

Pupil Premium Statement 2015-16

Summary:

From the period September 2015 to August 2016 The Arnewood School 11-19 Academy has been allocated £208,793 in Pupil Premium funding. Pupil Premium is calculated on the basis of the proportion of pupils eligible for free school meals, who are in care or the children of service families. This includes pupils who have met this criteria at any point in the last 6 years (known as "Ever 6 FSM"), nominally **240 children** at The Arnewood School 11-19 Academy fell into this category, representing around **27%** of the school's Key Stage 3/4 roll.

We firmly hold that at The Arnewood School 11-19 Academy we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of their socio-economic background.

When pupils join the Arnewood 11-19 Academy we work very closely with the feeder schools to ensure that we know and understand the starting points for their academic progress. We recognise that the most important skills a pupil needs to develop in order to prosper and improve their life chances are those skills associated with developing good levels of literacy and numeracy. For students who enter the school with reading ages well below their chronological age we deliver programmes of "catch up" intervention to help them improve on this vital skill. This literacy programme is based on regular intensive small group sessions consisting of two hours a week of literacy based in the schools Learning Support Centre.

Every Centre of Learning within the school has a responsibility to monitor the progress of pupils entitled to Pupil Premium. Each centre will have identified these pupils and is responsible for putting in place effective intervention for pupils who are not making the expected progress. Centres of Learning are will also expected to report at least termly on the progress of Pupil Premium pupils, with the aim of ensuring that the "Gap" in progress between Non Pupil Premium and Pupil Premium pupils is minimised.

We also as school recognise that there are a diverse range of demands placed upon pupils and we will endeavour to support them both academically and pastorally. We intervene to support students who struggle with issues such as attendance, difficulties with accessing the curriculum, social and emotional difficulties as well as the everyday demands of the school curriculum.

Breakdown of funding:

Resource	Objective	Impact
Lead Practitioners, Key Stage Progress Leaders with responsibility for PP progress. c. £10,000	To improve consistency in monitoring PP progress and implementing departmental intervention to narrow the gap in PP performance.	<ul style="list-style-type: none">• The progress of PP progress is monitored through the school's ADDS system.• Centres of Learning are provided with regularly updates of how Pupil Premium students are progressing at regular intervals including at the end of Key Stage 4.• Subject specific intervention for PP pupils is an area for further development in 2016-17.
Welfare Officers x 2 Support Staff,	To work with the families of PP pupils who are at risk of persistent absenteeism to improve rates of	

including an Attendance Officer c. £19,000	attendance and to support pupils with issues surrounding mental health, social and emotional aspects impacting on their school life.	
Teacher with KS2 specialism at Eaglewood Pilot. c. £13,000	To support vulnerable learners who are struggling with the transition from KS2-3.	<ul style="list-style-type: none"> The Eaglewood pilot project had finished and the Eaglewood School has opened as of September 2016.
Pastoral Support QT x 1 LSAs x 3 c. £66,000	To support pupils at risk of exclusion or internal isolation by providing a variety of interventions ranging from ESD support to 1:1 mentoring and curriculum support both in class and on a withdrawal basis.	<ul style="list-style-type: none">
Continued Learning Support Literacy Intervention HLTA x 1 LSA x 1 c. £20,000	To identify Year 7 pupils with level 2 or insecure level 3 in literacy and support them in making substantial or remarkable ratio gains in one or more areas of their literacy.	<ul style="list-style-type: none">
1:1 Intervention involving 11 QT c. 39,000	To identify and work on specific barriers to progress in numeracy and/or literacy at KS3 and KS4.	<ul style="list-style-type: none"> 23 students were identified and completed at least one 10 week cycle of 1 hour 1:1 sessions with a QT.
Extra-Curricular and Nurture Groups: c. 10,000	To develop social skills of pupils by extending social, cultural and sporting participation to work in small and large groups and to ensure PP pupils have the necessary equipment to participate.	<ul style="list-style-type: none"> Clifford Centre (anxiety): 8 weeks: transition sessions for students with ASD traits: 6 students from Y7 Forest project (indoors): nurturing group: 8 students from Y7 Nurture group: 9 students from Y7: work in small groups to boost self-esteem and self confidence Literacy Plus: 6 students: literacy and social skills within a small group It's Your Choice: 8 students from Y8: making better choices; developing resilience; friendship issues. Forest Project: links with local area: 8 students from Y7 Card making group after school club: 15 students from Y7 It's Your Choice: anger management: 8 students from Y7 Outdoor Education: 12 students from Y8

		<ul style="list-style-type: none">• Cosmetic Workshop: 46 students from Y7 and Y8. Working with students from Soton Uni.• Cook and Eat sessions: 10 students from Y7: bring an adult to school and produce a meal to share• Explore the Store Trail (Tesco): 11 students from Y7• Bush craft: 5 students from Y7 and Y8: learn and practise bush craft skills• Contributions were made to 15 pupils for a variety of residential trips.
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