

Pupil Premium Impact Assessment

2017 – 2018

Academic Year	2017-2018	Total PP budget	£88,500
Total number of pupils	229	Number of pupils eligible for PP/EYPP	67
Lead member of staff	Louise Chappell		
		Deprivation Index	0.39 (national 0.21)

1. 2017-18 Outcomes attainment (end of last academic year)					
% of PP children achieving in Y2 (20/51 pupils-39%)		Pupils eligible for PP	2016-17 Comparison	Other Pupils at GLIA	Gap between other Pupils nationally(2017)
Maths	80% ARE 35% Greater depth		+4% ARE +11% GD	74% ARE 45% GD	79% ARE +1% 23% GD +12%
Reading	75 % ARE 40 % Greater depth		+3% ARE + 8% GD	74% ARE 39% GD	79% ARE -4% 28% GD +12%
Writing	75% ARE 25% Greater depth		+7% ARE +9% GD	71% ARE 22.5% GD	72% ARE +3% 18% GD +7%
Y1 Phonics	77%		+4%	89%	84% -7%
Y2 Phonics cumulative	95%		0	97%	93% +2%

2. Barriers to future attainment for pupils entitled to PPG	
Context	Y2 (39 % PPP) 25% of PPP are also SEN Y1 (33% PPP) 38% of PPP are also SEN F2 (47% PPP) 9 % of PP are also SEN
In-school barriers	
A. Poor oral language skills	Speech and language support - the majority of pupils enter FS1 below ARE and have done consistently over time. 10-20% enter GLIA at ARE in F1 0% enter Grangers (2 year old provision)

	<p>Target-to improve communication and language, through liaison with SALT and in school provision so that the majority of pupils (80%) leave FS2 at expected levels for Communication and Language</p>
<p>B. Behaviours for Learning</p>	<p>As identified in the last inspection, pupils often lack positive learning behaviours such as resilience, motivation, independence. Target: To improve pupils' learning behaviours to have a significant impact on pupils' attainment across the academy</p>
<p>C. Rising attainment levels</p>	<p>Pupils enter school at levels below and significantly below ARE. Improved Quality First Teaching and targeted intervention – teaching across the academy has improved to ensure increased attainment for all children. Staff now to have more awareness of disadvantaged pupils and have strategies in place to support their needs. Targets: C1 improve the % of pupils leaving F1 at ARE C2 Improve % of pupils achieving GLD to be in line with national C3 Improve % of pupils achieving Y1 phonics screening pass to be in line with national C4 Improve % of pupils achieving Y2 phonics cumulative screening pass to be in line with national C5 To maintain the % of pupils achieving NS to be at least in line with national C6 To maintain the % of pupils achieving GD to be at least in line with national</p>
<p>External barriers</p>	
<p>D. Low attendance rates – including persistent absentee</p>	<p>Attendance rates are below and PA rates are still above national but are improving rapidly Target: To improve attendance levels to be in line with national To decrease the number of PA pupils to be in line with national To narrow the gap between PP and other pupils End of Summer term-Attendance 95.1% and gaps minimal between vulnerable groups-notably PP(94.1%) and other pupils(95.6%) notably we have PP pupils with serious medical conditions</p>
<p>E. Pupils involved with children and social care services</p>	<p>Many pupils live in vulnerable circumstances that impact on attendance, attitudes to learning and attendance</p>

	<p>79% of children entitled to PP have had support from the pastoral team in school 68% of children entitled to PP have had involvement with services Target: To support vulnerable pupils across the academy to improve attendance, engagement and attainment</p>
F. Pupils on the medical register including serious illness and ongoing medical conditions	<p>A significant proportion of pupils have medical conditions which may affect attendance and therefore progress and attainment PP pupils on the medical register (46%) Target: To support pupils with medical conditions across the academy to improve attendance, engagement and attainment</p>
G. Inconsistent support from parents/carers	<p>Due to the vulnerable circumstances families are in pupils often lack the necessary support and this can lead to poor attendance and attainment Target: To identify pupils lacking support and ensure they have personalised support from both the pastoral team and targeted academic support</p>

