



Pupil Premium Policy 2016-17

All members of staff, governors and teaching assistants accept responsibility for Disadvantaged pupils and are committed to meeting their pastoral, social and academic needs within the Academy environment.

The Academy is committed to 'Narrowing the Gap' between disadvantaged pupils and the pupil premium will form a vital part of that process. Due to recent changes in DfE policy of measuring the "gap" we will aim to reduce the "Gap to National Others" in each area (although some focus on narrowing the "in-school gap" will also continue in other areas (for example Subject Levels of Progress excluding EBACC subjects).

The Trustees and governors reserve the right to allocate the pupil premium funding to support any pupils or groups of pupils the school has legitimately identified as being socially disadvantaged.

Provision will be made through:

- Facilitating pupils' access to education
- Facilitating pupils' access to the curriculum
- Alternative support and intervention within the Academy environment

Reporting Pupil Premium

It is the responsibility of the Trustees to explain pupil premium expenditure to parents in the form of an annual statement. There is no set format for the report of pupil premium. Castleford Academy will publish details of a report online annually from September 2012. This report aims to detail information on how Pupil Premium has been used within the Academy. This report will detail the attainment and progress of pupils who are covered by the premium and the intervention that has been supported by the additional funding. Reports will also detail the progress made towards narrowing the gap and this will be supported by reported data and academic progress.

Regular reports will be presented on the progress of pupils supported by Pupil Premium to the finance and personnel committee at Castleford Academy.

Reporting to Parents

Parents will be able to obtain information on the pupil premium via the academy's website. This will be updated annually.



Responsibility for Reporting

The responsibility for the report will be given to a member of the Senior Leadership Team who has responsibility for Pupil Premium. This report will be supported by key providers of inclusion services and Subject Leaders within the Academy. Staff who take the lead on inclusion provision will be asked to report on the intervention in place for key pupils and the impact that intervention has had.

Parents



The Trustees and Governors of Castleford Academy have agreed that funding from the pupil premium will be used for intervention on all pupils who are eligible for the Pupil Premium. They will have continuous access to this funding. The Academy identifies Disadvantaged pupils for whom the pupil premium will have most impact and allocates intervention accordingly.

Monitoring of Disadvantaged pupils and their achievement is completed regularly following each report cycle.

Disadvantaged denotes pupils who have been on FSM at any point in the past six years, including those who have been eligible at their primary school – it also relates to Looked After pupils and Service Children.

Closing the Gap Headline figures 2015/2016

88% of our pupils (up 22% on last year) who were eligible for pupil premium funding made 3 or more levels of progress in English (compared to 74% national others figure from 2015 data sources giving a positive gap to national of +14)

60% of our pupils (up 11% on last year) who were eligible for pupil premium funding made 3 or more levels of progress in Maths (compared to 72% national others figure from 2015 data sources giving a gap to nation of -12)

56% of pupils (up 9% on last year) who were eligible for pupil premium funding made 5A*-C including English and Maths (compared to 63% national others figure from 2015 data sources giving a gap to national of -7)

A progress score of +0.57 was recorded by our disadvantaged pupils in the 2016 results compared to a progress 8 score of +0.12 for all pupils nationally in 2015.



Quality Assurance documentation

Intervention type	Format of Report	Held By	Line Manager
Literacy Base	Reading Tracker	Catherine Richards, Shirley Howe	Jane Hayden
Fresh Start reading (below 7.5)	Reading Tracker	Lynn Paige	Jane Hayden
Step Up	Mentoring reports	Jo Gray	Sarah Longley
KS3 Mentoring	Mentoring reports and evaluations	Jo Gray	Sarah Longley
KS4 mentoring	Mentoring reports and evaluations	Jackie Siddall and Sandra Hobson	Jo Cross
Offsite	Timetables for Off Site learning	Katie Oldroyd	Elaine Wells
LSA mentoring	Individual pupil reports	Allocated LSAs	Jane Hayden
Social skills group		Sally Addy	Jane Hayden
EAL mentoring	Mentoring reports	Kate Gresswell	Jo Gray
NEET Interventions	NEET Tracker	Katie Oldroyd	Simon Prinsep
Lexia	Lexia Tracker	Ellis Betteridge	Alison Wainwright
Accelerated Reader	Accelerated Reader Report	Kay Stroud	Alison Wainwright
Maths Intervention	Maths intervention report	Suzanne Lyons, Jenny Howitt, Richard Clement	Paul Jennings
English Intervention	English intervention report	Ellis Betteridge, Gaynor Redfearn	Richard Collins
Assertive Mentoring	Mentoring reports and evaluations	Sandra Hobson, Jackie Siddall	Jo Cross
Staff CPD	Evaluations	Gemma Scothern	Sam Stevens
Core Skills	Individual Pupil Reports	Eloise Wiggan	Elaine Briggs
Boosters/Workshops	Individual Pupil Reports	Various	Jo Cross
Attendance Intervention	Attendance Report	Hannah Proda, Claire Rhodes	Sarah Longley