



## Pupil Premium Report Statement: 2018-2019 Academic Year

At Birley Primary Academy, we endeavour to fulfil the Pupil Premium Policy set out by the L.E.A.D Academy Trust by deploying the following Trust strategies to diminish the difference in attainment for pupils in receipt of the Pupil Premium funding.

- clear, responsive leadership
- having a whole-school ethos of attainment for all
- addressing behaviours for learning and conduct behaviours that prevent pupils from learning
- monitoring and addressing low attendance
- facilitating high quality teaching for all through continued professional development of staff.
- meeting individual learning needs including those pupils who are the most-able and seemingly need no support
- deploying staff effectively, both teaching and support staff
- using pupil progress data to inform the planning of interventions and provision.

Each Academy reviews the barriers and outcomes for the pupils in receipt of Pupil Premium to understand the strategies that they to use to raise attainment. Each Academy explains their rationale for choosing the strategies and provides a cost breakdown. If you wish this statement to be explained, then please ask to speak with Pupil Premium Leader via the main office. If you wish to find out more about the DfE policy for Pupil Premium then follow this link: <https://www.gov.uk/guidance/pupil-premium-information-for-schools-and-alternative-provision-settings>



## Pupil Premium Report Academic Year 2018-19 End of Summer Term

### Review of Impact of Quality First Teaching and Interventions

Year Group	Numbers of Pupils eligible for Pupil Premium/ percentage	Cost of initiatives/ projects	Achievement Review and Evaluation of Impact	Next Steps																											
R	<p><b>10/73</b></p> <p><b>2 boys</b> <b>8 girls</b></p> <p><b>18%</b> of the cohort</p>	<p>TA: 3hrs weekly <b>£1,600</b></p>	<p>Early Years Foundation stage children are expected to reach a Good Level of Development by the end of the academic year. These are the Teacher Assessments for July 2019:</p> <table border="1"> <thead> <tr> <th></th> <th>GLD PP</th> <th>GLD Non-PP</th> <th>Reading PP</th> <th>Reading Non PP</th> <th>Writing PP</th> <th>Writing Non PP</th> <th>Number PP</th> <th>Number Non PP</th> </tr> </thead> <tbody> <tr> <td></td> <td>69.2%</td> <td>80%</td> <td>76.9%</td> <td>86.7%</td> <td>69.2%</td> <td>80%</td> <td>76.9%</td> <td>88.3%</td> </tr> <tr> <td><i>Progress from starting points</i></td> <td></td> <td></td> <td><b>Strong</b> 90% <b>Accel</b> 50%</td> <td><b>Strong</b> 98% <b>Accel</b> 38%</td> <td><b>Strong</b> 80% <b>Accel</b> 50%</td> <td><b>Strong</b> 89% <b>Accel</b> 22%</td> <td><b>Strong</b> 90% <b>Accel</b> 40%</td> <td><b>Strong</b> 95% <b>Accel</b> 41%</td> </tr> </tbody> </table> <p>The table above shows the percentages of children achieving a Good Level of Development at the end of the Foundation Stage.</p> <p><u>1:1 Reading/Phonics Intervention</u> Pupil premium children are targeted for 1:1 Reading and Phonics intervention activities with our HLTA. <b>IMPACT: 6 pupil premium children were targeted for the Reading and Phonics intervention. 5 children made expected progress over the academic year with 3 children making accelerated progress. One PP made insufficient progress over academic year due to poor attendance.</b></p> <p><u>Overcoming Barriers to Learning</u></p>		GLD PP	GLD Non-PP	Reading PP	Reading Non PP	Writing PP	Writing Non PP	Number PP	Number Non PP		69.2%	80%	76.9%	86.7%	69.2%	80%	76.9%	88.3%	<i>Progress from starting points</i>			<b>Strong</b> 90% <b>Accel</b> 50%	<b>Strong</b> 98% <b>Accel</b> 38%	<b>Strong</b> 80% <b>Accel</b> 50%	<b>Strong</b> 89% <b>Accel</b> 22%	<b>Strong</b> 90% <b>Accel</b> 40%	<b>Strong</b> 95% <b>Accel</b> 41%	<ul style="list-style-type: none"> <li>Continue to implement strategies to promote boys' writing across FS2. Although the attainment in Writing has massively improved, the cohort was extremely girl heavy, exemplified by 20% of the PP cohort being boys. In the cohort, 8 children made insufficient progress in Writing – 5 of these being boys.</li> <li>Continue to explore strategies to improve attendance overall in Foundation Stage Two to ensure children get into the habit/routine of attending school every day.</li> </ul>
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		<p><u>TA:</u> 5hrs weekly <b>£2,180</b></p> <p><u>CPD Cost/ Resources</u> <b>£675</b></p> <p><u>Boromi</u> <b>£1200</b></p>	<p>Based on assessment for learning in daily lessons, teaching assistants will alter and deliver further provision for pupil premium children to develop and secure knowledge and understanding of basic number. <b>IMPACT: This is an impact intervention accessed by 9 pupil premium children. They were targeted to revisit learning from their lessons to support children in developing a strong understanding of basic number and shape and space concepts. This supported 8 children to make strong progress with 3 children making accelerated progress.</b></p> <p><u>Early Years CPD: Supporting Boys' Progression Towards Writing</u> A member of the EYFS team will complete the following continuous professional development aimed at helping schools implement a range of indoor/outdoor strategies to develop fine motor skills, particularly aimed at supporting boys writing. <b>IMPACT: Significant increase in the percentage of children achieving ARE in Writing, with EYFS team achieving the 70% target issued at the beginning of the academic year. 1 out of 2 boys made accelerated progress with the other pupil having attendance issues. This is an area still in need of developing further during the next academic year due to this being a girl heavy cohort.</b></p> <p><u>Boromi</u> Integrate Boromi into the school's home learning links. These high quality resources are bought to support pupil premium children in their development in one of four areas. These areas contribute to children achieving GLD at the end of the year. <b>IMPACT: Boromi proved to be a success for this academic year. There was a higher engagement with home learning and the Boromi tasks also proved successful in the classroom for small group activities. This contributed to 69% of children achieving GLD, significantly closing the gaps with others to 11%.</b></p>																												
