

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. 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 'securing level' documentation to ensure interventions are pitched appropriately. Higher attainers targeted for additional support delivered by class teachers.</p>	<p>£27,337</p> <p>£6,903</p>	<ul style="list-style-type: none"> Children will be able to produce longer sustained pieces of writing. 80%+ make good or better progress in writing and on track to achieve end of year targets. Outcome targets for above age related expectations met and gap closing for this group of pupils.
Maths intervention		

<p>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. • 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
<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. • 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 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>£9,600</p>	<ul style="list-style-type: none"> • All children have individual passwords and use these programmes at school. • 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 eg 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>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)
<p>Forest Schools Reception and Year 1. Additional transport</p>	<p>£6,000 £2,000</p>	<ul style="list-style-type: none"> • Raising children's self-esteem so that they can become more engaged in their learning.

Measurable impact 2013/14 academic year – pupils entitled to Pupil Premium

Year 2 Data July 2014

	No of ALL pupils	% of ALL pupils	% of disadvantaged pupils	% of non-disadvantaged pupils
<i>Reading - achieved Level 2+</i>	47	84	83	86
<i>Reading - achieved Level 2B+</i>	43	77	78	71
<i>Reading - achieved Level 3</i>	19	34	38	21
<i>Writing - achieved Level 2+</i>	45	64	84	79
<i>Writing - achieved Level 2B+</i>	36	80	69	50
<i>Writing - achieved Level 3</i>	12	21	24	14
<i>Mathematics - achieved Level 2+</i>	51	91	90	79
<i>Mathematics - achieved Level 2B+</i>	42	75	76	72
<i>Mathematics - achieved Level 3</i>	15	27	34	7

Year 6 Data July 2014

	No of ALL pupils	% of ALL pupils	% of disadvantaged pupils	% of non-disadvantaged pupils
English (Reading test) – attained Level 4+	28	90	87	100
English (Reading test) – attained Level 4b+	21	68	61	88
English (Reading test) – attained Level 5+	12	39	30	63
English (Reading test) – attained Level 6	0	0	0	0
English (Reading) - achieved 2 levels of progress	31	100	100	100
English – (Reading) achieved 3+ levels of progress	11	35	35	38
English (Writing TA) – attained Level 4+	27	87	87	88
English (Writing TA) – attained Level 4b+	23	74	74	75
English (Writing TA) – attained Level 5+	15	48	39	75
English (Writing TA) – attained Level 6	0	0	0	0
English (Writing) - achieved 2 levels of progress	31	100	100	100
English – (Writing) achieved 3+ levels of progress	21	68	61	75
English (Grammar, Punctuation & Spelling) attained Level 4+	19	61	57	75

English (Grammar, Punctuation & Spelling) attained Level 4b+	17	55	48	75
English (Grammar, Punctuation & Spelling) attained Level 5+	10	32	22	63
English (Grammar, Punctuation & Spelling) attained Level 6	0	0	0	0
Mathematics (test) – attained Level 4+	26	84	83	75
Mathematics (test) – attained Level 4b+	22	71	70	88
Mathematics (test) – attained Level 5+	8	26	38	63
Mathematics (test) – attained Level 6	0	0	0	0
Mathematics - achieved 2 levels of progress	30	97	96	100
Mathematics - achieved 3+ levels of progress	7	23	17	38
Achieved Reading, Writing and Maths combined at L4+	25	81	78	88
Achieved level 4b+ in Reading and Maths, and level 4+ in Writing	18	58	52	75
Achieved Reading, Writing and Maths combined at L5+	5	16	4	50

Whole School Progress Data

Pupil Premium

Year	Reading	Writing	Maths
1 Good= 5.0	5.8	5.3	5.8
2 Good = 5.0	6.9	6.5	6.9
3 Good=4.0	4.5	4.2	3.3
4 Good=4.0	4.5	4.6	4.0
5 Good=4.0	4.9	4.2	4.9
6 Good=4.0	5.3	5.1	6.2

Non Pupil Premium

Year	Reading	Writing	Maths
1 Good= 5.0	5.5	5.2	5.5
2 Good = 5.0	5.9	5.1	6
3 Good=4.0	4.7	4.1	4.4
4 Good=4.0	4.1	3.4	3.9
5 Good=4.0	5.8	4.0	4.8
6 Good=4.0	5.0	4.8	5.3

Both groups have made **good or better progress** in all areas with the exception of Year Three Maths.

Pupil Premium children have made more progress than Non Pupil Premium in all year groups, in all areas with the exception of Year 3 Reading and Maths and Year Five Reading.

(In Year Five Reading PP progress is 0.1 from outstanding)