For the financial year 2018/2019 we have 329 students who qualify for Pupil Premium funding which equates to £449,897. The academy contributes an additional £62,000 towards meeting the needs of its disadvantaged students. This funding is intended to benefit students on free school meals, children who have been looked after continuously for more than six months, looked after children and service children. The government believes that the Pupil Premium, which is additional to main school funding, is the best way of ensuring that funding to tackle disadvantage reaches the students who need it most.

The Government believes that it is for schools to decide how the Pupil Premium Fund is allocated and spent per eligible student, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility.

Whilst schools are free to spend the Pupil Premium, they are held accountable for how they have used the additional funding to support students from low-income families. From September 2012, the government required schools to publish online information about how they have used, and are using, the Fund. This will ensure that parents, carers and other stakeholders are made fully aware of the attainment of students covered by the premium.

1. **Students eligible for Pupil Premium**

The PPG per student criteria and unit for funding 2017-2019 is as follows

|  |  |
| --- | --- |
| Students in year 7 to 11 recorded as Ever 6 /FSM | £935 |
|  Looked after children (CLA) this includes:* Children who have ceased to be looked after by local authority in England and Wales because of adoption,
* A special guardianship order,
* A child arrangements order or
* A residence order
 |  £1,900 |
|   Service children, Ever 6 Service * One of their parents is serving in the regular armed forces
* They have been registered as a ‘service child’ in the [school census](https://www.gov.uk/guidance/school-census) at any point since 2011
* One of their parents died while serving in the armed forces and the pupil receives a pension under the Armed Forces Compensation Scheme (AFCS) or the War Pensions Scheme (WPS)
 | £300 |

|  |
| --- |
| 1. **Summary information**
 |
| **School** | **The Academy of Saint Francis of Assisi** |
| **Academic Year** | 2018/19 | **Total PP budget** | £449,897 | **Date of most recent PP Review** | May 2018 |
| **Total number of students** | 532 | **Number of students eligible for PP** | 329 | **Date of last external review of this strategy** | Sept2018 |

1. **Students currently identified as eligible for PP funding by year group and subgroup**

|  |
| --- |
| **PP September 2018** |
| Year 7 | 67/104 64% |
| Year 8 | 64/112 57% |
| Year 9 | 55/88 63% |
| Year 10 | 64/106 60% |
| Year 11 | 79/122 65% |
| All Years | 329/532 62% |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| By sub group | **7** | **8** | **9** | **10** | **11** |
| **PP Cohort** |  |  |  |  |  |
| **Higher**  | NA | NA | NA | 24% | 25% |
| **Middle** | NA | NA | NA | 54% | 56% |
| **Lower** | NA | NA | NA | 17% | 15% |
| **No KS2** | 3.85% | 7.20% | 14.77% | 4.72% | 4.10% |
| **SEN** | 37.50% | 32.43% | 22.73% | 20.75% | 19.51% |
| **Non SEN** | 62.50% | 67.57% | 77.17% | 79.25% | 81.49% |
| **Male** | 58.65% | 62.16% | 61.36% | 51.43% | 49.59% |
| **Female**  | 41.35% | 37.84% | 38.64% | 48.57% | 50.41% |

|  |  |  |  |
| --- | --- | --- | --- |
| **Measure** | **2017 students eligible for PP (ASN)** | **2018 students eligible for PP (ASN)** | **2018 NA Pupils not eligible for PP (National other)** |
| **Progress 8 score average**  | -0.66 | -1.03 | 0.1 |
| **Attainment 8 score average**  | 33.8 | 30.11 | 49.8 |
| **% achieving Basics (4+ in English and Maths)** | 28% | 30% | 64% |
| **% achieving EBacc**  | 1% | 1.3% | 28.2% |

# **PP Philosophy and Intent**

A The Academy of St Nicholas we are committed to ***‘ensuring that all PP students make at least the progress that they are capable of.***

The spending of pupil premium funding has been influenced by external research such as the Sutton Trust and the recent DFE study but predominantly through our internal research in to the barriers which prevent our disadvantaged students from making the progress they are capable of. We can therefore ensure that our plan and our strategies are bespoke to our students.

Therefore, we will assess PP student progress against the progress of non PP students internally and nationally but our mind-set will be firmly focussed on ensuring each PP student realises their potential.