1	<p><b>18/86</b></p> <p><b>15 boys</b> <b>3 girls</b></p> <p><b>21%</b> of the cohort</p>		<p>In Year 1 Pupils are assessed in Reading, writing, grammar, punctuation and spelling and in mathematics. Pupils are expected to meet the expected age related standard (ARE) and for some pupils they will show that they are working at greater depth (GD). These are teacher assessments. Year 1 pupils are expected to pass a national phonics screening check. This a short assessment which checks if your child knows the first sounds and blends of sounds. These are the Teacher Assessments for July 2019:</p> <table border="1" data-bbox="631 1177 1680 1359"> <thead> <tr> <th></th> <th>Reading PP</th> <th>Reading Non PP</th> <th>Writing PP</th> <th>Writing Non PP</th> <th>Maths PP</th> <th>Maths Non PP</th> <th>GPVS PP</th> <th>GPVS Non PP</th> </tr> </thead> <tbody> <tr> <td>ARE</td> <td>38.9%</td> <td>73.5%</td> <td>38.9%</td> <td>75%</td> <td>50%</td> <td>80.8%</td> <td>33.3%</td> <td>77.9%</td> </tr> <tr> <td>GD</td> <td>5.5%</td> <td>39.7%</td> <td>0%</td> <td>25%</td> <td>0%</td> <td>23.5%</td> <td>0%</td> <td>25%</td> </tr> </tbody> </table>		Reading PP	Reading Non PP	Writing PP	Writing Non PP	Maths PP	Maths Non PP	GPVS PP	GPVS Non PP	ARE	38.9%	73.5%	38.9%	75%	50%	80.8%	33.3%	77.9%	GD	5.5%	39.7%	0%	25%	0%	23.5%	0%	25%	<ul style="list-style-type: none"> <li>• Explore strategies to improve attainment of Reading, Writing, Maths and GPVS for pupils eligible for pupil premium funding. This will be achieved through finding interventions aimed at accelerating progress.</li> <li>• Provide additional support, where possible, to support teachers with the high</li> </ul>
	Reading PP	Reading Non PP	Writing PP	Writing Non PP	Maths PP	Maths Non PP	GPVS PP	GPVS Non PP																							
ARE	38.9%	73.5%	38.9%	75%	50%	80.8%	33.3%	77.9%																							
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		<p>Playtime Supervisors 16 Hours Weekly - <b>£3000</b></p> <p>TA for Interventions (FFT &amp; Writing) <b>£5000</b></p> <p>TA: 4.5 hours a week <b>£1,962</b></p>	<table border="1"> <tr> <td>Progress from EYFS</td> <td><b>Strong</b> 67%</td> <td><b>Strong</b> 86%</td> <td><b>Strong</b> 67%</td> <td><b>Strong</b> 86%</td> <td><b>Strong</b> 72%</td> <td><b>Strong</b> 93%</td> <td></td> <td></td> </tr> <tr> <td></td> <td><b>Accel</b> 17%</td> <td><b>Accel</b> 17%</td> <td><b>Accel</b> 6%</td> <td><b>Accel</b> 10%</td> <td><b>Accel</b> 6%</td> <td><b>Accel</b> 10%</td> <td></td> <td></td> </tr> </table> <table border="1"> <tr> <td><b>Phonics Check Non PP</b></td> <td><b>Phonics Check PP</b></td> <td><b>Phonics Check National</b></td> </tr> <tr> <td>83.8%</td> <td>72.2%</td> <td>82%</td> </tr> </table> <p><u>1:1 Reading:</u> Groups of children, including a high proportion of pupil premium children, are targeted for 1:1 reading with our lunchtime supervisors. <b>IMPACT: In our year group, we have 4 children who are limited to small steps progress due to their special educational needs. With these children being excepted, 86% of our pupil premium children made strong progress. Two children have been identified as making insufficient progress – one with attendance issues and the other under investigation for potential SEND.</b></p> <p><u>Fischer Family Trust</u> 2 pupils eligible for pupil premium funding were targeted to significantly improve their progress in Reading through the use of this intervention. <b>IMPACT: 2 children were targeted through this intervention with both children making accelerated progress to achieve age-related expectations.</b></p> <p><u>Writing Intervention</u> TA led intervention focusing on improving pupil premium children's basis skills in Writing - including letter formation, use of finger spaces and applying phonics skills. <b>IMPACT: In our year group, we have 4 children who are limited to small steps progress due to their special educational needs. In the remaining group, 79% of children made strong progress – with one child making accelerated progress from the intervention. Insufficient progress was made by 3 children, two with attendance issues and the other under investigation for potential SEND.</b></p> <p><u>Basic Maths Intervention:</u> Pupil premium children were targeted in small groups to secure knowledge of basic numbers, counting, 1:1 matching and reading and writing numbers. <b>IMPACT: The year group was able to maintain attainment from EYFS. With the aforementioned PP children being excepted from data, 93% of pupil premium children made strong progress and one child making accelerated progress.</b></p>	Progress from EYFS	<b>Strong</b> 67%	<b>Strong</b> 86%	<b>Strong</b> 67%	<b>Strong</b> 86%	<b>Strong</b> 72%	<b>Strong</b> 93%				<b>Accel</b> 17%	<b>Accel</b> 17%	<b>Accel</b> 6%	<b>Accel</b> 10%	<b>Accel</b> 6%	<b>Accel</b> 10%			<b>Phonics Check Non PP</b>	<b>Phonics Check PP</b>	<b>Phonics Check National</b>	83.8%	72.2%	82%	<p>level of needs within cohort due to children's SEND.</p> <ul style="list-style-type: none"> <li>Attendance Officer is to target children close to or below PA for previous academic year to improve attendance.</li> </ul>
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		<p>TA: 2.5 Hours <b>£1,090</b></p>	<p><u>Phonics Intervention:</u> 3 groups of children, including children eligible for pupil premium funding, accessed a phonics intervention for 3 afternoons per week. <b>IMPACT: Extremely successful intervention which increased the number of pupils achieving the expected standard on the phonics screening. The gap compared against others in school have significantly diminished to 11% when compared against the previous academic year. The school are broadly in line with the set target (74%).</b></p>																																														
2	<p><b>19/80</b></p> <p><b>14 boys</b> <b>5 girls</b></p> <p><b>24%</b> of the cohort</p>	<p>Playtime Supervisors 16 Hours Weekly - <b>£3000</b></p> <p>TA for Interventions (Reading &amp; FFT): <b>£5000</b></p>	<p>In Year 2 pupils are assessed in reading, Writing and mathematics and these results are submitted nationally and compared. These are known as Key Stage 1 assessments. We also test in grammar, punctuation and spelling. These tests provide a starting point to measure progress for the pupils as they move through the school. These are the Teacher Assessments for July 2019:</p> <table border="1"> <thead> <tr> <th></th> <th>Reading PP</th> <th>Reading Non PP</th> <th>Writing PP</th> <th>Writing Non PP</th> <th>Maths PP</th> <th>Maths Non PP</th> <th>GPVS PP</th> <th>GPVS Non PP</th> </tr> </thead> <tbody> <tr> <td>ARE</td> <td>44.4%</td> <td>82.2%</td> <td>50%</td> <td>82.2%</td> <td>50%</td> <td>85.4%</td> <td>39.9%</td> <td>70.9%</td> </tr> <tr> <td>GD</td> <td>5.5%</td> <td>32.2%</td> <td>0%</td> <td>27.4%</td> <td>5.5%</td> <td>30.6%</td> <td>5.5%</td> <td>27.4%</td> </tr> <tr> <td>Progress from Early Years Foundation Stage</td> <td><b>Strong</b> 83%</td> <td><b>Strong</b> 84%</td> <td><b>Strong</b> 78%</td> <td><b>Strong</b> 90%</td> <td><b>Strong</b> 94%</td> <td><b>Strong</b> 90%</td> <td></td> <td></td> </tr> <tr> <td></td> <td><b>Accel</b> 11%</td> <td><b>Accel</b> 21%</td> <td><b>Accel</b> 11%</td> <td><b>Accel</b> 19%</td> <td><b>Accel</b> 28%</td> <td><b>Accel</b> 29%</td> <td></td> <td></td> </tr> </tbody> </table> <p><u>1:1 Reading:</u> Our pupil premium children are targeted for 1:1 reading, twice weekly, with our lunchtime supervisors. <b>IMPACT: With two children being excepted due to their special educational needs, 94% of pupil premium children made strong progress with two children making accelerated progress in Reading.</b></p> <p><u>Reading Comprehension Group:</u> A group of children were targeted to improve their comprehension of books. TAs will particularly be focussing on constructing verbal responses and written responses to questions in preparation for KS1 assessments. <b>IMPACT: The gap between pupil premium and non-pupil premium children attaining ARE has diminished since EYFS. The gap in the attainment of GD has neither diminished nor widened.