Pupil Premium Grant Expenditure

**Rationale and action plan for 2015 – 2016**

**Context of the school**

Yarborough Academy wants our children to be literate, numerate and curious about the world around them. Our curriculum enables a depth of learning for all pupils so that they can become successful individuals in the next stage of their education, regardless of background.

Our new, bespoke curriculum is unique to our context and to the children of Yarborough Academy. Project based learning (PBL) engages, challenges, and inspires children to apply learnt skills in a real life context. A love of learning, thirst for understanding and opportunities to exhibit high quality work are central to the education of our children.

There are currently 429 pupils on roll as of May 2016. 68 pupils receive Pupil Premium funding under the ‘ever 6’ formula, with 24 children receiving Free School Meals currently as a result of entitlement. Pupil Premium entitlement is 16% of the total Academy population. These figures change regularly and are updated by the Academy office on a weekly basis. The updated information is provided to SLT and to class teachers. A report from the Headteacher is provided to Governors every term. The Governor responsible for oversight of the Pupil Premium is Miss Jane Stamp.

**Objectives of the Pupil Premium:**

Our key objectives in the use of Pupil Premium funding is to close the gap between pupil groups at Yarborough Academy and raise the achievement of these pupils. In analysing our data, we have found that levels of attainment for pupils eligible for Pupil Premium funding are not consistently in line with those who are not. In seeking to raise the achievements of all pupils at Yarborough Academy, we believe that the raised aspirations and access to quality teaching are essential components. In addition, for those children who start our school with low attainment on entry, our aim is to ensure they make the accelerated progress necessary to make and exceed age related expectations as they move through our Academy.

**Recent initiatives and improvements:**

* Embedding Project Based Learning as the heart of our curriculum offer for all children, including those eligible for Pupil Premium.
* Continued phonic success in Year 1 – with 83% of children eligible for Pupil Premium achieving the expected level in Year 1. Targeted support for the current cohort continues and an update will be available once the check has been completed.
* Upward trend in Key Stage one results – Average points score for Yarborough Disadvantaged children is 15.1 against 14.8 National Disadvantaged.
* Reading APS for Yarborough Disadvantaged children is 15.2 versus National disadvantaged of 15.2
* Writing APS for Yarborough Disadvantaged children is 14.1 versus National Disadvantaged of 14.0
* Maths APS for Yarborough Disadvantaged children is 16.1 versus National Disadvantaged of 15.1
* Pupil Premium children who achieved level 2b or above in reading and maths are above national figures
* Pupil Premium children at KS1
* Excellent progress in reading ,writing and maths at end of Key Stage Two. 100% expected progress or better in reading from Key Stage 1 to Key Stage 2. 92% expected progress or better in writing and maths from Key Stage 1 to Key Stage 2.
* Robust internal tracking and early intervention used to inform termly progress meetings. Subsequent action plans for each class highlight Pupil Premium children and current additional provision.
* Small group tutoring for Pupil Premium children to accelerate expected progress or better
* Breakfast club led by additional learning mentor to encourage punctuality and attendance
* Provision map of entitlement for all year groups that clearly state the additional provision above the quality first teaching
* Introduction of Numicon to support children’s understanding in maths with targeted intervention to raise attainment
* Introduction of Lexia to raise attainment in English – targeted at Pupil Premium children
* Evaluation of teaching and learning for disadvantaged children provided next steps and professional development

**Raising achievement**

We will work to ensure that:

* Attainment in key areas of reading, writing and maths is at or above National Averages at end of EYFS, Key Stage One and Key Stage Two for *all* children.
* Progress in key areas of reading, writing and maths is at or above National Averages at end of EYFS, Key Stage One and Key Stage Two for *all* children.
* Gaps in attainment, where they exist, between those eligible for the Pupil Premium and those not are closed.
* Gaps in expected progress or better, where they exist, between those eligible for the Pupil Premium and those not are closed.
* Success is celebrated in classes and across the Academy through our Behaviour policy and that those eligible for Pupil Premium are included in these celebrations.
* Our new assessment system identifies those eligible for Pupil Premium and their current level of achievement. This information is then used to inform individual class provision maps that identify what additional provision is required for those eligible for Pupil Premium.

**Analysing data**

We will ensure that:

* All staff are involved in robust data analysis through termly preparation of provision maps and progress meeting with the Head, Assessment leader and SENCO. This will include the children eligible for Pupil Premium.
* Use of Challenge Partners and EOS to validate our data analysis and priorities with regard to those eligible for Pupil Premium
* Preparation of reports based on external data that highlight the achievements of children eligible for Pupil Premium and reporting to Governors on impact of initiatives.

