

Disadvantaged Fund Impact Statement 2016/17

Last year, the Academy received £117,480 from the Pupil Premium initiative. The funding was used to support 4 key areas as outlined below.

Learning in the Curriculum
Use of additional adults to facilitate more responsive interventions and pre-learning tasks, including targeted CPD to develop quality first teaching.
Allocated non-teaching time SENCO to further develop the provision and teaching of High Priority Needs children.
Release time for Deputy Head Teacher to further develop and monitor quality learning and teaching throughout school.
Targeted intervention for most able pupils.
Resources to support reading, including replacement reading books, refreshed guided reading sets and developing reading areas around school.
Social, Emotional & Behaviour
Nurture Group Provision – staffing, facilities & resources
Employment of Inclusion Manager
Revised charges for Breakfast Club
Enrichment Beyond the Curriculum
Revised charges for music lessons.
Young Voices
Wider opportunities music provision.
Visits to support/stimulate learning, including visiting artists.
Families/Community
Inclusion Manager/Parent Support Advisor
Letters sent inviting parents to Parent's Evening
Top-up funding for Universal Free School Meals
Walking Bus

At the end of the last academic year, we were able to review how well the money had been spent. The information below shows how the progress of our Pupil Premium children compares to national averages and to non-pupil premium children.

Performance of Disadvantaged Pupils at Phonic Check			
	2015	2016	2017
% of PP pupils achieving Phonic Standard Year 1	100% (6) <i>65%</i>	58% (12)	67% (6)
% of non PP pupils achieving Phonic Standard Year 1	63% (16) <i>79%</i>	74% (19)	83% (10)
Gap	+37%	-16%	-16%

(National figures)

- Gap has remained the same, despite the challenges faced due to inconsistencies with staffing

Performance of Disadvantaged Pupils at end of KS1				
		2015	2016	2017
Reading	% of PP pupils achieving Expected Standard	83% 84%	80% 62%	40% 62%
	% of non PP pupils achieving Expected Standard	79% 93%	73% 78%	75% 78%
	Gap	+5% -9%	+7% -16%	-35% -16%
Writing	% of PP pupils achieving Expected Standard	65% 82%	70% 53%	50% 53%
	% of non PP pupils achieving Expected Standard	92% 71%	73% 70%	70% 70%
	Gap	-27% -10%	-3% -17%	-20% -17%
Maths	% of PP pupils achieving Expected Standard	83% -12%	70% 60%	50% 60%
	% of non PP pupils achieving Expected Standard	86% 95%	82% 77%	75% 77%
	Gap	-3% -8%	-12% -17%	-25% -21%

(National figures) (Compared to 2016 National figures)

- Disadvantaged pupils did not perform in line with other pupils and the gap has widened compared to last year.
- SEND need within this cohort is 37%, which is much higher than most other year groups in school, and all of these are PPG pupils.

Performance of Disadvantaged Pupils at end of KS2				
		2015	2016	2017
Reading	% of PP pupils achieving Expected Standard	69% 83%	46% 53%	27% 53%
	% of non PP pupils achieving Expected Standard	78% 92%	67% 72%	70% 72%
	Gap	-9% -9%	-21% -19%	-43% -19%
Writing	% of PP pupils achieving Expected Standard	92% 79%	67% 64%	47% 64%
	% of non PP pupils achieving Expected Standard	100% 90%	89% 79%	100% 79%
	Gap	-8% -11%	-22% -15%	-53% -15%
Maths	% of PP pupils achieving Expected Standard	46% 80%	38% 58%	33% 58%
	% of non PP pupils achieving Expected Standard	78% 90%	89% 76%	80% 76%
	Gap	-32% -10%	-50% -18%	-47% -18%

(National figures) (Compared to 2016 National figures)

- Disadvantaged pupils did not attain as well as other pupils and the gap has widened in reading and writing compared to 2016, but has narrowed slightly in maths. However, the gap has reduced in reading and maths for this cohort of children compared to their position at the end of Y5.