</b></p>		Reading PP	Reading Non PP	Writing PP	Writing Non PP	Maths PP	Maths Non PP	GPVS PP	GPVS Non PP	ARE	44.4%	82.2%	50%	82.2%	50%	85.4%	39.9%	70.9%	GD	5.5%	32.2%	0%	27.4%	5.5%	30.6%	5.5%	27.4%	Progress from Early Years Foundation Stage	<b>Strong</b> 83%	<b>Strong</b> 84%	<b>Strong</b> 78%	<b>Strong</b> 90%	<b>Strong</b> 94%	<b>Strong</b> 90%				<b>Accel</b> 11%	<b>Accel</b> 21%	<b>Accel</b> 11%	<b>Accel</b> 19%	<b>Accel</b> 28%	<b>Accel</b> 29%			<ul style="list-style-type: none"> <li>Explore teaching approaches, strategies and interventions that have proven to accelerate progress of pupils in Reading, Writing and Maths to continue diminishing gap.</li> <li>Improve the attainment of children in GPVS.</li> <li>Use funding to support PP child with EHCP to access learning.</li> <li>Attendance Officer is to target children close to or below PA for previous academic year to improve attendance.</li> </ul>
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		<p>Fischer Family Trust 2 pupils eligible for pupil premium funding were targeted to significantly improve their progress in Reading through the use of this intervention. <b>IMPACT: One child has made accelerated progress to help them achieve ARE by the end of Y2. The other child was unable to achieve ARE by the end of Y2 but were able to move 4 book bands during the intervention.</b></p> <p><u>Writing Intervention</u> TA led intervention focusing on improving pupil premium children's writing, in support of them achieving age-related expectations in the KS1 Standard Attainment Tests. <b>IMPACT: The gap between pupil premium and non-pupil premium children attaining ARE has diminished since EYFS by 2 children. The gap in the attainment of GD has neither diminished nor widened.</b></p> <p>TA 2.5 Hours Weekly: <b>£1,090</b></p> <p><u>Phonics Intervention:</u> 2 groups of children, including children eligible for pupil premium funding, accessed a phonics intervention weekly to support children in preparing for retaking the phonics screening check at the end of Y2. <b>IMPACT: Children being targeted for Phonics intervention has resulted in 95% of children in the cohort passing the</b></p> <p>TA 2.5 Hours Weekly: <b>£1,090</b></p> <p><u>Overcoming Barriers to Maths:</u> This is an impact intervention ran daily after each lesson to ensure children are securing their knowledge and understanding of mathematical concepts. This ensures that identified children can keep up with the pace of learning in lessons and do not fall behind. <b>IMPACT: This is an impact intervention accessed by 13 pupil premium children. They were targeted to revisit learning from their lessons which they found difficult to grasp. This supported all the PP children to make strong progress with 4 children making accelerated progress.</b></p>																																					
3	<p><b>18/79</b></p> <p><b>11 boys</b> <b>7 girls</b></p> <p><b>23%</b> of the cohort</p>	<p>In Year 3 pupils are given teacher assessments and their progress is tracked from their Key stage 1 assessments. These are the Teacher Assessments for July 2018:</p> <table border="1"> <thead> <tr> <th></th> <th>Reading PP</th> <th>Reading Non PP</th> <th>Writing PP</th> <th>Writing Non PP</th> <th>Maths PP</th> <th>Maths Non PP</th> <th>GPVS PP</th> <th>GPVS Non PP</th> </tr> </thead> <tbody> <tr> <td>ARE</td> <td>72.2%</td> <td>71.7%</td> <td>72.2%</td> <td>71.7%</td> <td>72.2%</td> <td>76.7%</td> <td>72.2%</td> <td>71.7%</td> </tr> <tr> <td>GD</td> <td>27.8%</td> <td>35%</td> <td>27.8%</td> <td>25%</td> <td>22.2%</td> <td>36.7%</td> <td>27.8%</td> <td>25%</td> </tr> <tr> <td>Progress from KS1</td> <td><b>Strong</b></td> <td><b>Strong</b></td> <td><b>Strong</b></td> <td><b>Strong</b></td> <td><b>Strong</b></td> <td><b>Strong</b></td> <td></td> <td></td> </tr> </tbody> </table>		Reading PP	Reading Non PP	Writing PP	Writing Non PP	Maths PP	Maths Non PP	GPVS PP	GPVS Non PP	ARE	72.2%	71.7%	72.2%	71.7%	72.2%	76.7%	72.2%	71.7%	GD	27.8%	35%	27.8%	25%	22.2%	36.7%	27.8%	25%	Progress from KS1	<b>Strong</b>	<b>Strong</b>	<b>Strong</b>	<b>Strong</b>	<b>Strong</b>	<b>Strong</b>			<ul style="list-style-type: none"> <li>Continue to use the funding so that the attainment of ARE and GD by PP children and others remains in line.</li> <li>Attendance Officer is to target children close to or below PA for previous academic year to improve attendance.</li> </ul>
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			<u>Accel</u>	<u>Accel</u>	<u>Accel</u>	<u>Accel</u>	<u>Accel</u>	<u>Accel</u>			
			11%	8%	11%	7%	6%	7%			
	TA 2.5 Hours Weekly: £1,090		<p><u>1:1 Reading:</u> Groups of children, including a high proportion of pupil premium children, are targeted for 1:1 reading with the Y3 teaching assistants. <b>IMPACT: The attainment of ARE continues to be in line with others in school, maintaining KS1 assessment scores. Further to this, two children have made accelerated progress to GD during the course of the academic year.</b></p>								
	Supply Cover £300		<p><u>Reading Allowed</u> Y6 pupils would read daily to Y3 children eligible for Pupil Premium children with the aim of developing a positive attitude to Reading through the use of positive role models. <b>IMPACT: In the 4 children targeted, 3 children were able to maintain ARE. The other child was unable to accelerate their progress to achieve ARE.</b></p>								
	TA to run Writing and Maths interventions. £5000		<p><u>Writing Intervention</u> TA led intervention which will focus on children securing understanding of key objectives required to achieve age expected outcomes. <b>IMPACT: The attainment of ARE continues to be in line with others in school, maintaining KS1 assessment scores. Further to this, two children have made accelerated progress to GD during the course of the academic year.</b></p>								
	Times Tables Rockstars £87		<p><u>Overcoming Barriers to Maths</u> TA led intervention based on assessment for learning within lessons. Following the mastery approach, identified children are targeted for post learning opportunities to secure and embed learning before the following lesson. <b>IMPACT: This is an impact intervention accessed by 14 pupil premium children. They were targeted to revisit learning from their lessons which they found difficult to grasp. This supported the large majority (10) of PP children to make strong progress with 1 child making accelerated progress. The 4 children who made insufficient progress all have special educational needs that restrict the amounts of progress they can make.</b></p>								
			<p><u>Times Tables Rockstars</u> An interactive online game session which focuses on developing and securing children's knowledge of times tables, with a particular focus on increasing speed. <b>IMPACT: In preparation for the first multiplication tables assessment in 2019, all PP children have been improving their recall speed.</b></p>								



