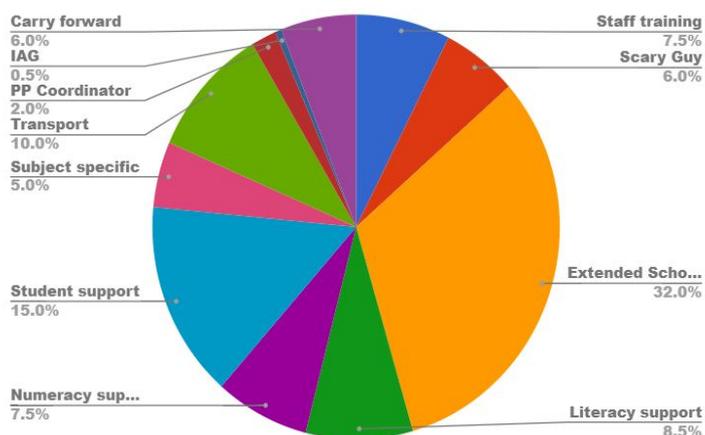


Pupil Premium Summary 2017/2018

Route 39 Academy

For the period September 1st 2017 to 31st August 2018

In 2017/2018 Route 39 Academy received £39, 684 of Pupil Premium Funding and also had a carry forward of £14, 853 from the previous academic year, 2016-2017. Meaning that the budget for 2017- 2018 was £54,539 in total.



This was spent on the following interventions and supportive measures:

Throughout this report reference is made to the Education Endowment Foundation (EEF) teaching and learning toolkit. This is a summary of the international research evidence on the impact of interventions on student progress. We have used this to inform us when deciding on how best to spend the Pupil Premium allocation in 2017 - 2018 and devise the budget for 2018-2019.

Extended School Day and Extended curriculum sessions: £17, 530

All students, including the 48 Pupil Premium students had access an extended school day including Extra curricular activities which ran on a Friday afternoon, funded by the Academy. These enrichment activities and experiences, that pupils may not have previously been able to access, included, completing their Duke of Edinburgh, cooking, choir and Japanese.

EEF research states that enrichment programmes can boost progress by up to two months over a year.

Student support: £8,100

A number of student support strategies have been implemented including the following:

- Thrive intervention
- Key Stage coordinators
- Designated coach and support for all students

- Attendance Support

The key target in this area was to improve attainment through a focus on social and emotional learning (SEL).

The Education Endowment Foundation (EEF) have deemed SEL to have a significant impact on learning, relationships and attainment, which can in turn, lead to up to four months additional progress.

25 PP students regularly attended Thrive sessions during 2017/2018 and all of these students have made progress in their emotional development. These students have also maintained a gradual progression within their core subjects and have seen a reduction in behavioural difficulties. Of these 25 students 6 were year 11 students who have now successfully completed their GCSEs.

At Route 39 Academy we have invested time into developing our pastoral systems, to support the belief that investing in the whole child, will aid social development. Over this academic year we have promoted and developed our House structure, meaning that House staff now have more regular contact with pupils, developing the links and support network for those students. The introduction of Key stage leaders has meant that staff are in regular contact with parents when needs arise, and are one of the key individuals, along with the coach, in developing pastoral support plans in the Academy.

A focused, regular coaching session for each student has been introduced this year, either as a 1:1 session or in small groups; with one member of staff taking responsibility for this. This has not only helped students to focus on their academic and social targets for the year, but also their future plans and work experience, by having regular liaison sessions with the IAG lead. There has also been an increase in parental engagement due to the introduction of the Coaching system and IAG focus, as parents have been able to access more regular updates regarding their child. The EEF states that regular parental engagement can have a positive 3 month impact on students.

Transport: £5580

Route 39 Academy provided subsidised transport for students in receipt of PP funding, to ensure that they had access to education. One student, who previously had below 50% attendance, has not only successfully completed their GCSEs this year, but also achieved 100% attendance in their time at the Academy.

Literacy Support and intervention: £4445

We have implemented a number of interventions to improve literacy, including:

- Arrow software and licence for up to 5 students
- 1:1 reading and writing classes

- Handwriting intervention
- Literacy support
- GCSE focused Literacy support
- Creative writing as part of the Create Programme

Students who require interventions are identified by English staff, based on their Key stage 2 data and their progress within school, these students are then placed on an individual progress plan for literacy based on their needs.

In 2017 - 2018 46 PP students accessed these personalised plans within the Academy. 100% of these students made progress in their focused areas, whether that was reading, spelling or an improvement in handwriting.

ARROW was introduced this year to develop the comprehension of students from year 7 to year 11 and was offered as a small group intervention, with 8 PP students accessing this. This, again, saw a 100% progression rate for students.

Year 11 students below their GCSE target attended intervention sessions for regular feedback and targeted support in the 2017/2018 school year. Pupil premium students, from other year groups, were also taken for 1:1 or small group intervention sessions to develop their, comprehension, reading and spelling levels.

