

Pupil Premium Impact and Evaluation Report Academic Year 2014/15

Context of Academy

The predecessor School had been in an extended period of instability since the substantive Headteacher left in 2012. The Ofsted inspection in December 2013 placed the School in special measures. Two Assistant Headteachers had been Acting Headteachers during this period and continued in this role following the judgment supported by the LA.

The LA placed some interim leadership in the academy during the next two terms although this was not consistent and proved ineffective as the first two HMI monitoring visits graded the school as not having made sufficient progress towards the removal of special measures.

The Academy Sponsor, School Partnership Trust Academies had appointed a Head of Academy and Executive Principal by September 2013 to work in partnership with the LA until conversion on 1st of December 2013.

In November 2013 a third HMI monitoring visit also judged insufficient progress however it did recognise some of the positive changes which were beginning to take place although the impact could not yet be seen.

Since September 2013 consistent and sustained improvements have been made in many areas of the academy and the initial changes seen have been established and built upon. These have created a greatly improved ethos across the academy establishing a collective 'can do' culture and a feeling of positivity amongst stakeholders.

The 200 pupils are almost exclusively White British but come from a mix of socio-economic backgrounds; most are from the less affluent/more vulnerable sections of the local community. 36% are Pupil Premium children, above National Average, falling within the 90th percentile. Though many of our families do have at least one working parent these jobs are mainly unskilled and low paid. There are a significant number of 'fragmented homes', which is difficult to quantify or compare nationally. The majority of our families have lived in the local area for more than one generation, with many parents and grandparents attending our academy themselves. This creates a close sense of community but also contributes to a lack of aspiration and wider experiences. As we develop our rigorous child protection procedures and challenge the care of our pupils, we are identifying more and more children who are at risk, and taking steps to respond to their needs. The number of children supported at through SEN provision is below NA (6%) as is the percentage of children with a Statement/EHC plan(3%). We currently have no Children Looked After but have five who are in Special Guardianship arrangements with grandparents and 7 families (15 children) subject to a Child Protection Plan/Child in Need Plan. A further four children and their families are subject to recent referrals and assessment by Social Care or working at CAF level.

Baseline assessment on entry to academy shows a very large majority of pupils are well below the expectations for their age in all areas of development matters. We have a large number of children who enter nursery without toilet training and the number with severely delayed spoken language is rising year on year.

Attendance has risen significantly since the previous inspection, this is a result of a consistent approach to first day absence, celebration of good attendance, securing a reward system that is recognised by the academy and home and building positive relationships with parents where education is seen as a more positive experience. Attendance has risen from 94.2% (Academic year 2012/13) to 95.3% (Academic year 2013/14). This is the only time in the last 5 years that the academy has had an attendance level in line with National Average.

Objectives of Pupil Premium Spending

- Improvement of teaching across the school and attainment and progress for pupil premium children through the appointment of additional leadership staff to work as teaching and learning leads.
- Improvement of attainment and progress in year 2 and year 6 through the consolidation of the work of a teaching and learning lead / intervention teacher.
- Improvement of progress and attainment for children eligible for pupil premium who have fallen behind their peers through the promotion and training of TAs to work as intervention leads.
- The improvement of engagement and readiness to learn for children eligible for the pupil premium through a revision of the funded breakfast club places with a greater focus on distinct areas of need, improved training for staff and more structured learning developments.
- Improvement in engagement in learning for pupil premium children through the greater use of ICT resources with specific new items purchased for identified use with pupil premium eligible children through the 'early birds' breakfast club provision.

Amount of Pupil Premium Grant (PPG) Received

Amount of PPG received for Academic Year 2014/15

Total PPG Grant received for Academic Year 2014/15

£98,800

Summary of PPG Spending Academic Year 2014/15

The PPG has been spent on contribution towards the continuation of the salary of one experienced TLR lead in the academy. She has led on improving teaching and learning across the academy targeting support at children eligible for the grant. Her work is leading to improved progress and attainment for these children in the classes she has taught and across school through the developments in teaching and learning which she has generated. She has also planned, led and evaluated the 'early birds' breakfast club provision which is showing initial high impact on the progress and attainment of disadvantaged children in reading. She has trained TAs to deliver the work here as a continuous programme.

The grant has also been allocated towards the costs of running this provision for the specified children. This has included resourcing the reading activities with books, games, activities and ICT provision which is solely for use by this group of children, providing the food for the breakfast part of the club and staffing the club.

The grant has been spent on continuing to contribute towards the salaries of 4 cover supervisors who lead interventions with children eligible for this funding. The results of these in the English and maths based interventions have been exceptional and further evaluation is ongoing to transfer this impact to the interventions for EYFS and social and emotional need.

The funding has also been used to employ temporarily additional TAs to further support some individual disadvantaged children with 1 to 1 support for learning and emotional needs. In two cases this is in addition to that support available through SEN funding.

Finally the funding has been used as planned last year but not fully completed – in contribution towards the purchase of new ICT resources for use across the academy and in completely funding new tablets and notebook computers for use within the breakfast club provision and by children eligible for this funding across the rest of the academy.

