

Charville Primary Academy Trust

Pupil Premium Grant Report



School Context

At the end of the 2016/2017 academic year the 29% of pupils were eligible for Pupil Premium Funding. Pupil Premium Grant received was £241,275

Grant Expenditure in 2016 - 2017

Strand 1:	Learning in the Curriculum	£175,024
Strand 2:	Social and Emotional Development	£38,794
Strand 3:	Enrichment Beyond the Curriculum	£14,880
Strand 4:	Supporting Families and Communities	£12,577
Total:		£241,275

Areas of Expenditure 2016 - 2017

Strand 1: Learning in the Curriculum

- Numbers Count Intervention and resources
- SLT Mentoring disadvantaged pupils
- Reading Recovery Intervention and resources
- Mathematics provision
- Maths Mastery
- Reading support
- CLIC provision and resources
- EYFS and KS1 Phonics Support
- Early Intervention Lead
- Pupil Premium Lead
- Lead Teacher for disadvantaged pupils
- Resources to support learning in the EYFS
- KS1 Intervention Teacher
- Thinking Skills CPD for staff
- Pupil Premium Review

Strand 2: Social and Emotional Development

- Pastoral Manager support
- Learning Mentor support and intervention

- Speech and language therapy

Strand 3: Enrichment Beyond the Curriculum

- Subsidised clubs
- Trips and visits
- Specialist music lessons and arts provision
- Clubs outside of school, on request

Strand 4: Supporting Families and Communities

- Pastoral Manager Support
- Breakfast and after school club provision
- Attendance support
- 1:1 Springboard Tuition

Data 2016 - 2017

EYFS

	% of Pupil Premium children achieving
GLD	64 %
Reading	64 %
Writing	73 %
Number	64 %
Shape, Space and Measures	82 %

Focused interventions in the EYFS ensure that the children make rapid progress from their starting points with 81 % of disadvantaged pupils making good or better progress in reading, 81 % in writing and 72% in Number. This raises the standard of achievement in the phonics screening as well as by the end of Key Stage 1.

Year 1 Phonics

53% of disadvantaged children in Year 1 passed the Phonics Screening.
 100% of disadvantaged non SEN children passed the Phonics Screening.
 13% of disadvantaged SEN children passed the Phonics Screening.

Year 2 Combined Phonics

100% of disadvantaged children in Year 2 passed the Phonics Screening. Disadvantaged pupils outperformed all pupils.

Key Stage 1

	% of Pupil Premium children	
	At expected standard	Achieving greater depth
Reading	100 %	27 %
Writing	82 %	18 %
Maths	100 %	36 %
Reading, Writing and Maths combined	82%	18%

Key Stage 2

	% of Pupil Premium children	
	At expected standard	Achieving greater depth
Reading	72 %	9 %
Writing	77 %	18 %
Maths	88 %	22 %
EGPS	84 %	28 %
Reading, Writing and Maths combined	65 %	3 %

Impact 2016 - 2017

Strand 1: Learning in the Curriculum

<u>Action or Item</u>	<u>Impact</u>
Numbers Count	<p>Two Pupil Premium children in KS1 – Year 2 received Numbers Count interventions. At the end of the academic year both of these children were working at the expected.</p> <p>The children both made 18 months progress in their number age over an average of a three month period. This is a good basis for them to develop in KS2.</p>
SLT Mentoring	<p>SLT mentoring has enabled the children to develop confidence, self-belief and independent strategies to support their own learning in the classroom.</p>
Reading Recovery	<p>Nine pupil premium children in KS1 received Reading Recovery intervention. Eight in Year one and one in Year 2.</p> <p>Year Two – The Year 2 child left the school before completing the programme. In the 15 weeks of the programme she made better than expected progress.</p> <p>Year One – Three children were referred back to the school for further support and are two awaiting assessment by the Educational Psychology service. Two children made better than expected progress and completed the programme. Two children have made good progress and will continue with the programme in September. One child is making slow progress however a variety of other needs have led to an application for an EHCP being made.</p>