Attendance

	2014/15	2015/16	2016/17
PP Pupils		93.3%	92.8%
Whole School	94.0%	94.4%	93.8%

- Attendance across school has decreased slightly. However, the attendance of the PP pupils fluctuates throughout the year due to a small number of specific high level need cases, all of which were in receipt of PPG.
- 70% of pupils on walking bus are PP pupils. Attendance has improved for these pupils, with none now being PA and punctuality no longer an issue.
- Breakfast club is regularly attended by up to 80 pupils, approximately 75% of these pupils are PP.

Behaviour

	2015/16	2016/17
Number of Exclusions	10 totalling 24 days 5 children	19 totalling 21 days 4 children
Number of Restorative practise Incidents	219	72
Number of worry box concerns related to behaviour	62	122

- Exclusions did increase during 2016/17. A small number of children joining our school came with very high level complex needs which have had an impact on these figures. The Inclusion Manager and Learning Mentor have worked very closely with these families and appropriate support and intervention is in place.
- Behaviour incidents requiring restorative practise across school have reduced as a result of pupil meetings that are now in place that are preventing incidents escalating to this level.
- Worry box concerns appeared to have increased. However, the worry box was not in place from the start of 2015/16 which skews the results.

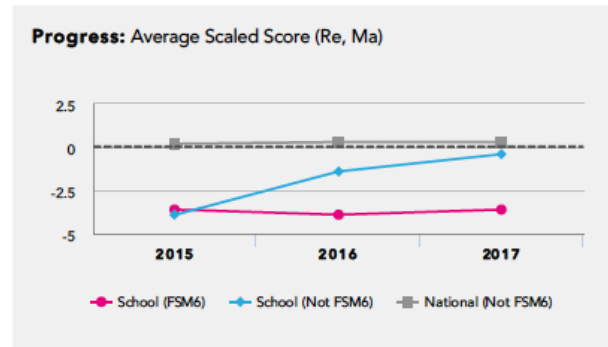
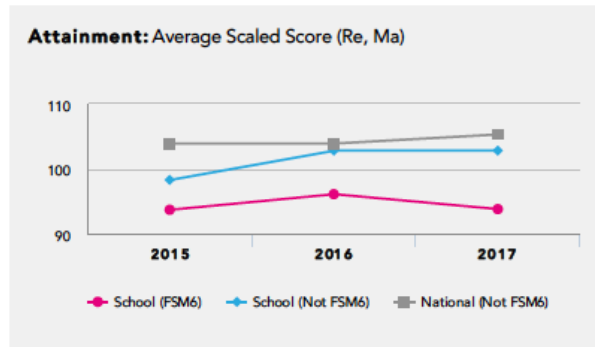


