

Statement of pupil premium strategy for Blackfriars Academy 2016-17



1. Summary information					
School	Blackfriars Academy			Type of SEN (eg.PMLD/SLD/MLD etc.)	Generic special
Academic Year	2016-17	Total PP budget	£46,035	Date of most recent PP Review	14/11/16
Total number of pupils	91BFN 93 FE 19-21 26 = 210 on roll in total	Number of pupils eligible for PP (Years 7-11 only)	47/ 91 students 52%	Date for next internal review of this strategy	March 2017

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP</i>
% achieving targets in communication	77.4%	84%
% achieving targets in maths	90%	95%
% progress specific to school setting – maths (numbers are so small, difficult to separate and have meaningful data)	PMLD 85% ; SLD 93% ; MLD1 96%; MLD2 92%	
% progress specific to school setting – Communication (numbers are so small, difficult to separate and have meaningful data)	PMLD 93.3%% ; SLD 57% ; MLD1 70%; MLD2 93.3%	

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers	
A.	Literacy levels and numeracy levels are low, all students at Blackfriars have a disability that impairs the way that they learn in some way, this may be because they have eg, autism, a mental health condition or global development delay. The majority come to BF from special primary schools where there is an emphasis upon social and communication skills. The majority have been disappplied from SATS. If they have been in a mainstream school, they have very often been working 1:1 outside of the classroom.
B.	
C.	Communication – 23 students have PMLD and are non-communicative or have very limited ability to speak; 21 students have SLD and their level of communication is limited; 4 students with MLD have speech impairments mostly caused by cerebral palsy.
D.	Physical disabilities – 50 students have a pronounced physical disability in addition to their learning disability. Their physical disabilities impede learning (lack of fine and gross motor skills, auditory and visual impairments etc)

External barriers	
D.	Parental engagement – the majority of parents are extremely supportive of Blackfriars, however, there are some students who would make greater progress if parents were able to support their cognitive and social and emotional development
E.	Mental health – lack of access to mental health services – students struggle to access the services that they require to enable them to manage their difficulties (eg, anxiety, eating disorders, depression etc)
F.	Lack of access to appropriate external accreditation – exam boards following directives from central govt are reducing the number of courses that are internally assessed or offer continual assessment eg, Cambridge Progression Maths discontinued Dec 2016

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improved outcomes particularly for SLD & MLD 1 students	% of students meeting or exceeding their targets for communication to improve to same level / above maths
B.	Improved outcomes for PP students in Maths and communication	
C.	Less students falling behind because of mental health issues	Reduction in number of students having time off / unable to complete coursework or exams because of mental health issues
D.		

5.	6. Planned expenditure					
Academic year		2016-17				
	The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i.	ii. Quality of teaching for all					
Desired outcome	Chosen action/approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Cost	Staff lead	When will you review implementation?
Improved basic literacy skills	Regular sessions on Lexia software – personalised approach to literacy Cued articulation	Personalised, specifically supports those with dyslexia. Success of it last year. Gap analysis identified that some students not responding to Lexia, therefore TA employed to deliver cued articulation 1:1 or in small groups	CM has increased PPA to enable her to monitor whole school approach. Regular testing; i/2 termly data drop	£6000	CM	½ termly
Improved basic numeracy skills	Personalised approach to basic number work Conquer Maths Numicon	Personalised, specifically supports those with dyscalculia. Success of it last year. Gap analysis identified that some students not making as much progress with Conquer Maths therefore using Numicon 1:1 or in small groups	AJ has increased PPA to enable her to monitor whole school approach. Regular testing; i/2 termly data drop	£2500	AJ	½ termly
Analysis of data, identifying gaps	Employment of data analyst	Data drops every half term require experienced data analyst to analyse effectively and identify any gaps – effective last year	SK reports directly to Principal and Academy Council sub-committee on Standards	£1500	SK	½ termly
	Total budgeted cost					£10,000
iii.	iv. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?		Staff lead	When will you review implementation?

Students with EAL will have increased levels of confidence to express themselves in English and to understand customs and practices that might be culturally different to their own	EAL Club (6 students)	Awareness that several EAL students struggle culturally and linguistically. KE researched as part of her MA	KE will manage club, AP will have oversight	£300	KE	Termly
Students with PMLD will make more progress in being able to track, follow objects, engage in sensory experiences, point etc	Staff use 4D room to support multi-sensory approach	4D room acquired with sponsorship room but complex to use – need to embed skills by increasing familiarity & confidence	AOC, CS & AP meet regularly to review progress & effectiveness of staff training	£3500	AP	½ termly
Targeted support for Year 11 students undertaking external accreditation	JG to coach students in Year 11	Analysis of PP spending last year indicated that PP students make expected progress but not more than expected progress in English. 1:1 & small group coaching in build up to exams	CM will liaise with JG	£6000	CM	Summer term weekly meetings
Music Therapy	EA to provide music therapy sessions to targeted students	Meetings with Nordoff Robbins staff convinced us of the efficacy of this approach particularly for PMLD students	JR will liaise with EA	£520	JR	Termly reports
	Total budgeted cost					£10,320

v.	vi. Other approaches (including links to personal, social and emotional wellbeing)					
Desired outcome	Chosen action/approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?		Staff lead	When will you review implementation?
Improved stability of students with mental health or behavioural issues	Employment of clinical psychologist to work 2 days a week in school to support students and their families. She also supports staff in their development of strategies to support students in class	Extremely successful last year – support enabled students not to be consumed by their mental health needs. Dr also supports staff when dealing with most complex students	Weekly meetings with Dr	£9255	ROC	Termly

