



Pupil Premium Strategy 2016-17

1. Summary Information					
Name of School	North Cornwall AP Academy				
Academic Year	2016-17	Total PP Budget	£4,675	Date of most recent PP review	Sep 16
Total number of students	9 whole school – 2 Year 11 in 2016-2017		Date of next PP review	Sep 17	

2. Current Attainment (predicted grades out of the Year 11 PP students)	
Entered for 5+ GCSE or Equiv	0% (0/2)
5+ A*-C	0% (0/2)
5+ A*-C En Ma	0% (0/2)
5+ A*-G	0% (0/2)
1+ A*-G	100% (2/2)
En A*-C	0% (0/2)
Ma A*-C	0% (0/2)
Sci A*-C	0% (0/2)
En A*-G	100% (2/2)
Ma A*-G	100% (2/2)
Sci A*-G	100% (2/2)
En Avg points (adjusted to new scale)	3
Ma Avg points (adjusted to new scale)	1.5
Sci Avg points (adjusted to new scale)	2
En and Ma L1	100% (2/2)
En and Ma L2	100% (2/2)
Pass in any qualification	100% (2/2)
Avg points (adjusted to new scale)	2.2
Avg points for all achievements (adjusted to new scale)	2.2



3. Barriers to Achievement	Outcomes
Internal Barriers (issues to be addressed in school eg poor literacy skills)	
A. Lack of engagement.	Use of a mentor. Offering alternative provision that is different to mainstream including outdoor education and a variation to mainstream PE. Reward trips.
B. Lack of resources to inspire our students.	Purchased bespoke items to motivate including cameras, remote control vehicles and science apparatus.
C. Diversity of the Curriculum	Increased options for our students.
External Barriers (issues which also require action outside school e.g. attendance)	
D. Attendance	Use of a mentor to conduct home visits in order to ascertain why the student is failing to attend and produce a plan to reengage.
E. Lack of engagement in positive activities e.g. sports and clubs.	More pupils participating in positive activities out of School time.



NB. – We consider all of our pupils to be eligible for pupil premium spending even if the paperwork doesn't support this – hence all students obtain the support that pupil premium dictates.

4. Planned Expenditure

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of Teaching for all

Desired Outcome	Action/Approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A	Targeted bespoke support for underachieving groups.	Analysis of data – identification of underperforming groups e.g. boys.	Analysis of attainment outcomes via the data.	SMT	termly
B	Teachers attend relevant courses e.g. AG SENDCO, TB HLTA.	Identification of 'gaps' in our provision.	All courses accredited.	RT	ongoing
C	Use of our SIP to objectively analyse what's on offer and provide support/guidance.	SIP support has been of enormous benefit historically.	Ensuring I have clearly identified areas to be discussed during SIP time.	RT	On a yearly basis via the Executive committee.
D	HLTA to deliver timetabled PE sessions to our students.	This will reduce group sizes for all lessons enabling better teacher-pupil support.	Lesson observations. Levels of pupil engagement. Pupil voice.	RT	ongoing



		Trial sessions of this nature have indicated it would be a success.			
E					
Total Budgeted Cost					£7100
ii. Targeted Support					
Desired Outcome	Action/Approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A	Use of reward trips to promote motivation.	Discussion with students has highlighted this would likely be a success	Staff will be given responsibility to organise the trips.	SMT	termly
B	Employment of mentors for both male and female students.	Many of our students don't have appropriate role models.	Mentors will meet the Academies strict recruitment criterion.	RT	Ongoing/dynamic.
C	Use of the School Counsellor.	Many of our students have 'life' issues that need addressing before they can engage with their education	Ensure the counsellor we use is well recommended and suitably qualified to work with our young people	RT	termly
D	Offer of alternative qualifications to meet the need of	Some of our students are unable to access GCSE qualifications and there is a risk that	Subject specific staff will look for suitable qualifications and offer them to our students.	SMT	Half termly



	our student's e.g. functional skills.	they may become completely engaged by education. Alternative qualifications are used to give students a safety net but also as a springboard to GCSE.			
E					
Total Budgeted Cost					£6920

iii. Other Approaches					
Desired Outcome	Action/Approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A	Increased spending on PE 'days' to inspire pupils and motivate them to undertake some form of sporting provision.	Many of our pupils arrive at our centre with a strong dislike of 'mainstream' PE. We offer 'alternatives' to spark interest and motivate our pupils.	Pupil, parent and staff feedback. Lead member of staff responsible for overseeing this and organisation.	AG	Half termly.
B	Subsidised trips to inspire our students e.g. Wimbledon.	Providing something positive for our students cannot be underestimated.	Selecting the most appropriate staff members to organise.	RT	SMT meetings



