



## *Pupil Premium & Catch-up Funding Spending Plan Academic Year 2018/19 Impact statement*

### **Strategic Overview**

The Pupil Premium is additional funding given to publicly funded schools in England. Its purpose is to raise the attainment of students who are one or more of the following: A) From low-income families who are eligible for free school meals, or have been within the past six years; B) Looked after children; or C) From families with parents in the Armed Forces. Under these criteria, 24.5% of John Cabot Academy's current cohort is eligible for the Pupil Premium.

John Cabot Academy's Pupil Premium funding is spent on interventions within three areas: 1) Leadership; 2) Classroom Rigour; and 3) Individual Need. We measure the impact of interventions through students' attendance, progress and attainment.

Given that no single intervention provides a complete solution to the complex educational issues in any school, we feel that a multi-faceted approach offers our students the best opportunity to succeed. The Assistant Principal coordinates this approach by taking responsibility for the Pupil Premium cohort; acting as a Pupil Premium Student Champion; raising the profile of these students; and holding teachers to account for their progress and attendance. Additionally, Pupil Premium students are a focus of all pastoral, academic and line management meetings. Finally, data driven learning walks and work scrutiny provide quality assurance for the Pupil Premium learning experience.

With this strategy, the Academy aims to achieve the following goals:

- Ensure every disadvantaged student reaches their minimum expected grade (MEG), meaning that they will achieve a Progress 8 of at least zero.
- Ensure Pupil Premium students' attendance is at least 94.5% in 2018/19; Children in Care's attendance is above 95.5%; and Persistent absence for PP students is below 20%.
- Ensure *all* Pupil Premium students are in education, employment or training when they leave year 11.

### **Catch-up Funding**

The literacy and numeracy catch-up funding provides John Cabot Academy additional funding to support those students who arrive in year 7 having not achieved the expected standard in reading or maths at KS2. At KS2, students are awarded between 80 and 120 points per test. A score of 99 or below is deemed to have not met the expected standard.

In 2018/19 our catch-up funding will match that received in 2017/18, so on 1<sup>st</sup> March 2019, we are likely to receive £13,500.

Our aspiration is that every student in year 7 who entered John Cabot Academy below expected standard will end the year at On-track or Deepening in Age Related Expectations in English & Maths.

Child in Care money is ring-fenced and spent as determined by individual need. Individual spending plans, with impact evaluations, are kept by Julie Jarrett, the Child in Care Champion.



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<b>Leadership Programme – focus on individual needs and progress</b>						
<b>Assistant Principal - Disadvantaged Student Champion</b>  <b>BTH</b>	£5,500	<ul style="list-style-type: none"> <li>• SLT role to:               <ul style="list-style-type: none"> <li>○ Promote Pupil Premium students</li> <li>○ Research what works for students</li> <li>○ Identify individual barriers</li> <li>○ Assess, implement and monitor interventions and strategies</li> <li>○ Track and monitor interventions and actions through a provision map</li> <li>○ Raise profile of disadvantaged students across the Academy.</li> </ul> </li> <li>• <b>17-18 review indicated need for increased focus on Year 7 &amp; 8 pupils to prevent a PP gap opening up.</b></li> <li>• <b>NFER – Building Blocks for Success (Ethos, Individual Needs, Leadership, Data).</b></li> </ul>	<ul style="list-style-type: none"> <li>• Accurate records of disadvantaged students</li> <li>• Raise profile of disadvantaged students (staff know their PP students in every lesson)</li> <li>• Information exchanges to share knowledge and encourage discussion</li> <li>• Clear provision map</li> <li>• Achievement/attendance data monitored and acted upon with interventions</li> <li>• Students' individual needs identified and interventions put in place where appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>• Every disadvantaged student meets their target, so that PP P8 is 0 or above</li> <li>• All disadvantaged students are D or O at end of year 8</li> <li>• PP attendance of 94.5%</li> <li>• 0% NEET.</li> </ul>	<ul style="list-style-type: none"> <li>• KS3 Raising Attainment included Premium Seating, prioritising Feedback and high-quality Questioning –the 3 key pedagogical strategies implemented throughout 2018-19.</li> <li>• Implementation of 're-teach' cycles and accompanying training for staff following MCQ assessments has led to gap closing and the identification and monitoring of underperforming PP students.</li> <li>• KS3 RA plans have ensured that there is a focus at middle and senior level upon intervening with KS3 progress.</li> <li>• We have areas where PP students outperform NPP in English, History, Geography, Computing and Religious Studies.</li> <li>• KS4 Students benefitted from 'collapsed' subject revision days to allow for intensive teacher input.</li> <li>• Successfully coordinated the support of the academic and pastoral team to provide holistic</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly assemblies</li> <li>• Ensuring students are studying the correct courses for them</li> <li>• Study space available at lunch time</li> <li>• Focus on quality first teaching and strategic removal for intervention in the HUB</li> <li>• Early awareness of barriers to learning and sharing information and guidance with staff body.</li> </ul>



