

Impact

Evaluation of the Pupil Premium Spend 2017-2018

Funding allocation 2017 – 2018:

During 2017 - 2018, Towngate Primary Academy received £69,320 (including £2,000 EY funding).

Our Pupil Premium funding is spent to remove the following barriers that disadvantaged pupils in our school face:

- Attendance
- Behaviour
- Emotional and Social Factors
- Limited Parental Engagement
- Lower than expected levels of development on entry

EYFS Finalised results, 2017-2018

GLD	Expected
Cohort (44)	81.8%
Pupil Premium (2)	100%

Reading

ELG	Expected	Exceeding	+/- 2016-2017
Cohort (44)	91%	27%	EXS: +11.4% EXC: +11.4%
Pupil Premium (2)	100%	0%	EXS: +4.3% EXC: -14.3%
Non Pupil Premium (42)	91%	29%	

Writing

ELG	Expected	Exceeding	+/- 2016-2017
Cohort (44)	75%	21%	EXS: -2.3% EXC: +4.6%
Pupil Premium (2)	100%	0%	EXS: +4.9% EXC: 0%
Non Pupil Premium (42)	74%	29%	

Maths

ELG	Expected	Exceeding	+/- 2016-2017
Cohort (44)	93%	36%	EXS: +9.1% EXC: +18.2%
Pupil Premium (2)	100%	50%	EXS: +4.9% EXC: +50%
Non Pupil Premium (42)	93%	31%	

Impact

End of Key Stage One results

Reading	Expected	Greater Depth	+/- 2016-2017
Cohort (47)	87.2%	44.7%	ARE: +0.2% GDS: +3.4%
Pupil Premium (9)	77.8%	55.6%	ARE: -0.2% GDS: +44.6%
Non Pupil Premium (38)	89.5%	42.1%	

Writing	Expected	Greater Depth	+/- 2016-2017
Cohort (47)	78.7%	19.1%	ARE: -1.7% GDS: -9.2%
Pupil Premium (9)	55.6%	11.1%	ARE: -8% GDS: -16.2%
Non Pupil Premium (38)	84.2%	21.1%	

Maths	Expected	Greater Depth	+/- 2016-2017
Cohort (47)	80.9%	27.7%	ARE: +0.5% GDS: -0.6%
Pupil Premium (9)	66.7%	11.1%	ARE: -15.1% GDS: -7.1%
Non Pupil Premium (38)	84.2%	31.6%	

End of Key Stage Two results

Reading	Expected	Greater Depth	+/- 2016-2017
Cohort (32)	81%	34.4%	ARE: +20.3% GDS: +9%
Pupil Premium (8)	62.5%	12.5%	ARE: +22.5% GDS: -7.5%
Non Pupil Premium (24)	87.5%	41.7%	

Writing	Expected	Greater Depth	+/- 2016-2017
Cohort (32)	81.3%	41%	ARE: -8% GDS: +9.4%
Pupil Premium (8)	50%	12.5%	ARE: -30% GDS: -7.5%
Non Pupil Premium (24)	91.7%	50%	

Maths	Expected	Greater Depth	+/- 2016-2017
Cohort (32)	78.1%	25%	ARE: +10.1% GDS: +7%
Pupil Premium (8)	50%	0%	ARE: +10% GDS: -10%
Non Pupil Premium (24)	87.5%	33.3%	

Impact

Barrier	Provision Overview	Intended Impact	Impact
Attendance	Learning Mentor Attendance and behaviour officer Awards in school	Pupil Premium attendance gap to be narrowed – in line with whole school. Previously 92% Whole school aim (including pp) – 97%	Attendance figures for pupils in receipt of pupil premium indicate: Whole school: 96.22% Pupil Premium: 94.22% Attendance data has improved from 92% the previous year to narrow the gap between non-pp and pp students. <i>This use of funding will continue into 2018 – 2019 academic year.</i>
Behaviour	Learning Mentor Attendance and behaviour officer – working over play time and lunchtimes Additional support staff hours across school Additional support staff hours in each class to target pupil premium children Subsidy for residential visits Awards in school	Reduction in behavioural incidents over a playtime and lunchtime. Reduction in number of chn receiving a fixed term exclusion from the academy. All chn in receipt of pupil premium attended a subsidised school residential. Reduction in the paired class instances in the classroom through monitoring key stage behaviour files.	Behavioural incidents involving children in receipt of pupil premium indicate that: Incidents across KS2 reduced from 14 days lost to exclusion in the Autumn term to 3 in the Spring term and 0.5 in Summer term. In KSI and EY, incidents at playtime and lunchtime reduced – see SDP evaluation for detailed breakdown. <i>This use of funding will continue into 2018 – 2019 academic year.</i>
Emotional and Social Factors	Learning Mentor Attendance and behaviour officer Additional Nursery Manager hours across the Foundation stage unit Additional support staff hours across school Additional support staff hours in each class to target pupil premium children Subsidy for residential visits Awards in school Parent workshops	Interventions to occur to best support chn with emotional and social needs throughout the year. Targeted pp chn in the classroom assigned to a member of support staff to develop a healthy working relationship based on trust and communication. Raised self-esteem	The learning mentor has supported 70 families and pupils throughout this year – 36% of these being pupil premium children. Additional nursery hours across the foundation stage unit has resulted in Early Years data demonstrating that children in receipt of pupil premium funding are working in line with the rest of the pupils within the cohort. The parent workshop programme held during 2017 – 2018, 'Wonderful Words' consisted of 6 families– this supported the school in developing home-school links and enabled the learning mentor to offer support to families, where necessary. 16% of these parents were parents of chn in receipt of pupil premium.