<p>4</p>	<p><b>23/87</b></p> <p><b>7 boys</b> <b>16 girls</b></p> <p><b>26%</b> of the cohort</p>	<p>TA 2.5 Hours Weekly: <b>£1,090</b></p> <p>TAs to run Reading, Writing and Maths interventions. <b>£5000</b></p>	<p>In Year 4 pupils are given teacher assessments and their progress is tracked from their Key stage 1 assessments. These are the Teacher Assessments for July 2019:</p> <table border="1" data-bbox="631 323 1680 630"> <thead> <tr> <th></th> <th>Reading PP</th> <th>Reading Non PP</th> <th>Writing PP</th> <th>Writing Non PP</th> <th>Maths PP</th> <th>Maths Non PP</th> <th>GPVS PP</th> <th>GPVS Non PP</th> </tr> </thead> <tbody> <tr> <td>ARE</td> <td>52.2%</td> <td>90.6%</td> <td>39.1%</td> <td>78.1%</td> <td>52.2%</td> <td>81.3%</td> <td>52.2%</td> <td>79.7%</td> </tr> <tr> <td>GD</td> <td>17.4%</td> <td>42.2%</td> <td>13%</td> <td>31.3%</td> <td>21.7%</td> <td>25%</td> <td>21.7%</td> <td>40.6%</td> </tr> <tr> <td>Progress from KS1</td> <td><b>Strong</b> 70% <b>Accel</b> 4%</td> <td><b>Strong</b> 88% <b>Accel</b> 19%</td> <td><b>Strong</b> 83% <b>Accel</b> 4%</td> <td><b>Strong</b> 97% <b>Accel</b> 14%</td> <td><b>Strong</b> 78% <b>Accel</b> 4%</td> <td><b>Strong</b> 78% <b>Accel</b> 3%</td> <td></td> <td></td> </tr> </tbody> </table> <p><b>1:1 Reading:</b> Groups of children, including a high proportion of pupil premium children, are targeted for 1:1 reading with the Y4 teaching assistant. <b>IMPACT: The large majority of children targeted in this group were achieving WT or ARE at KS1 and continue to do so except one child with poor attendance. Strong progress is being made by PP children who were working towards or at age expected standard.</b></p> <p><b>Project X Code Intervention</b> TA led reading intervention for children in Years 3–4, who are a year or more behind in their word reading <b>IMPACT: In the four children targeted, only three children were able to make strong progress in line with their KS1 starting point. This is a result of attendance issues with two of the children involved. In light of this, and due to only sufficient progress being made by the other three participants, we will not be continuing with this strategy next year with the amount of time dedicated to it.</b></p> <p><b>Writing Intervention</b> TA led intervention which will focus on either children securing understanding of key objectives required to achieve age expected outcomes or objectives that will progress their writing to the required standard for greater depth <b>IMPACT:</b></p>		Reading PP	Reading Non PP	Writing PP	Writing Non PP	Maths PP	Maths Non PP	GPVS PP	GPVS Non PP	ARE	52.2%	90.6%	39.1%	78.1%	52.2%	81.3%	52.2%	79.7%	GD	17.4%	42.2%	13%	31.3%	21.7%	25%	21.7%	40.6%	Progress from KS1	<b>Strong</b> 70% <b>Accel</b> 4%	<b>Strong</b> 88% <b>Accel</b> 19%	<b>Strong</b> 83% <b>Accel</b> 4%	<b>Strong</b> 97% <b>Accel</b> 14%	<b>Strong</b> 78% <b>Accel</b> 4%	<b>Strong</b> 78% <b>Accel</b> 3%			<ul style="list-style-type: none"> <li>• Explore teaching approaches, strategies and interventions that have proven to accelerate progress of pupils in Reading, Writing and Maths to continue diminishing gap.</li> <li>• Improve the attainment of children in GPVS.</li> </ul>
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5	<p><b>22/88</b></p> <p><b>12 boys</b> <b>10 girls</b></p> <p><b>25%</b> of the cohort</p>	<p>TA to run Reading,</p>	<p>In Year 5 pupils are given teacher assessments and their progress is tracked from their Key stage 1 assessments. These are the Teacher Assessments for July 2018:</p> <table border="1"> <thead> <tr> <th></th> <th>Reading PP</th> <th>Reading Non PP</th> <th>Writing PP</th> <th>Writing Non PP</th> <th>Maths PP</th> <th>Maths Non PP</th> <th>GPVS PP</th> <th>GPVS Non PP</th> </tr> </thead> <tbody> <tr> <td>ARE</td> <td>79.1%</td> <td>83%</td> <td>75%</td> <td>78.5%</td> <td>66.7%</td> <td>76.9%</td> <td>58.3%</td> <td>69.2%</td> </tr> <tr> <td>GD</td> <td>25%</td> <td>29.2%</td> <td>8.3%</td> <td>16.9%</td> <td>12.5%</td> <td>23.1%</td> <td>12.5%</td> <td>27.7%</td> </tr> <tr> <td>Progress from KS1</td> <td><b>Strong</b> 96% <b>Accel</b> 26%</td> <td><b>Strong</b> 92% <b>Accel</b> 15%</td> <td><b>Strong</b> 87% <b>Accel</b> 9%</td> <td><b>Strong</b> 88% <b>Accel</b> 8%</td> <td><b>Strong</b> 74% <b>Accel</b> 9%</td> <td><b>Strong</b> 81% <b>Accel</b> 9%</td> <td></td> <td></td> </tr> </tbody> </table>		Reading PP	Reading Non PP	Writing PP	Writing Non PP	Maths PP	Maths Non PP	GPVS PP	GPVS Non PP	ARE	79.1%	83%	75%	78.5%	66.7%	76.9%	58.3%	69.2%	GD	25%	29.2%	8.3%	16.9%	12.5%	23.1%	12.5%	27.7%	Progress from KS1	<b>Strong</b> 96% <b>Accel</b> 26%	<b>Strong</b> 92% <b>Accel</b> 15%	<b>Strong</b> 87% <b>Accel</b> 9%	<b>Strong</b> 88% <b>Accel</b> 8%	<b>Strong</b> 74% <b>Accel</b> 9%	<b>Strong</b> 81% <b>Accel</b> 9%			<ul style="list-style-type: none"> <li>To explore interventions to accelerate the progress of PP children in Maths</li> <li>Improve the attainment of children in GPVS.</li> </ul>
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		<p>Writing and Maths interventions. <b>£5000</b></p> <p>Additional Teacher Cost for Summer 2 term:</p> <p>Times Tables Rockstars <b>£87</b></p>	<p><u>1:1 Reading:</u> Groups of children, including a high proportion of pupil premium children, are targeted for 1:1 reading with the Y5 teaching assistant. <b>IMPACT: The large majority of children targeted in this group were achieving WT or ARE at KS1 and continue to do so except one child with significant SEND. Strong progress is being made by PP children who are progressing better than others in the year group.</b></p> <p><u>Reading Comprehension Group</u> In the final term, children will be selected for additional support in Reading lessons by an additional class teacher. <b>IMPACT: In the group of 8 targeted, 25% of PP children were able to accelerate their progress so that they are either performing in line with or above their KS1 starting point. The remaining pupil premium children in the group were able to make strong progress.</b></p> <p><u>Writing Conferences</u> Teacher led intervention which will focus on children being challenged further to ensure their writing meets the standard required for age-related expectations and for Greater Depth. <b>IMPACT: In the four PP children targeted by the class teacher, 100% of children made strong progress with 1 child making accelerated progress to achieve the GD standard.</b></p> <p><u>Overcoming Barriers to Maths</u> TA led intervention based on assessment for learning within lessons. Following the mastery approach, identified children are targeted for post learning opportunities to secure and embed knowledge and understanding before the following lesson. <b>IMPACT: This is an impact intervention accessed by 17 pupil premium children over the course of the academic year. They were targeted to revisit learning from their lessons which they found difficult to grasp. This supported the large majority (14) of PP children to make strong progress. The 3 children who made insufficient progress either have significant attendance issues or SEND.</b></p> <p><u>Times Tables Rockstars</u> An interactive online game session which focuses on developing and securing children's knowledge of times tables, with a particular focus on increasing speed. <b>IMPACT: In preparation for the trickier concepts faced in Y5/6, all PP children have been improving their recall speed.</b></p>	
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		<p>Third Space Learning: £1990</p> <p>Prince William Award £3,450</p>	<p><u>Greater Depth in Mathematics</u> In the final term, children will be selected for additional support in mathematics to ensure all children in the HAT prior attainment group, including pupil premium children, are making strong progress from KS1. <b>IMPACT: In the group of 8 targeted, 3 PP children were able to accelerate their progress so that they are either performing in line with or above their KS1 starting point.</b></p> <p><u>Third Space Learning</u> Intervention completed by 1:1 tutors – lessons designed by class teacher. <b>IMPACT: 10 children were selected to receive 1:1 tuition in the final term of this academic year. In this group, 90% of children made strong progress to remain in line with ARE and 20% of PP children who were working towards are now at ARE. This was a successful strategy and will continue to run.</b></p> <p><u>Prince William Award</u> This is a character development programme designed at children developing and bringing important characteristics of a learner to the classroom. This is ran by an ex-military member. <b>IMPACT: This character building education programme had mixed success. Due to Skillforce going into administration, delivery wasn't consistent during the academic year. Despite this, over 70% of pupil premium children completed the award, making gains against key characteristics needed to succeed in life. In light of the situation, we will not continue with this strategy.</b></p>																																					
6	<p><b>15/70</b></p> <p><b>5 boys</b> <b>10 girls</b></p> <p><b>21%</b> of the cohort</p>		<p>In Year 6 the pupils take tests that are externally marked in Reading and Mathematics, Grammar, punctuation and spelling. Writing remains a teacher assessment which is moderated, often by the Local Authority. These are the results for 2019:</p> <table border="1" data-bbox="631 1123 1677 1370"> <thead> <tr> <th></th> <th>Reading PP</th> <th>Reading Non PP</th> <th>Writing PP</th> <th>Writing Non PP</th> <th>Maths PP</th> <th>Maths Non PP</th> <th>GPVS PP</th> <th>GPVS Non PP</th> </tr> </thead> <tbody> <tr> <td>ARE</td> <td>26.7%</td> <td>69.1%</td> <td>46.7%</td> <td>81.8%</td> <td>40%</td> <td>87.3%</td> <td>33.3%</td> <td>72.7%</td> </tr> <tr> <td>GD</td> <td>0%</td> <td>18.2%</td> <td>0%</td> <td>25.5%</td> <td>6.7%</td> <td>9.1%</td> <td>0%</td> <td>20%</td> </tr> <tr> <td>Progress from KS1</td> <td>-4.75 Exceptions</td> <td>-1.64</td> <td>-0.28 Exceptions</td> <td>+0.93</td> <td>-1.56 Exceptions</td> <td>-1.08</td> <td>N/A</td> <td>N/A</td> </tr> </tbody> </table>		Reading PP	Reading Non PP	Writing PP	Writing Non PP	Maths PP	Maths Non PP	GPVS PP	GPVS Non PP	ARE	26.7%	69.1%	46.7%	81.8%	40%	87.3%	33.3%	72.7%	GD	0%	18.2%	0%	25.5%	6.7%	9.1%	0%	20%	Progress from KS1	-4.75 Exceptions	-1.64	-0.28 Exceptions	+0.93	-1.56 Exceptions	-1.08	N/A	N/A	<ul style="list-style-type: none"> <li>For this cohort of children, there are no specific next steps. However, as a school, we need to closely monitor the performance in Reading assessments through the academic year so that we do not have another underperformance in the Y6 SATs.</li> </ul>
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			-3.7		+0.7		-0.1				
		<p>Breakfast Items:</p> <p>Additional teacher costs:</p> <p>TA to run Spelling, Reading and Maths interventions. <b>£2500</b></p> <p>Supply to cover class teachers from January for boosting. <b>£7,280</b></p>	<p><u>Breakfast Booster Club - Reading</u> 3 groups of children, including a number of pupil premium children, will be attending a booster group for reading. Breakfast will be provided for all attending children. <b>IMPACT: Due to significant underperformance on the reading assessment by the whole cohort, it has been truly difficult to assess the impact of the strategies this year. Although they haven't displayed impact this year, in the previous academic years, this strategy has proved successful.</b></p> <p><u>Reading Comprehension Group</u> In the spring term, children will be selected for additional support in Reading lessons by an additional class teacher. <b>IMPACT: Due to significant underperformance on the reading assessment by the whole cohort, it has been truly difficult to assess the impact of the strategies this year. Although they haven't displayed impact this year, in the previous academic years, this strategy has proved successful.</b></p> <p><u>1:1 Reading:</u> Groups of children, including a high proportion of pupil premium children, are targeted for 1:1 reading with the Y6 teaching assistant. <b>IMPACT: Due to significant underperformance on the reading assessment by the whole cohort, it has been truly difficult to assess the impact of the strategies this year. Although they haven't displayed impact this year, in the previous academic years, this strategy has proved successful.</b></p> <p><u>Writing Conferences</u> Teacher led intervention which will either focus on children being challenged further to ensure their writing meets the standard required for Greater Depth or is achieving age expected outcomes. <b>IMPACT: Due to the writing conferences taking place, children have made progress broadly in line with national. With exceptions taken out, progress is above national of others nationally.</b></p> <p><u>Spelling Group</u> TA led intervention designed at securing early spelling rules and patterns with children to increase potential of achieving 12 or more on the GPaS Spelling Test.</p>								