This table represents the improvements made by PP students compared to non PP students following an intervention programme:

		Reading			Spelling		
		no. of students	Average	Mode	no. of students	Average	Mode
Year 7	pp	12	10 - 11	11 - 12 (9)	12	10 - 11	12 - 13 (4)
	non pp	27	10 - 11	11 - 12 (17)	59	10 - 11	12 - 13 (28)
			Average	Mode		Average	Mode
Year 8	pp	5	12 - 13	11 - 12 (3)	4	11 - 12	12 - 13 (3)
	non pp	13	12 - 13	15 - 16 (3)	13	11 - 12	12 - 13 (49)
			Average	Mode		Average	Mode
Year 9	pp	10	12 - 13	11 - 12 (5)	8	11 - 12	12 - 13 (3)
	non pp	21	12 - 13	15 - 16 (7)	20	11 - 12	12 - 13 (49)

			Average	Mode		Average	Mode
Year 10	pp	9	13 - 14	15 - 16 (5)	7	11 - 12	12 - 13 (3)
	non pp	21	14 - 15	15 - 16 (13)	42	11 - 12	12 - 13 (5), 13 - 14 (5)
			Average	Mode		Average	Mode
Year 11	pp	10	13 - 14	16 - 17 (3)	9	12 - 13	13 - 14 (5)
	non pp	21	14 - 15	16 - 17 (10)	18	12 - 13	13 - 14 (11)

As part of the whole Academy initiative, the English/Humanities faculty made effective marking and feedback a focus in their teaching. The EEF attributes the possibility of 8 months additional progress to effective feedback and is their a high impact intervention. In addition the use of individualised instruction and different learning styles through specific intervention groups, can boost progress by up to 2 months. The feedback from the English faculty also helped intervention staff to personalise the sessions for the students. The literacy intervention saw progress made in both spelling and reading ages, which in turn has helped students to make progress in other subjects.

The EEF states that TAs who support individual pupils or small groups show a higher positive benefit than those that support whole classes with an estimated one month additional progress.

Route 39 Academy understands the importance of providing focussed interventions and as such, have implemented a number of support measures targeted at individual or smaller groups where the need is greatest and this is something we hope to continue and develop in the next academic year.

Numeracy support and intervention: £4000

Students receiving numeracy support were picked because they were students who would need support to achieve a “strong pass” at Grade 5 at GCSE and so would benefit from 1:1 or small group specialist intervention. Of the students receiving this intervention, initially 33% were PP students, however this decreased over the year as students with greater need were identified.

During these targeted sessions, specific areas are addressed to ensure most impact. Students are assessed at the start and end of the intervention period to show progress.

Staff training:

£4000

The EEF states that high quality teaching has the most impact on a students progress, which meant that in 2017 - 2018 the Academy invested in this area, ensuring that staff planned innovated sessions, which saw students make at least expected progress.

In a study carried out by the Sutton Trust it was found that students from a disadvantaged background gained 1.5 years' worth of learning when educated by a teacher who was classed as high quality , compared to only 0.5 years with poorly performing teachers.

Investment was also made in the area of promoting excellent behaviour, as it is believed that this also makes a significant contribution to a students learning.

A number of strategies were put into place, this academic year, to promote excellent behaviour, including a zero tolerance approach to unacceptable behaviour. Students are removed immediately from class using, the newly implemented, "on call" system and placed in an environment where their behaviour can be addressed and supportive measures put in place. A considerable investment has also been made in pastoral support reintegration meetings, which includes the involvement of parents and outside agencies, such as family support workers and social workers. The on call system , ensures that where possible, the student is prevented from missing education, which in turn reduces the need for exclusion and breaks down barriers, such as non attendance, which the EEF recognise jeopardises a students attainment and therefore states that an effective behaviour management system can impact a students learning by 3 months.

Subject specific resources and intervention:

£3038

Student specific interventions take place where required to improve attainment in a number of subjects including, Maths, English, Science, PE and Music. These sessions were run at a number of times, such as lunch time, during extended curriculum, study sessions and during holidays, ensuring that all students were able to access this intervention when required.

The EEF deems feedback to be a high feedback interventions which can add up to 8 months progress, therefore by staff tailoring specific sessions based on feedback, ensured maximum impact.

Subject specific resources that have benefited students include, access to an online specific learning programme which allows both staff and student to monitor their progress, revision guides, textbooks, funding towards off site trips and resource art packs giving students access to the resources they need to develop the required skills in their own time, as well as at school.

Other areas that have been funded by pupil premium include additional music tuition, work related learning, revision materials and sessions as well as exam support and resources.

Scary Guy: £3000

The Scary programme focused on taking responsibility for your own behaviour and was accessed by all students in school.

10 PP students also had individual sessions during the 2017-2018 academic year to address specific behavioural need, that were affecting both their learning and that of others around them.

Research estimates that appropriate behaviour intervention can boost a students progress by up to 4 months in one year, and the EEF strongly supports behaviour interventions stating that student specific behaviour interventions can produce a significant improvement in academic performance.

