

The Pupil Premium @ King James I Academy.

The Government classifies disadvantaged students as those who have been in receipt of Free School Meals at any stage in the last 6 years (Ever6). Children who are Looked After (CLA) are also classed as disadvantaged. The Government has allocated a fixed sum of money to all schools based on the number of Ever6 and CLA students on roll. During the 2015-16 academic year this amount was £935 per student for Ever6, and £1900 for CLA. This funding is in addition to main school funding, and the Government believes that this is the best way to 'address the current underlying inequalities between children eligible for free school meals (FSM) and their wealthier peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most.'

King James I Academy believes in providing the best possible education for children of all abilities and from a range of different backgrounds. We are a fully inclusive school offering a wide range of activities both in school and as extra-curricular opportunities.

The pupil premium allows us as a school to subsidise aspects of the school which provide significant support to disadvantaged students, enabling them to further their learning opportunities, and in many instances improving provision for students who do not qualify for the pupil premium grant.

We employ a range of specialist staff to engage our disadvantaged students and provide them with the support necessary to allow them to fully access the curriculum and maximise their learning opportunities.

As well as taught lessons, dedicated staff provide a range of extra-curricular opportunities for students; with sports clubs, drama and dance being prominent in addition to raising achievement in academic subjects, particularly English and Maths

We are able to plan our activities in the knowledge that we are supporting all students in making progress in a safe and fully inclusive environment.

Pupil Premium Allocation 2015/16.

Number of qualifying students 297.

For 2015/16, the Academy pupil premium allocation was £277,088. This sum was allocated as follows:

Behaviour Support Staff	£55,360
Continued Additional Core Staffing	£75,576
Additional Science/Maths Staffing	£29,790
Attendance Officer	£28,007
Counselling Service	£16,332
Head of Year Allowances/intervention	£15,939
Additional English Support	£66,319
Literacy Coordinator Allowances	£5,312
Crisis Response / Educational Psychology Service/LACES	£8,810
Maths Tracking (consultant Deputy Head)	£11,735
IAG	£10,991
4Matrix Data System	£960
Accelerated Reader	£3,188
Pixl Club	£4,765
Total Spend	£333,084

The Academy identified the following priorities for 2015/16:

	Key Priorities identified September 2015
SUPPORT	Improve the Attendance of PP Students Support the social and emotional development of PP students
INTERVENTION	To secure PP targets for 3 & 4 LoP in English and Maths for the Year 11 Cohort Improve the performance of PP students in EBacc subjects To Close the gap between the performance of PP and non PP across KJI Use data tracking as a tool to maximise PP performance Create a programme of planned literacy and numeracy intervention in KS3
ENRICHMENT	Ensure that appropriate financial support is available to students through departments to enable them to fully access the curriculum and extra-curricular enrichment Create a broader range of enrichment activities available to PP students through the remodelling of the school day Enhanced IAG for students in Year 8 and above

Pupil Premium Allocation 2016/17.

Number of qualifying students 311.

For 2016/17, the Academy pupil premium allocation is £279, 990. The planned allocation for this sum is as follows:

Behaviour Support Staff	56,268
Continued Additional Core Staffing	98,429
Additional Science/Maths Staffing	33,008
Attendance Officer	29,634
Counselling Service	16,740
Head of Year Allowances/intervention	16,098
Literacy Coordinator Allowances	7,790
Crisis Response/Educational Psychology Service/LACES	9,030
IAG	11,489
4Matrix Data System	984
Accelerated Reader	3,268
PIXL Club	4,884
Lunchtime Sports/Drama Clubs	975
Total Spend	£288,597

Additional staffing in English, Maths and Science

The added flexibility afforded to Core subjects through this additional staffing has enabled us to reduce class sizes, especially in KS4 Maths and Science. An additional English teacher, appointed in September 2015 has enabled us to reduce class sizes in English to bring them in line with Maths and Science. Currently, staffing means average KS4 class sizes for English, Maths and Science are 16. This overstaffing means that class teachers can spend more time with individual students and provide high quality feedback; a strategy clearly identified as effective within the EEF Teaching and Learning Toolkit

Curriculum Enrichment

The Academy significantly changed the school day model in 2014/15. This change meant a longer morning session, which in its own right has already had a significant positive impact on behaviour and the climate for learning within the Academy. The restructuring also enabled us to introduce an enrichment period for all students from Year 7 to 13. For Year 11, this enrichment takes the form of subject intervention. Students are identified via a detailed tracking system and placed in the appropriate subject in consultation with students and staff. This programme changes every half term or more often if the progress made by students is above expectations. In Year 10, as well as targeted intervention, students access a range of extra-curricular activities which may be sporting or with an academic focus. For students in KS3 the enrichment period provides them with the opportunity participate in

activities they normally would not have access to outside of school. As well as a range of sporting and fitness related activities, Duke of Edinburgh awards, STEM and Eco clubs run. Students this year will also work with Darlington Building Society to set up our school Bank, take part in a Young Enterprise / Future Business Magnates competition and National Formula 1 design and programming competitions and engage in the VEX Robotics programme, whilst students with Physical difficulties have been offered the opportunity of swimming, life skills, physiotherapy and rowing in partnership with Durham University. Our tracking system also identifies KS3 students who are underperforming, and allows them to access subject specific enrichment, based around English and Maths, with particular focus on Year 7 students with low literacy levels and reading ages as well as Year 9 students who are working below their challenging targets in core subjects.