3. Outcomes																																																
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1. Quality of teaching for all																																																
To improve outcomes for all pupils (C)	<p>YEAR 2</p> <p>To at least maintain the % of children attaining NS and GD at KS1 in reading, writing and maths to be in line with national expectations</p>	<p>Additional fulltime support from HLTA and TA 2</p> <p>HLTA Cost to the academy this year 26.25hrs = £16,973.</p> <p>TA 2 from February half term 26.25hrs cost to the academy = £6,636</p> <p>Total £23,609</p>	All pupils	Y2 teachers KS1 leader Principal	<p>Weekly RAG meetings</p> <p>Data checks</p> <p>Book scrutiny</p> <p>Drop ins/lesson observations</p> <p>SLT</p>	<p>20/51 PP children- each PP child is worth 5%</p> <p>5/20 PP children are SEND</p> <table border="1"> <thead> <tr> <th></th> <th>2016</th> <th>2017</th> <th>2018</th> <th>%Increase/decrease*</th> <th>2017 National Other</th> </tr> </thead> <tbody> <tr> <td>Reading EXS (DV)</td> <td>47%</td> <td>72%</td> <td>75% (15/20)</td> <td>+3%</td> <td>79%</td> </tr> <tr> <td>Reading GDS (DV)</td> <td>16%</td> <td>32%</td> <td>40% (8/20)</td> <td>+8%</td> <td>28%</td> </tr> <tr> <td>Writing EXS (DV)</td> <td>44%</td> <td>68%</td> <td>75% (15/20)</td> <td>+7%</td> <td>72%</td> </tr> <tr> <td>Writing GDS (DV)</td> <td>6%</td> <td>20%</td> <td>25% (5/20)</td> <td>+5%</td> <td>18%</td> </tr> <tr> <td>Maths EXS (DV)</td> <td>44%</td> <td>76%</td> <td>80% (16/20)</td> <td>+4%</td> <td>79%</td> </tr> <tr> <td>Maths GDS (DV)</td> <td>6%</td> <td>24%</td> <td>35% (7/20)</td> <td>+11%</td> <td>23%</td> </tr> </tbody> </table>		2016	2017	2018	%Increase/decrease*	2017 National Other	Reading EXS (DV)	47%	72%	75% (15/20)	+3%	79%	Reading GDS (DV)	16%	32%	40% (8/20)	+8%	28%	Writing EXS (DV)	44%	68%	75% (15/20)	+7%	72%	Writing GDS (DV)	6%	20%	25% (5/20)	+5%	18%	Maths EXS (DV)	44%	76%	80% (16/20)	+4%	79%	Maths GDS (DV)	6%	24%	35% (7/20)	+11%	23%
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To improve outcomes for all pupils (C)	Ensure all pupils make at least expected progress from EYFS	Additional fulltime support from TA 1 TA 1 from September 26.25hrs cost to the academy = £13,062.71		EYFS leader Principal	Half termly Progress meetings Data checks Book /Observation scrutiny Drop ins/lesson observations SLT	23/49 PP children- each PP child is worth 4%																							
	Maintain % pupils achieving phonics screening pass by the end of Y2 to be at least in line with national	1:1 support for Targeted pupils (RWInc) who did not pass phonics screening HLTAs 5x 40 minutes daily-cost £15.29 p/hr cost to the academy = £10.24 per 40 mins session HLTAs 1x 40	Targetted support for pupils at risk of not passing phonics screening	Y2 teachers Reading leader Principal	Weekly RAG meetings Data checks Drop ins/lesson observations SLT	<table border="1"> <thead> <tr> <th></th> <th>2016</th> <th>2017</th> <th>2018</th> <th>%Increase/decrease*</th> <th>2017 National Other</th> </tr> </thead> <tbody> <tr> <td>GLD (DV)</td> <td>62%</td> <td>43%</td> <td>70% (16/23)</td> <td>+27%</td> <td>74% (2017 56% DV)</td> </tr> </tbody> </table> <p>Also of note (in line with the target) 87% of disadvantaged pupils gained expected in all areas of Communication and Language</p> <table border="1"> <thead> <tr> <th></th> <th>2016</th> <th>2017</th> <th>2018</th> <th>%Increase/decrease*</th> <th>2017 National Other</th> </tr> </thead> <tbody> <tr> <td>Y2 Cumulative Phonics screening Pass</td> <td>83%</td> <td>100%</td> <td>95% (19/20)</td> <td>-5% (1 pupil)</td> <td>93%</td> </tr> </tbody> </table>		2016	2017	2018	%Increase/decrease*	2017 National Other	GLD (DV)	62%	43%	70% (16/23)	+27%	74% (2017 56% DV)		2016	2017	2018	%Increase/decrease*	2017 National Other	Y2 Cumulative Phonics screening Pass	83%	100%	95% (19/20)	-5% (1 pupil)