**Identification**

We will ensure that:

* all children eligible for Pupil Premium are identified through preparation of provision maps and termly pupil progress review meetings
* All staff are updated on children eligible for Pupil Premium funding
* All children eligible for Pupil Premium funding benefit, *not just those identified as underperforming*
* Underachievement at all levels is addressed to ensure accelerated progress, regardless of entry point
* For those eligible for Pupil Premium, individual needs are addressed academically and socially through attendance and punctuality data as well as our pastoral system and the wider opportunities identified through our curriculum. These include the social, moral, spiritual and cultural aspects of our Project Based curriculum.

**Improving teaching**

We will ensure that:

* The implementation of our assessment and feedback policy impacts on pupil achievement and quality of teaching, with particular reference to those eligible for Pupil Premium. This will be evaluated in the Autumn Term and a report with next steps produced.
* Children deemed to be disadvantaged will be the focus of an evaluation in Spring term with a report produced and next steps identified.
* Excellent practice is shared through lesson study and staff development meetings, with regard to differentiation, assessment and feedback in respect of those eligible for Pupil Premium
* Lead teachers for English and maths coach and support colleagues to improve achievement, with particular regard to those eligible for Pupil Premium

**Individualising support**

We will ensure that individual support is effective through:

* Ensuring effective communication between additional support staff in the classroom and class teachers
* Using provision maps and pupil progress meetings with Learning Mentors to identify barriers to learning, with regard to those eligible for Pupil Premium
* Working with outside agencies where applicable to provide specialist support where appropriate and use Pupil Premium funding if applicable.
* Ensuring parental links are strong via home learning, improved communication so that they can support their own children’s learning. Use Learning mentors to identify those eligible for Pupil Premium funding and ensure these links are highlighted.

**Project Based Learning**

Our new curriculum will ensure that:

* A real life, purposeful curriculum engages all learners, including those eligible for Pupil Premium funding.
* Core skills are applied through the curriculum that impact on the achievement of all pupils, including those eligible for Pupil Premium funding.

**Funding priorities**

Our priorities from the Academy improvement plan are to increase the proportion of outstanding teaching, raise academic achievement across the Academy, develop outstanding leadership and ensure outstanding behaviour and safety for all. In addition, we are maximising the use of mobile technology available.

Our Year six cohort (2015-16) is split in to two classes. This is designed to provide focussed support for all children, but with particular reference to those eligible for Pupil Premium funding and to maximise their chances of achieving well by the time they leave Yarborough Academy. In addition, members of the SLT have additional non-contact time along with their PPA entitlement to evaluate, support and challenge colleagues in the quest for improved teaching. This includes evaluations of Disadvantaged children, identification of those eligible for English and maths support and the preparation of additional training and support. These have the focus of Pupil Premium eligible children and are funded accordingly.

Our new Project Based Learning curriculum means Teaching Assistant support is placed within the classrooms. Our learning mentors support individual or groups of children in well-defined, structured programmes. This additional support is targeted initially at those eligible for Pupil Premium funding. A proportion of this additional support comes from Pupil Premium funding.

All teachers have an iPad and Macbook to support their planning and preparation and use them within their classes. A proportion of this, equivalent to 15%, comes from Pupil Premium funding.

We have increased parental involvement via regular emails and links to our 2simple assessment programme in Foundation Stage, regular home learning information, coffee mornings and planned family learning time.

