

Pupil Premium Report 2015

The pupil premium is a central government funding paid to schools and is designed to support students who are in receipt of Free School Meals now or at any point in the last six years. In addition funding is also allocated for children who have been looked after continuously for more than six months, and a smaller amount for the children of service personnel. Every child at The Bishop of Winchester Academy is treated as an individual. We focus all our teaching and learning to ensure that we meet individual student needs.

Pupil premium funding is used to support these individual needs. Examples of spending include targeted Literacy and Numeracy tuition and the Lexia reading support program to raise literacy and numeracy levels. Student engagement has been supported with breakfast clubs and alternative curriculum opportunities. In addition students social and emotional needs are supported with qualified school based social workers, counsellors and careers advisory support.

The Funding for the Academic Year 2014/2015 was £183,260 for 200 students

2014/15 outcomes for Year 11 FSM students in RAISE 2015 (unvalidated) showed:

- FSM students progressed well in maths, above the FSM national average by 7%. There was an in-school gap of 16% between FSM and Non-FSM students making expected progress or above. This is lower than the National gap of 23%
- FSM students progressed well in English, above the FSM national average by 4%. There was an in-school gap of 5% between FSM and Non-FSM students making expected progress or above. This is lower than the National gap of 16%
- The Value Added gap between FSM and Non-FSM for maths was 1.1, below the national average gap of 2.8
- The Value Added gap between FSM and Non-FSM for English was 0.3, below the national average gap of 2.4
- The Value Added gap between FSM and Non-FSM for science was 0.6, below the national average of 2.0
- The overall Value Added score was slightly below average for FSM; however the gap of 18.6 was narrower than the national gap of 32.2
- The percentage of sessions missed by FSM students due to overall absence was 7.5% in line with national average of 7.5%. The persistent absence percentage for FSM students of 8.9% was lower than national average of 10.9%
- No FSM or non-FSM students have received fixed term or permanent exclusions. Both figures are significantly lower than the FSM national average of 4.14% and 16.47% respectively.

Self-Evaluation Cycle

The self-evaluation cycle incorporates Curriculum Self-Evaluation Form, Progress Self-Evaluation Form and Attainment Self-Evaluation Form, all of which have a specific focus on Pupil Premium and other vulnerable and discreet groups.

Progress towards each target is monitored through data capture every 6 weeks.

Targets:

1. Key Stage 4 outcomes: The gap between FSM & Non-FSM will be no greater than half the national average for
 - English expected progress and more than expected progress
 - Maths expected progress and more than expected progress
 - Science expected progress and more than expected progress
 - % 5 A*-C English & maths
 - Basics

All students, including FSM students, will have a positive Progress 8 score

2. Key Stage 3 outcomes: The gap between FSM & Non-FSM will be no greater than half the national average for
 - English expected progress
 - Maths expected progress
 - Science expected progress
3. Attendance:
 - To further reduce the gap in '% of sessions missed due to overall absence' between FSM & Non-FSM and reduce the in-school gap

	In-school	National Average
FSM	7.5%	7.5%
Non FSM	3.8%	4.3%

4. Destination data

To maintain the 0 NEET (Not in Education, Employment or Training) figure and ensure suitable onward progression for FSM and Non-FSM students.

5. To maintain zero Permanent and Fixed Term Exclusions

A breakdown of Pupil Premium by Year and Gender for 2015/16 can be found in Appendix 1

At The Bishop of Winchester Academy we have used the Pupil Premium funding to mitigate the impact of deprivation in the following ways:

	Academic	Pastoral	Personal Development
Heads of Year / Deputies	✓	✓	✓
Mentors	✓	✓	✓
Academic Coaching Scheme	✓		
Intensive Coaching Scheme (Yr 11)	✓		
Wellbeing Suite with support from qualified ELSA, Education Social Worker, Chaplain		✓	✓
Literacy Tuition (KS3 & 4)	✓		
Numeracy Tuition (KS3 & 4)	✓		
Specialised Primary Trained Teachers	✓		
Target Interviews	✓	✓	
Personalised Timetable	✓	✓	
Alternative Education Packages	✓	✓	
Qualified Counsellors		✓	
Low student teacher ratio in lessons	✓		
Supported Learning Classes in Yr 7,8 & 9 (max 12 students)	✓		
Purchase of computer based learning support programs such as Lexia, Caboodle & GCSE Pod	✓		
Breakfast Club		✓	
Staffed After School Study & Homework Clubs	✓	✓	
Career Advisory Support		✓	✓
Full Time Careers Advisor		✓	✓
Work Experience Placement		✓	✓
Employability Programme		✓	✓
Maths Peer Support Sessions	✓		
Maths and English Weekly Challenge	✓		
Mentor Revision Sessions with focus on Maths, English, Science, Humanities or Languages	✓		
Personalised Exam Access Arrangements	✓	✓	
Inspire Bournemouth – G & T provision for FSM students to improve	✓		✓
AFCB Targeted Yr 11 Group Work	✓	✓	✓
EEE Scheme	✓	✓	✓
One to One Tutors in English, Maths & Science	✓		
Maths, English & Science Specialist LSA Support	✓		
Weekend Revision Sessions	✓		
Staff Voluntary Extra Curricular After School & Holiday Tuition Sessions	✓		
Bournemouth University Academic Mentors	✓		

Transition Days		✓	
Progress Assemblies	✓	✓	✓
Revision Packs & Guides	✓		
Specialist Equipment to Support Learning	✓		
University Visits		✓	✓
Career/Employer Insight Talks		✓	✓
Employer Visits		✓	✓
Further Education Drop-Ins		✓	✓
Post 16 Drop-Ins and Assemblies		✓	✓

