

## BECKFOOT OAKBANK – DISADVANTAGED FUNDING REPORT 2017 - 2018

### Disadvantaged Eligibility

The Pupil Premium (PP) is additional funding given to publicly funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers. It is paid to schools according to the number of pupils who have been:

- registered as eligible for free school meals at any point in the last 6 years;
- been in care for 6 months or longer.

### The Disadvantaged (DV) Cohort

Year group	Number of Disadvantaged Pupils (DV)	Number of Free Schools Meal Students (FSM)	Number of Children Looked After (CLA)
7	119	116	4
8	135	133	2
9	119	117	2
10	108	104	5
11	90	89	1
<b>Total</b>	571	559	14
<b>% of school population</b>	42.6	41.7	1.04

### Aims

At Beckfoot Oakbank, we aim to provide outstanding care, guidance, support and teaching to all our students and are totally committed to all our students enjoying learning and succeeding in their education.

### Strategy

- Leadership which closes the gaps for all students.
- Improve attendance for disadvantaged students to close gaps.
- Additional staffing to work on a one-to-one basis in English and Maths to close gaps.
- Increase engagement that rewards and motivate students.
- Personalised learning so that all students are equipped to achieve.
- Achievement culture to drive the students who are most vulnerable to becoming NEET (not in employment, education or training).
- Additional support outside of normal teaching to support achievement.

	2016 results		2017 results	
	All	Disadvantaged	All	Disadvantaged
<b>Attainment 8</b>	43.48	37.98	38.02	32.32
<b>Progress 8</b>	-0.4	-0.7	-0.42	-0.63
<b>Basics 9-5</b>			18	9.64
<b>Basics 9-4</b>	39	25	46	31

## Impact

- As a result of the strategies that had been put in place, the number of DV students who achieved a grade 4+ in both English and Maths increased by 6%. The progress made by DV students increased and the gap in progress between DV and all students narrowed.
- Leadership priorities and lines of accountability have been tightened and there is a much greater focus on rapidly closing the gap from all leaders.
- Attendance for DV learners continues to improve and the gap with non-DV learners continues to close. In 2015, attendance was 91%, in 2017 it was 93.6% and in the year to date (October 2107) it is 94.1%. Persistent absence has improved from 26.9% to 17.2% from 2015 to 2017. The gap between DV and non-DV students' attendance has closed from 3.9% in 2015 to 2.7% in 2017.
- The curriculum has been personalised with a foundation pathway introduced for Years 7 and 8 and guided GCSE pathways for Year 9 students.
- A school based Achievement Centre has ensured that the most vulnerable students at risk of exclusion, have completed their education and there are no NEETS in 2017.

## Accountability

- **Teaching and learning quality:** David Maxwell, Sarah Phillips.
- **Curriculum, Progress and Intervention:** Andrew Thelwell, Paul Hopkins.
- **English, Maths, literacy and numeracy:** Andrew Thelwell, Jude Underwood.
- **Pastoral support:** Debbie Toronczak, Support and Challenge teams.
- **Attendance:** Debbie Toronczak, Support and Challenge teams.
- **Children Looked After:** Debbie Toronczak, Support and Challenge teams.
- **Student tracking and monitoring:** Andrew Thelwell, Data team.

## Year 7 Catch Up Funding

In 2016-17, a total of £34,500 was awarded for supporting students with low prior attainment at Key Stage 2. In order to support these students, the money was allocated to:

- Staffing to allow for reading interventions for students working at level 3 or below
- One to one intervention and resources in maths using Power of 2 for those working at level 3 or below

In 2017-18, the following strategies are being employed to address students with low prior attainment at Key Stage 2.

Intervention with one to one and small groups in English and reading

## Funding

Academic year	£
2014 – 2015	533,334
2015 – 2016	490,721
2016 - 2017	455,454