Mathletics Provision	<p>The use of technology continues to aid mathematics teaching alongside quality first teaching in the classroom. All Pupil Premium children in KS2 have had access to Mathletics both in school and at home to support learning in the classroom. Pupil who access Mathletics on a regular basis are reported to have increased confidence in class and make good progress. In the 2016/2017 academic year children accessed Mathletics for a total of 3,679 hours (5th July 2017). This is an average of 7.5 hours per child. 7,363 hours of access has been during the school day with 22,732 hours of access outside the school day. On average an improvement of 14.4% is seen in children's activity scores across the academic year.</p>
Voluntary Reading Support	<p>Three Pupil Premium children received support from the Voluntary readers. Two children made good progress and were achieving at the end of the academic year. One child has made good progress from his starting points but is still developing in his reading. Further to the progress made with their reading, they have developed their interest and enjoyment in reading as well as their speaking and listening skills.</p>
CLIC Provision	<p>Year 1 – Three disadvantaged children attended CLIC. All are making good progress from their starting points. An EHC plan application has been submitted for one of these children and another is being prepared for submission in September 2017.</p> <p>Year 4 – One child with and EHC plan attended CLIC. Attendance is an on-going concern.</p>
Phonics	<p>In Year 1 100% of disadvantaged non SEN children passed the Phonics Screening. 13% of disadvantaged SEN children passed the Phonics Screening. 10 disadvantaged children received phonics interventions with 50% passing the phonics screening. 70% of these children made good or better progress with 30% making better than expected progress. All 3 of the children who did not make good progress have identified SEN needs which are being explored.</p> <p>In Year 2 one child received phonics support and passed the screening. 100% of disadvantaged children in Year 2 have passed the phonics screening.</p>
Early Intervention Lead	<p>The Early Intervention Lead provided the following areas of intervention to Pupil Premium children in Reception during the 2016/2017 academic year.</p> <p>ELG = Early Learning Goal</p> <p>Writing – Ten children who all exceeded the ELG</p> <p>Reading – Twelve children who all exceeded the ELG</p> <p>Speaking and Listening - Eleven children achieved the ELG. All made good progress from their starting points closing the gap between them and their peers.</p> <p>Social Skills: Three groups of five children (fifteen children). Eight children achieved the ELG.</p>

	Green Group: Supporting children who were not on track to meet the ELG in Reading, Writing and Number. Three groups of six children (eighteen children). Twelve children achieved the ELGs.
Pupil Premium Lead	The Pupil Premium Lead role has enabled the school to effectively analyse data and compare the progress and attainment of disadvantaged pupils to other pupils enabling the school to target support and funding where it is most needed.
Lead Teacher for Disadvantaged Pupils	Across the academic year the Lead Teacher for Disadvantaged Pupils has provided support for eight teachers across the Academy. Initially this work was with the newly qualified teachers (NQTs) focusing on behavior management and facilitation of learning to enable them to pick up strategies and develop at an accelerated rate. These teachers all picked up strategies quickly and developed in a variety of ways. Learning walks were arranged for this group with a focus on challenge to enable them to develop good practice to accelerate learning. Work was then undertaken with a number of teachers in identifying the key needs of individual pupils and ensuring a more relevant and individual provision could be provided for these pupils particularly the disadvantaged and those who are disadvantaged and also have identified special educational needs. This targeted approach has enabled the children to make better progress. In addition to this work has also been completed around overall classroom management and organization. All of the support provided has resulted in a positive picture across the school where quality first teaching has resulted in good attainment and progress.
Key Stage 1 Intervention Teacher	All disadvantaged pupils in Year 2 received support from the Key Stage 1 intervention teacher in the Autumn term to ensure a secure basis for development across the academic year. See Key Stage 1 data above.
Pupil Premium CPD	Through Pupil Premium funding, we have embarked on a whole school CPD project with Thinking Skills International. This focuses on developing children's dispositions for mindfulness. This is an ongoing project that will continue into 2017/2018 with a drive team made up from a cross section of staff to champion it as it moves forwards.
Pupil Premium Review	The Pupil Premium Review was commissioned and carried out in the Autumn Term of 2016. The report identified many strengths of the school in supporting its disadvantaged pupils. The recommendations for improvements were quickly implemented. The report was shared with the Full Governing Board.