A new approach towards improving outcomes for PP students will be adopted this year. Our strategy will be totally focussed on the barriers our PP students experience. It will focus on the differences between a disadvantaged and a non-disadvantaged student and it will address them. All initiatives will be designed to meet the needs of pupil premium students. If an initiative does not meet this criteria then it will not be introduced.

|  |
| --- |
|  **Internal and external barriers to future attainment (for pupils eligible for PP)** |
| **A.** |  Some disadvantaged students are at risk of either not fully accessing or fully embracing the wider cultural and literate curriculum offer and experiences in order to become super literate.   |
| **B.** | Low levels of confidence and independence in some disadvantaged students, particularly around study can limit their progress. Complex external factors faced by disadvantaged students can limit progress made outside of school.  |
| **C.** | The attendance of disadvantaged students lags behind that of non-disadvantaged students and the lifestyles of disadvantaged students can often fail to support the structure and norms of school life. The views of disadvantaged students are not always systematically analysed in order to provide for their specific needs and their progress and attainment is not always analysed independently.  |
| **D.** | Disadvantaged student’s intentions and aspirations for the future can be limited, often through a lack of understanding or confidence. Disadvantaged white British boys can be apathetic and disadvantaged white British girls attendance is poor. Social, emotional and mental health issues disproportionately affect disadvantaged students.    |



**Fig 1**

Strategies proven, by EFF toolkit, to have high to moderate impact and are low cost are:

* Meta cognition and self reflection (+ 8 months)
* Effective feedback (+ 8 months)
* Reading comprehension strategies (+ 5 months)
* Homework ( + 5 months)
* One to one tuition (+ 5 months)
* Social and emotional learning (+ 4 months)
* Behaviour interventions (+ 3 months)

**7. Whole School Context**

The Academy serves an area of Liverpool where the level of social deprivation is in the 10% most deprived areas of the country.  The percentage of students who are identified as pupil premium is 65% and the percentage of students for whom English is an additional language is now 52% compared to a national average of 15.7%, many of whom are new to the country.  We celebrate being multi-cultural school with students from all over the world with a breadth of cultural, religious and life experiences. There are 44 languages spoken at the Academy. The population at The Academy of St Francis of Assisi is transient.  As a result of this transience, 32% of Yr 11 in 2018 students had no prior attainment data and were robustly assessed on entry to ascertain their starting points. Of a whole school cohort of 780 there were 124 new starters and 113 leavers during the year. We are proud of our unique, Joint Faith, Christian Ethos. We are a ‘School of Sanctuary’ and have been judged to be outstanding in the latest Section 48 inspection in March 2018.

**Pupil Premium Promise: Quality First Teaching**

We understand the importance of ensuring that all teaching meets the needs of each learner, rather than relying on intervention compensate. Therefore, we develop teacher talent by investing in practice and coaching. We practise key techniques collectively as a staff during weekly teaching and learning briefings and engineer more tailored practice during one-to-one collaborative coaching sessions. Our pedagogical approach to improving learning is underpinned by a clear focus on high quality feedback and high quality questioning. We have thought carefully about what barriers to learning our students are experiencing, and how to remove or, at least, minimise them. For example, we have entered into a two year programme with TeachFirst with a sole focus of improving outcomes in category 6 schools. We have also recently employed an ex police officer with key skills in community engagement to enhance our well-targeted support to improve attendance, or links with families where these are barriers to a student’s learning.

**Learning Habits for a Vibrant and Diverse Community**

We are a family who celebrate diversity and a unique individuality. We do insist on good learning habits with the highest of expectations for all, regardless of background, faith or ability and this visible. We have very clear standards and rules about readiness to learn, good time keeping, respect, pride and presentation as well as having the right equipment; students are clear that they have to be ready to learn. Our uniform is smart and students are expected to wear it with pride. There is an emphasis on strong attention to detail. During lessons, students are expected to answer questions directed to them as part of our ‘No Opt Out’ strategy. They answer in full sentences, track the speaker, teacher or student, and remain focused at all times.

**Success for All**

Raising aspirations and broadening experiences Over 50% of our students live in the five most deprived areas of Liverpool, one of the UK’s most significant areas of socio-economic challenge. Our priority is to raise aspirations, encourage young people to have a growth mindset, and to progress onto higher education. The message at ASFA is **‘***Success For All’* with ‘All’ acknowledged as being a small, but powerful, word. We continuously expose students to University and programmes on offer and we are intent on ensuring that students’ current identified barriers to becoming confident enough to believe they can achieve, at least in line with their peers across the country, is a reality addressed through our dedicated careers programme.

#### **Impact:**

When we do address these barriers and in this way we will ensure that:

* All whole school strategies must be designed to impact on the provision and outcomes for PP students
* Any strategy must have a baseline measure in place before starting
* All data collected, monitored and reported upon must be broken down in to PP and non PP
* All opinions sought must be broken down in to PP and non PP
* All staff know their PP students, their needs and have appropriate intervention in place

**6. Whole School Context**

The Academy serves an area of Liverpool where the level of social deprivation is in the 10% most deprived areas of the country.  The percentage of students who are identified as pupil premium is 62%.  We are committed to the development of all of students but our staff are fully aware that our drive, passion and commitment is to ensure that our PP students have the same academic and life experiences as any other student and they are no longer disadvantaged. This intent is built on the foundations of created by our vision for all students to achieve their Personal Best, our values and our unique, Joint Faith, Christian Eth