

Whitecross Pupil Premium Impact Statement

The Government introduced the Pupil Premium Grant in April 2011. This grant, which is additional to main Academy funding, is seen by the government as the best way to address the national inequalities between students eligible for free school meals (FSM), Looked After Children (LAC) and other students. This funding will ensure that funding to tackle disadvantage reaches the students who need it most. The Pupil Premium is allocated to schools and is clearly identifiable in our budget. Schools 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. In making provision for socially disadvantaged students we recognise that not all students who receive free school meals will be socially disadvantaged. We also recognise that not all students who are socially disadvantaged are registered for or qualify for free school meals (FSM). We therefore reserve the right to allocate Pupil Premium funding to support any student or group of students we feel has been legitimately identified as socially disadvantaged.

The Pupil Premium is allocated to children from low-income families who are eligible for free school meals (FSM), or have been eligible at any point in the last 6 years (Ever6) in both mainstream and non-mainstream settings; children who have been looked after continuously for more than six months (LAC) and forces children. This year the Pupil Premium is worth a minimum of £900 per eligible pupil.

How much funding do we receive?

The Pupil Premium funding we received for the academic year 2013 – 2014 was £135,900 (paid at £900 per student FSM and £250 per Service family student). We estimate that we shall receive £138,380 (estimated based on £935 per student FSM and £300 Service family student) for the 2014-15 academic year.

Why is there a Pupil Premium?

Students should have the opportunity to achieve well regardless of their economic or social situation. This money helps us to support these students to achieve.



“Excellence for all...excellence from all”

Are the Pupil Premium funds being used effectively?

The table below summarises the headline GCSE performance of our Pupil Premium students over the last three years.

We have made gains in closing the gap between disadvantaged and non-disadvantaged children between 2013 and 2014 in 3 of the key measures;

- 5 A* - C including English & maths (-26%)
- English A* - C (-17%)
- Maths A* - C (-27%)

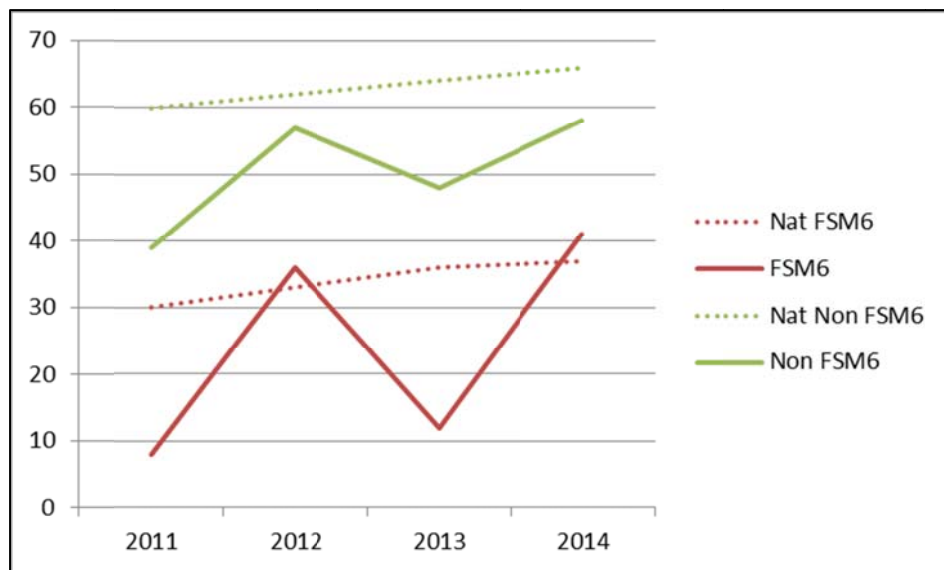
Headline Pupil Premium figures (FSM6 & LAC)

	2012				2013				2014			
	Cohort	School	National other pupils	Diff %	Cohort	School	National other pupils	Diff %	Cohort	School	National other pupils	Diff %
5 A* - C including English & mathematics												
Disadvantaged pupils	23	35	64	-29	26	12	67	-55	30	33	62	-29
Other pupils	158	59		-5	138	49		-18	149	52		-10
Within school gap		-24				-37				-19		
English A* - C												
Disadvantaged pupils	23	48	72	-24	26	27	74	-47	30	43	73	-30
Other pupils	158	73		1	138	59		-15	149	56		-17
Within school gap		-25				-32				-13		
Maths A* - C												
Disadvantaged pupils	23	43	75	-32	26	23	77	-54	30	47	74	-27
Other pupils	158	71		-4	138	64		-13	149	64		-10
Within school gap		-28				-41				-17		

