

Pupil Premium Impact and Evaluation Report Academic Year 2015/16

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. In the autumn term 2015 attendance is at 96%.

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 in phonics and reading outcomes for children eligible for disadvantaged subsidy funding through early birds, read, write, inc development and additional reading time from lunchtime supervisors.
- Improvement of attainment and progress in year 2 and year 6.
- 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.
- Improvement in behaviour and engagement for children eligible for disadvantaged subsidy funding through improved nurture provision and the introduction of forest school.

Amount of Pupil Premium Grant (PPG) Received

Amount of PPG received for Academic Year 2015/6

Total PPG Grant received for Academic Year 2015/6

£90,000

Summary of PPG Spending Academic Year 2015/6

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. She has taught classes across the academy and is currently working within KS2. It is also being spent on contribution towards the salary of a second assistant principal. This member of staff is with us on secondment from a successful academy and is leading KS1 and EYFS with a key focus on the improved phonics development. She will also impact on the closing of the gap more consistently across KS1 which, although improved, was not significantly improved in all areas when compared to KS2. She is teaching in year 2. Finally, in terms of teaching staff salaries it is being used to appoint a year 2 teacher from January 2016 allowing the current teacher to reduce her hours. The reduced hours she then has will be directed solely to interventions with year 2 disadvantaged children and with phonics for this group.

The grant has also been allocated towards the costs of running the early bird 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. This is starting in September this year and running for the full academic year.

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. An additional cover supervisor to support with these needs began work at February 2015 and will continue during this year. She has also undertaken training in leading the 'forest school' initiative and is leading this with a focus on specific children eligible for this funding. Analysis from 2014/15 showed that more of the higher level behaviour incidents which occurred in the academy involved children eligible for this funding so this has been planned to proactively address this.

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.

The funding has also been used to extend the number and the hours of lunchtime supervisors to support with additional reading for these children and to ensure that more meaningful activities are in place for all children at lunchtimes thus supporting the social needs of some of the children eligible for this funding more effectively.

Finally the funding has partly subsidised the swap shop and behaviour bands initiative to develop improved attendance as analysis from 2014-15 showed that children eligible for this funding tended to have poorer rates of attendance than other children.

Record of DSG Spending by item / project 2015-16

Item / Project	Cost	Objective	Outcome
<p style="text-align: center;">One x TLR staff and one x additional assistant principal</p>	<p style="text-align: center;">£36,189 (contribution from grant)</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. Specific focus in KS2 during this year for TLR member of staff. • Additional assistant principal to lead KS1 and lead on development of phonics and SATs improvements for this group of children. 	<ul style="list-style-type: none"> • Has been used in year 6 with supply cover in year 4 funded through additional SATs booster fund. This improved the progress of this group during year 6 in writing and maths but had less impact in SPAG. The impact on reading was poor and this will be evaluated and developed further next year. Attainment for this group in year 6 was poor and the funding will be allocated differently next year. • AP has made huge impact on phonics and KS1 attainment and progress for all children. The gap between PP and non children in attainment and progress in years 1 and 2 is lower than anywhere else in the school and this is being consolidated. Attainment for this group is higher in all subjects in year 2 than non PP children and progress is better for this group in many areas in year 1 and year 2.
<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"> • This has continued and has made impact for those individual children. However, long term sickness absence by one of these staff has impacted on this progress this year. Due to this the allocation of TAs to develop this further and the personalisation of intervention sessions has been improved for 2016-17.
<p style="text-align: center;">Employment of additional cover supervisor TA to work with year 6 and delivering 'forest school' including the cost of the training.</p>	<p style="text-align: center;">£10,210 (salary) £975 (training)</p>	<ul style="list-style-type: none"> • Improvement of outcomes in year 6 through daily intervention work with eligible children. • Improvement in social and emotional development through forest school provision. 	<ul style="list-style-type: none"> • Daily interventions have run in year 6. The gap still remained large though but the PP group in this class is made up predominantly of LA children. Progress is in line with non PP in maths and writing but this progress is not strong enough for any

