

E-ACT BLACKLEY ACADEMY

PUPIL PREMIUM ANALYSIS July 2015

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BACKGROUND TO PUPIL PREMIUM FUNDING

The pupil premium is a new government initiative that targets extra money at pupils from deprived backgrounds. Research shows that pupils from deprived backgrounds underachieve compared to their non-deprived peers. The premium is provided to enable these pupils to be supported to reach their potential.

The Government has used pupils entitled to free school meals (FSM), looked after children and service children as indicators of deprivation, and have provided a fixed amount of money for schools per pupil based on the number of pupils registered for FSM over a rolling six year period. This fixed amount of money is expected to increase every year for the course of this current Parliament. At E-Act Blackley Academy we will be using the indicator of those eligible for FSM as well as identified vulnerable groups as our target children to 'close the gap' regarding attainment.

The following quotes demonstrate the importance of spending this money wisely:

"Not gender, not ethnicity, not the season of birth, not language, not school, not LA, not religion, not region, not class size, but socio-economic background is the prime link to attainment. No surprises here for teachers!" Sue Hackman (Chief advisor on School Standards at the Department for Children, Schools and Families).

"Schools should be engines of social mobility. They should provide the knowledge and the tools to enable talented young people to overcome accidents of birth and an inheritance of disadvantage in order to enjoy greater opportunities." Michael Gove (Former Secretary of State for Education)

Despite having come in at a lower starting point, children at E-Act Blackley Academy in receipt of pupil premium funding have achieved broadly in line with other children at the end of KS2. We must ensure this trend continues and so take the spending of our pupil premium money very seriously. We put quality first teaching at the heart of all that we do and have incredibly high expectations of all children and staff to ensure that any gaps in attainment are narrowed through consistently good and outstanding progress -in all subjects and across all year groups.

SCHOOL POPULATION

The school is located in an area of high social deprivation as the following comparative data of our school population demonstrates:

Indicator	School 14/15	National Average	School 15/16
FSM (EVER6)	60%	26.6%	57.2%
Minority Ethnic groups	28.6%	29.7%	30.8%
EAL	22.8%	18.8%	23.2%
School Action (SEN Support)	9.5%	8.9%	8.2%
School Action + and Education, Health & Care Plan	0.46%	7.7%	0.45%
Deprivation Factor	53	0.24	53

- Average attainment on entry to the school is much lower than the national average
- The gender balance is currently 50.4% boys and 49.6 girls.
- The majority group in the school is white British.
- The school is situated in an area of high social deprivation. Levels of SEN & FSM are significantly high compared to national levels. ?
- Many of our children have varied and sometimes complex barriers to learning which may impact on their performance.

At E-Act Blackley Academy, we have high aspirations and ambitions for our children and we believe that no child should be left behind. Our very high proportions of FSM children have meant that our pupil premium money has represented a significant proportion of our budget and we have planned our spending carefully to ensure that it has been spent to maximum effect.

E-ACT Blackley Academy Pupil Premium

Plan for Pupil Premium Expenditure for current academic year 2014/15			
Number of pupils on roll in receipt of free school meals/CLA/Forces children	245		
Level of Pupil Premium Grant received	£294,000		
Focus of intervention/areas of spend	Cost	Success Criteria	Impact data
<p>Reading intervention: All targeted children receive 10 week intervention programmes designed by the class teacher who use 'securing level' documentation to ensure interventions are pitched appropriately. Interventions include, Better Reading Partnership, additional Guided Reading, Additional Phonics, ELS and ALS.</p> <p>Higher attainers targeted for additional support delivered by class teachers.</p>	<p>£27,337</p> <p>£6,263</p>	<ul style="list-style-type: none"> All children should make 1 sublevel progress in 10 weeks. 	<ul style="list-style-type: none"> Outcome targets for above age related expectations met and gap closing for this group of pupils.
<p>Writing intervention At KS1 Rapid Writing is delivered by teaching assistants to targeted children over 10 week programme. All teachers plan interventions using</p>	£27,337	<ul style="list-style-type: none"> Children will be able to produce longer sustained pieces of writing. 80%+ make good or better 	<ul style="list-style-type: none"> Outcome targets for above age related expectations met and gap closing for this group of pupils.

