

Pupil Premium 2016/17

Allocation, Spend and Impact

Pupil numbers used to calculate the Pupil Premium Grant (PPG)

Where a new school is not fully established, and at the start of the autumn term 2016, the school has been open for fewer years than the number of year groups in the school, then the school's allocation will be revised in March 2017. The revised allocation will apply the rates set out in section 2 to the increase in eligible pupils between the January 2016 school census and the October 2016 school census. The increase will be prorated by 7/12ths to reflect that the additional year groups have been in place for 7 months of the financial year.

Extract from: Pupil premium 2016 to 2017: conditions of grant (DfE 26th August 2016)

Allocation	2016/17 Expected Funding			Funding Received <i>Apr to Jun (3 months)</i>
<i>Based on the September 2016 School Census</i>				
Pupils in year groups reception to year 6 recorded as Ever 6 FSM	50	@ £1,320	= £66,000 (= £43,560)	£0
Looked-after children (LAC)	1	@ £1,900	= £1,900	£0
Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order	0	@ £1,900	= £0	£0
Service Children	0	@ £300	= £0	£0
Total	34		= £67,900	£0

How are we spending the Pupil Premium?

The academy draws on research evidence (such as the Sutton Trust toolkit – see Appendix 2) and evidence from our own experience to allocate funding to activities that are most likely to maximise achievement. We never confuse eligibility for the Pupil Premium with low ability, and focus on supporting our disadvantaged students to achieve the highest levels. Our Pupil Premium spend is divided into the following four priority areas:

Quality first teaching and harnessing the power of feedback

We understand the importance of ensuring that all day-to-day teaching meets the needs of each learner, rather than relying on interventions to compensate for teaching that is less than good. Therefore, we are using additional funding to employ practitioners with a good track record of improving outcomes for children. We develop teacher talent by investing in disciplined, deliberate and intelligent practice and coaching.

The best way to ensure students make progress is to provide effective feedback. On top of establishing a common approach and minimum requirements, staff work

hard to harness the power of feedback. For example, each day has feedback time built into it where a practitioner works with children either one to one or in small groups with the aim that no child goes home with a misconception.

Minimising barriers to achievement

We have thought carefully about what barriers to learning our students are experiencing, and how to remove or, at least, minimise them. We have an attendance team and Educational Social Worker who tackle persistent absence. We are also committed to creating and maintaining strong links between home and school. We run very popular 'Stay and Learn' sessions twice a week where parents of children in receipt of Pupil Premium are specifically targeted and encouraged. Each class also runs six extensive parent workshops every school year where a home learning pack is sent home. These events are usually attended by between 92% and 100% of all parents.

We insist on good learning habits with the highest of expectations and no excuses. During lessons, children are expected to track the speaker, teacher or student, and remain focussed at all times demonstrating a sense of purpose in everything they do.

Raising aspirations and broadening experiences

A great number of our children and families come from one of the most deprived wards in the country. In order to raise aspiration and add to the cultural capital of our children and families, our quality first curriculum is bespoke to us and the needs of our children. Our curriculum has been designed to support children in improving their health and well – being; mindfulness and esteem; dispositions to learning and overall independence and resilience. Our children have the opportunity to access a number of learning opportunities that support these aspects such as woodwork, clay work, design, drawing and sketching, painting and using research as a tool for learning. Outdoor learning is also a staple part of our quality first curriculum. As well as this range of opportunities in school, our enrichment opportunities also support children in widening their life experience and considering a wider range of positive life choices.

Statements of Success / Impact – YEAR R 6 / 30		2016/17 Cycle RAG		
		1	2	3
A	The % of disadvantaged pupils on track to achieve, at least, the expected level in all ELGs matches or is improving towards that of other pupils nationally (2015 national for other = 75%)	17% (all nationally= 69%)	33%	67%
B	The % of disadvantaged pupils on track to achieve a good level of development matches or is improving towards that of other pupils nationally (2014 national for other = 69%)	17% (all nationally= 69%)	33%	67%
C	For disadvantaged pupils, progress in reading, writing and mathematics is substantial (i.e. one or more bands per cycle) and the rate of progress is the same as that for other pupils	100% at least expected in writing and maths. 83% in reading	100%	100%
E	The % of disadvantaged pupils making more than expected progress in all the prime areas of learning matches or is improving towards that of other pupils in the school	100% in most areas except L and M&H	100%	100%
F	The % of disadvantaged pupils making more than expected progress in all literacy and mathematics goals matches or is improving towards that of other pupils in the school	See C	100%	100%
G	The average % attendance per pupil per cycle, at least, meets our in-school targets for both disadvantaged and other pupils	TBC	96.5%	96.5%