Source: RAISEonline Summary Report based on validated 2014 data

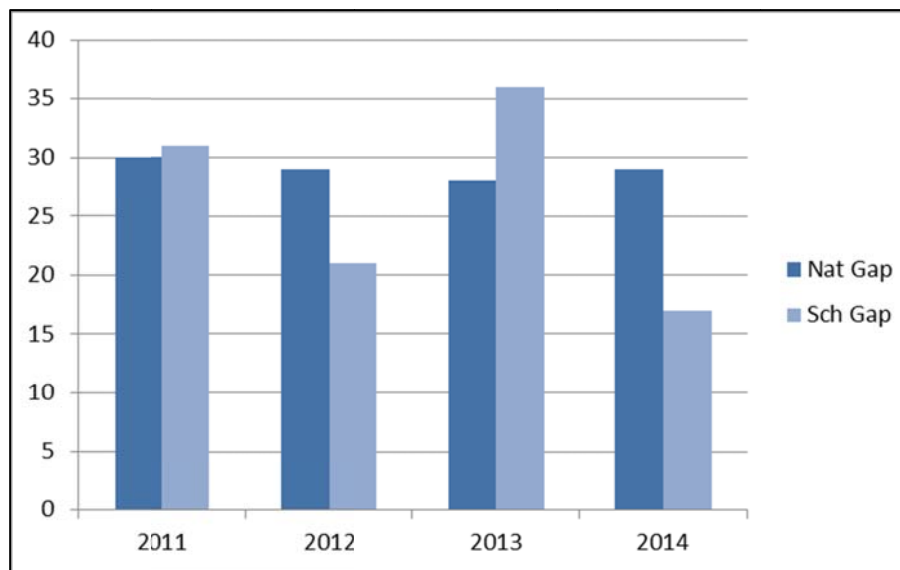
Are we closing the gap?

5A* - C incl. English & maths FSM ever 6 vs non FSM ever 6



Source: FFT Aspire

Gap 5A* - C incl. English & maths FSM ever 6 vs non FSM ever 6

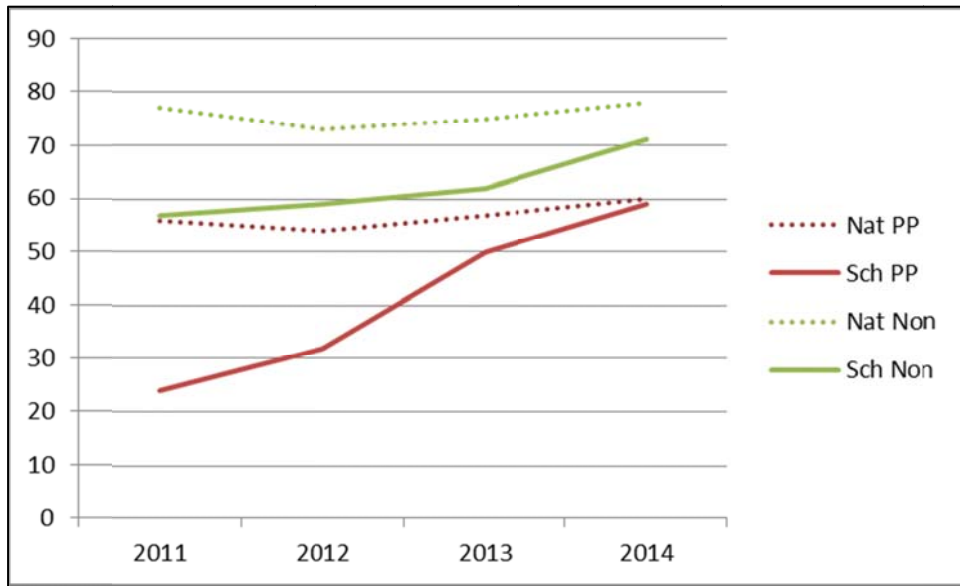


During 2014 the gap between FSM and non FSM pupils closed significantly due to a significant increase in the performance of FSM pupils ($\uparrow 23\%$) and despite an increase in the performance of non FSM pupils ($\uparrow 10\%$).