Pupil Premium Data Review – July 2017

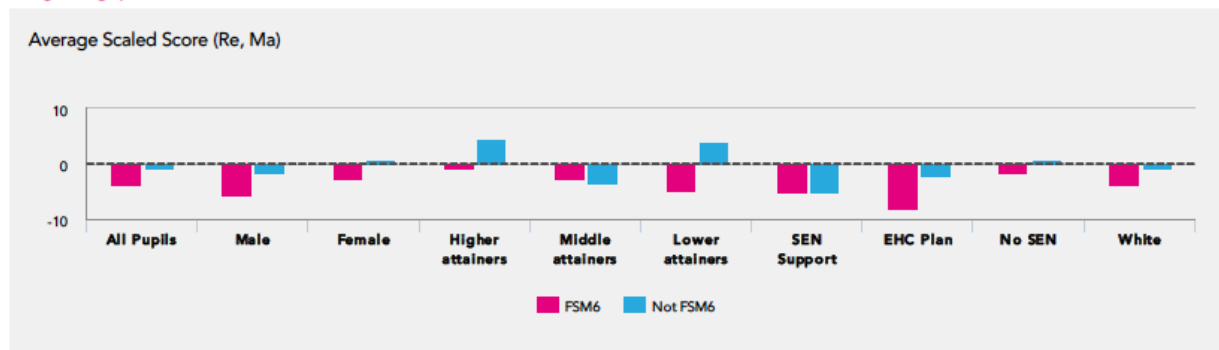
		Whole Year Group	Pupil Premium	Non Pupil Premium	Difference +/- from between PP & non-PP
Year 6	No. of students in cohort	25	15	10	
	% at Expected – Reading	44% (11)	27% (4)	70% (7)	-43%
	% at Expected – Writing	68% (17)	47% (7)	100% (10)	-53%
	% at Expected – Mathematics	52% (13)	33% (5)	80% (8)	-47%
Year 5	No. of students in cohort	26	17	9	
	% at Expected – Reading	57% (15)	41% (7)	89% (8)	-48%
	% at Expected – Writing	57% (15)	47% (8)	77% (7)	-30%
	% at Expected – Mathematics	20% (5)	12% (2)	33% (3)	-21%
Year 4	No. of students in cohort	21	12	9	
	% at Expected – Reading	34% (7)	33% (4)	33% (3)	-
	% at Expected – Writing	34% (7)	33% (4)	33% (3)	-
	% at Expected – Mathematics	38% (8)	42% (5)	33% (3)	+9%
Year 3	No. of students in cohort	22	12	10	
	% at Expected – Reading	63% (14)	58% (7)	70% (7)	-12%
	% at Expected – Writing	14% (3)	17% (2)	10% (1)	+7%
	% at Expected – Mathematics	69% (15)	59% (7)	80% (8)	-21%
Year 2	No. of students in cohort	30	10	20	
	% at Expected – Reading	63% (19)	40% (4)	75% (15)	-35%
	% at Expected – Writing	63% (19)	50% (5)	70% (14)	-20%
	% at Expected – Mathematics	67% (20)	50% (5)	75% (15)	-25%
Year 1	No. of students in cohort	21	9	12	
	% at Expected – Reading	5% (1)	11% (1)	0% (0)	+11%
	% at Expected – Writing	38% (8)	56% (5)	25% (3)	+31%
	% at Expected – Mathematics	0% (0)	0% (0)	0% (0)	-
Reception	No. of students in cohort	15	8	7	
	% at GLD	67% (10)	50% (4)	86% (6)	-36%
	% at Expected – Reading	67% (10)	50% (4)	86% (6)	-36%
	% at Expected – Writing	80% (12)	63% (5)	100% (7)	-37%
	% at Expected – Mathematics	80% (12)	63% (5)	100% (7)	-37%

Disadvantaged pupils

KS2 Performance for disadvantaged pupils 2017



Progress gap



	Pupils	Attainment					Progress		
		Average Scaled Score (Re, Ma)		Average Scaled Score (Re, Ma)			Average Scaled Score (Re, Ma)		
		FSM6	Not FSM6	FSM6	Not FSM6	Gap	FSM6	Not FSM6	Gap
Summary	All Pupils	15	10	93.8	102.8	-9	-3.6	-0.4	-3.2
Gender	Male	6	4	93.5	101.6	-8.1	-5.4	-1.6	-3.8
	Female	9	6	94	103.6	-9.6	-2.4	0.3	-2.7
Prior Attainment	Higher attainers	3	1	107.3	113.5	-6.2	-0.6	4.4	-5
	Middle attainers	2	6	100.8	100.9	-0.1	-2.5	-3.4	0.9
	Lower attainers	10	3	88.4	103	-14.6	-4.7	3.8	-8.5
SEN Group	SEN Support	7	1	86.4	100.5	-14.1	-5.1	-5.1	0
	EHC Plan	1	1	82.5	103.5	-21	-7.9	-2.1	-5.8
	No SEN	7	8	102.8	103	-0.2	-1.5	0.4	-1.9
Ethnic Group	White	15	10	93.8	102.8	-9	-3.6	-0.4	-3.2