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	<p>YEAR 1 Increase % pupils achieving phonics screening pass by the end of Y1 to be at least in line with national</p>	<p>minutes weekly x 39 wks = £399</p> <p>1:1 support for Targeted pupils (RWInc) who are borderline to pass phonics screening TA 2 5x 20 minutes daily-cost</p> <p>£12.193 p/hr cost to the academy = £4.14 per 20 mins session x 5 = £20.70</p>		<p>Y1 teachers Reading leader Principal</p>	<p>3 weekly RAG meetings</p> <p>Data checks</p> <p>Drop ins/lesson observations</p> <p>SLT</p>	<p>10/13 PP children- each PP child is worth 8% 4/13 PP pupils are SEND</p> <table border="1"> <thead> <tr> <th></th> <th>2016</th> <th>2017</th> <th>2018</th> <th>%Increase/decrease*</th> <th>2017 National Other</th> </tr> </thead> <tbody> <tr> <td>Y1 Phonics screening Pass</td> <td>87%</td> <td>73%</td> <td>77% (10/13)</td> <td>+4%</td> <td>84%</td> </tr> </tbody> </table>		2016	2017	2018	%Increase/decrease*	2017 National Other	Y1 Phonics screening Pass	87%	73%	77% (10/13)	+4%	84%
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<p>To improve outcomes for all pupils C</p>	<p>F1 Improve % of EYPP children attaining ARE in F1</p>	<p>Additional support TA1 TA 1 21.5hrs Point 16 x £11.753 cost to the</p>	<p>All Pupils</p>	<p>F1 teachers TA2s FS leader Principal</p>	<p>Half termly progress meetings</p>	<table border="1"> <thead> <tr> <th>ARE %</th> <th>PSED</th> <th>CAL</th> <th>PD</th> </tr> </thead> <tbody> <tr> <td>EYPP(8 ch)</td> <td>75%</td> <td>50%</td> <td>69%</td> </tr> <tr> <td>ALL</td> <td>58%</td> <td>52%</td> <td>60%</td> </tr> </tbody> </table>	ARE %	PSED	CAL	PD	EYPP(8 ch)	75%	50%	69%	ALL	58%	52%	60%
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		academy for the year = £11028.12				
2. Targeted support						
What is the intended outcome?	What will we do?	How much will it cost?	How many pupil premium pupils will benefit?	Who will be responsible?	Who and how will this be checked?	What is the impact?
To improve attitudes to learning, attendance, attainment and progress of targeted pupils-(BCDEFG)	<p>Pastoral Manager to provide support for children with emotional issues which are impacting on their attitudes to learning, confidence, and to improve attendance, progress and attainment</p> <p>Regular timetabled small group nurture provision led by Minikicks to support in an active way linked to health and wellbeing-% PP</p> <p>Motoron to add to this support from Spring 1-40% PP.</p>	<p>£21,000</p> <p>£3675</p> <p>£4000</p>	Any of the PP pupils this effects(at present 79% supported at by Pastoral team)	<p>Pastoral Manager</p> <p>SENCo</p> <p>Inclusion Lead</p>	<p>Principal-in supervision and data meetings</p>	<p>This is monitored half termly to show impact:</p> <ul style="list-style-type: none"> evidenced by pupils Mental Health questionnaire: <p>My school wants me to be happy-100% agreed</p> <p>My school knows if I am unhappy-97% agreed</p> <p>My school knows how to help me with problems-100% agreed</p> <p>I can tell someone in my school if I have a problem with how I feel 100% agreed</p> <p>In my school it is okay to have days when I feel unhappy-91% agreed</p> <ul style="list-style-type: none"> individual case studies attendance data(see below)

