



Pupil Premium Strategy 2016-17

1. Summary Information					
Name of School	Penwith AP Academy				
Academic Year	2016-17	Total PP Budget	£8,043.75	Date of most recent PP review	Sep 16
Total number of students	21 whole school – 6 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	33% (2/6)
5+ A*-C	0% (0/6)
5+ A*-C En Ma	0% (0/6)
5+ A*-G	17% (1/6)
1+ A*-G	50% (3/6)
En A*-C	0% (0/6)
Ma A*-C	0% (0/6)
Sci A*-C	0% (0/6)
En A*-G	33% (2/6)
Ma A*-G	50% (3/6)
Sci A*-G	33% (2/6)
En Avg points (adjusted to new scale)	0.8
Ma Avg points (adjusted to new scale)	1.2
Sci Avg points (adjusted to new scale)	1.0
En and Ma L1	33% (2/6)
En and Ma L2	0% (0/6)
Pass in any qualification	83% (5/6)
Avg points (adjusted to new scale)	1.0
Avg points for all achievements (adjusted to new scale)	2.1



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 and/or tutor. 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, animation equipment 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 tutor and/or Family Support Manager 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 in and 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. SB SENDCO, CB/AM Thrive, LH Thrive update, HC Dyslexia and Dyscalculia.	Identification of 'gaps' in our provision.	All courses accredited.	CB	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.	CB	On a yearly basis via the Executive committee.



D	Vocational Group set up to specifically target an enriched curriculum/ sessions to our students.	This enables better teacher-pupil support. Trial sessions of this nature have indicated it would be a success.	Lesson observations. Levels of pupil engagement. Pupil voice.	CB	ongoing
E	An enriched curriculum is now offered to meet specific student needs	Now offer one hour activity every day to include gym, boxing, horse-riding, paddle-boarding, football, basketball and boxing	Curriculum offer reviewed with SIP half-termly. Impact reviewed half-termly and reported to PPSG regarding attendance, engagement and progress within academic subjects, progress with Thrive Action-plans and number of fixed-term exclusions/red behaviour slips	CB	ongoing
Total Budgeted Cost					£8415
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 as part of curriculum offer.	Many of our students don't have appropriate role models.	Mentors can be tutors, Family Support Manager and staff from HYP. Impact will be measured as per E above.	CB	Ongoing/dynamic.



C	Use of the School Counsellor/Family Support Manager.	Many of our students have 'life' issues that need addressing before they can engage with their education	Ensure our FSM has quality supervision to enable them to perform this duty safely. Keep a record of students who are accessing counselling and monitor all aspects of progress.	CB	termly
D	Offer of alternative qualifications to meet the need of our student's e.g. functional skills, First Aid, Food Hygiene etc	Some of our students are unable to access GCSE qualifications and there is a risk that they may become completely engaged by education. Alternative qualifications are used to give students a safety net but also as a springboard to GCSE.	Subject specific staff will look for suitable qualifications and offer them to our students. Vocational group tutor will identify a range of different relevant accreditation and this will be factored into the curriculum offer for specific students.	SMT	Half termly
E	Opportunities to try a range of different sports, activities and work-related learning during the school day	Our students tend not to be aspirational and opt for courses at college because their peers have opted for them. This will give them the opportunity to trial trade skills such as brick-laying and/or gain accreditation in instructing a sport	Curriculum offer reviewed with SIP half-termly. Impact reviewed half-termly and reported to PPSG regarding attendance, engagement and progress within academic subjects, progress with Thrive Action-plans and number of fixed-term exclusions/red behaviour slips	CB/SIP	Half-termly



		(paddle-boarding Level 1, RYA etc) so they can make informed choices about their future.			
Total Budgeted Cost					£