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					support of disadvantaged year 11 students. • PP attendance to the end of term 5 93.1% (Nat Av. 91.9%).	
<b>Curriculum Team Leaders &amp; Pastoral Leaders</b>	£0	<ul style="list-style-type: none"> <li>Ongoing quality assurance activities throughout the year (data analysis, learning walks and work scrutiny) to reduce the differences in quality of teaching within faculty areas. QA measured against the key pedagogy areas for development.</li> <li>QA for tutor time to occur within pastoral teams.</li> <li><b>17-18 review indicated that the Head of Maths should lead CTL and spread her good practice.</b></li> <li><b>South Glos PP Review in summer 2017 identified this as an area for development</b></li> <li><b>NFER – Building Blocks for Success (Teaching, Data, Leadership).</b></li> </ul>	<ul style="list-style-type: none"> <li>Quality of teaching improves in those specific areas which will best support disadvantaged students.</li> </ul>	<ul style="list-style-type: none"> <li>100% of teachers in lessons and tutor time meet the key pedagogy areas which will best support our disadvantaged students:               <ul style="list-style-type: none"> <li>Feedback</li> <li>Literacy</li> <li>Differentiation</li> <li>Questioning</li> </ul> </li> <li>Every disadvantaged child reaches their MEG, and so progress 8 of 0 or above.</li> </ul>	<ul style="list-style-type: none"> <li>Learning walks and lesson observations have evidenced that PP students are sat in premium seats providing them a good view of their teacher and easy access to support.</li> <li>PP students are “cold called” or questioned to gauge their understanding and ensure that they are fully engaged with their learning.</li> <li>Pupil premium students receive additional modelling and 1:1 or small-group in-lesson support, which has maintained and improved learning behaviours.</li> </ul>	<ul style="list-style-type: none"> <li>Contextualised seating plans are a key focus in every classroom and the starting point for quality assurance through middle leaders.</li> </ul>
<b>Classroom Rigour</b>						
<b>Reduce split classes</b>  <b>BTH</b>	£0	<ul style="list-style-type: none"> <li>Prior to the start of the year, ensure the timetable is written to reduce the number of split classes to ensure higher teacher accountability for students’ outcomes.</li> <li><b>South Glos PP Review in summer 2017 identified this as an area for development.</b></li> <li><b>NFER – Building Blocks for Success (Deploying staff effectively).</b></li> </ul>	<ul style="list-style-type: none"> <li>Ensure no more splits are created during the academic year.</li> </ul>		<ul style="list-style-type: none"> <li>Preparation of the timetable for 19/20 has a significant reduction in shared classes. We have moved to a one-week timetable which supports organisation for our PP and SEND learners.</li> </ul>	Ensure that we continue with a one week timetable and look at the enrichment provision for the 20/21 Academic year.