**2015-16**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Number of pupil and Pupil Premium Grant received 2015-16 | | | | | |
| Total number of pupils on roll (Spring census) | | | | | **429** |
| Total number of pupils eligible for Ever 6 Pupil Premium | | | | | **68** |
| Total number of pupils eligible for FSM | | | | | **24** |
| Percentage of Academy population eligible for Pupil Premium | | | | | **16%** |
| Total amount of PPG received | | | | | **£92260** |
| **Planned intervention** | **Item/project** | **Cost** | **Objective** | **Impact** | |
| ***Teaching and learning strategies*** | | | | | |
| ***Whole school*** | Non contact time for  Assessment lead  English Lead  Maths Lead  SENDCO  To evaluate data, teaching and learning with respect to children eligible for Pupil Premium | 10 days for assessment  (6 hrs x £37 x 10)  £2220  10 days for SENCO  (6 hrs x £37 x 10)  £2220  5 days for Lexia programme  (6 hrs x £37 x 5)  £1110  2 days Lead teacher  (6 hrs x 2 x £37)  £444  Total cost  **£5994** | Coaching, evaluating, challenge and support to improve daily teaching   * modelling outstanding practice * evaluating teaching and learning with regard to those deemed to have barriers for learning * data analysis of reading, writing and maths and implementation of appropriate interventions (Lexia, Numicon) | Evaluation of teaching across the Academy shows 95% ‘Good’ or ‘Outstanding’ practice in the Autumn term and 95% ‘Good’ or ‘Outstanding’ in the Spring term.  Confirmed via Challenge Partners report April 2016.  Numicon and Lexia intervention identified via data analysis. Programmes of intervention bought, training delivered and impact monitored. | |
|  | 1:2 iPad deployment across Academy Years 1 - 6 | Apportion of total cost (15%)  Ipad cost  £10600  IT Coordinator  5 x 6 x £27  £810  Total cost **£1715** | Access to new and innovative technology to hook children eligible for Pupil Premium in to learning. | Learning study in Summer term established use of best practice throughout Academy. Evaluation from IT lead available for staff and SLT for next steps. | |
|  | Use of Assessment lead and SENDCO for data review and provision map interrogation.  Evaluation of support impact. | Lead Teacher  ( 2 days x 6 x £37)  £444  SENCO  (2 days x 6 x £37)  £444  **£888** | Data review meeting three times a year.  Provision map for each class with precise details of Pupil Premium support interrogated.  Data analysis preparation.  Training for staff on new assessment system to include analysis of Pupil Premium achievement | Provision map for each class with Pupil Premium additional provision clearly identified.  Accountability through data review meetings.  CPD delivered so all teachers understand Pupil Premium reports for individual class.  Early intervention enables more first quality teaching within class. Focus on PP entitlement and individual outcomes  Reports on Pupil Premium achievement to Governors at end of Summer term will prove impact. | |
|  | Report analysis for Key Stage one and two with reference to children eligible for Pupil Premium. | 3 days x 6 x £37  **£666** | Robust analysis of Raise data to identify trends | Analysis of statutory data and presentation to SLT and Governors as part of rigorous trend analysis for pupils eligible for Pupil Premium. Highlighted the progress of boys writing in Key Stage Two as an issue. Addressed through English Action plan with impact to be reported in Summer term. | |
|  | Embedding of Project Based Learning as curriculum offer | Apportioned £7,000 from a total of £44,000  **Total costs**  **£7000** | New curriculum and design of classrooms to engage children and boost academic achievement for all pupils, apportioned amount applicable to those eligible for Pupil Premium | Improved academic outcomes as per 2015 Raise online, Challenge Partners report. Parental responses to new curriculum overwhelmingly positive and evidenced via feedback forms. | |
| ***Improving maths and English*** | | | | | |
|  | Additional out of school tuition in small groups delivered by teachers .  Yrs Rec, 1, 5 and 6 | Autumn Term  25 sessions  Spring Term  38 sessions  Summer Term  44 sessions    Resources  £500  **Total cost**  **£3710** | Use of provision maps to identify target children as a baseline.  Children to have additional tuition in basic skills to raise achievement. | Impact to be measured at end of summer data point through internal assessment and statutory testing. | |
|  | ‘Bug Club’ licence | **£3149** | Reading at home scheme to encourage a love of reading and also comprehension skills. | To be evaluated by the English Lead teacher for September 2016. | |
|  | Lexia intervention | Lexia Licence  **£4632** | Delivery of additional English support for children eligible for Pupil Premium. | Impact to be evaluated by SENDCO/English lead at data summer point | |
|  | Numicon intervention | TA cost  (8 x £13 x 26 sessions)  1 x £13 x 13 sessions  **£2873**  Training costs 9 x £13 x 6 hours)  **£702**  Numicon resources for programme  £1240  **Total costs**  **£4815** | Delivery of additional training, resources and teaching for children with maths gaps and who are eligible for Pupil Premium | Impact to be evaluated by maths lead at data summer point. | |
| ***Improving test results*** | | | | | |
|  | Easter school for Year 5/6  Summer School for pupil premium pupils | £1800 (apportion 33%)  **£594**  **£5000**  **Total costs**  **£5594** | Additional support for Year Six prior to SATS. Pupil Premium children to be incentivised to attend via use of sports coach and free lunch.  Targeting pupil premium pupils in long summer break | All except 3 of those eligible for Pupil Premium attended all three days. | |
| ***Raising aspirations*** | | | | | |
|  | Ensure pp children have full awareness of and access to curriculum – including after/before school provision. | **£2000** | Learning mentor to publicise and target PP families with additional provision available and encourage uptake – Change 4 life club targeted at PP children along with breakfast club targeted at pupils eligible for Pupil Premium.  Learning mentor to liaise with class teachers to ensure full participation in curriculum. | 28 children eligible for Pupil Premium currently attend Breakfast club. | |
|  | Curriculum themed trips costed and affordable to PP children and funding used where required to ensure access | £18000 spent in year – all pupils subsidised but greater ratio PP pupils  **Total cost £6000** | Cost of trips linked to PBL to be subsidised to ensure full participation in learning and widening of cultural experiences. | 100% participation in curriculum learning by children eligible for Pupil Premium. | |
| ***Pastoral support strategies*** | | | | | |
|  | Use of 2 learning mentors to track attendance, pastoral, exclusion, time in class data.  Readiness for learning index used to support individual children. Extension of contract to include work with pupils eligible for the Pupil Premium over school holidays. | 10 days x £136  10 days x £95  £2310  £4760  £3325  **Total costs**  **£10395** | All data records to be updated weekly with time given to LMs to ensure this happens. Any trends, concerns addressed at source.  Readiness for learning index data used to provide information for further support as required. |  | |
|  | Creation of nurture group focussed on vulnerable Pupil Premium children | £1344 course  £500 resource  **Total cost**  **£1844** | Nurture group set up on Boxall principles to re-focus children at risk of disengagement and with barriers to learning. | Clear entry and exit strategies in place to raise esteem and boost academic achievement. Internal assessment to provide impact at end of nurture session. | |
|  | Use of sports coach to focus on sporting participation of PP children weekly | **£2000** | Weekly coaching activities after school, focussed on sporting and collaborative/social skills as delivered by sports coach. |  | |
|  | Mentis therapy | **£4000** | Use of outside expertise to work with children eligible for Pupil Premium and experiencing difficulties | Learning mentors to provide case studies of impact | |
|  | Use of SLA with EWS to track and improve attendance | **£3968** | Use of ‘Attendance Matters’SLA to focus on both attendance and punctuality of PP children |  | |
|  | Additional pastoral offers | Reflexology sessions  £3700  Cooking club  30 x £13  £390  Cooking club resources  £300  DJ  £700  Fencing  £882  Gym  £600  Dance  £660  Violin  £600  Guitar  £7140  Theatre  £700  Lunchtime resources and staffing  £30 x 38 week  £1140  Lunchtime resources  £500  **Total costs £17312** | A number of additional activities are offered as part of our holistic approach to making children and their families ready to learn and raising their aspirations.   * Dave the DJ for Year 6 children as part of social skills * Reflexology for families * Cooking Club * Lunchtime activities aimed at Pupil Premium children * Theatre visits to school to raise aspirations * Fencing * Gym * Dance * Violin | Pastoral approach to families to include them as part of the Academy community and value the aims and aspirations of Yarborough | |