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.	RT	Half termly.
B	Subsidised trips to inspire our students e.g. Newquay Zoo, sailing trip	Providing something positive for our students cannot be underestimated.	Selecting the most appropriate staff members to organise.	CB	SMT meetings
C	Hiring paddleboards, kayaks and kit plus instructor, offering	Through a trial of many sports we found an interest in watersports and	These sessions offered regularly and well organised. Impact reviewed half-termly and reported to PPSG regarding	CB	Half-termly review



	horse-riding and other physical activities, training a teacher so they can offer surfing - to offer a range of diverse opportunities	horse-riding which promotes healthier lifestyles and improves attendance	attendance, engagement and progress within academic subjects, progress with Thrive Action-plans and number of fixed-term exclusions/red behaviour slips.		
D	Use of the local Gym.	Many students enjoy this as an alternative sport.	Gym sessions will be conducted during the school day.	CB/RT	Half-termly review
E	Hiring paddle-boards, kayaks and kit plus instructor, offering horse-riding and other physical activities, training a teacher so they can offer surfing - to offer a range of diverse opportunities	Through a trial of many sports we found an interest in watersports and horse-riding which promotes healthier lifestyles and improves attendance	These sessions offered regularly and well organised. Impact reviewed half-termly and reported to PPSG regarding attendance, engagement and progress within academic subjects, progress with Thrive Action-plans and number of fixed-term exclusions/red behaviour slips.	CB	Half-termly review
Total Budgeted Cost					£

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 group – Thrive/Vocational.	Yes, and this will be enhanced during the next academic year. Art materials	Y	279.56
B	Teachers attend relevant courses e.g. SB SENDCO, CB/AM Thrive, LH Thrive update, HC Dyslexia/dyscalculia.	Yes – SEND students better supported. Increase in Thrive practitioners has enabled us to embed Thrive and offer opportunities for Thrive activities every day	Y	60
C	Use of our SIP to objectively analyse what's on offer and provide support/guidance.	Whole school support has impacted upon all aspects of School life. SIP 3 days	Y	900
D	Maths teacher to deliver timetabled PE sessions to our students to enhance teacher/student relationship and raise the profile of maths.	Yes, many of our students getting PE daily and enjoying it. Smaller class sizes has enabled better behaviour management and focus in lessons. Students demonstrate less hostility towards maths	Y	21214.79
E				



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.	Attendance at Penwith APA has been one of the highest average attendances across the 7 APAs		57.70
B	Employment of tutors/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	7560
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.	Clearer pathway needed in order to signpost students to this support as some students who were referred clearly weren't ready. Programme of half a term of work in the first instance and then impact to be reviewed.	13890.42
D	Offer of alternative qualifications to meet the need of our student's e.g. functional skills.	Yes, many students including many of our current year 10 cohort have already obtained qualifications including functional skills.	Y	1545.20
E				
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	360
B	Subsidised sessions to inspire our students e.g. horse-riding, paddle-boarding	Hugely successful weekly sessions.	Y, and to explore additional trips.	180
C	Purchase of boxing, football, basketball and equipment	This has been a valuable resource for our students	Y –To consider out inter APA competitions	407.40
D	Use of the local Gym.	Many students have engaged in this activity.	Y – We hope to work towards having our own Gym in the future	1484
E				



Impact Statement

- Our attendance rate has improved from 79.8% in 2015-16 to 84% this year with an 85% target

Outcomes – 2 Year Trend GCSE Results

	August 2015	August 2016
Number of students	11	19
Entered for 5+ GCSE or Equiv	18%	16%
5+ A*-C	0%	0%
5+ A*-C En Ma	0%	0%
5+ A*-G	18%	5%
1+ A*-G	91%	79%
En A*-C	18%	26%
Ma A*-C	18%	5%
Sci A*-C	0%	0%
En A*-G	64%	63%
Ma A*-G	27%	37%
Sci A*-G	55%	63%
En Avg points (adjusted to new scale)	1.7	2.5
Ma Avg points (adjusted to new scale)	0.2	1.4
Sci Avg points (adjusted to new scale)	0.8	1.4
En and Ma L1	27%	32%
En and Ma L2	9%	5%
Pass in any qualification	91%	100%
Avg points (adjusted to new scale)	9	8
Avg points for all achievements (adjusted to new scale)	12	10



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