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<p>Teaching and Learning Development</p> <p>AMO</p>	<p>£10,000</p>	<ul style="list-style-type: none"> <li>• Development of whole-school literacy policy and associated CPD.</li> <li>• Coaching for those staff who need support with implementation.</li> <li>• <b>NFER – Building Blocks for Success (High Quality Teaching).</b></li> <li>• <b>South Glos PP Review in summer 2017 identified literacy (especially oracy and marking for literacy) as areas for development.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Quality of teaching improves in those specific areas which will best support disadvantaged students.</li> </ul>	<ul style="list-style-type: none"> <li>• 100% of teachers meet the literacy non-negotiable.</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum changes to ensure quality-first teachers in front of the learners.</li> <li>• CPD consisted of a joint planning and peer observation programme known as the 'Developmental Teaching Cycle' (DTC). Staff selected elements of the curriculum and collaboratively planned teaching episodes. Staff then peer observed and fed back to each other, identifying areas of the planning that did/did not meet needs of the pupils. This took place over the course of the academic year with two cycles of joint planning, reflection and peer observation.</li> <li>• Impact: Quality of planning around differentiation, questioning &amp; feedback, challenge and literacy was more precise. This enabled the delivery of content to be more effective, particularly for disadvantaged pupils to access curriculum.</li> <li>• 90% of lessons observed demonstrated effective pedagogy for learning.</li> </ul>	<p>Whole school CPD to focus on Knowledge Organisers and HW for the Academic year. Focus on students not falling behind in Year 7 and 8 and to ensure that students have the foundation knowledge on which to pin the concepts learnt in lessons.</p>



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					<ul style="list-style-type: none"> <li>• 76% of lessons observed demonstrated effective task differentiation to enable curriculum access.</li> <li>• 74% of lessons observed demonstrated effective challenge to for pupils to support progress.</li> <li>• 80% of lessons observed demonstrated effective questioning and verbal feedback to support learning.</li> <li>• 80% of lessons observed demonstrated effective teaching of literacy to enable curriculum access and learning.</li> </ul>	
<p><b>Curriculum Consumables 'Bid Pot'</b></p> <p>BTH</p>	<p>£10,000</p>	<ul style="list-style-type: none"> <li>• Provision of resources for students, e.g. catering ingredients, maths equipment, revision guides.</li> <li>• <b>Not evidenced by Sutton or Hattie but was evidenced as a barrier to learning in the PP review Summer 2017.</b></li> <li>• <b>Internal PP review in summer 2017 identified that without this there would be barriers to learning for PP students.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Disadvantaged students can engage in the lessons without barriers through resources.</li> </ul>	<ul style="list-style-type: none"> <li>• Disadvantaged students meet their MEG in the subject for which funding is requested.</li> </ul>	<ul style="list-style-type: none"> <li>• Finance Office records show an increase in school-based purchase of revision guides.</li> <li>• 100% of Pupil Premium students have core subject revision guides.</li> <li>• Pupil Premium student voice shows that these students spend increased amount of time carrying out independent study at home following the provision of appropriate materials.</li> <li>• PP students in all year groups were provided with resources and</li> </ul>	<p>All students will have access to Tassomai, an online learning tool for Science (Yr 7 – 11) and English and Maths (Yr 7+8). £30 worth of revision guides provided for Yr 11 students and £20 for Yr 10 students. All food lessons will be catered for, for these learners.</p>



