td>
<td>Year 11</td>
<td>£2000 Subject leads</td>
<td>Monitor participation rates and feed back to MBr</td>
</tr>
<tr>
<td>Learning outside the classroom (LOTC) and use of Evolve tracker</td>
<td>Years 10 and 11</td>
<td>£2500 MBr</td>
<td>Introduction of extended learning environment to allow students to learn off-campus in an applied setting</td>
</tr>
<tr>
<td>Inclusion budget supplement to help (re-) engage disadvantaged students</td>
<td>Years 10 and 11</td>
<td>£1000 Are</td>
<td>Funded coffee mornings, inclusion meetings, prom tickets and uniform for most disadvantaged</td>
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</table>
2016/7 Impact Statement

Current Analysis

Introduction of the revised approach to pedagogy under the RU Checking PP framework, endorsed and developed by the PP working party (established September 2016) has had the following impact:

RU Checking PP – Impact Statement

Students

<table>
<thead>
<tr>
<th></th>
<th>Regularly in Use</th>
<th>Occasionally in use</th>
<th>Not in use</th>
</tr>
</thead>
<tbody>
<tr>
<td>Response in CAR</td>
<td>60%</td>
<td>40%</td>
<td>0%</td>
</tr>
<tr>
<td>Understanding checks</td>
<td>10%</td>
<td>90%</td>
<td>0%</td>
</tr>
<tr>
<td>Confidence</td>
<td>40%</td>
<td>30%</td>
<td>20%</td>
</tr>
<tr>
<td>Chunking</td>
<td>90%</td>
<td>10%</td>
<td>0%</td>
</tr>
<tr>
<td>Practicals</td>
<td>0%</td>
<td>60%</td>
<td>40%</td>
</tr>
<tr>
<td>Praise</td>
<td>30%</td>
<td>70%</td>
<td>0%</td>
</tr>
</tbody>
</table>

Action Areas:

Ensure staff are encouraged to support students demonstrating and leading with practical learning tasks.

Ensure understanding checks are more embedded into regular pedagogy.

Staff

- All PP students were mentioned individually in staff responses
- Focus on CAR marking well embedded, some have booklets, certain students e.g. EH responding very positively to CAR marking and reflection time
- Increased frequency of PP student questioning in class, some found it easier to check with individuals after setting group off, UR quoted as having greater confidence because of this
- Greater focus on giving students self-belief in their work, LSH and JC have been supported through positive emails home
Most positive response, lots saying that students deriving benefits from this, AG and PP liking simpler PPT slides, TS taking lead from TEEP style lessons

Practicals led by J Storey in engineering workshop, with LC and RC becoming quality managers, PP students in 10G leading dissections

RT and KEZ taking advantage of praise in lessons, gaining in confidence, evidence of positive points on MIS for PP students

Introduction of the role of Academic Intervention Officer since September 2016 has seen PP student performance rise by 129% increase on baseline* in science, 37% increase in English and 35% increase in maths.

*Based on baseline tests to completion of topic.

These two key PP interventions have resulted in projected close of PP P8 gap to close by 0.3 year on year (2016/7).