Impact of Pupil Premium

## Year 1 Phonics screening

89% of the cohort achieved the pass mark or beyond. This compares to 95% last year and a National Average of 81%

4/6 (67%) of children eligible for pupil premium achieved the pass mark

## Year 2 Teacher Assessments

This year, teacher assessment was informed by Key Stage 1 tests. They are not comparable to last year’s information as these report on a different measure. We therefore have no solid data to compare against historically.

* 75% of children achieved at least the expected standard in reading, writing and maths combined.
* This compares to 60% nationally.
* 83% of children met or exceeded the National standard in reading.
* This compares to 74% nationally.
* 78% of children met or exceeded the National standard in writing.
* This compares to 66% nationally.
* 82% of children met or exceeded the National standard in maths.
* This compares to 73% nationally.
* **On all measures, our children have outperformed national figures in reading, writing and maths. This maintains the improvement in these key areas we saw with the previous curriculum from 2013 – 2015.**

8 children are eligible for the pupil premium, including one forces child.

6/8 (75%) met or exceeded in reading

6/8 (75%) met or exceeded in writing

7/8 (88%) met or exceeded in maths

## Year 6 Attainment

This year, the children have been tested two years into a four year National Curriculum. Reading and maths are assessed on an ‘expected or not’ standard. Writing is assessed on an ‘expected, not or exceeding’ standard.

* 39% of children achieved the standard for Reading, writing and maths combined.
* The national figure was 53% and the floor target for attainment is 65%

**Reading**

* 49% of children achieved the expected standard in reading
* 66% was the national figure
* The average scaled score for reading was 100.5.
* The average national score was 102.6
* Boys at expected standard – 7/14 = 50%
* Girls at expected standard – 12/25 = 48%
* Pupil Premium 7/12 = 58%

**Writing**

* 77% of children achieved the expected standard in writing
* 74% was the national figure
* Boys at expected standard – 9/14 = 64%
* Girls at expected standard – 21/25 = 84%
* Pupil Premium 8/12 = 67%

**Maths**

* 72% achieved the expected standard for maths
* 70% was the national figure
* The average scaled score for maths was 103.1
* The national average was 103
* Boys at expected standard – 11/14 = 79%
* Girls at expected standard – 17/25 = 68%
* Pupil Premium 10/12 = 83%

*These figures will be updated once progress measures are obtained from RAISE online for 2015/16*