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					ingredients in Food Tech to ensure that key practical life skills were learnt.	
Mint Class KWI	£500	<ul style="list-style-type: none"> <li>Seating Plan software that contains key information on every pupil.</li> <li><b>17-18 review indicated need for Mint Class in tutor times and increased focus on comments which show differentiation to meet needs.</b></li> <li><b>NFER – Building Blocks for Success (Meeting Individual Needs &amp; data).</b></li> <li><b>Internal PP review in summer 2017 identified this as an area for development.</b></li> </ul>	<ul style="list-style-type: none"> <li>A seating plan is in place for every class, which shows that staff know who the disadvantaged/CinC are and how to differentiate for their needs.</li> </ul>	<ul style="list-style-type: none"> <li>Learning Walk data shows 100% of Mint Class seating plans are in place for both lessons and tutor time.</li> </ul>	<ul style="list-style-type: none"> <li>100% of PP students have allocated classroom seats that provide them with an advantaged view of their teacher and classroom resources.</li> <li>Students are seated with clear access to readily receive teacher support.</li> <li>Staff are easily able to manage and amend seating to reflect student's needs.</li> <li>Staff have ready access to students learning needs through a coded system to help to inform their seating planning.</li> </ul>	<ul style="list-style-type: none"> <li>Contextualised seating plans to continue.</li> </ul>
Performance Management CHB	£0	<ul style="list-style-type: none"> <li>Two specific targets for staff in their Performance Management:               <ul style="list-style-type: none"> <li>P1 – Engage in CPD which develops pedagogy in those specific areas which will develop disadvantaged students' progress.</li> <li>P2 – 100% of students in their class meet their MEGs, this includes PP students.</li> </ul> </li> <li><b>South Glos PP Review in summer 2017 identified this as an area for development.</b></li> </ul>	<ul style="list-style-type: none"> <li>Teachers are focused throughout the year on the teaching that can support disadvantaged students and their academic achievement.</li> </ul>	<ul style="list-style-type: none"> <li>100% disadvantaged students meet their MEGs.</li> <li>100% staff are meeting the key pedagogy areas.</li> </ul>	Detailed data on staff performance available from Sept 2019 - CHB	
Trips and Visits 'bid pot' BTH	£4,000	<ul style="list-style-type: none"> <li>Day trip, directly related to the curriculum – fully funded.</li> <li>Day trip, not directly related to the curriculum – 20% funded.</li> <li>Residential trip, directly related to the curriculum – 40% funded.</li> </ul>	<ul style="list-style-type: none"> <li>Ensure disadvantaged students can access academic trips.</li> <li>Enable disadvantaged students to increase their cultural capital.</li> </ul>	<ul style="list-style-type: none"> <li>Students are on MEG in that subject.</li> </ul>	<ul style="list-style-type: none"> <li>Students accessed all compulsory parts of the curriculum in both key stages and were able to attend additional educational trips and visits in line with their</li> </ul>	Only compulsory parts of the Curriculum will be funded.



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		<ul style="list-style-type: none"> <li>Residential trip, not directly related to the curriculum – 20% funded.</li> <li><b>NFER – Building Blocks for Success (Attainment for All).</b></li> </ul>			non-disadvantaged peers.	
<b>Individual Need</b>						
Year 11 Interventions  CHB	£ 5,500	<ul style="list-style-type: none"> <li>Incoming Year 11 have a P8 of -0.82.</li> <li>Specific tutor groups.</li> <li>'Pupil passport' for each Year 11 disadvantaged student to identify individual learning need. Teachers then use these to plan their lessons.</li> <li><b>NFER – Building Blocks for Success (Meeting Individual Learning Needs)</b></li> </ul>	<ul style="list-style-type: none"> <li>Gap closed between the outcomes of disadvantaged and non-disadvantaged students. All achieve a P8 of at least 0.</li> </ul>	<ul style="list-style-type: none"> <li>100% disadvantaged students meet their MEGs.</li> </ul>	<ul style="list-style-type: none"> <li>The overall progress of Pupil Premium (PP) students was -0.82. This is a disappointing outcome for the Academy.</li> <li>However, within the overall pupil premium cohort of 29, 4 students were educated offsite to meet extensive SEND/SEMH needs or unable to attend the Academy due to severe mental health issues. The provision in place included hospital education and 1:1 tutoring.</li> <li>National average progress for PP students is -0.44 for 2018.</li> </ul>	<p>Raising Attainment led by an assistant principal. Meetings held with heads of Eng and Maths to reduce the number of learners not achieving a 4 in these subjects. Focus on students and their predicted progress will lead to earlier intervention including mentoring, parental meetings, study sessions and personalised timetables.</p>
The Hub	£13,500	<ul style="list-style-type: none"> <li>Individual or small group intervention for identified disadvantaged students or those in need of catch-up.</li> <li>Individual or small group intervention for Year 7 students in receipt of catch-up funding.</li> <li>Specifically year 7 or 8 who are not yet at age related expectations.</li> <li>For any disadvantaged student with an unmet need (e.g. would benefit from self-esteem interventions).</li> <li><b>NFER – Building Blocks for Success (Meeting Individual Learning Needs)</b></li> </ul>		<ul style="list-style-type: none"> <li>All Year 7 &amp; 8 pupils are at Age Related Expectations by end of year 8.</li> </ul>	<ul style="list-style-type: none"> <li>The personalised provision implemented through the Intervention Hub by support staff and teachers working in collaboration has enabled SEND K students to achieve greater than national average progress overall at GCSE level.</li> </ul>	Continuation of the HUB and changes to be implemented following a review by an Executive Principal of the CLF.



