



## Pupil Premium Strategy 2016-17

1. Summary Information					
<b>Name of School</b>	Penwith AP Academy				
<b>Academic Year</b>	2017-18	<b>Total PP Budget</b>	£6250	<b>Date of most recent PP review</b>	Sep 17
<b>Total number of students</b>	17 whole school – 5 Year 11 in 2017-2018		<b>Date of next PP review</b>	Sep 18	

NB: To be updated in January when information is available.

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



3. Barriers to Achievement	Outcomes
<b>Internal Barriers (issues to be addressed in school eg poor literacy skills)</b>	
A. Lack of engagement.	Use of a mentor either through FSM or via projects/trained outside providers. Offering alternative provision that is different to mainstream including one to one tuition either in the home, school or at another neutral location.
B. Lack of resources to inspire our students.	Secured funding to run bespoke projects of interest to students e.g. Pirate FM projects.
C. Diversity of the Curriculum	Increased options for our students. Opportunities to create bespoke timetables and more options regarding vocational and work experience opportunities.
<b>External Barriers (issues which also require action outside school e.g. attendance)</b>	
D. Attendance	Use of a FSM to conduct home visits in order to ascertain why the student is failing to attend and produce a plan to reengage. Options about where engagement can take place other than the school site e.g. home tuition, cyber school etc.
E. Lack of engagement in positive activities e.g. sports and clubs.	More pupils participating in positive activities in and out of School time due to increased and varied opportunities available.



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. PE training courses, staff converted from Thrive to TIS. TIS training for all.	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. Practical opportunities to prepare pupils for the world of work.	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 New benchmark profile and number of fixed-term exclusions/red behaviour slips	CB	ongoing
<b>Total Budgeted Cost</b>					<b>£8415</b>
ii. Targeted Support					
<b>Desired Outcome</b>	<b>Action/Approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
A	Employment of mentors for both male and female students as part of curriculum offer. Use of the Family Support Manager	Many of our students don't have appropriate role models and have identified a need to have someone to talk to outside of home and education.	Mentors can be tutors, Family Support Manager and staff from HYP. Impact will be measured as per E above.	CB	Ongoing



	and external agencies such as HYP.				
B	Use of the school 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
C	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 including work experience placements 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	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



		and/or gain accreditation in instructing a sport (paddle-boarding Level 1, RYA etc) so they can make informed choices about their future.			
<b>Total Budgeted Cost</b>					<b>£</b>

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.	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. Have facilities that are accessible and can be used throughout the day.	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.	Providing something positive for our	Selecting the most appropriate staff members to organise.	CB	SMT meetings



	Newquay Zoo, sailing trip	students cannot be underestimated.			
C	Hiring paddleboards, kayaks and kit plus instructor, offering horse-riding and other physical activities.	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
D	Use of the local Gym until the on-site gym facility in completed.	Many students enjoy this as an alternative sport.	Gym sessions will be conducted during	CB/RT	Half-termly review
E	Having a gym facility on site. Training a staff member as a gym instructor and mountain bike leader, Lifeguard, surfing etc so that diverse opportunities can be delivered in a sustainable cost effective way.	Students enjoy going to the gym and participation levels are positive. Having staff trained to deliver activities reduces cost longer term and enables us freedom to put activities on for pupils at times/locations that work best for the students.	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 TIS plans and number of fixed-term exclusions/red behaviour slips	CB	Half-termly review
<b>Total Budgeted Cost</b>					<b>£</b>



<b>5. Review of Expenditure</b>				
i. Quality of Teaching for all				
<b>Desired Outcome</b>	<b>Action/Approach</b>	<b>Estimated impact</b> Did you meet the success criteria? Include impact on students not eligible for PP, if appropriate.	<b>Lessons Learned</b> (and whether you will continue with this approach)	<b>Cost</b>
A	Targeted bespoke support for underachieving group – Thrive/Vocational.	Yes, and this will be enhanced during the next academic year.	Y	1000
B	Teachers attend relevant courses e.g. Read write inc and fresh start training and TIS conversion courses.	Yes – SEND students better supported. Increased awareness in the teaching and importance of phonics across all 4 key stages.	Y	2600
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.	Y	1500
D	Maths teacher to deliver timetabled PE sessions to our students to enhance teacher/student	Yes, many of our students getting PE daily and enjoying it. Smaller class sizes has enabled better behaviour management and focus in lessons.	Y	2100





	relationship and raise the profile of maths.	Students demonstrate less hostility towards maths		
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	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
B	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
C	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	800
D				
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	Hugely successful trips to local areas of interest e.g. Zoo, paradise park, St Michaels Mount.	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.	470.00
E				



## Impact Statement

- Our improved attendance rate has been maintained from 81.89% in 2016-17. It is currently 81% with an 85% target

## Outcomes – 2 Year Trend GCSE Results

	August 2016	August 2017
Number of students	5	6
Entered for 5+ GCSE or Equiv	20%	0%
5+ A*-C	0%	0%
5+ A*-C En Ma	0%	0%
5+ A*-G	0%	0%
1+ A*-G	100%	
En A*-C	40%	
Ma A*-C	20%	
Sci A*-C	0%	0%
En A*-G	100%	
Ma A*-G	60%	
Sci A*-G	80%	
En Avg points (adjusted to new scale)	2.7	
Ma Avg points (adjusted to new scale)	1.4	
Sci Avg points (adjusted to new scale)	1.6	
En and Ma L1	100%	
En and Ma L2	60%	
Pass in any qualification	100%	
Avg points (adjusted to new scale)	2.32	
Avg points for all achievements (adjusted to new scale)	2.67	



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