

Pupil Premium Impact Assessment

Academic Year 2017-18

NOR	Total 161 (+ 15 nursery)
Number and percentage of pupils eligible for PP funding	60 pupils - 37%
Academy Deprivation Index	0.38
Nominated member of EAB	Emma Fletcher
EAB PP Review dates	Spring 2018, Summer 2018
Total Budget allocation	£85,800

Outcomes of Previous Academic year (2016/17)

	ALL (national)	Disadvantaged
EYs (GLD)	82% (71%)	75% - (4 pupils)
Phonics	93% (81%)	100% - (4 pupils)
Key Stage 1 Reading	EXS 81% (76%) GDS 19% (25%)	40% GDS 0
Key Stage 1 Writing	EXS 75% (68%) GDS 13% (16%)	40% GDS 0
Key Stage 1 Maths	EXS 78% (75%) GDS 16% (21%)	40% GDS 0
Key stage 2 Reading	EXS 60% (71%) GDS 25% (25%)	EXS 45% GDS 18%
Key stage 2 Writing	EXS 80% (76%) GDS 20% (18%)	EXS 45% GDS 9%
Key stage 2 Maths	EXS 75% (75%) GDS 35% (23%)	EXS 73% GDS 45%

What does the data suggest for priorities for the next academic year?

- Continue to ensure the % of disadvantaged pupils achieving GLD is in line with national
Impact- GLD 74% all, 57% PP
- Continue to ensure the % of disadvantaged pupils achieving phonics is in line with national
Impact – 75% all, 63% PP

- Continue to increase the % of pupils achieving EXS in reading, writing and maths in KS1 (cohort specific in reading and writing)
Impact – Reading expected 64% all, PP- 40% 2/5, writing expected 55% all, PP-40% 2/5, Maths expected 73% all, PP-40% 2/5
- Increase the % of pupils achieving GDS in reading, writing and maths in KS1
Impact- Reading Greater Depth 18% all, PP- 0/5, Writing Greater Depth 14% all, PP- 0/5, Maths Greater Depth 14% all, PP- 0/5
- Continue to increase the % of pupils achieving EXS in reading, writing and maths in KS2
Impact- Reading expected 76% all, PP- 64% progress 4.6%, writing expected 80% all, PP-71% progress 2.3% , Maths expected 80% all, PP-71% progress 3.9%
- Increase the % of pupils achieving GDS in reading, writing in KS2
Impact - Reading Greater Depth 36% all , PP- 21%, Writing Greater Depth 20% all , PP- 7%,
- Attendance figures 16/17- ALL: 95.9% Disadvantaged: 95.9%
Impact Attendance figures 17/18- ALL: 95.9% Disadvantaged: 95.6%
- Persistent absentee's 16/17- ALL: 7 pupils - 5%. Disadvantaged 5 pupils - 8%
Impact Persistent absentee's 17/18- ALL: 9.5%. Disadvantaged -6.7%

Additional Planned Use of Funding (Whole Academy)	Objective	Cost –calculated cost % of the whole in relation to the PP % across school
Daily Administration dedicated hours for attendance	to maintain improved attendance and punctuality	£4,006
Inclusion manager 0.5 part time	To continue to provide emotional welfare support and support attendance	£15,450
Additional teaching support assistants	To provide focussed support within classes to continue to improve outcomes for all disadvantaged pupils to achieved in line with national; both expected standard and greater depth	£15,475
Enrichment activities – supplement school trips	To widen extra curriculum experiences for all pupils	£2,000
Provide resources, e.g. uniform, PE kits, book bags etc.	To ensure all disadvantaged pupils have the appropriate resources to learn	£200
Breakfast / after school club	To support vulnerable pupils	£4,373
Reward points	To encourage all pupils to develop appropriate learning behaviours	£1,500
Curriculum support	Mathlectics Cornerstones Wordsmith Bug club Literacy shed	£5,000
Review the curriculum, CPD and resources	Adapt the school curriculum to meet the needs of the local curriculum	-

