

Charville Primary Academy Trust

Pupil Premium Grant Report 2017/18



School Context

At beginning of the 2017/18 academic year the 29% of pupils were eligible for Pupil Premium Funding. Pupil Premium Grant received was £223,080.

Grant Allocation in 2017 - 2018

| | | |
|-----------|-------------------------------------|----------|
| Strand 1: | Learning in the Curriculum | £153,000 |
| Strand 2: | Social and Emotional Development | £36,200 |
| Strand 3: | Enrichment Beyond the Curriculum | £16,280 |
| Strand 4: | Supporting Families and Communities | £18,400 |
| Total: | | £223,080 |

Areas of Expenditure 2017 -2018

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
- Achieve Online – Rising stars online resource

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

Data 2017 - 2018

EYFS

Reception

| | % of Pupil Premium children achieving |
|----------------------------------|--|
| GLD | 50 % |
| Reading | 50 % |
| Writing | 50 % |
| Number | 24 % |
| Shape, Space and Measures | 24 % |

Exceeding:

| | % of Pupil Premium children achieving |
|----------------------------------|--|
| Reading | 15% |
| Writing | 15% |
| Number | 15% |
| Shape, Space and Measures | 15% |

We have 20 pupil premium children in Reception. 12 are boys.
4 children attend CLIC in Reception and 1 is on a reduced timetable.
4 children exceeded of which two achieved in all aspects of Maths and Literacy.

Year 1 Phonics

64% of disadvantaged children in Year 1 passed the Phonics Screening.
77% of disadvantaged non SEN children passed the Phonics Screening.
0% of disadvantaged SEN children passed the Phonics Screening.

Of the disadvantaged non-SEN children those that didn't pass have poor attendance.

Year 2 Combined Phonics

84% of disadvantaged children in Year 2 passed the Phonics Screening.

Key Stage 1

| | % of Pupil Premium children | |
|-------------------------------------|-----------------------------|-------------------------|
| | At expected standard | Achieving greater depth |
| Reading | 59% | 12 % |
| Writing | 53% | 12 % |
| Maths | 53% | 12 % |
| Reading, Writing and Maths combined | 41% | 12% |

Key Stage 2 (provisional data)

| | % of Pupil Premium children | |
|-------------------------------------|-----------------------------|-------------------------|
| | At expected standard | Achieving greater depth |
| Reading | 79 % (+7) | 18 % (+9) |
| Writing | 92 % (+16) | 11 % |
| Maths | 67 % (-10) | 14 % |
| EGPS | 83 % | 28 % |
| Reading, Writing and Maths combined | 63 % | 11 % |

Progress Scores:

Disadvantaged children have made far better than expected progress based on early calculations. Through a number of interventions over their school life and quality first teaching, disadvantaged children have been forecasted to make rapid progress from their starting points at the end of Key Stage 1. Positive progress bands are expected and this is key to the success of our Pupil Premium provision.

Impact 2017 - 2018

Strand 1: Learning in the Curriculum

| Action or Item | Impact |
|-----------------------|---|
| Numbers Count | One Pupil Premium child in KS1 (Year 2) received the Numbers Count intervention. At the end of the academic year, the child was working at the expected level by the end of the year. The child made 20 months progress in her number age over a three month period. This is a good basis for her to develop in KS2. |
| SLT Mentoring | SLT mentoring has enabled the children to develop confidence, self-belief and independent strategies to support their own learning in the classroom. |
| Reading Recovery | Six pupil premium children in KS1 received Reading Recovery intervention. Two of these children were from Year 1 and four of them were from Year 2. The two children from Year 1 are continuing the programme. Three of the children in Year 2 made accelerated progress and completed the programme. One child was referred to school for ongoing support. |