Strand 2: Social and Emotional Development

<u>Action or Item</u>	<u>Impact</u>
Pastoral Manager Support	Through the Pastoral Manager children have been able to access a wide range of support both inside and outside the school environment. This includes Unique Swagger, I-Choose, Little Stars, Transition Support, Self Esteem Group, Young Carers and HACS among many others.
Learning Mentor Support and Intervention	A wide variety of Pupil Premium children have been supported by the Learning Mentors in the 2016/2017 academic year. Support has included social skills, attendance, academic support and bereavement support through the Seasons for Growth programme. The positive impact of Learning Mentor involvement has been reported by teachers. The support has enabled children to focus on their learning in class impacting on achievement.
Speech and Language Therapy	<p>Nineteen students were seen in total for therapy – Fifteen continuing from the previous academic year.</p> <p>Sixteen new pupils was assessed – Of these three were seen for therapy, one left school, three scored with the average range and nine remain on the waiting list (seven of whom are in reception and were assessed at the end of the academic year).</p> <p>Eighteen students were reassessed – One pupil could not be reassessed as he was at his new setting.</p> <p>Phonological Awareness – Nine children were seen. Eight were reassessed and made good progress. Seven children went from ‘below average’ to ‘within the average range’.</p> <p>Phonological Working Memory – Four children were seen and all four made good progress with three moving from ‘below average’ to ‘within the average range’.</p> <p>Processing Speed – Six children were seen. Five made good progress and one was unable to be reassessed. Two children went from ‘below average’ to ‘within the average range’.</p> <p>Expressive Language – Ten children were seen with one being discharged after a single block of therapy due to the progress they had made. Three children improved their expressive language scores, four children remained the same. Of the four children who remained the same when assessed using the RAPT assessment showed a good level of progress. Two children with from ‘below average’ to ‘within the average range’.</p> <p>Receptive Language – Eight children were seen. One child was discharged after one block of therapy due to the progress they had made. Seven made good progress. Five children went from ‘below average’ to ‘within the average range’.</p> <p>Reading Comprehension – Three children were seen. Two children were reassessed and made good progress. One child went from ‘below average’ to ‘within the average range’.</p>

Single Word Reading Intervention – Three children were seen. Two were reassessed and made good progress in reading. One children went from ‘below average’ to ‘with the average range’.

Single Word Spelling Intervention – Five children received this intervention. Four were reassessed and improved their single word spelling score.

Engagement with Language – Seven children who received a low score received this intervention. Six were reassessed and all made good progress across the intervention.

Social Communication – Thirteen pupils were seen for social communication difficulties. All students made good progress.

Speech Sounds – Two children were seen. One has made good progress but has some inconsistent difficulties this will continue to be monitored. One student requires ongoing intensive speech therapy to help with delayed and disordered speech.

All pupil premium children who received therapy have achieved the targets set or are continuing to receive support in 2017/2018.

Strand 3: Enrichment Beyond The Curriculum

<u>Action or Item</u>	<u>Impact</u>
Enrichment beyond the curriculum has enabled Pupil Premium children to have access to a wider variety of opportunities. Enriching their life experiences and providing new experiences for the child.	
Subsidised club	<p>All Pupil Premium children were given the opportunity to take part in an after school club with subsidised costs. This opportunity was taken up by nine children across the 2016/2017 academic year. One Looked After (LAC) child received a fully funded club across two terms.</p> <p>Further to this thirteen children have been offered subsidised place on the one week summer holiday club.</p> <p>As well as this two Pupil Premium Plus children have benefitted from access to stagecoach and one from swimming lessons.</p>
Trips and Visits	All Pupil Premium children have been able to attend all school trips due to funding from the Pupil Premium Grant. The benefits of trips and visits in engaging children in their learning has been widely fed back by both teachers and parents.
Specialist music lessons, choirs and arts provision	Support from the specialist music teacher has targeted identified Pupil Premium pupils to participate in a variety of opportunities including choir, the showcase squad and Beck Theatre performance team. The pupils have had the opportunity to perform in front of a wide variety of audiences including at the O2 and the Royal Albert Hall. This has impacted on the focus and engagement of these children in their classroom learning as well as in confidence. This also included provision of external clubs for two Pupil Premium Plus children.

Strand 4: Supporting Families and Communities

<u>Action or Item</u>	<u>Impact</u>
Pastoral Manager Support	On-going support has been provided by the Pastoral Manager to all Pupil Premium families in need. This support has focused on ensuring the wellbeing of our children and their families to allow them to engage effectively in learning.
Breakfast and after school club provision	Breakfast and after school club continue to run successfully as part of the extended schools provision at Charville. They have been utilised by identified Pupil Premium families and provided a constant and supportive base for children with wider family issues.
Attendance Support	On-going support has been provided by the Attendance Manager to all Pupil Premium families in need. This support has focused on improving the attendance of our children and supporting their families to allow them to engage effectively in learning.
1:1 Springboard Tuition	One pupil has benefitted from the provision of Springboard 1:1 tuition in the 2016/2017 academic year. Provision of this service enabled the child to remain in full time education whilst and Educational Health Care Plan was put in place and a provision appropriate for his needs identified. This supported the family in enabling them to continue to work.