Record of PPG Spending by item / project

| Item / Project | Cost | Objective | Outcome |
|--|--|--|--|
| <p style="text-align: center;">One x TLR staff</p> | <p style="text-align: center;">£37,300 from PPG</p> | <ul style="list-style-type: none"> • Continued improvements in teaching and learning across the academy and in classes where this teacher works with identified PPG children. | <ul style="list-style-type: none"> • During the year progress and attainment for PPG children in the year 2 and year 6 class where this teacher primarily worked improved from last year. • In year 6 disadvantaged children have made better progress than non disadvantaged children in reading and equal progress in writing. In maths they have made less progress, interventions are now in place the impact of this is being reviewed. The gap between disadvantaged and non disadvantaged children in year 6 has closed in all areas – significantly in reading. The amount of children making more than expected progress in reading and writing has also improved and it at a level very close to National for this group. • In year 2 attainment of disadvantaged children is still below that of non disadvantaged children but the gap is closing in some areas. The closure of the gap in reading is particularly strong. The impact for the year 2 children has been less marked partly due to teaching instability but this will be a key focus next year. |
| <p style="text-align: center;">TA promotion to lead interventions</p> | <p style="text-align: center;">£6,500</p> | <ul style="list-style-type: none"> • Improvement of progress and attainment for children eligible for pupil premium who have fallen behind their peers through the promotion and training of TAs to work as intervention leads. | <ul style="list-style-type: none"> • The intervention groups, which focus on disadvantaged children have had a significant impact on progress. During 2014-15 80% of the children eligible for this funding have made better than expected progress within their targeted numeracy intervention programmes (with an increase of between 2 and 15 months progress |

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| | | | compared to actual across the time they accessed that intervention). In the literacy intervention 85% have made better than expected progress (with an increase of between 2 and 14 months progress compared to actual). |
| Revised breakfast club places, establishment of 'early birds' club, purchase of resources, food and staffing costs for this. | £13,000 | <ul style="list-style-type: none"> The improvement of engagement and readiness to learn for children eligible for the pupil premium through funded breakfast club places with a key focus on reading improvements which was an area of underachievement for this group last year. | <ul style="list-style-type: none"> Children from year 6 who attended the early birds provision made far higher amounts of progress than previously and this was close to National for 3 levels progress. The gap between these children and others in reading has closed significantly. Children from year 2 who attended the early birds provision made average progress but this is a huge improvement on their progress before the club started which was 0.9APS below expected. There has been some closing of the gap for them but this is less marked than in year 6. |
| Additional ICT resources for use within class including IWB replacement. | £32,000 from PPG | <ul style="list-style-type: none"> Improvement in engagement in learning for pupil premium children through the greater use of ICT resources across the academy with specific new items purchased for identified use with pupil premium eligible children. | <ul style="list-style-type: none"> These items have been particularly well used within years 4, 5 and 6 and the impact on year 6 attainment is 1 part due to this. During the next academic year these will be tracked and the additional apps and software purchased to be used specifically with these children will be fully evaluated. Their use at the early birds club will also take place for the full year now they are all in the academy and fully operational. |
| Temporary employment of 2.5 FTE TAs to support identified PPG children on a 1 to 1 and 1 to 2 basis. | £10,000 | <ul style="list-style-type: none"> Improvement in progress and attainment for specific individual children eligible for PPG funding who are either new to the academy (1 child) or who made insufficient progress through the existing PPG support arrangements (4 children) | <ul style="list-style-type: none"> 4 of these children are in either year 2 or year 6 and have shown improved progress in terms of APS with improvements of at least 1APS progress when compared to progress before these staff began working with them in all areas and 2APS improvements for 1 year 6 child in reading, 1 year 2 child in reading and writing and another year 2 child in all areas. The 5th child is in year 5 and has shown a small improvement in progress. |

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| Total | £98,800 | | |
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| Total PPG Received | £98,800 |
| Total PPG Expenditure | £98,800 |
| PPG Remaining | 0 |

| Performance Analysis of PPG pupils at the end of KS 2 | | | |
|--|------------------------------------|------------------------------------|------------------------------------|
| | 2012/13 | 2013/4 | 2014/5 |
| % of PPG Children achieving level 4 in reading | 64% | 43% | 60% |
| % of PPG Children achieving level 4 in writing | 36% | 57% | 70% |
| % of PPG Children achieving level 4 in maths | 55% | 57% | 50% |
| % of PPG Children making 2 levels progress in English | 82% reading 64% writing | 79% reading 93% writing | 78% reading 89% writing |
| % of PPG children making 3 levels progress in English | | 14% reading 14% writing | 33% reading 22% writing |
| % of PPG Children making 2 levels progress in Maths | 82% | 79% | 67% |

Narrowing the Gap between FSM and other children (end of KS2)

| | Reading | Writing | Maths |
|----------------|-----------------|-----------------|-----------------|
| 2012/13 | -3 APS | -2.4 APS | -1.8 APS |
| 2013/14 | -5.7 APS | -3.4 APS | -2.8 APS |
| 2014/15 | -1.9 APS | 1.8 APS | -2.5 APS |

Other Supporting Evidence of Impact

- Data analysis pack
- Pupil progress meeting notes
- Monitoring records

Implications for Pupil Premium Spend in 2015/6

- **Additional staffing will have more impact if kept for the full year rather than starting half way through so this is a priority.**
- **Early birds was far more successful than the initial breakfast club from last year so this will continue but, again, will start from September and include children from year 1 to work on improving phonics outcomes for PP children as well as SAT outcomes.**
- **The ICT resources will be fully evaluated now they are in use and some funding will go towards the 'accelerated reader' software for use in KS2 which should improve outcomes further for these children in reading.**