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|---------------------------|---|
| | <p>Of the four Year 2 children, the average improvement in Book Level was 16.5 levels and the Reading Age improved by an average of 11 months per pupil. Improvements were seen in all areas that were tested.</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 2017/2018 academic year children accessed Mathletics for a total of 2089 hours (13th July 2018). This is an average of 3.5 hours per child. On average an improvement of 13.5% is seen in children's activity scores across the academic year.</p> |
| Voluntary Reading Support | <p>Six 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 2 – Three disadvantaged children attended CLIC. All are making good progress from their starting points.</p> <p>Year 5 – One child with an EHC plan attended CLIC. Attendance is an on-going concern.</p> |
| Phonics | <p>In Year 1, 77% of disadvantaged non SEN children passed the Phonics Screening. Of the children who do not have SEN, all have low absence and though didn't pass the screening, made progress.</p> <p>50% 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 2017/2018 academic year.</p> <p>10 children achieved the a GLD.</p> <p>Writing – Three children exceeded the ELG</p> <p>Reading – Three children who all exceeded the ELG</p> <p>CLIC – Work was undertaken with two groups of children in developing language skills, social skills and developing their concentration. This was done through daily small group work using the principles of CLIC to support the learning of these children. Most of the children who access CLIC are not able to access the curriculum for a variety of reasons. They make small steps progress and some children are in the process of working towards an EHCP. These children had low starting points in both Literacy and Maths. They have developed their concentration skills through Attention Hillingdon and their language skills have developed in that they are communicating more effectively with staff. A third group is run by the TAs but with the support of the Early Intervention Lead who had a great deal of input with regard to planning and training one TA in Attention Hillingdon.</p> |

| | |
|---------------------------------------|---|
| | Green Group/Blue: Supporting children who were not on track to meet the ELG in Reading, Writing and Number. Ten 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. Work was 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. |

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 SWITCH, 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 2017/2018 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>21 students assessed in total Of the 21 assessed, every single one had some sort of speech, language or communication difficulty. 1 student was seen from Year 1. 9 students were seen in year 2. Two were seen 1:1 and the rest were seen in groups. 5 students were seen in year 4 4 students were seen in year 5 Therapy for most students began in early October 2017. Sessions were administered every week with TA training where necessary. 4 year 4s were seen in a group. One was later discharged and one was seen 1:1 due to significant needs. All of the year 5 students were seen in a group. 18 students we re-assessed. Student Information Sheets/targets provided for every student presenting with a language or literacy need Central spread sheet updated on a daily basis in order to maintain accurate records Progress reports provided for ALL students who underwent intervention Specialist reports provided as requested EHCP reports provided as requested</p> <p>Phonological Awareness Results 5 students in total received PA intervention. 4 were reassessed, 1 could not be re-assessed. All 4 students made good progress 3 students scores went from 'below average' to 'within the average range'</p> <p>Phonological Working Memory Results 2 students in total received PWM intervention Both students made good progress Both students' scores went from 'below average' to 'within the average range'</p> <p>Processing Speed Results 6 students received intervention for Processing Speed. 1 student could not be re-assessed 5 students made good progress 3 students' scores went from 'below average' to 'within the average range'</p> |

Receptive Language Results

10 students presented with receptive language difficulties.

Students were taught metacognitive strategies that can be used across the curriculum.

All 10 students made good progress and improved their receptive language score.

4 students went from 'below average' to 'within average range'.

Expressive Language

12 students presented with expressive language difficulties

Students were taught metacognitive strategies that can be used across the curriculum

All students improved their expressive language score

1 student's score stayed the same between post intervention 1 and 2 but increased from

7 students went from 'below average' to 'within average range'

Another expressive language assessment known as the Renfrew Action Picture Test was administered (RAPT) for all year 1 and 2 students who presented with an expressive language difficulty.

1 student was re-assessed on the RAPT and the score increased significantly on the RAPT as compared to the CELF.

Single word reading results

6 students received intervention for single word reading

1 student could not be re-assessed

All 6 students made good progress in reading.

All 5 students re-assessed had scores that went from below the average range to within the average range.

Single word spelling

10 students received intervention for single word spelling difficulties.

1 student could not be re-assessed

All 9 students re-assessed improved their single word spelling score

2 students score stayed the same between post intervention 1 and 2 but had improved since baseline.

7 students' scores went from below average range to within the average range.

Reading Comprehension

10 students had below average reading comprehension abilities

1 student was unable to be re-assessed

Reading comprehension was not explicitly worked on due to poor reading abilities of those in year 2 to 4.

Metacognitive strategies were taught instead along with work on phonological awareness, reading and spelling.

3 student's standard scores decreased despite their raw score increasing, this was due to an increase in chronological age.

5 students made some good progress

4 students score went from below the average range to within the average range.

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 11 children across the 2017/2018 academic year.</p> <p>We also fully funded one club for a child as well as providing a full time place at breakfast club. There were some children funded for a part time place at breakfast club whereby they came for a few days in the week at various periods across the year.</p> <p>As well as this, two Pupil Premium Plus children have benefitted from access to Stagecoach.</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. This has impacted on the focus and engagement of these children in their classroom learning as well as in confidence. |

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. |