

Pupil Premium Impact Assessment

The Vale Primary Academy Pupil Premium Impact and Evaluation Report Academic Year 2016/17

Context of Academy

The Vale Primary Academy is part of Delta Academies Trust (previously School Partnership Trust Academies - SPTA). The latest Ofsted inspection was in May 2013 when the school was judged as Outstanding.

The academy is smaller than the averaged sized academy, catering for pupils from the Early Years Foundation Stage, through Key Stage 1 into Key Stage 2. There are currently 252 pupils on roll, including 40 part time Nursery pupils.

The school is located in Knottingley, in an area of deprivation 0.23 on the school deprivation measure which is just below the National Average of 0.24.

Pupil Premium eligibility is currently 20.9% which is below the National average of 26.7%.

Mobility is above National levels with a stability measure of 91.9% (National 85.9%). The vast majority of pupils are of White British ethnicity (96.5%) with 1.7% of pupils whose first language is not English.

Our Strategy

- As children join the Nursery with starting points that are below national, a significant amount of funding is spent in EYFS and KS1 to ensure we diminish differences to age related expectations as soon as possible.
- The personal development, behaviour and welfare of our pupils remains a priority to ensure children are ready to learn and have the strategies and support to overcome barriers
- As children move through school the pupil premium funding is focused on continuing to diminish differences with National particularly for the most able disadvantaged pupils.
- As Year 6 results last year for PP children was low, funding will also be directed to ensure intervention support is available for Year 6 children to ensure every effort is made diminishing differences in the children's final year.

Objectives of Pupil Premium Spending

For children who start the academy with lower attainment than national on entry. Our aim is to ensure that they make accelerated progress in order to reach age related expectations plus, as they move through the academy. We have analysed our data thoroughly to inform our decision making.

Our key objective in using the Pupil Premium Grant is to diminish the differences between pupil groups.

- Through targeted and personalised interventions we are working to eliminate barriers to learning and progress
- Targeted interventions to eliminate barriers to learning and progress for our most able Pupil Premium children
- An additional teaching assistant in EYFS to ensure all children receive quality first teaching during the early years

- Speech and Language training for support staff to increase attainment and progress in the Early Years and Key Stage 1
- In addition, the Academy is further developing our rewards system based on a revised Behaviour Policy which is targeted to increase attendance and punctuality (Target 96%)
- Through targeted provision to support the personal development, behaviour and welfare including the Inclusion Team.
- To provide a range of experiences and opportunities to support the curriculum, engage children in their learning and further develop their awareness of the world around them

In addition to this we have identified some key principles (outlined below) which we believe will maximise the impact of our pupil premium spending.

Key Principles

Building Belief

We will provide a culture where:

- Staff believe in ALL children
- There are “no excuses” made for underperformance
- Staff adopt a “solution-focused” approach to overcoming barriers

Analysing Data

We will ensure that:

- All staff are involved in the analysis of data so that they are fully aware of strengths and weaknesses across the academy
- Interventions are closely monitored against impact

Identification of Pupils

We will ensure that:

- ALL teaching staff are involved in analysis of data and identification of pupils
- ALL teaching staff are aware of who pupil premium and vulnerable children are
- ALL pupil premium children benefit from the funding, not just those who are underperforming
- Underachievement at all levels is targeted (not just lower attaining pupils)
- Children's individual needs are considered carefully so that we provide support for those children who could be doing “even better if.....”

Improving Day to Day Teaching

We will strive to ensure that **all** children across the academy receive Outstanding teaching, achieved by using leaders to:

- Set high expectations
- Address any within-academy variance
- Ensure consistent implementation of the non-negotiables, e.g. marking and feedback, 'Closing the Gap' sessions and whole class reading
- Share good practice within the academy and draw on external expertise
- Provide high quality CPD
- Improve assessment through joint levelling and moderation

Amount of Pupil Premium Grant (PPG) Received

Amount of PPG Allocation for Academic Year 2016/17

Total number of pupils on roll	252
Total number of pupils eligible for pupil premium grant	43
Amount of PPG received (£1,320 per pupil)	£ 56,760
Total number of pupils eligible for EYFS pupil premium grant	Awaiting updated figures
Amount EYFS PPG received (£300 per pupil)	Awaiting update
Total Amount of PPG & EYFSPP received	£ 56,760

Summary of PPG Spending Academic Year 2015/16

KS1:

Greater proportion of KS1 PP children at national expectation from their EYFS outcomes.
 Diminished differences in combined national (21%)

EYFS:

Diminished differences between disadvantaged and other children within the academy attaining a Good Level of Development (2016 Diff -4% 2015 -10%)

Implications for Pupil Premium Spend in 2016/17

The academy will employ teaching assistants to facilitate smaller group work and the delivery of targeted intervention.