Year 12 and 13 students have access to their tutor, assemblies, and to subject specific sessions during enrichment time. These may be used for coursework. There is also dedicated time to support the completion of UCAS applications, and selected students provide academic support for younger students, acting as peer tutors, another strategy identified as being highly effective in the EEF T&L Toolkit.

Behaviour Support workers

These two non-teaching members of staff operate the Academy's Remove Room. Within this environment they are able to support the Academy's behaviour policy, as well as providing one to one support where a student's behaviour makes them vulnerable. These staff operate as Lead Professionals on TAF's, as well as monitoring behaviour of targeted students. There is a close relationship between them and other non-teaching support staff in the Learning Support Unit and the Student Support Team. An increasing area of their role is to be proactive and work with 'at risk' students outside of the Remove Room environment

IAG for Year 8 to 11

The Academy employs a former Connexions worker for 3 days per week. This member of staff works with the Head of 6th Form, CEIAG Coordinator and Key Stage Coordinators to enable any student from Year 8 upwards to have access to an interview or advice as and when required. Time is also spent arranging College interviews for Year 11 students and for some more vulnerable students taking them to these interviews and organising College tours for them to ease any transition. All support is documented through a detailed tracking sheet which enables a full progression map to be developed. This member of staff also tracks NEETS for the Academy, ensuring that historically low NEET rates are maintained. NEETs for 2015/16 stand at 0% at the time of writing

Pupil Premium Allocation 2015/16 Impact Review

Attainment

5 A*-C Including English and Maths

	2015	2016	Improve ment	2015 Gap to National non disadvantaged	2016 Gap to National non disadvantaged	Gap narrowed by	2016 Gap to National Disadvantag ed
KJI Non disadvantaged	50%	69%	+19%	-13%	+6%	+19% (gap closed)	
KJI Disadvantaged	25%	41%	+16%	-38%	-22%	+16%	+5% (gap closed)
National Non Disadvantaged	63%	63% (2015)					
National Disadvantaged	36%	36% (2015)					

Progress

Expected Progress in English

	2015	2016	Improve ment	2015 Gap to National non disadvantaged	2016 Gap to National non disadvantaged	Gap narrowed by	2016 Gap to National Disadvantag ed
KJI Non disadvantaged	43%	80%	+37%	-31%	+6%	+37% (gap closed)	
KJI Disadvantaged	34%	70%	+36%	-40%	-4%	+36%	+13% (gap closed)
National Non Disadvantaged	74%	74% (2015)					
National Disadvantaged	57%	57% (2015)					

Expected Progress in Maths

	2015	2016	Improve ment	2015 Gap to National non disadvantaged	2016 Gap to National non disadvantaged	Gap narrowed by	2016 Gap to National Disadvantag ed
KJI Non disadvantaged	62%	76%	+14%	-10%	+4%	+14% (gap closed)	
KJI Disadvantaged	51%	59%	+8%	-21%	-14%	+7%	+9% (gap closed)
National Non Disadvantaged	72%	72% (2015)					
National Disadvantaged	49%	49% (2015)					

Progress 8

	Progress 8 Score	Gap	Attainment 8 Score	Gap
KJI Non Disadvantaged	+0.31	0.11 (National Gap 0.32)	52.49	6.32 (National Gap 8.51)
KJI Disadvantaged	+0.2		46.17	

Attendance (2 terms)

	2015	2016	Improve ment	2015 Gap to National non disadvantaged	2016 Gap to National non disadvantaged	Gap narrowed by	2016 Gap to National Disadvanta ged
KJI Non disadvantaged	95.6%	95.8%	0.2%	0.1%	0.1%	0	
KJI Disadvantaged	91.4%	93.0%	1.6%	4.3%	2.9%	1.4%	+0.2% (gap closed)
National Non Disadvantaged	95.7%	95.9%					
National Disadvantaged	92.5%	92.8%					

Other Measures

- 100% of Year 11 students had at least 1 careers interview during the academic year.
- 100% of Year 11 FSM/CLA students went on to education, employment or training following their examinations including 51% who continued their education in KJI Sixth Form.
- Year 7 Catch Up Funding

This has been spent on providing additional literacy and numeracy support for students in Key Stage 3 who achieved less than a L4 in their KS2 SAT's.

- Reading intervention classes run during intervention/enrichment time for targeted students in Year 7 and 8.
- Targeted literacy support is also provided for low ability Year 9 students to enable them to make appropriate progress through the Key Stage.
- An additional English and Maths lesson has been incorporated into the curriculum for all Year 7 and 8 students.

- Tracking from 2015/16 indicates that 84% of Year 7 students who achieved less than Level 4 in KS2 English SATs achieved the equivalent of Level 4 by the end of Year 7. Those who didn't were 1 sub level away and are predicted to reach the required standard by November in Year 8.
- Tracking from 2015/16 indicates that 56% of Year 7 students who achieved less than Level 4 in KS2 Maths SATs achieved the equivalent of Level 4 by the end of Year 7. Those who did not achieve L4 all made at least 2 sub levels of progress across the year and are expected to reach the required standard by November in Year 8.