Appendix 1

Chart 1.1: Cohort Count Broken Down by FSM Status

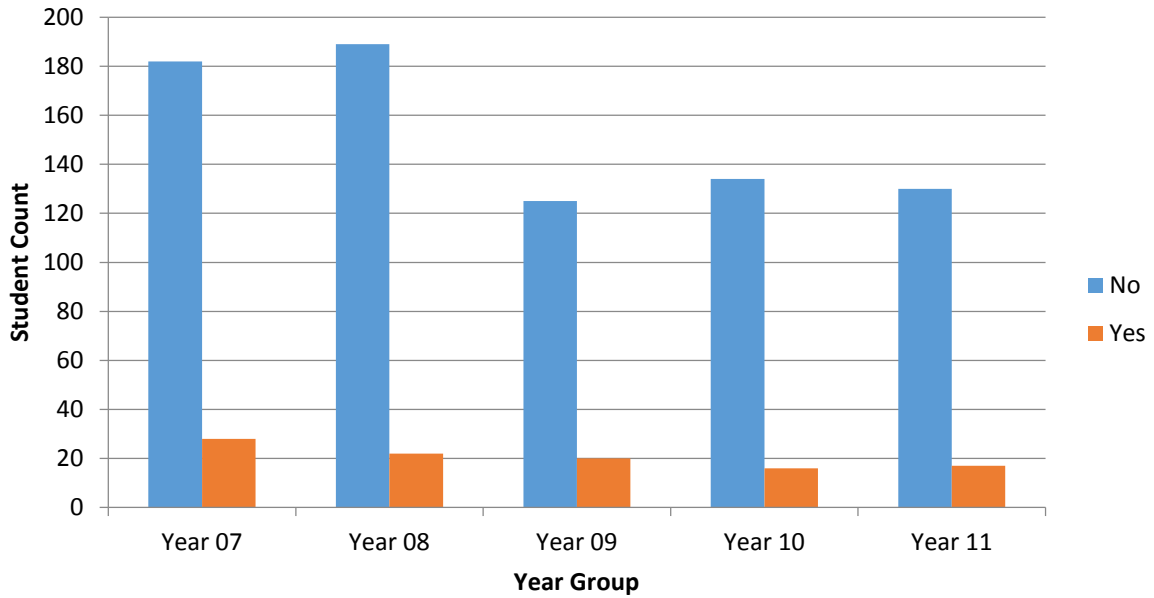
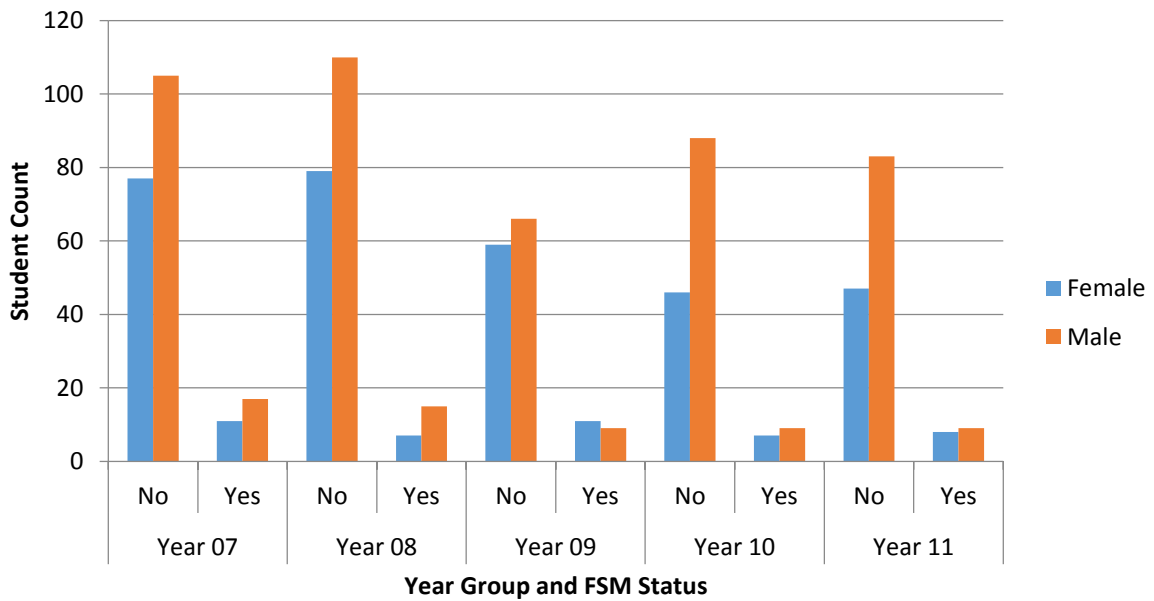


Chart 1.2: Cohort Count Broken down by FSM Status and Gender



Appendix 2

The Bishop of Winchester Academy (URN: 136120 DfE No. 8376905)

Expected Progress English, mathematics

Table 5.4.1: Key Stage 2 to Key Stage 4 performance - percentage making expected progress, School and National (KS4.EPRS)

The table indicates the proportion of pupils making expected progress between KS2 and KS4. Statistical significance tests have been performed on the data.

	English				Mathematics			
	Cohort	School	National	Sig	Cohort	School	National	Sig
All Pupils	141	65	69		141	67	66	
Gender								
Male	91	66	64		91	66	64	
Female	50	64	75		50	70	68	
Free School Meals*								
FSM	39	62	58		39	56	49	
Non FSM	102	67	74		102	72	72	
Children Looked After								
CLA	1	100	38	-	1	100	30	-
Not CLA	140	65	70		140	67	66	
Disadvantaged pupils								
Disadvantaged pupils	39	62	57		39	56	49	
Other pupils	102	67	74		102	72	72	
Prior Attainment								
Low	29	52	52		29	31	32	
Middle	80	69	68		80	76	67	
High	31	71	81		31	81	82	