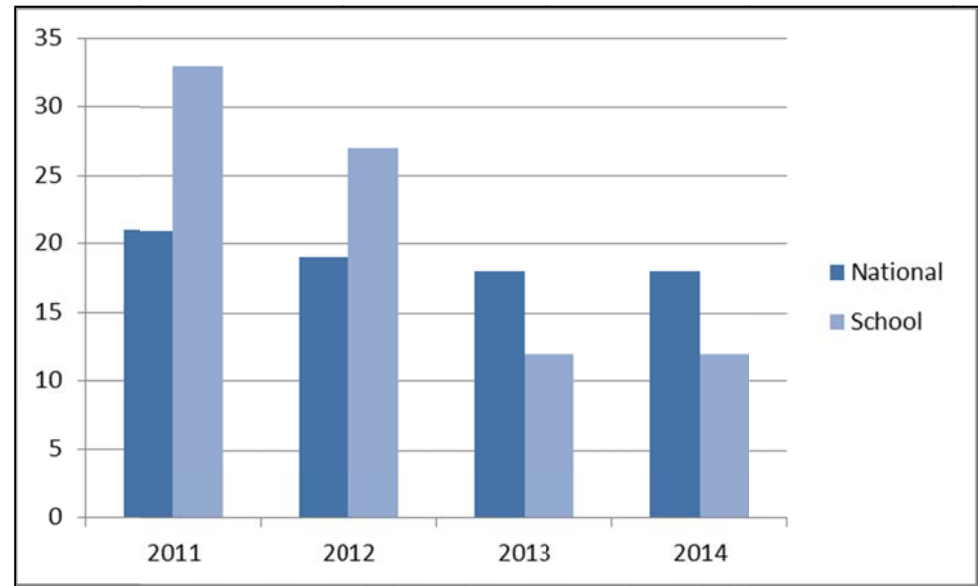
The performance of FSM pupils in English (Three Levels Progress) continued to improve following a trend which has been consistent over the last three years.

The performance of FSM pupils in mathematics (Three Levels Progress) demonstrated significant improvement on the previous year closing the gap between FSM pupils and non FSM pupils from 34% to 11% (despite an increase in the performance of non FSM pupils, $\uparrow 7\%$).

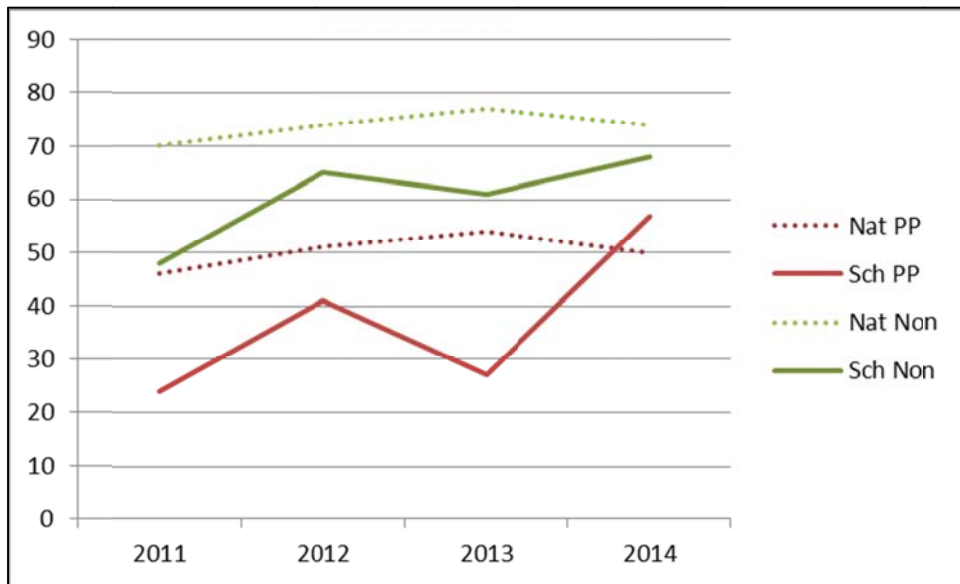
% pupils achieving 3 levels of progress in English



