

# Pupil premium information

Web site content – September 2016

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A funding agreement exists between the Department for Education and Paradigm Trust, which sets out the framework for the operation of Ipswich Academy. Under that funding agreement, Paradigm Trust is required to publish in each academy financial year information in relation to:

- the amount of pupil premium allocation that Ipswich Academy will receive during the academy financial year.
- on what it intends to spend the pupil premium allocation.
- on what it spent its pupil premium in the previous academy financial year.
- the impact in educational attainment, arising from expenditure of the previous academy financial year's pupil premium.

*The amount of pupil premium allocation that Ipswich Academy will receive during the academy financial year (2016-17)*

For the period September 2016 until end March 2017, Ipswich Academy expects to receive £194 168 in pupil premium (7/12 of £332 860). The allocation for April 2017 to end August 2017 has yet to be confirmed.

*Spending plans for 2016-17*

The academy plans to spend this or has already spent this as follows:

[NB where the chosen services/spend benefit all students, the funding contribution has been pro rated to reflect the proportion of pupil premium students within the target population. Salary costs have been pro rated to 7/12 to reflect cost to the end of March.]

- £14 176 to provide a high quality, independent careers guidance programme. Working in partnership with All Together (a social enterprise founded to tackle the underlying issues of youth unemployment), Ipswich Academy provides high quality co-

ordination of provision around careers, work placements and NEET prevention. This offer benefits all students but is of particular relevance to many of our pupil premium students, who otherwise would struggle to access a personalised, proactive and responsive support framework.

- £14 160 to enable students to complete the European Computer Driving Licence qualification, to enhance their employability.
- £18 254 on additional staffing (graduate interns) within the English department to support pupil premium students to achieve highly.
- £12 584 on additional staffing (graduate interns) within the mathematics department to support pupil premium students to achieve highly.
- £5669 on additional staffing (a graduate intern) within the history department to support pupil premium students to achieve highly.
- £8160 on additional staffing (a graduate intern and a native French speaking teaching assistant) within the French department to support pupil premium students to achieve highly.
- £42 894 to staff a highly experienced pastoral support team, with a particular focus on the significant number of highly vulnerable students within the academy. The team comprises a student engagement manager and a number of learning mentors. The student engagement manager brings specific expertise from previous roles in social care.
- £8376 to provide a comprehensive attendance support package, focused on the most vulnerable students, particularly within Y11.
- £4332 to enable students to attend educational visits (particularly in terms of the Y11 achievement 'boot camp'), regardless of family incomes.
- £2151 to enable students to attend breakfast club, regardless of family incomes.
- £1013 to provide GCSE revision guides for students across Y11. These are critical resources to support a step change in achievement across the academy. In many school contexts, parents/carers would contribute to these resources themselves but this was not happening for students at Ipswich Academy – so we have taken the initiative

and bought them on behalf of Y11 students, where there was a need.

- £5560 to open the senior year study zone during weekends and holiday periods.
- £1334 to provide refreshments for students studying at evenings/weekends and during holiday periods.
- £9962 in consultancy fees to enhance provision in art and design, particularly focused on improving Y11 achievement.
- £13449 in consultancy fees to enhance provision in music, particularly focused on improving Y11 achievement.
- £2303 in consultancy fees to enhance provision in science, particularly focused on improving Y11 achievement.
- £4884 in consultancy fees to thoroughly review and evaluate Y11 controlled assessments in science, in order to improve Y11 achievement.
- £24 907 in costs associated with alternative provision for students who attract the pupil premium. This will have very direct benefits to those students who access the alternative provision and will also ensure that learning is not disrupted for other students within Ipswich Academy.

#### *Pupil premium spending - academic year 2015–16*

For the academic year 2015–16, Ipswich Academy received £171 700 in pupil premium (up to April) and a further £138 690 for the period April to end August. The funding was spent as follows:

- £20 504 on additional staffing within the English department to support pupil premium students to achieve highly, particularly in terms of their performance in the speaking and listening GCSE assessment.
- £25 841 on additional staffing within the mathematics department to support pupil premium students to achieve highly, particularly within Y11, through the provision of additional targeted teaching and pre- and post- school intervention.