An additional teaching assistant in EYFS to ensure all children receive quality first teaching during the early years

Speech and Language training for support staff to increase attainment and progress in the Early Years and Key Stage 1

The academy will maintain its Emotional Well Being support.

The academy will ensure experiential equality across PP and non PP.

The academy will continue to allocate extra support staff to deliver targeted and personalised intervention.

The academy will analyse data rigorously and regularly to identify strengths and weaknesses across the academy and ensure Interventions are closely monitored against impact

Amount of Pupil Premium Grant (PPG) Received 2015-16

Amount of PPG Allocation for Academic Year 2015/16

Total number of pupils on roll	245
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Total number of pupils eligible for pupil premium grant	40
Amount of PPG received (£1,300 per pupil)	£ 52,800
Total number of pupils eligible for EYFS pupil premium grant	3
Amount EYFS PPG received (£300 per pupil)	£900
Total Amount of PPG & EYFSPP received	£ 53,700

Record of PPG Spending by item / project 2015-16			
Item / Project	Cost	Objective	Outcome
Numicon resources and training	£8000	To diminish differences in EYFS and KS1	KS1: Greater proportion of KS1 PP children at national expectation from their EYFS outcomes. Diminished differences in combined national. EYFS: Diminished differences between disadvantaged and other children within the academy attaining a Good Level of Development (2016 Diff -4% 2015 -10)
S and Language	£6000	To support to acquisition of early language	
Teaching Assistant	£14000	Deliver focused intervention for EYFS and KS1	
Experiential learning	£8000	Provide whole child development and experience.	
CPD	£11700	Support and develop staff in line with Academy development and child learning need.	
Inclusion Team	£6000	Diminish differences between SEN and non.	
Total	£53,700		

Performance Analysis of PP pupils 2015/16 (EYFS, KS1, KS2)	
	2015/16
KS2 % of PP Children achieving ARE in Reading	40%
KS2 % of PP Children achieving ARE in Writing	80%
KS2 % of PP Children achieving ARE in Maths	0%
KS2 % of PP Children achieving ARE in RWM	0%
KS1 % of PP Children achieving ARE in Reading	50%
KS1 % of PP Children achieving ARE in Writing	50%

KS1 % of PP Children achieving ARE in Maths	50%
KS1 % of PP Children achieving ARE in RWM	50%
EYFS % of PP Children achieving GLD	50%

EYFS Diminishing Differences					
	% at expected	% Difference National	Summary statement		
EYFS PP GLD	50%				
EYFS NPP GLD	54%				
KS1 Diminishing Differences					
	% at expected	% Difference National	Summary statement		
KS1 PP Combined	50%	-10%			
KS1 NPP Combined	71%				
KS1 PP Reading	50%	-24%			
KS1 NPP Reading	79%				
KS1 PP Writing	50%	-15%			
KS1 NPP Writing	75%				
KS1 PP Maths	50%	-23%			
KS1 NPP Maths	75%				
KS2 Diminishing Differences					
	Av. Scaled Score	% at expected	% Difference National	Av. Progress Score	Summary statement
KS2 PP Combined		0%	-60%		
KS2 NPP Combined		64%	-4%		
KS2 PP Reading	100.3	40%	-31%	-0.1	
KS2 NPP Reading	105.0	68%	-3%		
KS2 PP Writing		80%	1%	2.6	
KS2 NPP Writing		82%	3%		
KS2 PP Maths	95.5	0%	-75%	-2.3	
KS2 NPP Maths	103.5	73%	-2%		
KS2 PP GPS	103.8	60%	-18%		
KS2 NPP GPS	104.8	77%	1%		

Performance Analysis of PPG pupils at the end of KS2 (Gap to Nat. other pupils)					
	RWM	Reading	Writing	Maths	GPS
2016 Achieving Average Scaled Score	0%	40%	80%	0%	60%
2015 Achieving L4+	75% (-15%)	75% (-15%)	100% (+5%)	100% (0%)	75% (-15%)

2014 Achieving L4+	63% (-18%)	75% (-16%)	88% (-3%)	75% (-16%)	50% (-32%)
2016 % Achieving Higher National Standard	0%	20%	0%	0%	0%
2015 Achieving L5+	50% (+26%)	50% (-7%)	75% (+37%)	50% (+2%)	50% (-12%)
2014 Achieving L5+	13% (-32%)	50% (23%)	38% (-17%)	25% (-30%)	50% (-18%)

