



TBAP Cambridge AP Academy Pupil Premium Funding (PPF) report 2018-2019

1. Background

Cambridge AP Academy has the highest expectations of, and aspirations for, all its learners. Each learner should have equal opportunities to achieve the best possible life chances, irrespective of socio economic background and to ensure that not a single pupil gets left behind.

We make every effort to ensure that disadvantaged learners receive outstanding support and believe our core business is to aim for all our learners to make outstanding progress as a result of good and better teaching and learning.

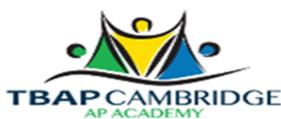
We understand that the aim of PPF is to support schools in raising the attainment levels of the most disadvantaged learners and to 'diminish the difference' that exists nationally. To this end, the Department for Education (DfE) provides additional Pupil Premium Funding (PPF) to all schools based on the learners:

- who are currently eligible for Free School Meals (FSM)
- who have been eligible for FSM at any time in their last 6 years (known as Ever 6)
- who are Looked After Children (LACs/CLAs)
- who are children of Armed Forces Personnel

As a school, we recognise that it is not the funding itself that will improve achievement and attainment, but how it is used. The Department for Education (DfE) expects us to use PPF appropriately and to be accountable for the decisions we make. The school LAB members and Trust Trustees – who are judged by Ofsted as part of its assessment of the Leadership and Management of the school – must ensure that rigorous monitoring of PPF is in place and that it is managed efficiently and that staff and resources are deployed effectively in order to benefit all groups of learners.

Our Pupil Premium Policy states that PPF must be used to support those learners for whom the grant is eligible. However, it is difficult to spend PPF on the improvement of teaching and learning without benefits impacting on other pupils. Additionally, it is morally difficult to exclude a child who is not on FSM from accessing any initiatives if they could clearly benefit from them. However, we are also clear in the way that interventions are targeted to ensure FSM learners benefit from PPF.

At TBAP Cambridge AP Academy, our aims and rationale for PPF expenditure are based on a number of factors. Using a range of data sources, we critically analyse aspects of day-to-day teaching in order to identify achievement and underachievement. From this we are able to implement interventions to improve



outcomes for individuals and groups. We believe that educational research from both mainstream and specialist settings is invaluable in informing practice, both in terms of deciding upon the efficacy of specific interventions and in implementing strategies as effectively as possible.

2. Pupil Premium Profile

	Autumn Term (end of term)	Spring Term (end of term)	Summer Term (end of term)
Total Number on role (NOR)	32	39	
No. of learners eligible for PP	25	26	
% of PP pupils as % of NOR	25/32 = 78%	26/39 = 66%	
Amount of funding per pupil	£935		
Total Pupil Premium Budget required	£15000	£15000	£15000
Total Pupil Premium Budget granted based on October census	£22,440		

- There are two Looked After Children (LAC) on the school roll

3. Monitoring of impact of PPF

- The school monitors attendance of FSM pupils as a discreet group and shares this information with families at Structured Conversations meetings three times a year and at parent's afternoons.
- The Head of School has overall responsibility for monitoring impact of PPF and meets with the named governor on a termly basis to report back on outcomes.

4. Summary of PPF expenditure and interventions at TBAP Cambridge AP Academy

No.	Intervention	Objective	Impact	Next Steps	Cost
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1.	Feedback: Assessment for Learning (AFL)	To improve the quality of feedback (verbal & written) given to all pupils in all lessons	Accelerated pupil progress	Continue to revisit in CPD programme and share best practice. Staff to visit outstanding practice in commissioning schools	Notional
2.	Meta-Cognition and Self Regulation	To leverage this high impact strategy to improve learner progress	Increased learner independence and resilience evidenced in tackling all types of lesson work Accelerated learner progress in 'exam-type' situations	Continue to revisit in training and share best practice	Notional
3.	Regulation: Team Teach	To ensure all staff are up skilled in the management of behaviour through the diffusion of potentially challenging situations and the teaching of coping skills	Decrease in the number of incidents that require restraint and also the disruption to the learning of other learners has been minimized	Ongoing refresher training and full 2 day training for new staff	£2k
4.	Phonics: Lexonik	To improve reading skills amongst learners using a structured, systematic and well regarded phonics scheme	All PP learners will complete this phonics programme as part of the induction process	Continued Investment	£2k
5.	ICT	To improve numeracy skills using a range of specially selected motivating apps	Increase in laptops to allow greater use of ICT for full classes, that will increase confidence, participation and skill development of Maths via use of ICT programme 'Complete Maths' that can be accessed at home as well. Supply laptops for outreach work.	Continued Investment	£500
6.	Enrichment	To provide learners with opportunities to 1. Develop passions and interests 2. Experience a broader range of learning experiences	In the first term of the enrichment programme, learners are enjoying a wide range of diverse opportunities including mountain biking, indoor skydiving, fitness, film club, additional art.	Continued investment	£2.5k
7.	Sports/ PE	To provide learners with purposeful opportunities to develop in a range of sporting activities so they:	Learners are establishing lifelong positive habits Improvement seen in independence of self-care	Continued investment	£500

		-acquire a number of relevant skills (e.g. personal care, motor skills, coordination, social skills of team work and communication -are developing healthy lifestyle habits	Improvement seen in willingness to take risks, try a range of activities, cope with team work and competition Self-confidence is improved		
8.	Trips	To provide learners with opportunities to experience a broader range of subject and non subject learning experiences	Learners have attended trips to a number of varying venues and events to increase 'cultural capital' and directly impact on positive learning outcomes.	Continued investment	£500
9.	Attendance Project School Minibus	To achieve 95% whole school attendance for 2018/2019 and reduce PAs	Improved attendance for all, and therefore increasing learning and progress.	Continued investment	£1.5k
10.	Breakfast Club	To improve health and wellbeing, as well as behavior, social interaction skills and eating manners	Regular attendance of learners means pupils enjoying provision. Offer of breakfast to disadvantaged learners, ensures learners have eaten before lessons to support better concentration, mental and physical growth	Continued investment	£1.5k
11.	Rewards scheme	To increase learner engagement in and out of lessons through a tangible rewards based system	Increased positive behavior points. Reduction in instances of poor behaviour	Continued Investment.	£1k
12.	Extra provision	To ensure that the most vulnerable are able to achieve if unable to attend in school.	Learners unable to come into school achieve the best possible accreditation and move into a meaningful destination post 16.	One off payments based on number of learners impacted.	£3k
Total Costs to date					
Autumn Term 2018 £12000					
Spring Term 2019 £					
Summer Term 2019 £					

Notes:

- *Notional denotes the fact that the activity is planned as part of the wider school improvement processes which PP pupils will benefit from*



- *Cash Figures indicate a proportion of total spend on activity that can be attributed to PP pupils*