Statements of Success / Impact – YEAR 1 <i>16/60 pupils in receipt of Pupil Premium funding</i> Targets for all children – 100% at least expected progress in reading, writing and maths - Maths 82% expected/ 17% exceeding – Reading 80% expected / 10% exceeding – Writing 80% expected / 10% exceeding		2016/17 Cycle RAG		
		1	2	3
A	The % of disadvantaged pupils meeting the expected standard in the year one phonics screening check matches that of other pupils nationally and in the school (2016 national for other = 81%)	Some gaps to plug	62% 68%	87% (2 may not pass)
B	The % of disadvantaged pupils on track to achieve or exceed the expected standard in reading by the end of Year 1 matches or is improving towards that of other pupils in the school	75% on track	62% 65%	87%
C	The % of disadvantaged pupils on track to achieve or exceed the expected standard in writing by the end of Year 1 matches or is improving towards that of other pupils in the school	75% on track	66% 53%	75%
D	The % of disadvantaged pupils on track to achieve or exceed the expected standard in mathematics by the end of Year 1 matches or is improving towards that of other pupils in the school	75% on track	75% 76%	81%
E	The % of disadvantaged pupils on track to exceed the expected standard in reading by the end of Year 1 matches or is improving towards that of other pupils in the school	22% on track to exceed/ 23% of this total are PP	10% 19%	19%
F	The % of disadvantaged pupils on track to exceed the expected standard in writing by the end of Year 1 matches or is improving towards that of other pupils in the school	10% on track to exceed/ 0% of this total are PP	10% 6%	19%
G	The % of disadvantaged pupils on track to exceed the expected standard in mathematics by the end of Year 1 matches or is improving towards that of other pupils in the school	20% on track to exceed/ 16% of this total are PP	6% 6%	13%
H	From each different starting point (emerging, expected, exceeding), the % of disadvantaged pupils making expected progress in reading, writing and mathematics matches or is improving towards that of other pupils in the school	All have made expected progress	100% 80%	100%
I	The average % attendance per pupil per cycle, at least, meets our in-school targets for both disadvantaged and other pupils	93% in Nov 2016	96% 97.3	96.5%

Statements of Success / Impact – YEAR 2 <i>16/60 pupils in receipt of Pupil Premium funding – NOTE – 4 of the 13 children (30%) also have SEN.</i> Targets for all children – 100% at least expected progress in reading, writing and maths Maths 80% expected/ 32% exceeding – Reading 80% expected / 30% exceeding – Writing Reading 80% expected / 18% exceeding		2016/17 Cycle RAG		
		1	2	3
A	The % of disadvantaged pupils meeting the expected standard in the year two phonics screening check matches that of other pupils nationally and in the school (<i>2015 re-take national for other = 92</i>)	71%	77% 77%	77% (all 3 SEN)
B	The % of disadvantaged pupils on track to achieve or exceed the expected standard in reading by the end of KS1 matches or is improving towards that of other pupils in the school	77%	62% 50%	70%
C	The % of disadvantaged pupils on track to achieve or exceed the expected standard in writing by the end of KS1 matches or is improving towards that of other pupils in the school	69%	62% 56%	70%
D	The % of disadvantaged pupils on track to achieve or exceed the expected standard in mathematics by the end of KS1 matches or is improving towards that of other pupils in the school	86%	54% 69%	77%
E	The % of disadvantaged pupils on track to exceed the expected standard in reading by the end of KS1 matches or is improving towards that of other pupils in the school	7%	15% 17%	31%
F	The % of disadvantaged pupils on track to exceed the expected standard in writing by the end of KS1 matches or is improving towards that of other pupils in the school	0%	8% 0	23%
G	The % of disadvantaged pupils on track to exceed the expected standard in mathematics by the end of KS1 matches or is improving towards that of other pupils in the school	14%	23% 0	23%
H	From each different starting point (emerging, expected, exceeding), the % of disadvantaged pupils making expected progress in reading, writing and mathematics matches or is improving towards that of other pupils in the school	93% at least expected	100% 100%	100%
I	The average % attendance per pupil per cycle, at least, meets our in-school targets for both disadvantaged and <i>other</i> pupils	97.4% Nov 2016	96.5% 94.9	96.5%