PP coordinator: £1192

2017-2018 saw the investment in a member of staff to coordinate and monitor the allocation and impact of Pupil Premium spending to ensure that all PP students are receiving effective support that aids both their academic and social development and progress.

Reviews and audits have taken place over the year to assess who this new system is working and both of these have been successful both Governor monitoring, and feedback from external parties. The representative from the DFE commented on the effective systems being used to monitor the impact of pupil premium spend.

There are still areas for development and these are currently being developed.

IAG (Information, Advice and Guidance) £309

Promotion of, what comes after school, is essential to help students to develop targets, both academically and socially. By investing in a more comprehensive and cohesive IAG programme this academic year, 84% of year 10 Pupil premium students have attended successful work experience placements and 100% of year 11 PP students have gained places on their further education courses.

Despite the fact that Aspirational learning does not have a significant impact on students learning the EEF states that metacognition and self regulation can have up to a 7 month positive impact on a students education, therefore if a student has a more clear idea of their after school aspirations they are more likely to engage in learning and develop strategies to enable them to achieve their goal. Having this early career and further education guidance, will also give students access to avenues they may not have previously considered.

Total spend: £51, 470 (Carry forward £3,288 to 2018/2019)

2017/2018 Impact data

Percentage of students attaining basics (English and Maths) at 4 or above in Key Stage 4. Predicted grades have been used to compile this table.

	Basic English and Maths 2018 - Year 11 cohort (%)			
Percentage of students achieving	National 2017	Route 39 Academy whole cohort	Route 39 Academy Non-Pupil Premium cohort	Route 39 Academy Pupil Premium cohort
Low ability		12.5	25	0
Middle ability		25	33	0
High ability		83	80	100
All students	64	37	40	20
	Basics Ebacc - Year 11 cohort (%)			
Low ability		0	0	0
Middle ability		25	33	0
High ability		33	50	0
All students	24	16	21	0

The gap between PP and Non PP students is 20%, with PP students on the whole achieving half as well as their peers are Route 39 Academy. However, standards for the majority of students is below national average. This means that the next academic year will see an increased focus on raising standards across the whole school, for all students.

There is a 24% difference between the PP cohort performance at Route 39 Academy on EBAC standard pass and the whole cohort national performance as no disadvantaged students achieved this measure despite all pupils being entered. A small cohort size (6 PP students) needs to be considered here.

Progress scores for KS4 (provisional data)

	Cohort size	P8 All	English	Maths	E Bacc	Open Slots	Science	Hums	Languages
All	20	-0.80	-0.61	-0.30	-0.28	-1.78	-0.04	-1.07	-2.11

When compared to the expected progress, the PP students at Route 39 Academy score significantly below average. This data include a Year 12 age pupil taking their KS4 exams in 2018.

	Cohort size	P8	English	Maths	E Bacc	Open Slots
Disadvantaged	7	-0.93	-1.08	-0.34	-0.20	-1.95

2018/2019 Summary plan.

In the academic year 2018/2019 it is expected that Atlantic Academy, the new name for Route 39 Academy, which will be part of the Launceston MAT, will receive £39,684 in Pupil Premium funding. As a result of becoming part of the MAT, the majority of the budget will be allocated via a central finance office. Therefore, percentages of salaries for interventions and training will be allocated at this level.

We will continue to invest in raising standards of teaching and learning, behaviour, attendance and monitoring progress. This will be led by Lead Professionals from Launceston MAT. The investment in this incentive, will come in the form of time, meetings, regular CPD's, lesson observations and feedback. Staff members will also have access to the Outstanding teacher program and the Leadership Development program. By developing practice, student standards across the whole school will be raised, not just those of the PP students. This is where the majority of the investment will take place and will be reviewed, and the impact analysed at 3 key points across the academic year; January 2019, Easter 2019 and during the final half term of the academic year. By doing this we will be able to identify where future spending should be allocated based on the impact the interventions have had.

Further interventions will take place for Literacy and numeracy, with an increase in the number of students accessing them to develop their skills using personalised programmes. There will be a focus on raising the standards in literacy, due to students achieving more positive results in both Maths and Science GCSEs. By raising standards in literacy, the Academy will raise standards across all subjects as literacy is the lynchpin across the whole school curriculum. Thrive will also continue to be used as both a whole Academy initiative, in teaching practice and classroom based interventions, as well as on an individual basis, with specialists.

There will be a consumables budget for the academic year 2018/2019, which will be approximately £5000. This will be the budget that staff are able to apply for, for their department, to help raise standards in specific areas of the curriculum. This will include,

music lessons, funding to help towards the cost of essential academic trips and equipment, which will be kept in school.

The length of the school day will be reduced and the Scary Guy programme will be discontinued, meaning that more investment can be made in other more effective interventions that will attempt to narrow the gap between the attainment between Pupil premium and non pupil premium students.