



2016-17 Pupil Premium

In the year 2016-17 The John Wallis Church of England Academy was allocated a total of £622,243 for supporting pupils and students who are eligible for Free School Meals (FSM); have been eligible in the past 6 years (Ever6); are from a military background; or are Looked After (CIC).

For the 2016/17 academic year, this is broken down as follows:

Primary Pupil Premium Children:

Total: 204 Pupils

£269,280

Secondary Pupil Premium Children:

Total: 378 Students

£352,963

Total: £622,243. This equates to 582 pupils and students in total, representing 47% of all pupils and students on roll for the academic year.

How Our Pupil Premium Funding is spent:

At The John Wallis Academy, a significant proportion of our pupil and student numbers on roll are eligible for pupil premium. As a result, we have structured our staffing (both pastoral and academic) accordingly to provide significant support across the academy to close the gap.

The attached table shows the financial breakdown across the categories listed below:

Free breakfast club for all pupils and students:

£53,976 to provide free breakfast for all Primary and Secondary pupils and students. This funding has been utilised to assist disadvantaged parents to return to work and to ensure that those disadvantaged pupils and students receive a healthy, nutritious breakfast each morning to promote their health and wellbeing. This has also improved their attendance by ensuring that they are in school on time and has improved their levels of concentration in lessons as a result of a better and more balanced diet.

Education Psychologist:

The Academy has expended £14,650 to commission the services of an Educational Psychologist to directly support those pupils and students identified as having specific needs that have prevented them from accessing their education effectively. In total, 70% of the caseload for the year have been

pupils/students eligible for Pupil Premium. As a result of the EP interventions, many of the students have now progressed to receiving additional counselling support and external agency input. The EP reports have increased our success rates of applying for EHCPs to support the pupils and students and have reduced the amount of behavioural issues and improved attendance for those pupils and students.

Smaller Teaching Groups:

A significant proportion of the Academy's Pupil Premium allocation has been spent on additional staffing across the Academy. The biggest element of this has been significantly reduced class sizes.

In the Primary phase, 3 year groups have been split into 3 smaller classes (as opposed to 2 as a 2FE school) in order to provide better development of personal relationships and bespoke learning to meet the individual pupil needs. Additional support staff are deployed to support specific needs across the school to ensure a more targeted provision. In addition to these additional staff, we also have a fully qualified music specialist and fully qualified PE specialist to improve coordination, movement and provide a wider variety of curriculum choices. The benefit of these smaller teaching groups has seen an improvement year on year on how well both disadvantaged and non-disadvantaged pupils have performed. The cost of this additional staffing over and above a standard 2FE teaching staff set up is £142,000. In 16/17 51% of disadvantaged pupils achieved the expected standards in Reading, Writing and Maths – against a Kent average of 48% and a national average of 47%, Year on year this group's performance improves due to the prolonged and sustained additional input and support they receive throughout their primary education at the John Wallis Academy.

In the Secondary phase, the same methodology has been applied to ensure that teaching groups (particular for those disadvantaged and of a lower ability) are smaller to ensure a better targeted provision of teaching for them. The average size for some of these groups is between 10-20 students, rather than 30. In addition to these smaller teaching groups, we have also invested in additional posts across the academy as graduate Learning Mentors. These Learning Mentors all have degrees in a variety of specialisms (with a large focus on English and Maths interventions) and work in small groups or even 1-2-1. The attached "progress over time" document illustrates the impact that this increased staffing level has had year on year, with the gap against national average consistently closing. The cost for these additional staff is £385,753. In 2015/16 the difference between disadvantaged and non-disadvantaged was 0.57. In 2016/17 this narrowed to 0.43. Year on year the disadvantaged students are performing better, as with the primary pupils, due to the sustained levels of support they receive and more focused teaching as a result of the smaller groups. In 2016/17 our disadvantaged students achieved a P8 measure of -0.23 compared to a Kent average of -0.69 and a national average of -0.4.

Lexia Reading Programme:

The Lexia programme and the proportionate cost of staffing and resources dedicated to disadvantaged pupils engaging with the programme totals £35,212 across the Primary and Secondary phases of the Academy. The programme assesses reading ages of pupils and students and provides strategies to increase this where the reading age is less than the pupil/student national curriculum age. The programme is proven to improve literacy levels and improve pupils and students ability to access the curriculum in other subject areas.

Subsidised Trips & Student Support:

Throughout the 2016/17 academic year the Academy provided support to disadvantaged students by issuing new students with a free uniform and providing support with items as required. This has included items such as free shoes and equipment so that those students are not disadvantaged to their peers. Included in this is £6,022 subsidy to Educational Visits for pupils and students eligible for pupil premium. This contribution is invaluable in ensuring that our disadvantaged students do not miss out on opportunities to enrich their learning and support key areas of the curriculum. This has included either a subsidy or full payment of Geography field trips; Modern Foreign Language trips to Paris; History trips to London. A full schedule is kept within the EVC records but cannot be published due to data protection.