Statements of Success / Impact – YEAR 3 <i>9/60 pupils in receipt of Pupil Premium funding</i> Targets for all children – 100% at least expected progress in reading, writing and maths Maths 88% expected/ 18% exceeding – Reading 80% expected / 17% exceeding – Writing Reading 80% expected / 13% exceeding		2016/17 Cycle RAG		
		1	2	3
A	The % of disadvantaged pupils on track to achieve or exceed the expected standard in reading by the end of Year 3 matches or is improving towards that of other pupils in the school	75%	78% 73%	78%
B	The % of disadvantaged pupils on track to achieve or exceed the expected standard in writing by the end of Year 3 matches or is improving towards that of other pupils in the school	63%	78% 56%	89%
C	The % of disadvantaged pupils on track to achieve or exceed the expected standard in mathematics by the end of Year 3 matches or is improving towards that of other pupils in the school	88%	88% 73%	100%
D	The % of disadvantaged pupils on track to exceed the expected standard in reading by the end of Year 3 matches or is improving towards that of other pupils in the school	15%	15% 56%	22%
E	The % of disadvantaged pupils on track to exceed the expected standard in writing by the end of Year 3 matches or is improving towards that of other pupils in the school	13%	15% 0%	22%
F	The % of disadvantaged pupils on track to exceed the expected standard in mathematics by the end of Year 3 matches or is improving towards that of other pupils in the school	7%	11% 0%	11%
G	From each different starting point (emerging, expected, exceeding), the % of disadvantaged pupils making expected progress in reading, writing and mathematics matches or is improving towards that of other pupils in the school	78%	100% 88%	100%
H	The average % attendance per pupil per cycle, at least, meets our in-school targets for both disadvantaged and <i>other</i> pupils	96.5%	96.5% 95.6	96.5%

****Where an in-school attainment gap exists or widens, inspectors should consider whether this is because disadvantaged pupils attain more highly than other pupils do nationally, but non-disadvantaged pupils in the school attain even more highly. These circumstances would not reflect negatively on a school. (Ofsted, School Inspection Handbook, August 2016).***

Plan / Spend		Year Group	EEF Toolkit**	Implementation Timeline								Cost (£)	Lead	2016/17 Cycle RAG		
				Jul 16	Sep 16	Nov 16	Jan 17	Mar 17	May 17	Jul 17	Sep 17			1	2	3
Quality First Teaching and Harnessing the Power of Feedback																
1	Provide training for staff on high quality feedback during lessons and through marking procedures	All	9	PI Co	Im	Rv	Im	Rv	→		→	£2,000	CCe			
2	Design and implement a bespoke CPD programme underpinned by development of key skills across the curriculum	All	9, 16	PI Co Im	Rv	→			→		→		CCe/ RGd			
3	Ensure that Maths Mastery has a positive impact on the quality first teaching of maths including greater depth of subject knowledge.											£6,000	RGd/ LBs			
4	Ensure that the reading scheme is school is fit for purpose including providing suitable books, knowing how best to teach reading through using the books and ensuring that reading is assessed accurately.	All	9, 16	PI Co Im	Rv	→			→		→	£4,000 + £1,800	RGd/ HSd			
Highly Tailored Interventions																
4	Resource and Enrichment Manager uses targeted time to read with disadvantaged children every day rather than three times a week..	All	17' 23 30	PI Co	Im	Rv	Im	→	Rv	→	→	£7,419	CCe			
5	Targeted intervention for individual children in Y1 (pay L1 overtime to lead 1-1 sessions) To begin early October 2016.	All	17, 25	PI Co	Pt	Rv	Im			Rv	→	£47,997	CCe			
6	Deploy a senior EYP to deliver bespoke in class and out of class interventions for children in Years 1 and 2.	R	7, 18 23	PI Co	Im	Rv	Im	Im	Rv	Im	→	1/3 of timetable - £6,803	CCe			
Minimising Barriers to Achievement																
8	Provide targeted support to improve attendance, behaviour or links with families where these are barriers	All	2, 3 20		PI Co	Pt	Im	Rv	Im	Rv	→	£1,000	SRd			
9	Hold frequent meetings with parent's children with attendance less than 96%	R	2, 3 20			PI Im	Rv	Im	Rv	Im	Rv	£1,000	MPr			
11	Raise aspirations by always providing educational visits for disadvantaged children for free.	2-4	2					PI	Im	Rv	→	£3,000	NPa			
Total											£81,119					

**AIP Link = Academy Improvement Plan Link (see Appendix 1 for more details).*

***EEF Toolkit = Education Endowment Foundation (see Appendix 2 for more details)*

Co	Communicate	PI	Plan	Pt	Pilot
Rv	Review	Im	Implement		

Cycle 3 Priorities (Actions in bold)

EYFS:

- Ensure that PP achieve 'expected' judgements in all areas of EYFSP.

Year 1:

- Accelerate the progress of PP children in writing – see data day discussions.
- Ensure that PP children targeted for Mastery in writing make accelerated progress to achieve mastery.

Year 2:

- Support those three PP children who didn't achieve ARE in reading because did not succeed in the test.
- Ensure that children in receipt of PP achieve in line with all (excluding SEN) for writing.

Year 3:

- Writing and maths are wider issues in Y3 that are being tackled regardless of PP. See change document for C2.