<p>'securing level' documentation to ensure interventions are pitched appropriately. Higher attainers targeted for additional support delivered by class teachers.</p>	<p>£6,903</p>	<p>progress in writing and on track to achieve end of year targets.</p>	
<p>Maths intervention All targeted children receive 10 week intervention programmes designed by the class teacher who use 'securing level' documentation to ensure interventions are pitched appropriately. Higher attainers targeted for additional support delivered by class teachers.</p>	<p>£27337 £1,143</p>	<ul style="list-style-type: none"> 80%+ make good or better progress in maths and on track to achieve end of year targets. 	<ul style="list-style-type: none"> Outcome targets for above age related expectations met and gap closing for this group of pupils.
<p>6 weekly feedback sessions to children and parents, with either teacher or TA depending who has delivered the intervention programmes.</p>	<p>£2032</p>	<ul style="list-style-type: none"> Targeted pupils make better than expected progress i.e. 4 points per year at KS2, 5 points at KS1 	<ul style="list-style-type: none">
<p>Quality first teaching – additional CPD /differentiation/ teaching assistants to support learning in class as part of normal lesson. Recruited five additional Teaching assistants and two teachers to provide sufficient capacity and support small group working.</p>	<p>£137,088</p>	<ul style="list-style-type: none"> All teachers and teaching assistants secure in using Assessing Pupil Progress (APP) targets to plan differentiated work. 	<ul style="list-style-type: none"> Assessments at October, March and May/June show accelerated progress and pupils on track to achieve end of year targets.
<p>ICT investment web based resources</p>	<p>£9,600</p>	<ul style="list-style-type: none"> All children have individual 	

<p>that can be accessed both in school and at home– Spellodrome/ Mathletics basic skill development at individual level. Purchase of Britannica online to be used as in school to support all curriculum areas and accessed at home to support homework. Purchase of Kindle.</p>		<p>passwords and use these programmes at school.</p> <ul style="list-style-type: none"> • Most children who have access to the internet access these programmes at home. • Those with no internet access are able to attend lunchtime ICT clubs. • Outcomes 80%+ make good or better progress in Maths / Reading and the gap is narrowed 	
<p>Appointment of support staff who work with identified children and their families e.g. attendance and punctuality/safeguarding/behaviour and child in need issues.</p>	<p>£38,400</p>	<ul style="list-style-type: none"> • Attendance improves 95%+ and reduction in those pupils who are persistently absent PA. • More families receiving early intervention support from third sector fewer instances of children in need. • Reducing educational gap in the progress and attainment of children in need against their peer group 	<p>Whole school attendance is 94.6% Minus EBD base it is 95.1% PP attendance is 94% (In 2013/14 it was 92.9%) NPP attendance is 96.6%</p> <p>PA is 5.9% (22 children)</p> <p>PA 2014/15 was absent for more than 15% of the time. From September 2015 PA will be defined as children absent from school for more than 10% of the time. Attendance will remain a priority for 2015/6</p>
<p>Training for staff in Assessing Pupils Progress Target Setting Effective feedback Lesson Study</p>	<p>£2,560</p>	<ul style="list-style-type: none"> • PP children make better than expected progress per year (as above) 	

Forest Schools Reception and Year 1. Additional transport	£6,000 £2,000	<ul style="list-style-type: none"> Raising children's self-esteem so that they can become more engaged in their learning. 	
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REPORT ON PUPIL PREMIUM DATA ANALYSIS AND EVALUATIONS OF 2014/15 SPEND

It is difficult to use qualitative data to measure the impact of some of our expenditure – this is because we are certain that any qualitative resource we put in place should and will have a direct impact upon engagement in school and therefore attainment, attendance and progress. Daily monitoring, adjustment of teaching and intervention to suit their needs and support for their families ensures that these children do not go below the radar and are at the forefront of our minds. Our support for their emotional wellbeing and engagement in school is ongoing – this is essential to ensure that no learning opportunities are missed. Pupil premium children are a focus of every agenda at the academy – during pupil progress reviews, leadership team meetings, staff briefings and parents’ evenings. In addition to this we academically track progress of our pupil premium children 6 times a year to ensure that our initiatives are having a direct impact on their results in school. We highlight pupil premium children on all lesson plans. We analyse our results for gender. We also monitor attendance daily and report on it six times a year. All of the above is reported to governors at least termly (6 times a year).

This chart shows the gap between pupil premium children and non-pupil premium children in APS. Where available, national gap figures have been highlighted green.

	Reading			Writing			Maths		
	2012/13	2013/14	2014/15	2012/13	2013/14	2014/15	2012/13	2013/14	2014/15
Current Reception			GLD gap: 35% 20%			GLD gap: 32% 20%			GLD gap: 23% 17%
Current Year 1		GLD gap: 41% 20%	-1.67		GLD gap: 17% 20%			GLD gap: 6% 17%	
Current Year 2		-2.01	-1.46		-1.72	-1.10		-1.33	-1.03
Current Year 3	-2.15	-1.78	-0.62	-1.51	-2.52	-0.95	-2.14	-1.32	-1.30
Current Year 4	-1.58	-2.44	-1.77	-1.16	-1.46	-1.57	-0.43	-1.01	-0.62
Current Year 5	-2.81	-1.99	-1	-2.49	-2.22	-2.04	-1.88	-2.12	-1.02
Current Year 6	+0.13	-0.1	+1.1	-0.36	-0.3	+0.7	+0.11	-0.17	+0.1

The interventions that have led to the most effective narrowing of gaps have been a double hit of pastoral and academic interventions. Qualitative measures to increase self-regulation, self-esteem and parental and child engagement with school have been embedded alongside a number of targeted academic interventions aimed at increasing attainment and progress in reading, writing and maths.

