



PUPIL PREMIUM STATEMENT

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WMG ACADEMY FOR YOUNG ENGINEERS

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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 and 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)

Year Group : 10

Total Number of Students: 94

Non Pupil Premium : 81

Pupil Premium : 13

% Pupil Premium : 13.8%

Year Group : 11

Total Number of Students: 103

Non Pupil Premium : 88

Pupil Premium : 15

% Pupil Premium : 14.6%

Year Group : 10 & 11

Total Number of Students: 197

Non Pupil Premium : 169

Pupil Premium : 28

% Pupil Premium : 14.2%

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)

Year Group : 10

Total Number of Students: 83

Non Pupil Premium : 64

Pupil Premium : 19

% Pupil Premium : 22.9%

Year Group : 11

Total Number of Students: 93

Non Pupil Premium : 76

Pupil Premium : 17

% Pupil Premium : 18.3%

Year Group : 10 & 11

Total Number of Students: 176

Non Pupil Premium : 140

Pupil Premium : 36

% Pupil Premium : 20.5%

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

2016 – 2017: 36 students @ £935 = £33,660

2015/6 - Impact Statement: Pupil Premium

Intervention	Year Group	Cost and Lead	Evaluation/success criteria	Impact
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)	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<p>Improved student outcomes through re-engagement with the curriculum</p> <ul style="list-style-type: none"> HRa PP intervention classes resulting in 129% increase on

				baseline in science, 37% increase in English and 35% increase in maths.
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 focussing on employment skills and vulnerable student mental/physical health has increased well-being by: <ul style="list-style-type: none"> • confidence by 30% • communication skills by 30% • presentation skills by 40% • team working by 30% • understanding of engineering companies by 33% <p>%0 NEETS for PP students</p>
Breakfast Club	Available to all PP students	£3000 ARe	Evaluation of student performance in AM lessons, AM registrations increase	<ul style="list-style-type: none"> • Improved PP attendance • Improved student outcomes for AM lessons
Funded In-house events e.g. literacy talk-the-talk project and careers talks	Years 10 & 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 & 11	£1500 Are	Improved access to the curriculum – individual subject staff to	Improved academic outcomes

software for those in acute need for home learning support			track usage and home learning submissions	
Enrichment funding for after school and weekend activities	Years 10 and 11	£2000 MBr	MBr to monitor PP enrichment participation rates and suggest day structure change to accommodate greater participation	Improved employability skills as evidenced by apprenticeship and NEETs figures above.
Subject intervention classes	Year 11	£2000 Subject leads	Monitor participation rates and feed back to MBr	Improved academic outcomes and gap closure on national non-PP students
Learning outside the classroom (LOTC) and use of Evolve tracker	Years 10 and 11	£2500 MBr	Introduction of extended learning environment to allow students to learn off-campus in an applied setting	Improved confidence and team-working skills as evidenced above
Inclusion budget supplement to help (re-) engage disadvantaged students	Years 10 and 11	£1000 Are	Funded coffee mornings, inclusion meetings, prom tickets and uniform for most disadvantaged	Improvement in attendance

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

	Regularly in Use	Occasionally in use	Not in use
Response in CAR	60%	40%	0%
Understanding checks	10%	90%	0%
Confidence	40%	30%	20%
Chunking	90%	10%	0%
Practicals	0%	60%	40%
Praise	30%	70%	0%

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).