

Abbey Park Primary Academy

IMPACT of Pupil Premium spend for 2016-2017

Aim: To focus specific ring fenced pupil Premium funding on supporting disadvantaged pupils to aspire to achieve their highest levels of achievement and attainment possible, so narrowing the gap between them and pupils from more affluent backgrounds.

Context: The decision to allocate Pupil Premium money is taken after a process of consultation between the Principal, Governors and Senior Leaders in response to pupil outcomes after analysis of the previous year's data. The spending is adjusted and re-targeted throughout the year as needs change and barriers are removed. Barriers to learning at Abbey Park include challenging home lives, limited access to good models of language, poor literacy levels, poor attendance, low aspirations and narrow experience of life outside school.

Total number of pupils on roll	186
Total number of pupils eligible for pupil premium grant (including ever 6)	82
Amount of funding received per pupil	£1320 £1900 (LAC)
Total amount of pupil premium grant received for 2016/2017	£121,440

Our Core aim is:

- To raise achievement and attainment of all pupils eligible for the Pupil Premium so that their performance is at least in line with the non-Pupil Premium pupils nationally.
- To address inequalities of pupils from deprived backgrounds compared with their non-deprived peers nationally.

What we expect to see:

- A high profile approach to meeting the needs of disadvantaged pupils.
- Regular analysis of pupil data and information in order to identify circumstances which may be barriers to learning.
- The best possible delivery of teaching and learning provision in all classrooms.
- A wide range of targeted group and individual support packages designed to meet the needs of specific vulnerable pupils following recommendations in the EFF toolkit, such as 'Effective Use of Teaching Assistants'.
- A rich and varied menu of educational experiences to broaden the opportunities of specific vulnerable groups.
- Regular monitoring and evaluation of support measures in order to assess impact and ensure effectiveness, in order to develop best value measures.

	2015		2016		2017	
	Attainment	Progress	Attainment	Progress	Attainment	Progress
% of pupils reaching the Expected Standard in Reading	93%	100.6%	47%	-1.5	57%	1.6
% of pupils reaching the Expected Standard in Writing	93%	101.3%	47%	-0.5	43%	1.1
% of children reaching the Expected Standard in Mathematics	87%	100.5%	40%	-1.1	71%	2.8
Absence	5.5		5.4		5.6	

Focus of Provision	Description	Cost	Success Criteria	Impact Summer 2017
<p>Achievement and standards</p> <p>1. Effective teaching and learning</p>	<p>Training sessions and resources allocated to ensuring good/outstanding quality first teaching:</p> <ul style="list-style-type: none"> • Training at twilight sessions from Inclusive Learning North • Maths hub sessions on bar modelling following QLA from past papers • Additional NQT support from Teamworks teaching alliance 	<p>£600</p> <p>£800</p> <p>£1,600</p>	<p>Staff have the skills to target individual children so that all children have the tools to succeed and staff have the expertise to enable children to catch up on 'inherited lag'</p>	<p>71% of PP passed their maths test at KS2 in 2017</p> <p>In all year groups, except for Y2, the progress of children in maths was as good as, or better than the progress of non-pp. In Y6 and Y1, the progress of PP children is better than non PP children by 0.2 substeps or more.</p>
<p>2. Targeted intervention for underachieving pupils</p>	<ul style="list-style-type: none"> • 1:1 phonics sessions for Y2 (proportion of HLTA salary) • 1:1 part time Pupil Premium booster teacher Y2 and Y6 • 3rd Space Learning – Y6 • Sound Training – Y5 and 6 • Accelerated reader - training for staff and resources • Intense support and targeted intervention from non-class based Senco – including some maths intervention Y2 	<p>£6,000</p> <p>£15,000</p> <p>£10,000</p> <p>£3,000</p> <p>£4,000</p> <p>£13,000</p>	<p>Delivery of targeted intervention ensures all children achieve their expected levels of progress and that historic gaps in learning are filled rapidly.</p> <p>Accelerated reader assessments demonstrate that children's reading ages have doubled in the corresponding amount of time (i.e., an increase of 8 months in the space of 4 years) and provide a competitive element to reading (who has done the most star reading tests this week?)</p> <p>3rd Space Learning (1:1 maths intervention) provides bespoke learning for 10 children in Y6 and</p>	<p>In Yr 1 phonics, 89% of PP children passed their phonics screening test.</p> <p>In KS2, the pass rate of PP children in the KS2 tests was the same as non-PP at 71%</p> <p>The progress of PP children was 7.9 substeps against non-PP children who made 6.1 substeps progress.</p> <p>Accelerated reader has had a positive impact on all PP children, from Y3 upwards,</p>