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		<ul style="list-style-type: none"> <li>• <i>Sutton Trust: Small Group Tuition + 4 months.</i></li> </ul>			<ul style="list-style-type: none"> <li>• Case Study: Student 'K' has communication and interaction needs in addition to ADHD and Social, Emotional and Mental Health Difficulties. His teachers are provided with a student passport, which provides useful strategies from both the student themselves and the SENCO about how best to support his learning. K develops strong relationships with his teachers and grows in confidence over time. K is provided with social skills sessions by a HLTA and is given access to student support before school, at lunch and break time and receives mentoring from the pastoral SEN team. His academic aspirations are nurtured in particular by his Maths and Computing teachers where K has a particular enthusiasm for these subjects. K goes on to achieve grade 9 and 8 in these subjects at GCSE.</li> <li>• The small group intervention was subsumed into the highly successful work of the</li> </ul>	





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					literacy support teacher. This has ensured streamlined intervention and also a more robust tracking of impact allowing for students to receive additional cycles of support should the need arise.	
<b>Music Tuition</b>  CGR	£6,000	<ul style="list-style-type: none"> <li>• Disadvantaged students often thrive within music; therefore, students are given the opportunity to play one instrument which is paid for by the Academy.</li> <li>• Except CinC, who may, where need is evident, have 2 or more instruments paid for.</li> <li>• <b>Sutton Trust: Arts Participation +2 months.</b></li> <li>• <b>NFER – Building Blocks for Success (Individual Needs).</b></li> </ul>	<ul style="list-style-type: none"> <li>• Playing a musical instrument has been proven to develop skills which are transferable to all subjects and accelerate learning across multiple subjects.</li> </ul>	<ul style="list-style-type: none"> <li>• 95% attendance at music tuition lessons.</li> <li>• Case studies.</li> </ul>	<ul style="list-style-type: none"> <li>• Subsidised music lessons have been widely taken up and those students who have received additional support with learning an instrument have benefited hugely.</li> <li>• Case Studies               <ul style="list-style-type: none"> <li>○ Student 'A' is a PP students and has been able to access the music department before school, at breaktimes and at lunchtimes. This has enabled him to develop his skills and abilities in Music further, whilst also forge relationships with other students. A accesses music tuition lessons and he gets involved in many aspects of Music and as a result this has undoubtedly enriched his school experience.</li> </ul> </li> </ul>	Continuation of this holistic resource.



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					<ul style="list-style-type: none"> <li>○ Student 'B' is a PP and Looked after child and has been able to access music tuition through our school provision. B has been able to develop his own self confidence through this and has also used the music department as a 'refuge' when he is struggling with his day to day school. He is a vulnerable student, but has strong relationships with music tuition staff.</li> <li>○ Student 'C' is an excellent example of a PP and looked after student who has not only had access to music tuition, but she has taken advantage of the many opportunities both in and out of music class lessons. C is performing a lead role in the school production this year, she takes part in regular concerts and performance opportunities in the community with the JCA music department and she has overall developed her confidence and skills</li> </ul>	