- £32 779 on additional staffing within the science department to support pupil premium students to achieve highly, particularly within Y11, through the provision of additional targeted teaching and pre- and post- school intervention.
- £37 748 to staff a highly experienced pastoral support team, with a particular focus on the significant number of highly vulnerable students within the academy. The pastoral manager brings specific expertise from previous roles in social care.
- £10 000 to provide a comprehensive attendance support package, focused on the most vulnerable students, particularly within Y11.
- £14 875 to provide targeted home tutoring to students who are at risk of becoming persistently absent or permanently excluded.
- £4730 to provide additional SEND leadership capacity (brokered from across Paradigm Trust).
- £4822 to provide class reader resources across the academy, supporting pupil premium students (in particular) to access high challenge texts.
- £7356 to provide GCSE revision guides and exam board approved calculators for students across Y10 and Y11. These are critical resources to support a step change in achievement across the academy. In many school contexts, parents/carers would contribute to these resources themselves but this was not happening for students at Ipswich Academy – so we have taken the initiative and bought them on behalf of Y10 and Y11 students, where there was a need.
- £9055 to enable students to attend educational visits (particularly in terms of the Y11 achievement 'boot camp' and the Y7-9 military ethos project), regardless of family incomes.
- £3240 to enable students to attend breakfast club, regardless of family incomes.
- £750 to provide students with the resources they require for technology and catering lessons, regardless of family incomes.
- £50 988 to provide a high quality, independent careers guidance programme.

- £29 709 to enable students to complete the European Computer Driving Licence qualification, to enhance their employability.
- £20 000 to open the senior year study zone during weekends and holiday periods.
- £4800 to provide refreshments for students studying at evenings/weekends and during holiday periods.
- £10 637 in consultancy fees to enhance provision in art and design, particularly focused on improving Y11 achievement.
- £9250 in consultancy fees to enhance provision in science, particularly focused on improving Y11 achievement.
- £11 440 in consultancy fees to thoroughly review and evaluate Y11 controlled assessments in science, in order to improve Y11 achievement.
- £295 to provide specialist teaching to enable Y11 students to achieve a GCSE qualification in Bengali.
- £571 to provide specialist teaching to enable a Y11 student to achieve a GCSE qualification in Dutch.
- £1000 in consultancy fees to enhance provision in construction, particularly focused on improving Y11 achievement.

*The impact in educational attainment, arising from expenditure of the previous academy financial year's pupil premium*

The pupil premium spend during 2015/16 was heavily targeted towards raising Y11 achievement. A significant, positive impact resulted.

Out of 153 students in last year's Y11 cohort, 71 students (46.4%) attracted the pupil premium.

- Disadvantaged and other students made progress (Progress 8) from their starting points at a similar rate (there was no statistically significant in school gap)
  - disadvantaged Progress 8 = -0.08 (confidence interval 0.18 to -0.34)
  - other Progress 8 = 0.07 (confidence interval 0.31 to -0.18)

- Disadvantaged students made progress (Progress 8) from their starting points at a rate which is in line with the progress rate of all students nationally
- The Progress 8 score for disadvantaged students improved significantly over the course of last year – in September it was -2.25
- Using the 'levels of progress' benchmarks from last year, the picture of progress for disadvantaged students is very positive:

	Aug-15		Aug-16	
	Expected progress	More than expected progress	Expected progress	More than expected progress
English - IA - disadvantaged	48%	20%	79%	38%
English - IA - other	61%	25%	87%	44%
English - national - other	74%	34%		
Mathematics - IA - disadvantaged	24%	8%	49%	10%
Mathematics - IA - other	42%	13%	72%	27%
Mathematics - national - other	72%	35%		