Impact

			<p>9/13 – 69% of pp chn assigned to a Teaching Assistant for regular support and check in have made progress either academically or emotionally and socially. 3/13 have left the academy this year. 1/13 is now on a My Support Plan and receives additional support from the learning mentor and SENDco.</p> <p><i>This use of funding will continue into 2018 – 2019 academic year.</i></p>
<p>Limited Parental Engagement</p>	<p>Learning Mentor Attendance and behaviour officer Additional Nursery Manager hours across the Foundation stage unit Additional support staff hours across school Additional support staff hours in each class to target pupil premium children Subsidy for residential visits Before and after school interventions Free school milk Additional booster sessions led by SLT members for identified children in Y2 and Y6 Awards in school Parent workshops</p>	<p>Improve parental attendance at school events and parents evening.</p>	<p>Coffee mornings have been held on a weekly basis to invite parents into school following Celebration Assembly, providing an opportunity for parents and carers to liaise with pastoral staff in school.</p> <p>Through additional support offered through in-school intervention and before / after school booster sessions and interventions, parents have been liaising with school to ensure clubs are attended regularly. Outcomes: 9/11 of pupils in Y6 who attended arithmetic club attained ARE in the KS2 Maths SATs 82%.</p> <p>Parents are personally invited to celebration assembly each week when their child receives the Star of the Week award from their class teacher.</p> <p>Residential participation: In Y3, 100% of the pupil premium children in the class attended the school residential visits, subsidised using PP spend; 87.5% of chn in Y6 attended the Kingswood residential and in Y5, 1/3 pp chn in this class attended the overnight residential.</p> <p>Further actions 2018-2019: Develop scholarship and aspiration programmes through foundation subjects and hold regular class assemblies / showcases to invite parents into school.</p>

Impact

<p>Lower than expected levels of development on entry</p>	<p>Additional Nursery Manager hours across the Foundation stage unit Additional support staff hours across school Additional support staff hours in each class to target pupil premium children Additional booster sessions led by SLT members for identified children in Y2 and Y6</p>	<p>Progress of children in receipt of pupil premium in EYFS in line with the rest of the cohort through additional nursery hours.</p>	<p>Through providing pupils with additional intervention, the following evidence demonstrates the positive impact of additional support staff hours across school for targeted pupil premium children:</p> <p>EYFS: Both pp chn in F2 attained ELG for reading, writing and maths.</p> <p>KSI: PP chn were in line with the rest of the cohort for reading – outperforming at GDS. For writing and maths, there is a gap between pp and cohort, however all chn made at least expected progress based on PAG targets.</p> <p>KS2: Reading and Maths data was increased for pp children from 16/17 to 17/18.</p> <p>Outcomes: 9/11 of pupils in Y6 who attended arithmetic club attained ARE in the KS2 Maths SATs 82%.</p>
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Funding Breakdown 2017 – 2018

Learning Mentor and Safeguarding officer (£25,352) purpose in school is:

To provide a consistent link between the Academy and external agencies with the aim of improving the outcomes of vulnerable children, including children in receipt of the pupil premium. To organise CAF, CIN and CP meetings. This person runs behaviour support groups, works with targeted children who may be experiencing Emotional and Social issues which are limiting outcomes. To provide consistent links with vulnerable parents or family groups. To maintain informal and formal contact with children in receipt of the pupil premium and their families where appropriate.

Attendance and Behaviour officer (£18,139)

The attendance and behaviour officer works with home and school to ensure that regular attendance and punctuality does not become a barrier to learning. The officer works proactively with children, families and with the Education Welfare Service on a range of initiatives and programmes to promote attendance. They work closely with families who are experiencing barriers to good attendance to work with them to ensure that all children attend. This person also works at lunchtimes and break times to promote positive relationships and play activities.

Additional Nursery Manager hours across the Foundation Stage unit (£11,035.50) (3 afternoons per week all year)

To work with children 3 afternoons in addition to usual staffing levels, focussing on fine and gross motor skills, language development and number skills. Afternoon sessions in F1 are closed September to Christmas, and only very small numbers January to July to enable this.

Additional support staff hours in each class targeting pupil premium children (£30,506) (1 x hour per day (pm) in each class from years 1-6). Focus on ensuring pupils in receipt of the pupil premium have read, completed homework, are ready for learning and to support any issues arising during the day.

Additional before and after school interventions (£1266.63)

Funding is used to allow for a range of before and after school interventions. Children in receipt of the pupil premium are invited to these where appropriate. Examples include dyslexia support, arithmetic club, handwriting skills, fit to learn programme (gross and fine motor skill development).

Subsidy for residential visits (£1,700)

We subsidise the cost of the residential visits for children in receipt of the pupil premium in order to ensure that economic hardship does not affect a child's chance of engaging in highly effective out of school experiences.

Free school milk for children in receipt of the Pupil premium

Additional booster sessions lead by SLT members for identified children in year 6 (£5,865)

To support identified pupil premium children in year 6 and 2 to attain in line or above their predicted end of year assessments. 5 hours per week, for 1.5 terms.

Awards

Our regular programme of awards (weekly celebration assembly and certificates; termly attendance and pupil of the term trophies; annual Principal's Commendation letters) celebrate achievement across all year groups and across all areas of the curriculum. Parents are contacted prior to these and invited to attend award ceremonies. These awards promote the belief that every child has the potential to succeed and improve outcomes. Our weekly awards for demonstrating "Learning Powers"

Parent workshops

Throughout the year we deliver a number of parental workshops and open days to focus parents on identified common barriers / misconceptions. These enable parents to better support their child's learning at home. These include:

- Regular book share sessions (every week in EY and year 1, throughout the year across the rest of the school.
- Spelling workshops for all classes
- Open curriculum mornings, with foci on English and maths
- INSPIRE events to include parents in wider curriculum areas.

Impact