Reading- update books across the academy, develop a central library, CPD for teachers	To improve the outcomes for reading across the academy	-
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Action plan

Objective 1 Speech and Language Years: All year groups	What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible	What will success look like?
Objective Small group work to develop communication skills	Small group intervention: Welcomm Talk Boost Talk matters	Support staff hours 3 x 30 minutes a week for each intervention £3,094	26	Teaching support staff to deliver Class teacher SENco	Pupils will be able to communicate their ideas in lessons more confidently
End of year review	6 pupils who were part of WELLCOM are now judged to be working at ARE in speech and language. Additionally a number of pupils were involved in small group interventions to develop speech and language. Successful impact, relating to the pupil's ability to communicate appropriately peer to peer and peer to adult has been observed in monitoring teaching and learning across the academy.				

Objective 2 Nurture Years: All year groups	What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible	What will success look like?
Objective Bespoke support work to address emotional needs	Small group / 1-1 intervention: Thera play Bereavement Boxall profile driven As well as bespoke support, e.g. meet and greet as and when necessary	One 0.5-part time teaching support staff £12,450	48	Teaching support staff to deliver Inclusion manager Senco	Pupils will be able to access full time education in class with their peers

<p>End of year Review</p>	<p>A significant amount of disadvantaged pupils have accessed nurture provision on a regular basis across the academic year. This includes bespoke support - planned and reactive to address emotional needs and support pupils to be ready to learn and access the curriculum. The regular group sessions has had a positive impact on developing social awareness and the impact of this is improved behaviour in social situations as well as the classroom. Additionally staff training has been accessed to ensure the provision in school is up to date and fine-tuned to meet the needs of the community. Focussed staff training from an external provider to develop 'Each Amazing Breathe' has affected to enhance resilience and mindfulness in stressful situation thus supporting improved attendance and reduced exclusion.</p>
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<p>Objective 3 Reading/ writing Years: All year groups</p>	<p>What will we do?</p>	<p>How much will it cost?</p>	<p>How many pupils will benefit?</p>	<p>Who will be responsible</p>	<p>What will success look like?</p>
<p>Objective To address gaps in English</p>	<p>Small group / 1-1 intervention: Phonics EYs, Y1,2,3 Spelling Y4,5,6 decoding and fluency Y1-Y6 inference and comprehension Y2-Y6 Handwriting Y1,3,4,5,6 Fine motor skills y3,4,5,6 GPS Y3,4,5,6</p>	<p>Support staff intervention hours</p> <p>Approximately 42 hours per week- £13000</p>	<p>All 60 disadvantaged pupils</p>	<p>Teaching support staff to deliver Class teacher Phase leaders SENco</p>	<p>Accelerated progress will be achieved and the gap to ARE will be diminished</p>
<p>End of year review</p>	<p>End of KS2 assessments demonstrate a positive impact in the progress outcomes for PP pupils in relation to both reading and writing. Pupils made accelerated progress over the academic year which led to disadvantaged pupil's progress being +2.3% for writing , compared to 0.45 the previous year and +4.6% for reading , compared to -2.9 the previous year. In year assessment, formed from teacher assessments and standardised tests demonstrate the positive impact of this intervention- an improved % of pupils accessing age related curriculum in both areas of English ensuring the gap continues to close.</p>				

Objective 4 Maths Years: All year groups	What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible	What will success look like?
Objective To address gaps in mathematical understanding	Third Space Y6, Y5	£5,356 Y6 -58% Y5- 53%	14 Y6 – Sept- May 10 Y5- May- July	Class teacher KS2 phase leader	Accelerated progress will be achieved and the gap to ARE will be diminished
End of year Review	End of KS2 assessments demonstrate a positive impact in the outcomes for PP pupils in relation to maths. They made accelerated progress to improve arithmetic scores over the academic year which led to disadvantaged pupil's progress being +3.9%, compared to 0.46 the previous year. Year five in year assessment, formed from teacher assessments and standardised tests demonstrate the positive impact of this intervention- 80% (8/10) disadvantaged enter Y6 working securely within Age Related Expectations.				