		<p>Third Space Learning: £3,980</p> <p>Times Tables Rockstars £87</p>	<p><b>IMPACT: This spelling group focuses on spelling rules and patterns, preparing our children for the GPVS. Of our targeted children, 5 out of 6 children achieved 12 or more on the GPVS spelling test. Moving forwards, exploration in to the teaching of GPVS needs to happen.</b></p> <p><u>Overcoming Barriers to Maths</u> Teacher or TA led intervention based on assessment for learning within lessons. Following the mastery approach, identified children are targeted for post learning opportunities to secure and embed learning before the following lesson. <b>IMPACT: Overall, the progress of PP children has significantly improved towards the progress of others nationally due to the interventions taking place.</b></p> <p><u>Third Space Learning</u> Intervention completed by 1:1 tutors – lessons designed by class teacher. <b>IMPACT: Overall, the progress of PP children has significantly improved towards the progress of others nationally due to the interventions taking place.</b></p> <p><u>Mathematics Booster Group</u> During the Spring and Summer terms, children will be selected for additional support in mathematics to ensure all children in the MAT/HAT prior attainment group, including pupil premium children, are making strong progress from KS1. <b>IMPACT: Overall, the progress of PP children has significantly improved towards the progress of others nationally due to the interventions taking place.</b></p> <p><u>Times Tables Rockstars</u> An interactive online game session which focuses on developing and securing children's knowledge of times tables, with a particular focus on increasing speed. <b>IMPACT: Overall, the progress of PP children has significantly improved towards the progress of others nationally due to the interventions taking place.</b></p>	
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Review and evaluation of the impact of whole school strategies not already mentioned.