	<p>Support from Bentley ARC for 25% pupils</p> <p>Lego therapy 50%PP</p> <p>Reward schemes to encourage attendance and positive learning behaviours</p>	<p>5 times per week with HLTA for 30 minute sessions £298</p> <p>£400</p>				<p>The reward system has been adjusted to promote reading so all rewards are linked to reading-very successful and phonics and reading data across the school have shown improvements Motoron/ Minikicks have had a massive impact in terms of confidence and listening skills as well as improved gross and fine motor skills (data breakdown available). This is to be continued into the next academic year</p>																					
<p>Improve attendance and reduce the persistent absence of disadvantaged children (DEFG)</p>	<p>Improve attendance and punctuality for pupils through rewards, same day calls, home visits, EWO</p> <p>Improve the partnership with parents and provide additional pastoral support for pupils. Narrow the attendance gap between PP and other pupils</p>	<p>£16,000</p>	<p>All PP children</p>	<p>Pastoral Manager Office admin staff</p> <p>Principal</p>	<p>Principal</p>	<p>A range of incentives and rewards have been used and attendance has improved. The gap between PP and other pupils has narrowed. Individual pupils are tracked closely and they are discussed weekly at RAG/progress meetings.</p> <table border="1"> <thead> <tr> <th></th> <th colspan="2">June 17</th> <th colspan="2">June 18</th> <th colspan="2">Difference</th> </tr> <tr> <th></th> <th>All</th> <th>PP</th> <th>All</th> <th>PP</th> <th>All</th> <th>PP</th> </tr> </thead> <tbody> <tr> <td>Attendance</td> <td>94.6</td> <td>93.5</td> <td>95.1</td> <td>94.1</td> <td>+5</td> <td>+5</td> </tr> </tbody> </table>		June 17		June 18		Difference			All	PP	All	PP	All	PP	Attendance	94.6	93.5	95.1	94.1	+5	+5
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	Funding of a breakfast club at no cost to parents (charity funded to some extent), open to everyone with a targeted approach to ensure children entitled to PP attend.	£8000 for staffing				Access for all children plus a bagel run daily for those children not attending-68% of PP uptake
Speech and language support (A)	Support PP pupils who have a speech, language or communication delay (EALIP/Black Sheep/Time to Talk) Elkan trained staff	£1,120	All PP children needing support (4x 30 minutes weekly) 60%PP	Inclusion lead	Principal FS/KS1 lead	excellent progress-continue intervention with pupils still needing support evidenced by Expected for PP pupils across Communication and Language at 87% . Also see above phonics/ reading/writing improvements.
To provide support programmes for SEN/ PP children (C)	RWInc 1:1 support in KS1/FS2 -35% PP	£2,800	All SEN/ PP children	SENCO Inclusion support	Principal FS/KS1 lead	All staff have had training on 1:1 RWInc training –impact on phonics and writing data
3. Other approaches						
What is the intended outcome?	What will we do?	How much will it cost?	How many pupil premium pupils will benefit?	Who will be responsible?	Who and how will this be checked?	What was the impact?
Raise awareness of PP pupils so staff are aware of them and their needs within the class both as individuals and as a group	Principal to share information and data during staff and RAG meetings	Directed time	ALL	Principal	Key stage leaders during RAG and progress meetings-challenge and evidence of impact	Staff now aware of PP children as a group as well as individuals. Prior attainment at EYFS is monitored to target progress

Ensure children have wider curricular opportunities to broaden experiences	To ensure children broaden life experiences which supports understanding of the wider curriculum Subsidise educational visits to e.g: Yorkshire Wildlife Park Forest schools Cast Young voices	£5000	Every child entitled to PP -	Finance manager Principal	Finance EAB Principal	All school visits are subsidised and this has improved pupils enjoyment and engagement. More emphasis also placed on enhancements within the academy(visitors and events)
Ensure children have access to extra-curricular activities	Provide opportunities for children to participate in extra-curricular activities and clubs Plus: Cre8tiv workshops DARTs Poet in school Artist in school Minikicks Animals in school	£6500	175	HOA VP SLT		A wide range of clubs are provided by the academy now PP attendance to the clubs has been tracked effectively and we ensure all pupils are targeted to attend at least one club per school year