

Pupil Premium Strategy

Context of Academy

Whilst the percentage of PPI students at Garforth Academy is low measured against national averages, they still represent a significant group of students and as such play an important role in the overall success of the Academy. The table below identifies our students KS2 ability range on entry for our PP and Non-PP students; we have a higher percentage of PP students with low to middle ability range entering Year 7 compared to Non-PP students.

For Year 7 students LAP, MAP and HAP are categorised with LOW below KS2 scaled score of 100, MID as a score between 100 – 109 and HIGH with a score of 110 +

For Yrs 8 – 11 students, LOW categorised with a KS2 Fine Points score of below 4.0, MID with a score between 4.0 – 4.9 and HIGH with a score of 5.0+

	PP Students (175)			Non PP Students (1,343)			All Students (1,518)		
	LOW	MID	HIGH	LOW	MID	HIGH	LOW	MID	HIGH
Yr 7 (298)	9 41%	13 59%	0 0%	57 21%	154 56%	65 23%	66 22%	167 56%	65 22%
Yr 8 (310)	7 25%	14 50%	7 25%	21 7%	128 46%	133 47%	28 9%	142 46%	140 45%
Yr 9 (304)	4 14%	16 57%	8 29%	23 8%	123 45%	130 47%	27 9%	139 46%	138 45%
Yr 10 (307)	13 25%	26 50%	12 25%	21 8%	125 49%	110 43%	34 11%	150 49%	123 40%
Yr 11 (299)	16 33%	17 40%	13 27%	26 10%	98 39%	129 51%	42 14%	116 39%	141 47%

As an Academy we are focused on closing both relative and absolute differences in student achievement. Spending commitments made are based on a detailed understanding of individual needs and aim to maximise the growing body of research and evidence on effective practice.

All pupil premium spending should lead to a quantifiable impact on student achievement and attainment, with a clear plan for impact measurement established. Detailed individual intervention plan and spend per PP student is available on request.

The Academy has put in place the following monitoring/reporting system:

Each Faculty to input PP data every half term and include the following information

- Issue – Curriculum, Behaviour, Attendance, Emotional Wellbeing, Homework, Work Ethic and No Issues.
- Subject – Department/Faculty name.
- Support Offered – Homework support, Educational Visit, Additional Tuition, Intervention Programme, Holiday Intervention, Coursework Support, Provision of resources and equipment, Small set group, TA support in class, Revision Session, Attendance support, Daily support, Weekly support, Group Programmes one to one support, Home visits, Parental meetings, Excellence Centre and Detentions.
- Hours – For each type of intervention offered for each half term.

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After each data capture there is a 'subject concern list'. If a 'Progress 8' score for a student is in RED then that particular student has underperformed from the previous cycle date. Subject is identified as a concern and Departments are instructed to re-visit their intervention plan. If it is identified as GREEN, then the intervention is having an impact and the strategy continues.

The parameter for students to be highlighted as a "Subject concern" on the PP list is as follows:

KS3 –More than 1 grade below their EOY expected grade.

KS4 –Progress 8 Subject score of -0.3 or below

These parameters for PP students are narrower than Non PP students to highlight our firm commitment to closing the difference between the outcomes of PP and Non-PP students and ensuring we diminish the difference of our PP students on all national % thresholds.