Strategy	Number of pupils	Cost	Impact	Next Steps/recommendations
<p><b>Raise Attendance</b></p> <p><u>Attendance Officer</u> Full time attendance officer employed to complete referrals, home visits etc. with identified children.</p> <p><u>Improving Incentives</u> Rewards and Initiatives for boosting attendance</p>	106	<p>Attendance Officer <b>£20,000</b></p> <p>Funding for Rewards and Initiatives <b>£1000</b></p>	<p><b>The actual overall attendance of PP children had dropped slightly from the previous academic year but this was significantly affected by a number of pupils, who will become exceptions from final figures.</b></p> <p><b>Pleasingly though, the number of children in PA has significantly dropped compared to the previous academic year.</b></p>	Continue using the attendance officer to tackle the attendance of the pupil premium children. We are aiming for a higher percentage in overall attendance for this group, with a further reduction towards national average for persistent absence.
<p><b>Improve Teaching and Learning</b></p> <p><u>National Leader for Education – Paul Martin</u> Improving Quality of Teaching and Learning through empowering middle leadership team</p> <p><u>Teaching and Learning Coaches</u> Support for teachers in the planning for curriculum challenge and intervention, using assessment for learning as a tool, which includes marking and feedback.</p> <p><u>IRIS Connect</u> The use of IRIS Connect for the teaching and learning coaches to improve practice in school</p>	106	<p>NLE and Teaching and Learning Coaches – including cover. <b>£23,500</b></p> <p>IRIS Connect <b>£10,000</b></p>	<p><b>All of the strategies outlined to improve teaching and learning across the academy have resulted in 100% of teaching being adjudged as 'Good' with 26% of children being judged as outstanding.</b></p>	Continue using the teaching and learning coaches to ensure teaching and learning is consistently good or better across the academy.