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					through the enriched experience, adding cultural capital.	
<b>First Story</b>  <b>English dept.</b>	£3,000	<ul style="list-style-type: none"> <li>• Writing Project for disadvantaged students Year 8-11 (approx. 20 students).</li> <li>• <b>NFER – Building Blocks for Success (Meeting Individual Needs)</b></li> </ul>	<ul style="list-style-type: none"> <li>• Increase in English outcomes for those students whose barrier to learning is English, confidence or motivation.</li> </ul>	<ul style="list-style-type: none"> <li>• Every student involved is on MEG in English.</li> </ul>	<ul style="list-style-type: none"> <li>• Many of the students involved in this program grew in confidence and aspiration. Following trips to University of Bristol, student voice showed increased aspiration.</li> </ul>	First story is no longer running in the South West.
<b>Pastoral Support</b>  PTLs & SSLs Non-teaching and teaching staff	£ 67,500	<ul style="list-style-type: none"> <li>• This makes a wide and deep impact of students, particularly our disadvantaged students.</li> <li>• Zone Teams focus not just on removing barriers to learning, but on tracking and enhancing the achievement of students.</li> <li>• Deep involvement with families and ensuring any disadvantage is reduced.</li> <li>• <b>17-18 review indicated an increased clarity in roles: PTLs focused on academic outcomes. SSLs on attendance.</b></li> <li>• <b>Sutton Trust: Social and emotional learning +4 months, Mentoring +1 month</b></li> <li>• <b>NFER – Building Blocks for Success (Behaviour/Attendance).</b></li> <li>• <b>South Glos South Glos PP Review in summer 2017 identified this as an area for development.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Students engage in their learning and are enabled to realise the importance of their education.</li> <li>• Support provided for a range of social, emotional and behavioural concerns.</li> <li>• Disadvantaged students are supported to make greater levels of progress and that they do not have any barriers to learning or attendance caused by deprivation.</li> </ul>	<ul style="list-style-type: none"> <li>• Case studies.</li> <li>• Reduction in '2s' for lesson scores. Reduction in exclusions for disadvantaged students.</li> <li>• 94.5% attendance</li> <li>• Meet all subject MEGs</li> <li>• 0% NEET.</li> </ul>	<ul style="list-style-type: none"> <li>• CYN: Youth mentoring with students who are dis-engaged with school and are at risk of being excluded. The intention of the sessions are to encourage students to explore their feelings about school/life through creative workshops e.g. poetry, music and Art. It also challenges students to reflect on their behaviours and consider how they should adapt their approach and build positive relationships with adults/teachers within school.</li> <li>• Fixed term exclusions of PP students have been greatly reduced leading to fewer lost days of learning.</li> <li>• Heads of House have been pivotal in</li> </ul>	Clear roles between PTLs – Academic improvement and SSL – Pastoral Improvement for the learners, whilst we appreciate that these overlap.



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					<p>intervening with PP students who are at risk of exclusion and have prioritised the mentoring, tracking and liaising with parents to enable learning and behaviour habits to change</p> <ul style="list-style-type: none"> <li>• Fewer instances of PP students wearing incorrect uniform has been achieved in part through the follow up by Heads of House with home and the provision of uniform where necessary.</li> <li>• Students know they are accountable to their Head of House, whom they see every morning at the school gate.</li> <li>• Heads of House have supported the improvement in attendance through their rigorous monitoring and follow up of student absence with the implementation of attendance monitoring in collaboration with the EWO.</li> <li>• Heads of House have led on home visits and have been successful in building relationships</li> </ul>	