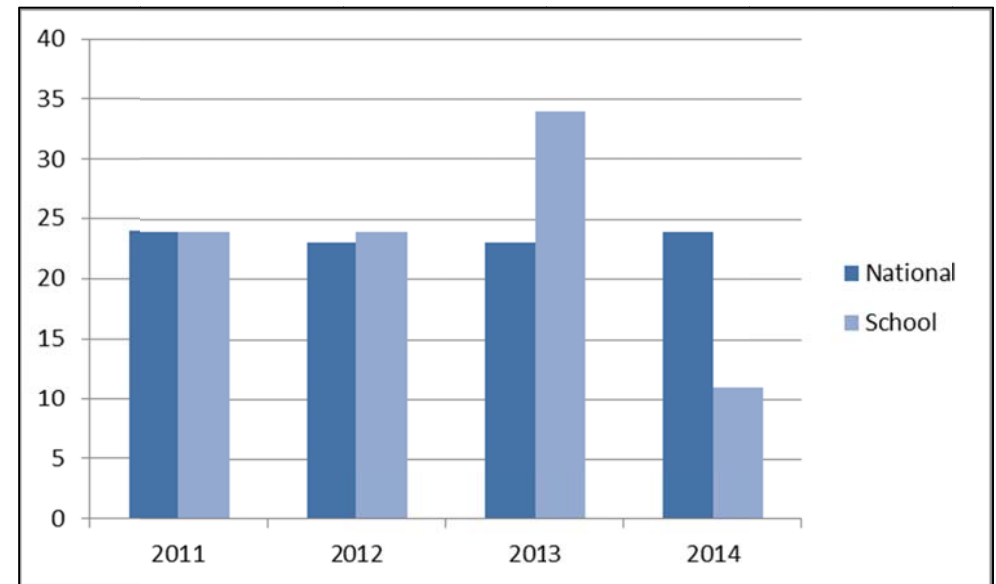
Gap between % pupils achieving 3LP in English vs National



% pupils achieving 3 levels of progress in mathematics



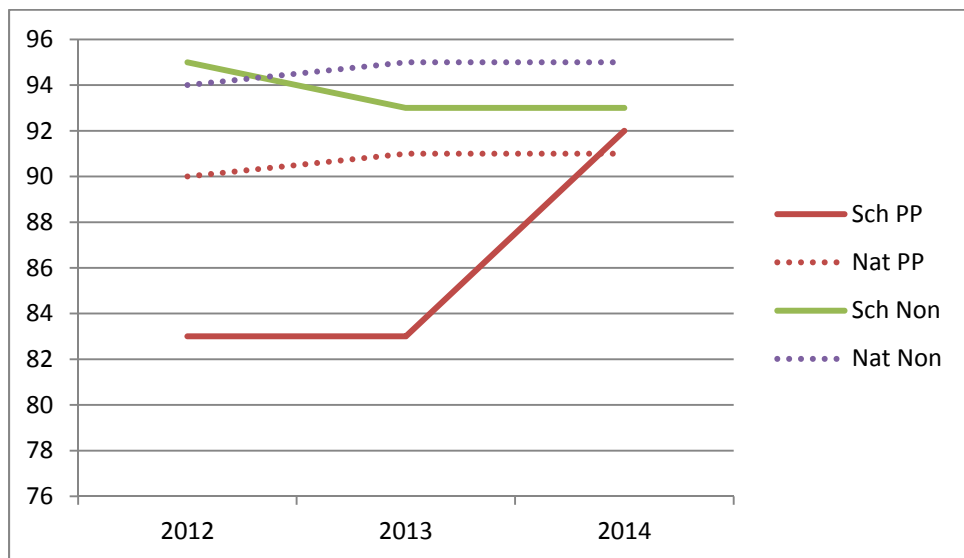
Gap between % pupils achieving 3LP in mathematics vs National



Source: FFT Aspire

Attendance

% attendance FSM ever 6 vs non FSM ever 6



Source: FFT Aspire

A new staffing structure was introduced to ensure that key pupils were given the support and challenge that they needed to improve their attendance.

Interventions by the student services team have had a significant impact in improving the % attendance of our Y11 FSM pupils.