<p><b>Pride and Presentation</b></p> <p><u>Martin Harvey</u> School Improvement through handwriting.</p>	<p>106</p>	<p>Martin Harvey <b>£850</b></p>	<p><b>Overall, there has been a marked improvement in the percentage of disadvantaged children's books whose presentation has been adjudged as good or better. In the sample of books scrutinised, 70% of disadvantaged pupils' books showed a marked improvement over the course of the academic year.</b></p>	<p>Continue with the implementation of handwriting/presentation strategies given to the academy by Martin to ensure pride in presentation remains.</p>
<p><b>Outcomes in the Foundation Subject</b></p> <p><u>Curriculum Model</u> Clear and progressive key skills, moderation across curriculum areas for consistency, validity and progression.</p> <p><u>Resources</u> Subject specific themed weeks to run across school to improve provision of some foundation stage subjects – Art &amp; Design and Technology</p> <p><u>Educational Visits + Curriculum Events</u> Termly topics should incorporate hooks and projects to engage children</p>			<p><b>The academy have worked tirelessly to construct a curriculum that is ambitious and designed to give our PP children the knowledge and cultural capital needed to succeed in life.</b></p> <p><b>The academy have developed a curriculum model that is coherently planned and sequenced towards cumulatively sufficient knowledge and skills needed for future learning.</b></p> <p><b>PP children find the curriculum more engaging and challenging as stated in a recent pupil voice activity.</b></p>	<p>Monitor the implementation of the school curriculum from September so that all pupils, regardless of disadvantaged, are receiving a broad and balanced curriculum</p>
<p><b>Improve Parental Engagement</b></p> <p><u>Boromi</u> Integrate Boromi into the school's home learning links – high quality resources with one of four themes.</p> <p><u>Maths with Parents</u> Online tool that supports Maths at home. Designed to help parents and children to love learning Maths together.</p> <p><u>Marvellous Me</u> Exciting app that tells you about the wonderful things that your child is learning</p>		<p>Boromi <b>£1200</b></p> <p>Maths with Parents <b>£699</b></p> <p>Marvellous Me <b>£1000</b></p>	<p><b>The percentage of PP parents who engage with the school has significantly improved when compared to the previous academic year due to the number of strategies used to do this. This can be exemplified through Marvellous Me reports and uptake from Parents.</b></p>	<p>Continue using the parental engagement strategies to further improve the percentage of parents engaging with school.</p>