			<p>accelerates progress: 3 more PP children (42%) are on track in Maths in Y6 in the spring term. Sound training increases children's spelling ages by an average of 34 months.</p>	<p>but there are 37% of PP children in Y1 who accessed the programme in summer 1, 2017.</p>
<p>3. Robust data analysis of pupil premium groups in order to target areas that need more support and intervention</p>	<ul style="list-style-type: none"> • Proportion of data analyst salary • Course for Raise on line support 	<p>£2,000 £500</p>	<p>Data, both current and historic is scrutinised intensively so that realistic, achievable but aspirational targets are set, building on prior attainment. Designing data systems in order to track individual pupils throughout school so that none fall behind. Develop skills for thorough analysis of Raise on line and data dashboard so that past performance can inform future planning.</p>	<p>PP children achieved 43% combined in RWM but 71% in reading. Targeting and predictions for this cohort was 100% accurate with no child slipping through the net – all were tracked and all achieved their targets based on prior attainment.</p>

<p>4. Aspirational, creative teaching to enrich the curriculum</p>	<p>Additional staff hours and employment of other staff to enrich the curriculum whilst class teachers have 1:1 sessions with vulnerable pupils</p> <ul style="list-style-type: none"> • Artis Performance sessions • Music teacher • Drumming sessions • Guitar lessons 	<p>£6,000 £7,000 £3,000 £2,000</p>	<p>PP children access extra -curricular clubs in line with Equal Opportunities and have access to available funding to allow them to do this.</p> <p>Artis provide children with speaking, listening and maths opportunities in order to reinforce learning and to broaden learning opportunities.</p> <p>Class teachers are released from class during Artis time to provide small group intervention in reading and writing and gaps in learning are rapidly filled.</p>	<p>PP attendance at enrichment clubs is high.</p> <p>2 PP children in Y5 have 1:1 drumming lessons and performed in the York Barbican Theatre.</p>
<p>5. Access to specifically tailored resources to match needs</p>	<p>ICT suite upgrade with new software and access at breakfast club and lunchtime Curriculum resources such as revision books Phonics resources for children to access at breakfast club</p>	<p>£5,000 £500 £500</p>	<p>Increased focus on learning at breakfast club due to booster groups using computers and targeted learning programmes.</p> <p>Specific children from Y6 and Y2 are targeted.</p>	<p>SPAG pass rate at KS2 was 1% below national at 76% - the highest it has ever been at this academy and an increase of 30% from 2016.</p>
<p>Learning support 6. Access to Well-being leader</p>	<p>To accurately assess individual needs and support with positive behaviour strategies in order to remove barriers to learning and to raise self-esteem through Kaleidoscope Behaviour incentives such as Kaleidoscope bands and stickers</p>	<p>£18,500 £2,000 £1,500 £7,000</p>	<p>Behaviour of all children, but especially targeted PP children is good and all children can access learning. Children 'buy in' to the "I can because I believe I can mentality of Abbey Park," and</p>	<p>Only 1 FT exclusion (1 child, 1 day) in the whole of 2016/2017</p> <p>Safeguarding judged as good in Ofsted inspection 2017</p>

	Training for TAs to deliver Kaleidoscope Introduction of C-Poms		behaviour and attitudes towards learning are excellent and therefore children make good progress in every single lesson and no learning time is wasted. C-Poms ensure that logging and reporting for vulnerable children is efficient and effective.	
7. Attendance	EWO services to support and reduce the number of PA pupils Attendance incentives	£3,000 £1,000	Attendance of PP children increases to more than 96%.	PA of PP children has fallen from 7.65% to 5.04% in 2016/2017
8. Additional resources	Spare uniform, pumps, toothbrushes Breakfast club staffing Milk for FSM children over the age of 5	£500 £1,200 £1,200	All PP children are appropriately dressed and prepared to participate in PE lessons. All PP children are well fed and ready to learning in the morning. Children are sustained in the school day through having milk and fruit.	Children look smart and a ready to start learning at 9:00am
9. Enrichment Access to a full range of educational experiences, including travel subsidy and visitors to school	Subsidising of trips, specifically London and the Lake District Poet into school to work with groups of children Artist into school to support specified groups of children After school clubs – overtime of support staff to deliver clubs	£5,000 £400 £1,500 £1,000	All PP children have access for children to experience extra-curricular activities in line with Equal Opportunities Policy. All residential trips (Lake District, London) are subsidised for PP children to ensure they have access to enriched opportunities and all trips can go ahead.	98% attendance at trips from PP children. No child is prevented from attending a trip