			<p>group. In depth evaluation of the reasons for this is ongoing and will impact on plans for 2016-17.</p> <ul style="list-style-type: none"> This has had some impact – forest school is now running and PP children have been attending this. This has been targeted at the quieter, less noticeably vulnerable children within this group and the HA PP children. Within year 6 this had impact on results as the HA PP children all attained at greater depth in writing and all attained scaled scores above 105 in maths and SPAG. 50% of these children attained above 105 in reading.
<p>Revised breakfast club places, establishment of ‘early birds’ club, purchase of resources, food and staffing costs for this.</p>	<p>£16,714</p>	<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 to continue the improvements gained through this last year. 	<ul style="list-style-type: none"> This has continued and been extended to include year 1 and year 5. The impact has not been as marked this year in KS2 though improvements in KS1 are clear to see (see above). This will be fully re-evaluated and restructured during 2016-17 to ensure the positive impact from 2015 is re-established.
<p>Subsidy of swap shop and attendance rewards through the band system.</p>	<p>£1,000</p>	<ul style="list-style-type: none"> Improvement of attendance through more structured rewards system linked to good behaviour, particularly amongst this group where attendance levels were lower than for children not in this group. 	<ul style="list-style-type: none"> The attendance of PP children has improved during the year and these incentives have worked. It is now in line with ‘all’ attendance though the % of PA children who fall into the PP group is still higher than non PP. This is being tackled with a new EWO contract which will be part funded from PP grant next year.
<p>Continued employment of 0.5 TA to work specifically with children from this group</p>	<p>£4,857</p>	<ul style="list-style-type: none"> Improvement in progress and attainment for specific individual children eligible for PPG funding. 	<ul style="list-style-type: none"> Due to staff absence this TA’s work has not been as focused on the PP group as intended. To be reviewed and evaluated.
<p>Employment of additional lunchtime supervisors and extension of their hours to allow one to one reading daily with specific children from this group.</p>	<p>£10,905</p>	<ul style="list-style-type: none"> Improvement in reading progress for specified children within this group. Improvement in social interaction at lunchtimes. 	<ul style="list-style-type: none"> Overall improvements in KS1 – progress improvement for specific children through this in KS2 though not as marked as expected. Staff absence has also impacted on this.

Contribution towards the purchase of academy wide resources for read, write, inc. and accelerated reader and training for individual staff who are employed for working within this group.	£650 (training) £2,000 (resource contribution from grant)	<ul style="list-style-type: none"> Improved outcomes in phonics. Continuation of improved outcomes in reading for this group in KS2 and across school. 	<ul style="list-style-type: none"> Excellent improvements for all groups in this including PP children. The gap in year1 remains very low. Accelerated reader requires further implementation. In upper KS2 it has improved reading engagement for this group but is not evident across school or in data at this point.
Total	£90,000		

Total PPG Received	£90,000
Total PPG Expenditure	£90,000
PPG Remaining	0

Performance Analysis of PPG pupils at the end of KS 2			
	2013/4	2014/5	2015/6
% of PPG Children achieving level 4 in reading / EXS 2016	43%	60%	17%
% of PPG Children achieving level 4 in writing /EXS 2016	57%	70%	42%
% of PPG Children achieving level 4 in maths /EXS 2016	57%	50%	33%
% of PPG Children making 2 levels progress in English	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	79%	67%	

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

	Reading	Writing	Maths
2013/14	-5.7 APS	-3.4 APS	-2.8 APS
2014/15	-1.9 APS	1.8 APS	-2.5 APS
2015/6 1 child = 8% in PP group, 13% in non PP group	33% difference at EXS	58% difference at EXS	30% difference at EXS

Implications for Pupil Premium Spend in 2016/7

Outcomes from the use of the funding in KS1 and for HA pupils in KS2 have remained steady and shown some further closing of the gap. However, this has not been replicated for other children in KS2 or in data across other year groups in KS2. Staff absence has been a major impacting factor on this and so next year's plans will include robust contingency measures to ensure that this is not allowed to have a negative impact going forward.

The impact of the additional staffing in year 6 and through the breakfast club provision has not been significant this year and so this will be thoroughly reviewed and spending plans for 2016/17 will reflect this. Additional staffing in year 6 has not evidenced good value for money and so the funding will be allocated to targeted CPD in this area rather than to additional staffing.