and notifies you when they receive praise for good work or displaying a great character trait.				
<p><b>Behaviour and Wellbeing</b></p> <p><u>Pastoral Team</u> Our pastoral team will offer support for children and families eligible for pupil premium funding who struggle in school with complex social, emotional and behavioural needs.</p>		<p>Pastoral Team <b>£22,000</b></p> <p>Training <b>£6,000</b></p> <p>Alternative Provision: <b>£2,250</b></p>	<p><b>Through behaviour logs, conduct behaviours have improved across school. As a result of this, the percentage of children being excluded in addition to the number of days missed through exclusion have significantly decreased.</b></p>	<p>The pastoral team are to continue in their role of supporting pupil premium children and their families.</p>
<p><b>Extension of Nurture Provision</b></p> <p><u>Pastoral Team</u> Ready for 1:1/small group support in learning time.</p> <p><u>Nurture Room</u> Improved nurture provision will result in positive play during social times of school day, resulting in a reduction of incidents from lunchtime.</p>		<p>Nurture Room Improvements <b>£1,000</b></p>	<p><b>Through behaviour logs, conduct behaviours have improved across school. As a result of this, the percentage of children being excluded in addition to the number of days missed through exclusion have significantly decreased</b></p>	<p>The pastoral team are to continue in their role of supporting pupil premium children and their families.</p>

**Summary: how well are eligible pupils doing? Is the difference diminishing?**

- **KS2:** The progress scores for pupil premium children have all significantly diminished towards the progress of others nationally in Maths and Writing (minus exceptions). The progress score of pupil premium children against others nationally in Reading has widened due to significant underperformance by the whole cohort in the subject.
- **KS1:** The gaps in attainment between disadvantaged pupils and others have diminished when compared to their starting point at both age-related and at greater depth.



- **EYFS:** Disadvantaged pupils and others are attaining in line with each other at GLD.
- **Other Year Groups:** The gaps between disadvantaged pupils and others in the following cohorts are a cause for concern – Y2, Y3 and Y5. These need closer monitoring. However, with SEND exceptions taken out, Y2's attainment looks much stronger.

### **Summary of Proposed Actions for the 2019/120**

- **KS2 Attainment and Progress Score:** Gaps in attainment need to be diminished at ARE and GD with progress scores improving towards or above national.
- Implement a range of strategies to support disadvantaged children in diminishing the gaps in identified year groups; Y2, Y3 and Y5.
- Implement a curriculum that is ambitious and provides disadvantaged children with the knowledge and cultural capital needed to succeed in future learning/life.
- **Absence:** Attendance Officer is to continue working with our pupil premium families to tackle overall attendance and PA.