- The proportion of disadvantaged students who have made, and exceeded, expected rates of progress in English has improved dramatically compared to last year. These rates of progress are now better than last year's data for other (non disadvantaged) students nationally
- The proportion of disadvantaged students who have made, and exceeded, expected rates of progress in mathematics has also improved, with dramatic improvement evident in terms of students making expected progress (49% this year, compared to 24% last year). Gaps remain, both in school, and compared to other (non disadvantaged) students nationally but these are closing fast. The proportion of disadvantaged students from the academy who made expected progress in mathematics (49%) is exactly in line with the proportion of disadvantaged students, nationally, who made expected progress last year (49%)
- The overall value add metric for disadvantaged students attending the academy is 1005, compared to 1008 for other students (an

insignificant in school gap). This compares very favourably to the overall value add metric for disadvantaged students (last year), which was 893.

- The progress of disadvantaged pupils from different starting points matches or exceeds that of other pupils nationally.
- Across all subjects, there are no statistically significant in school gaps in terms of Progress 8 residuals. In English, disadvantaged students made slightly more progress than other students.
- There are a number of subjects in which disadvantaged students have made particularly strong progress, compared to all students nationally (art 0.72; v-cert business 2.12; cache 3.51; construction 0.79; drama 0.74; ECDL 2.37; hospitality 0.71; photography 1.13; textiles 1.34).
- Last year, only 13% of disadvantaged students achieved 5 GCSEs at A\*-C including English and mathematics. This has improved this year to be 30%. The national average last year for disadvantaged students was 36%, so the academy is catching up quickly

## Y10

Out of 107 students in the Y10 cohort, 46 (42.9%) attracted the pupil premium.

- Disadvantaged and other students are forecast to make progress (Progress 8) from their starting points at a similar rate (there is no statistically significant in school gap)
  - disadvantaged Progress 8 = 0.24
  - other Progress 8 = 0.26
- Disadvantaged students are forecast to make progress (Progress 8) from their starting points at a rate which is in line with the progress rate of all students nationally
- Using the 'levels of progress' benchmarks from last year, the picture of forecast progress for disadvantaged students is very positive:

	Aug-15		Jul-16	
	Expected progress	More than expected progress	Expected progress	More than expected progress
English - IA - disadvantaged	48%	20%	72%	54%
English - IA - other	61%	25%	88%	64%
English - national - other	74%	34%		
Mathematics - IA - disadvantaged	24%	8%	46%	17%
Mathematics - IA - other	42%	13%	63%	40%
Mathematics - national - other	72%	35%		

- The proportion of disadvantaged students who are forecast to make, and exceed, expected rates of progress in English has improved dramatically compared to last year. The proportion of Ipswich Academy disadvantaged students who are forecast to make progress at the nationally expected rate is now in line with the proportion of other students, nationally, who make progress at that rate. The proportion of Ipswich Academy disadvantaged students who are forecast to make progress faster than the nationally expected rate is now significantly above the proportion of other students, nationally, who make progress at that same rate.
- The proportion of disadvantaged students who are forecast to make, and exceed, expected rates of progress in mathematics has improved dramatically compared to last year. The proportion of Ipswich Academy disadvantaged students who are forecast to make progress at the nationally expected rate is now significantly closer to the proportion of other students, nationally, who make progress at that rate. Likewise, the proportion of Ipswich Academy disadvantaged students who are forecast to make progress faster than the nationally expected rate is now significantly closer to the proportion of other students, nationally, who make progress at that same rate.



## Year 7-9

Care needs to be taken when drawing conclusions around key stage 3 data due to:

- the lack of any benchmarks which might indicate that, say, the Ipswich Academy expected standard in English by end Y9 is more or less challenging than the standard expected by any other school
- the potential lack of comparability between subjects (some examinations are likely to be have been set at a more challenging standard than others)
- the lack of clarity over what, for example, a grade 5 within reformed qualifications will look like
- the increased expectations for performance at end Y11, which makes comparability with previous progress benchmarks (in terms of performance at end key stage 2 considered in relation to performance at end key stage 4) extremely problematic.

Given this, a formal evaluation of the impact of pupil premium spend on outcomes within key stage 3 is not provided on the academy public web site. Further information is, however, available on request.