Students with communication difficulties are enabled to find their 'voice' & begin to make greater progress	Employment of speech and language therapist to provide bespoke support for students struggling with communication issues	Therapist provides very specialised support	Termly meetings with Therapist. Individual reports on students, feedback from parents at Annual Reviews	£2500	ROC	Termly
Students with communication difficulties are enabled to find their 'voice' & begin to make greater progress	Employment of ICT Manager to support with AAC provision (technical solutions to communication difficulties)	ICT Manager provides very specialised support	Termly meetings with ICT Manager. Individual reports on students, feedback from parents at Annual Reviews	£2000	ROC	Termly
Mentoring	KE provides regular mentoring sessions for students – drop ins, lunch-time sessions & after school	Some students have short term 'crises' where they need to speak to an experienced adult who can support them emotionally. KE providing this 'service' for many years – vital for students' mental well-being	Regular feedback sessions to SLT	£5000	AP /ROC	Termly
Financial support for students to engage in extra-curricular activities / sporting fixtures / residential and trips	Swimming, sporting fixtures, residential and visits supported	These activities build self-esteem, students do not always have access through parents etc	Reports from staff to ensure no child misses out	£3500	AP/RO C	Termly
Engagement in Achievement for All Programme	Tracking and national comparisons of PP students	AfA coach – critical friend who provides support and challenge in thinking through appropriate strategies to use with PP students	Tracking of PP students – SK	£2000	CM / AP	Termly
Total budgeted cost						£24,255
Total cost of interventions for 2016-17 = ££44575 Remaining contingency figure = £1460						

7. Review of expenditure				
Previous Academic Year		2015-16		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

Raising of students' self-esteem and ability to access more of the curriculum through use of scribes etc	Employment of TAs Review of how TAs deployed, meetings to develop shared understanding of TAs' & teachers' roles. Further training for TAs if need identified	Students accessing curriculum Students attaining and exceeding their target grades	Extra support in the classroom by very experienced and qualified teaching assistants has a huge impact. Continuation of spending of PP money on TAs will be dependent upon funding and staffing decisions for 2016/17. If budget allows, TAs will be paid for within GAG budget.	£20475
Students able to access a wider curriculum more successfully because of improved literacy and numeracy levels	Digital technology used to supplement teaching of literacy & numeracy. Lexia & Conquer Maths provide individualised support for Maths and English skills	Students able to access a wider curriculum more successfully because of improved literacy and numeracy levels Improved ability in literacy and numeracy	Lexia and Conquer maths programmes definitely impacted on raising basic skills levels. Continued next year – more rigorous approach taken to h/w (tracking of how many sessions students undertake at home) PP students made 4.76% (Eng) 13.1% (Maths) more progress than non-PP students making expected progress. Need to look at strategy for helping PP students make more than expected progress in English because their progress is not as strong as non-PP students 5.96%. In maths and science it is stronger than non PP students.	£2500
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Students to catch up to where they are expected to be performing	Tutor – 1:1 tutoring - short, regular sessions	Students able to re-engage with the expected level of work	The tutor worked on a voluntary basis for several months with our brightest students (funding did not allow us to roll out the full tutoring programme that we envisaged. We will definitely look to fund this initiative next year because even in its limited form, it impacted (1 student GCSE Grade c at end of Year 9)	£9930

Student to be able to engage with written text in order to be able to access exams	Student to attain their expected grades in external accreditation – use of C Pen	Student to attain their expected grades in external accreditation	Successful and would be extended if need arose	£205
Student to be constantly challenged by receiving differentiated work that can be accessed independently because of lack of peer group with same ability	Laptop with internet connection	Student attains at higher level On task in all lessons	Successful (Student potentially transitioning to mainstream)	£400
iii. Other approaches (including links to personal, social and emotional wellbeing)				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Greater % of parents attending Progress Review Evenings / annual reviews. Gap narrowed for young people receiving PP funding through greater levels of support/ understanding from parents	Engagement with Achievement for All programme, particularly the strategy of 'Structured Conversations'	Greater % of parents attending Progress Review Evenings / annual reviews. Gap narrowed for young people receiving PP funding	Continue with this in 2016-17 More parents are attending annual reviews and Progress Review meetings. AfA Coach also supports other school development priorities	£2000

Improved stability of students with mental health or behavioural issues	Employment of Clinical Psychologist	Students able to re-engage with their class and work	Extremely successful – support enabled students to not be consumed by their mental health needs – with exception of 1 student whose needs were so great that he needed specialised provision (LA inability to source this despite repeated requests & reports from Clinical psychologist resulted in his exclusion from school) Will be continued	£7500
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8. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.

In the financial year 2015-16, the school received £46,970 for Year 6 (3 students) and Year 7-11 (47 students), who were registered for free school meals or had been in the previous 6 years, £9,500 for those who were in the care of the local authority (5 students) and £900 for those whose parents were serving in the armed forces (3 students).

	BLACKFRIARS			
	PP students meeting the indicator		Non-PP students meeting the indicator	
	Number	%	Number	%
Expected progress in English	10	83.33%	11	78.57%
More than expected progress in English	7	58.33%	9	64.29%
Expected progress in Maths	11	91.67%	11	78.57%
More than expected progress in Maths	9	75.00%	8	57.14%
Expected progress in Science	9	75.00%	9	64.29%
More than expected progress in Science	5	41.67%	5	35.71%
	Number of PP students in Y11			12
	Non PP			14