The academy has experienced success in both qualitative and quantitative approaches, and so intends to use next

year's pupil premium funding similarly, whilst constantly reflecting, refining and measuring the success of our intervention strategies.

The academy will be measuring the success of intervention using STEP targets set in September for all children. We will use 4+ STEPS as the minimum expectation of 'good progress' and measure attainment against ARE for each year group, giving a national benchmark.

In accordance with the findings of the Sutton Trust Toolkit (EEF accessed 28.6.15), we have found our most effective interventions to be those aimed at giving targeted support and effective feedback. We have found most success when interventions have been planned by teachers. We intend to employ additional teachers in target year groups 4, 5&6 next year. We intend to set across these year groups.

In EYFS, again in line with findings similar to those of the Sutton Trust Toolkit (EEF accessed 28.6.15), we have found our most effective interventions to be those aimed at increasing parental engagement, providing targeted phonics and literacy interventions (including communication and language support).

Following outcomes in Y1 and R the academy intends to fund Forest Schools but will train 2 practitioners who will eventually lead this at Blackley once renovation works on the grounds have been completed.

Analysis of attendance data in particular PA shows that Pupil Premium children do not attend as often as Non Pupil Premium. We intend to use some of the funding to address this issue.

PROPOSED PUPIL PREMIUM EXPENDITURE 2015/16

Number of Ever 6 children	251	
Level of Pupil Premium Grant received	£338,300	
Focus of intervention/areas of spend	Cost	Success Criteria
Senior Family Support Worker -partial salary cost	£27,160	To ensure that the attendance of all PP children is over 95%. To ensure that gap between PP PA and NPP PA closes further so that PP children are not over represented in that group. To ensure that all PP children make better than expected progress. Engagement and enjoyment of school is reflected by positive parent and pupil surveys and positive learning behaviours across the academy. Monitoring: Data collected 6 x a year. Pupil progress reviews term 2. Whole school PP vs Non PP attendance analysed weekly.
Attendance Officer- partial salary cost	£27,160	
Curriculum Enrichment through visit/visitors	£12,731	
Walking Bus	£11,034	
After School Clubs	£10,290	
Breakfast Club Supplies	£13,438	
Additional teachers Y4,5,6 – partial salary cost	£31,828	The progress of disadvantaged pupils is above average so that attainment at least matches that of other pupils nationally. Monitoring: Data collected 6 x a year. Pupil progress reviews term 2.
Speech & Language Therapy Support – partial TA salary cost	£35,364	To screen all EYFS children to ensure early awareness and begin SALT interventions EYFS GLD for Speaking, listening and attention to meet national expectation.
At least one TA, (partial cost) in every class to ensure all PP children are able to access the curriculum academically and pastorally	£38,484	

Forest Schools	£9,500	<p>Raising children's self-esteem so that they can become more engaged in their learning.</p> <p>PP children make better than expected progress per year (as above)</p>
<p>Training for staff in Teacher PAL Writing planning Handwriting Science Maths Reading Computing SEND Effective feedback Lesson Study SPAG Staff visiting other settings for outstanding practice examples</p>	£10,609	
<p>Reading intervention:</p> <p>All targeted children receive 10 week intervention programmes designed by the class teacher who use Sheffield Grids documentation to design a personalised programme of study to ensure interventions are pitched appropriately.</p> <p>Interventions include, Better Reading Partnership, additional Guided Reading, Additional Phonics, ELS and ALS.</p>	£33,600	<p>Outcome targets for above age related expectations met and gap closing for this group of pupils in RWM and SPAG</p>

<p>Higher attainers targeted for additional support delivered by class teachers.</p>		
<p>Writing intervention At KS1 Rapid Writing is delivered by teaching assistants to targeted children over 10 week programme. All teachers plan interventions using 'securing level' documentation to ensure interventions are pitched appropriately. Higher attainers targeted for additional support delivered by class teachers.</p>	<p>£33,600</p>	
<p>Maths intervention All targeted children receive 10 week intervention programmes designed by the class teacher who use 'securing level' documentation to ensure interventions are pitched appropriately. Higher attainers targeted for additional support delivered by class teachers.</p>	<p>£33,600</p>	

Behaviour Bridgelea Pru. – SLA	£9,902	Reduction exclusions Pupil voice Reduction in recorded incidents - SIMS
TOTAL	£338,300	

We have aimed to use our PP funding to ensure that gaps are narrowed in year groups where data shows there has been progress that is lower than that we would expect.

All interventions have been researched using the Sutton trust toolkit and all have shown an impact on attainment of 5 months or higher (site accessed on 28.6.15)