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					with some of our most vulnerable families.	
<b>Mentoring and other interventions</b>  <b>“Educational Fees”</b>  <b>CHO</b>	£32,500	<ul style="list-style-type: none"> <li>Students at risk due to attendance or behavioural and social/emotional issues offered mentoring or bespoke interventions by external providers.</li> <li>To include Educational Welfare support @ £829 per month and inclusion support @£163 per month.</li> <li><b>17-18 review indicated a need to use this funding to support pupils who have ongoing attendance problems.</b></li> <li><b>Sutton Trust: Social and emotional learning +4 months, Mentoring +1 month, Behaviour Interventions +4 months.</b></li> <li><b>NFER – Building Blocks for Success (Behaviour/Attendance).</b></li> </ul>	<ul style="list-style-type: none"> <li>Maintained engagement in school/education.</li> <li>Improved performance in school.</li> <li>Improved attendance.</li> </ul>	<ul style="list-style-type: none"> <li>Case studies.</li> </ul>	<ul style="list-style-type: none"> <li>Collaborative ‘plan/do/review’ team meetings tracking interventions and evaluating impact have ensured that disadvantaged students receive a holistic provision of interventions to provide them with access to a graduated ‘menu’ of support.</li> <li>The reduction in fixed term exclusions and days of learning lost for pupil premium students evidences the success of this programme.</li> <li>Alternative provision within the Cabot Learning Federation has been utilised with success for students to enable them ‘time out’ in which to receive emotional and mental health support as well and learning the reintegrate back into a classroom environment.</li> </ul>	Ensure that the learners are studying the right courses and have the right support in place to achieve. More rigorous process for 19-20 in place with plan/do/reviews.
<b>School Counsellor</b>  <b>CHO</b>	£ 12,000	<ul style="list-style-type: none"> <li>Counsellor employed to work with vulnerable individuals, a higher proportion of which are disadvantaged students and CIC.</li> <li><b>Sutton Trust: Social &amp; emotional learning +4months.</b></li> </ul>	<ul style="list-style-type: none"> <li>A number of vulnerable students, including several with disadvantages, are supported to overcome difficulties.</li> </ul>	<ul style="list-style-type: none"> <li>Case studies.</li> </ul>	Case Studies available	Continue the support in place for the most vulnerable learners.



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Area of Spend	Contribution from Pupil Premium	Description of Intervention <i>*where identified by Sutton Trust/Hattie/NFER</i>	Intended Outcomes	KPIs	Impact	Recommendation for 2019-20
<b>Attendance Officer</b>  <b>DWI / DLU</b>	£ 9,500	<ul style="list-style-type: none"> <li>Supporting students where attendance is a barrier to achievement. Working with families to raise aspiration and engagement in education.</li> <li><b>17-18 review indicated a need to further reduce PA.</b></li> <li><b>Sutton Trust: Mentoring +1 month.</b></li> <li><b>South Glos PP Review in summer 2017 identified this as an area for development.</b></li> <li><b>NFER – Building Blocks for Success (Attendance).</b></li> </ul>	<ul style="list-style-type: none"> <li>Clarify attendance phases and set thresholds for broken weeks interventions to ensure that early interventions pick up those in the 90-95% range, reduce authorised absence and give a structure to tackling Persistent Absence.</li> </ul>	<ul style="list-style-type: none"> <li>Attendance for disadvantaged students is 94.5% or above.</li> <li>Persistence Absence for disadvantaged students is 20% or less.</li> </ul>	<ul style="list-style-type: none"> <li>The impact of the implementation of rigorous attendance monitoring and intervention is strong. Both PP and NPP attendance is above National Average.</li> <li>PA recorded at 11.5%.</li> </ul>	
<b>Careers Advisor</b>  <b>ALY</b>	£ 9,500	<ul style="list-style-type: none"> <li>To support students to have and realise future aspirations.</li> <li>Providing targeted and specific support for students to secure pathways and reduce numbers of NEETs.</li> <li>Disadvantaged students proportionately supported by this provision to increase disadvantaged progression.</li> <li><b>Sutton Trust: Mentoring +1 month.</b></li> <li><b>South Glos PP Review in summer 2017 identified this as an area for development.</b></li> </ul>	<ul style="list-style-type: none"> <li>Enable more disadvantaged students to realise the enabling power of education and that what they do now directly impacts on their future.</li> <li>Reduce the number of NEETs.</li> </ul>	<ul style="list-style-type: none"> <li>0% NEET at the end of year 11.</li> </ul>	<ul style="list-style-type: none"> <li>Targeted provision for PP students across year groups has ensured that students received regular and high quality careers advice, information and guidance.</li> <li>Delivery of the provision has been through a range of inputs:               <ul style="list-style-type: none"> <li>Careers based ‘personal development days’</li> <li>PHSE programme of study</li> <li>Parent information evenings</li> <li>Careers intervention lead work linking to the Gatsby benchmarks</li> <li>Experience of the work place to offer a variety of difference work places and employers which highlight the different routes</li> </ul> </li> </ul>	



