



Impact Statement

Pupil Premium

April 2015-March 2016

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Policy Adopted by LAC:	17.01.2017
Policy Review Date:	17.01.2018

Pupil Premium is funding allocated by the government that the school receives in addition to its delegated budget for children from low income families eligible for free school meals; those who have been looked after for more than 6 months or children from Forces families. Pupil Premium is used to raise attainment, promote social skills and accelerate progress through the development of independent learning strategies and positive behaviour. During the period April 2015 - March 2016, the school received a total allocation of £30,800 for 21 learners: 9% of all learners, who had been in receipt of Free School Meals within the last six years.

Progress and Attainment	2013-14	2014-2015	2015-2016
% of FSM/LAC pupils at national attainment in Reading	76%	83%	71%
% of FSM/LAC pupils making expected progress in Reading		83%	100%
% of FSM/LAC pupils at national attainment in Writing	71%	75%	65%
% of FSM/LAC pupils making expected progress in Writing		80%	100%
% of FSM/LAC pupils at national attainment in Maths	76%	74%	65%
% of FSM/LAC pupils making expected progress in Maths		79%	89%

Nature of Support in 2015-16

The children who receive funding have each had their barriers to learning identified and the desired outcome of the pupil premium support identified.

As a result of this analysis the funding has been used to -

- Ensure the attendance of these groups is in line with their peers and in line with national expectations (96%)
- Have a well-trained workforce, delivering high quality intervention programmes to ensure children make 'catch up' progress.
- Provide additional teaching assistant support for one-to-one targeted Literacy focus and small group support.
- Provide learning resources to target English and Maths
- Provide enrichment activities which the children might not otherwise access.
- Raise self-esteem and social skills through Positive Play and Drama Therapy,

Key Q. How has the Academy ensured the effective use of Pupil Premium?

Contribution to the salary of the Attendance Officer across Years N to 4: £3,800

- To monitor the attendance of disadvantaged groups within each cohort.
- To support the welfare of learners and remove barriers to learning.

IMPACT

Pupil Premium Attendance for all children in Nursery - Y4 has remained steady: 94.90% in 2014-15 and 94.68 % in the academic year 2015-2016.

Have a well-trained workforce, delivering high quality intervention programmes to ensure children make 'catch up' progress.

- Basic Skills Interim Quality Mark: £500
- Effective Next Steps Feedback / resources £250
- Dyslexia audit / Training: £99
- Senco updates and TA training in-house £300

IMPACT

Staff upskilled in effective Teaching and Learning strategies for pupils with barriers to learning.

Provide additional teaching assistant support for one to one focus, targeted Literacy and Maths small group support, social skills group work.

- One-to-one tutoring: £3,400
- Ability Groupings / support: £1,800

IMPACT

Enhanced personalized learning and problem solving strategies.

Provide learning resources to target literacy and maths

- Education City Homework: £62
- Purple Mash ICT: £2,000
- Lexia £50 / I pads x 6 £1,170

IMPACT

E-learning resources impact positively on motivation and independence

Provide enrichment activities which the children might not otherwise access

- Residential /Trips/ Extended Schools Opportunities- £
- Equipment bought for school which children might not otherwise have the opportunity to use.
- Sports participation: £45

IMPACT

Increased take up of extra-curricular activities promotes confidence.

Raise self-esteem of Disadvantaged group

- *Positive Play and Drama Therapy.* £1,900 / £350

IMPACT

Behaviour for learning and confidence is enhanced through strategies facilitating engagement.

Total Staffing Costs: £28,450
 Total Resources Costs: £4,000
 Total Enrichment Costs: (£2450 Staffing / Visits)
 Total Spent: £32,650

Key Q: How well do our Pupil Premium Pupils perform against their peers in school and nationally?

RAISEONLINE Analysis for Pupil Premium Children 2016
 Attainment in Phonics 2016

	Year 1					
	2014		2015		2016	
	School	National	School	National	School	National
All Pupils	60	74	73	77	91	81
Boys	56	70	82	73	85	77
Girls	67	78	65	81	100	84
Disadvantaged	20	63	33	66	100	70
Other	66	78	76	80	90	83

In 2016, Disadvantaged learners were well above national and 'other' pupils in Y1 Phonics
 In Year 2 the number of pupils at the expected standard was 100% above National 91%.

End of Key Stage 1 Attainment:

Context: There were 36 pupils in Year 2 and of these 4 were Disadvantaged.

In Reading, there were 3 Disadvantaged pupils at National expectation and 1 pupil above National. The difference between School and National was -3 at expected and -27 at greater depth.

In Writing, there were 2 pupils below National and 2 Pupils above National. The difference between school and national was -20 at expected and 9 at greater depth.

In Mathematics, there were 3 Disadvantaged pupils at expected and 1 at greater depth. The difference between school and national was -2 at expected and 5 at greater depth

The weakest areas to target in 2016-17 are increasing % Reading at greater depth and raising % Writing to meet the expected standard.

Key Q: How might the progress and attainment of disadvantaged pupils in all current year groups compare with the 2016 progress and attainment? (See internal data for comparison against Non Pupil Premium groups).

Year 1 - PP children (2b/1g)

Attainment	Reading	Writing	Maths
Disadvantaged	67%	100%	67%
Other			

Progress	Reading	Writing	Maths
Disadvantaged	100%	100%	100%
Other	95%	90%	98%

Year 3 - 4 PP children (2b/2g)

Attainment	Reading	Writing	Maths
Disadvantaged	75%	75%	50%
Other	92%	79%	84%

Progress	Reading	Writing	Maths
Disadvantaged	100%	100%	100%
Other	89%	83%	95%

Year Group 4 - 6 PP children (4b/2g)

Attainment	Reading	Writing	Maths
Disadvantaged	67%	50%	67%
Other	89%	78%	84%

Progress	Reading	Writing	Maths
Disadvantaged	100%	80%	80%
Other	98%	100%	100%

Our Disadvantaged pupils made 100% expected progress in all year groups except in Year 4 in Writing and Mathematics due to higher SEN and changes in Assessment frameworks.

In the coming year, the current successes will be built upon and include continued tracking of individual learners; one to one tuition; support during lunchtimes and interventions by Teaching Assistants to meet the children's social and emotional needs. In 2016-17 we are also investing in structured intervention strategies including Lexia, Rapid Writing and the Wellcomm Toolkit.

All interventions will continue to be specifically targeted, based upon identification of the individual needs of Free School Meals, Ever 6, Forces pupils, and CLA identifying those where progress has been below and those with high starting points.