C	Purchase of mountain bikes – NB This was funded via a successful Sports England bid.	Through a trial of many sports we found an interest in Mountain biking and we wished to build on this enthusiasm.	Mountain biking sessions regular and well organised.	RT	Staff meetings
D	Use of the local Gym.	Many students enjoy this as an alternative sport.	Gym sessions will be conducted during	RT/AG	Staff meetings
E					
Total Budgeted Cost					£4470

5. Review of Expenditure

i. Quality of Teaching for all

Desired Outcome	Action/Approach	Estimated impact Did you meet the success criteria? Include impact on students not eligible for PP, if appropriate.	Lessons Learned (and whether you will continue with this approach)	Cost
A	Targeted bespoke support for underachieving groups.	Yes, and this will be enhanced during the next academic year.	Y	1000
B	Teachers attend relevant courses e.g. AG SENDCO, TB HLTA.	Yes – SEND students better supported. HLTA has enabled us to deliver additional PE lessons for all students.	Y – But HLTA will deliver Catering qualification. PE will be delivered via an alternative route.	2600
C	Use of our SIP to objectively analyse	Whole school support has impacted upon all aspects of School life.	Y	1500



	what's on offer and provide support/guidance.			
D	HLTA to deliver timetabled PE sessions to our students.	Yes, many of our students getting PE daily and enjoying it. Smaller class sizes has enabled better behaviour management and focus in lessons.	Y – The HLTA will be used to deliver catering next year, and PE will be offered in a different format.	2000
ii. Targeted Support				
Desired Outcome	Action/Approach	Estimated impact Did you meet the success criteria? Include impact on students not eligible for PP, if appropriate.	Lessons Learned (and whether you will continue with this approach)	Cost
A	Use of reward trips to promote motivation.	It is felt that this particular means of rewarding students wasn't a success.	Not to be used again – we will consider differing rewards to meet the needs of our students	120
B	Employment of mentors for both male and female students.	This support has enabled students to cope with 'outside issues' and enabled them to focus on their studies.	Y	5000
C	Use of the School Counsellor.	Hugely important for our students – enables them to begin to come to terms with their issues. These often need to be addressed before inroads can be made in their attainment.	Bespoke counselling room needed. Clearer pathway needed in order to signpost students to this support as some students who were referred clearly weren't ready.	1000
D	Offer of alternative qualifications to meet the need of	Yes, many students including many of our current year 10 cohort have	Y	800



	our student's e.g. functional skills.	already obtained qualifications including functional skills.		
iii. Other Approaches				
Desired Outcome	Action/Approach	Estimated impact Did you meet the success criteria? Include impact on students not eligible for PP, if appropriate.	Lessons Learned (and whether you will continue with this approach)	Cost
A	Increased spending on PE 'days' to inspire pupils and motivate them to undertake some form of sporting provision.	Yes, many of our students have developed an interest in 'new' sports. It is hoped that these interests will continue into life out of School.	Y	1000
B	Subsidised trips to inspire our students e.g. Wimbledon.	Hugely successful trip to Wimbledon.	Y, and to explore additional trips.	500
C	Purchase of mountain bikes – NB This was funded via a successful Sports England bid.	This has been a valuable resource for our students	Y –To consider out of County biking adventures/residential?	2500
D	Use of the local Gym.	Many students have engaged in this activity.	Y – We will have our own Gym at the new School site, and will also look to use Gym's local to the new site.	470



Impact Statement

- Our attendance rate has improved from 81% in 2015-16 to 81.89% currently with an 85% target

Outcomes – 2 Year Trend GCSE Results

	August 2015	August 2016
Number of students	2	5
Entered for 5+ GCSE or Equiv	0%	20%
5+ A*-C	0%	0%
5+ A*-C En Ma	0%	0%
5+ A*-G	0%	0%
1+ A*-G	50%	100%
En A*-C	50%	40%
Ma A*-C	0%	20%
Sci A*-C	50%	0%
En A*-G	50%	100%
Ma A*-G	50%	60%
Sci A*-G	50%	80%
En Avg points (adjusted to new scale)	2.0	2.7
Ma Avg points (adjusted to new scale)	1.0	1.4
Sci Avg points (adjusted to new scale)	2.0	1.6
En and Ma L1	50%	100%
En and Ma L2	50%	60%
Pass in any qualification	50%	100%
Avg points (adjusted to new scale)	1.71	2.32
Avg points for all achievements (adjusted to new scale)	1.71	2.67