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<b>Area of Spend</b>	<b>Contribution from Pupil Premium</b>	<b>Description of Intervention *where identified by Sutton Trust/Hattie/NFER</b>	<b>Intended Outcomes</b>	<b>KPIs</b>	<b>Impact</b>	<b>Recommendation for 2019-20</b>
					which can be taken at Post 16. <ul style="list-style-type: none"> <li>○ Raising Aspirations events</li> <li>○ University and College visits.</li> <li>○ Presentations by employers</li> <li>○ Business mentoring</li> </ul>	
<b>Engage</b>	£40,000	<ul style="list-style-type: none"> <li>• Designed for disadvantaged students who are at risk of permanent exclusion, Engage is an internal CLF alternative provision to help them re-engage in education prior to their return to JCA.</li> <li>• <b>NFER – Building Blocks for Success (Individual Need).</b></li> <li>• <b>Sutton Trust: Small Group Tuition + 4 months.</b></li> </ul>	<ul style="list-style-type: none"> <li>• A disadvantaged student who is disengaged from school can be supported to re-engage with education and thus impact their future.</li> <li>• Reduce the number of NEETs.</li> </ul>	<ul style="list-style-type: none"> <li>• No disadvantaged student is permanently excluded.</li> </ul>	<ul style="list-style-type: none"> <li>• Collaborative ‘plan/do/review’ team meetings tracking interventions and evaluating impact have ensured that disadvantaged students receive a holistic provision of interventions to provide them with access to a graduated ‘menu’ of support.</li> <li>• The reduction in fixed term exclusions and days of learning lost for pupil premium students evidences the success of this programme.</li> <li>• Alternative provision within the Cabot Learning Federation has been utilised with success for students to enable them ‘time out’ in which to receive emotional and mental health support as well and learning the</li> </ul>	



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					reintegrate back into a classroom environment.	
<b>Transport &amp; Clothing</b>	£6,000 transport £500 Uniform	<ul style="list-style-type: none"> <li>Subsidising transport for those students who do not live within walking distance of the school to ensure they are here on time.</li> <li>FSM students living over 3 miles away are eligible for 50% of the cost of the academy bus.</li> <li>FSM students in years 7, 9, and 11 are eligible for a free blazer.</li> <li><b>NFER – Building Blocks for Success (Attendance).</b></li> </ul>	<ul style="list-style-type: none"> <li>Punctuality and attendance of disadvantaged students is as high as possible.</li> </ul>	<ul style="list-style-type: none"> <li>Attendance for disadvantaged students is 94.5% or above.</li> </ul>	<ul style="list-style-type: none"> <li>100% of student uniform issues are tracked and followed up on by pastoral teams. This has dramatically reduced the number of students attending the Academy wearing incorrect uniform.</li> <li>Pupil Premium students have been provided with uniform where parental contact has indicated that the barrier is financial. Heads of house check students uniform daily on the gate and attend to issues as they arise.</li> </ul>	Reduction in support for transport as 95% of learners live within 2 miles of the Academy. Uniform has been supplied at the beginning of the year to all learners in need.
<b>PREDICTED TOTAL</b>	<b>£187,000 (+Catch-up £13,500 )</b>					

Approximate Funding is based on the numbers of Disadvantaged students as of Sept 2018:

Disadvantaged– 196

Adopted from Care – 4

Service Children – 2

Looked After Child - 9