Record of PPG Spending by item / project Year 2016-17																																																															
Item / Project	Cost	Objective	Outcome																																																												
Additional Teaching Assistant EYFS	£16,000	To ensure pupils receive quality first teaching to diminish differences.	Diminished differences between boys and girls (40% to 20%) Improved GLD 53% to 67%																																																												
Academy Intervention, Speech and Language	£6,000	To raise achievement through intervention (inc. Speech and Language)	Weekly Speech and Language interventions																																																												
Attendance Rewards	£2,000	To raise the level of attendance (target 96%)	Attendance 95.1%																																																												
Intervention Teacher Teaching Assistant	£16,000	To raise achievement in Reading, Writing and Maths through intervention to increase the number of pupils attaining higher levels	<table border="1"> <thead> <tr> <th rowspan="2"></th> <th rowspan="2">Prior attainment</th> <th colspan="3">Reading</th> <th rowspan="2">Prior attainment</th> <th colspan="3">Maths</th> </tr> <tr> <th>Aut2</th> <th>Spr</th> <th>+/-</th> <th>Aut</th> <th>Spr</th> <th>+/-</th> </tr> </thead> <tbody> <tr> <td>Pupil 1</td> <td>1A</td> <td>66</td> <td>67</td> <td>+1</td> <td>1A</td> <td>92</td> <td>94</td> <td>+2</td> </tr> <tr> <td>Pupil 2</td> <td>P8</td> <td>0</td> <td>76</td> <td>+76</td> <td>P8</td> <td>0</td> <td>75</td> <td>+75</td> </tr> <tr> <td>Pupil 3</td> <td>2C</td> <td>70</td> <td>82</td> <td>+12</td> <td>2C</td> <td>82</td> <td>101</td> <td>+19</td> </tr> <tr> <td>Pupil 4</td> <td>2C</td> <td>63</td> <td>83</td> <td>+20</td> <td>1A</td> <td>71</td> <td>82</td> <td>+11</td> </tr> <tr> <td>Pupil 5</td> <td>2C</td> <td>73</td> <td>80</td> <td>+7</td> <td>2C</td> <td>71</td> <td>89</td> <td>+18</td> </tr> </tbody> </table>		Prior attainment	Reading			Prior attainment	Maths			Aut2	Spr	+/-	Aut	Spr	+/-	Pupil 1	1A	66	67	+1	1A	92	94	+2	Pupil 2	P8	0	76	+76	P8	0	75	+75	Pupil 3	2C	70	82	+12	2C	82	101	+19	Pupil 4	2C	63	83	+20	1A	71	82	+11	Pupil 5	2C	73	80	+7	2C	71	89	+18
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Inclusion Team EWO	£6,000	To ensure vulnerable pupils are supported through school including those with special needs and improve attendance and reduce persistent absentees	<p>*Random sample of impact (PA children)</p> <table border="1"> <thead> <tr> <th></th> <th>Pupil 1</th> <th>Pupil 2</th> <th>Pupil 3</th> <th>Pupil 4</th> <th>Pupil 5</th> <th>Pupil 6</th> <th>Pupil 7</th> <th>Pupil 8</th> </tr> </thead> <tbody> <tr> <td>IRV</td> <td>83.8</td> <td>83.9</td> <td>88.2</td> <td>88.2</td> <td>86.6</td> <td>85.3</td> <td>73.5</td> <td>72.1</td> </tr> <tr> <td>IRIS</td> <td>90.2</td> <td>89.4</td> <td>90.2</td> <td>90.5</td> <td>92.4</td> <td>91.7</td> <td>84.8</td> <td>83.3</td> </tr> </tbody> </table>		Pupil 1	Pupil 2	Pupil 3	Pupil 4	Pupil 5	Pupil 6	Pupil 7	Pupil 8	IRV	83.8	83.9	88.2	88.2	86.6	85.3	73.5	72.1	IRIS	90.2	89.4	90.2	90.5	92.4	91.7	84.8	83.3																																	
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Breakfast Provision	£2,000	To provide children with a light breakfast and milk to ensure purposeful learning	Breakfast Club average attendance 30chn daily.																																																												
Experiential Learning	£2,000	To provide children with new experiences linked to learning in the curriculum	Year group trips including links to curriculum and development; Robinwood, Flamingo Land, Multicultural Art week.																																																												
Total	£50,000																																																														

Total PPG Received	£56,760
Total PPG Expenditure	£50,000
PPG Remaining	£6760