

**Kentmere Academy –
Pupil Premium
Impact Report
2020/21**



Pupil Premium Impact Report 2020-21

The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children, ensuring that funding to tackle disadvantage reaches the pupils who need it most.

The Pupil Premium is allocated to schools and is clearly identifiable. It is for schools to decide how the Pupil Premium is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility. The Pupil Premium is allocated to schools per Free School Meals (FSM) pupil (any pupil who has been eligible for Free School Meals during the last six years). It is also allocated to children in care (LAC or CLA), adopted children and those who have parents in the armed services.

Schools are free to spend the Pupil Premium as they see fit. However, they will be held accountable for how they have used the additional funding to support pupils. Since September 2012, schools have been required to publish online information about how they have used the Pupil Premium.

2020 - 21 Financial Year – Impact Review

Named Governor responsible for the monitoring of Pupil Premium – Mr Simon Day

Pupil Premium Grant Summary	
Number of pupils	336 (including Nursery)
Number of pupils eligible for PPG	95 children
PPG at £1345 per pupil	£127 775
Looked after children entitlement (2 pupils)	£4690
Total PPG received	£132 465
Total PPG allocated expenditure for 2020/21	£134 910
Over spend in 2020/21	£2445

Internal Barriers to future attainment of PP pupils

1. High proportion of pupils with EAL giving rise to:
poor vocabulary acquisition, low comprehension / inference and deduction skills
2. Retention of previous learning in maths and English
3. Ability to reason and explain connections in number
4. Ability to apply writing conventions consistently
5. Behavioural issues linked to individual circumstances
6. Missed learning due to school closures (COVID 19)

External Barriers to future attainment of PP pupils

7. Attendance – Tracking is termly and actions to tackle PA are in place. It is monitored termly by the school's attendance officer with written reports to SLT
8. Limited access to good language role models in the home environment
9. Narrow life experiences outside of school/ limited cultural capital experiences
10. Low parental aspirations
11. High mobility rates
12. High levels of deprivation
13. Parenting skills / Difficult home circumstances that can impact children's daily life in school
14. Some children have not had the digital devices to be able to access home learning

Desired outcomes	Success Criteria
PP children will continue to attain in-line or better than their non-PP peers	In line with whole school targets, at least 85% of PP children will be at age-related expectations or above at the end of the year. 30% will be above age-related expectations. This will be closely monitored through termly PP data reports to SLT and at termly Pupil Progress meetings.
To accelerate the progress of all PP children	Assessment data will show that 100% of PP children make good or better progress (6 steps or more). This will be closely monitored through termly PP data reports to SLT and at termly Pupil Progress meetings.

Our Pupil Premium allocation amounts to: £144,560 and is based on 106 children

Objective	Project	What is the evidence and rationale for this choice	Cost	Impact
<p>To ensure high quality support for vulnerable children.</p> <p>Internal barriers 1, 2, 3 and 4</p>	<ul style="list-style-type: none"> ▪ Additional teacher in Year 5/6 ▪ Additional TA support in their classes. 	<p>Year 5/ 6 will have the greatest proportion of Pupil Premium children in 2020/21 (Year 5 = 43% and Year 6 = 47%).</p> <p>Data also shows that Year 6 Pupil Premium children’s attainment in maths is a priority for action in 2020/21</p> <p>Although Year 6 is a relatively small group (32 children), they will still have an additional teacher to facilitate smaller teaching groups to address the missed learning and gaps</p>	<p>£18, 983 (TA3) £23, 142 (TA4)</p> <p>Additional teacher in 5/6 phase £31, 517</p>	<p>The provision of additional TA support has enabled more quality first teaching and high impact interventions across the school but especially in Year 5 and 6 eg Morning Maths Boosters to improve speed and accuracy in arithmetic and reading boosters focussed on inference, deduction and use of language: both interventions successfully addressing barriers to future attainment 1,2 and 3.</p> <p>The additional teacher has made it possible to teach Year 5 and 6 in small groups.</p> <p>As a result, school data shows the excellent progress of pupil premium pupils, especially outstanding progress in Years 5 and 6 where a good proportion PP funding has been directed.</p>

		<p>children have had due to COVID 19.</p> <p>Data collected also highlights Pupil Premium children in Key Stage 1 for additional support in Maths (Maths No Problem Immediate Interventions)</p> <p>These children are targeted on Pupil Premium Trackers and Provision Maps to receive additional interventions.</p> <p>This approach supports The EEF Guide to Pupil Premium (2019) and the tiered approach:</p> <ul style="list-style-type: none"> ● Teaching ● Targeted Academic Support ● Wider Strategies 	<p>The following figures represent the percentage of PP pupils making good or outstanding progress from Autumn 2020 to Summer 2021 with percentages for non-PP in brackets:</p> <p>Reading <i>Progress of PP is broadly in-line if not better than non-PP in Reception, Year 2, 3 4 and 6. In Y1 and 5, non-PP make slighter better progress than PP. In Nursery, Non-PP make significantly better progress than non-PP.</i></p> <p>Nursery – 67% (86%) Reception – 100% (100%) Year 1 – 92% (97%) Year 2 – 94% (93%) Year 3 – 100% (96%) Year 4 – 100% (93%) Year 5 – 96% (100%) Year 6 – 100% (100%)</p> <p>Writing <i>Progress of PP is broadly in-line if not better than non-PP in all year groups. In Nursery, PP children make significantly better progress than non-PP.</i></p> <p>Nursery – 100% (67%) Reception – 100% (100%) Year 1 – 92% (97%) Year 2 - 94% (100%) Year 3 – 94% (81%) Year 4 – 87% (87%) Year 5 – 91% (90%) Year 6 – 100% (100%)</p> <p>Maths <i>Progress of PP is broadly in-line if not better than non-PP in Reception, Year 1, Year 3, Year 4 and Year 6. Non-PP make slightly better progress than PP in Nursery, Year 2 and Year 5.</i></p> <p>Nursery – 67% (72%) Reception - 100% (100%) Year 1 – 100% (100%)</p>
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				<p>Year 2 – 88% (100%) Year 3 – 89% (81%) Year 4 – 100% (90%) Year 5 – 96% (100%) Year 6 – 100% (100%)</p> <p>Across the whole school, Pupil Premium children attainment below that of their Non-Pupil Premium peers in Reading, Writing and Maths. The following figures show the percentage of children at ARE at the end of Summer 2021, following significant disruption to their learning due to COVID 19.</p> <p>Reading PP – 65% Non-PP – 71%</p> <p>Writing PP – 61% Non PP – 75%</p> <p>Maths PP – 62% Non PP – 77%</p> <p>During lockdown, the school supported PP children by allocating 48 laptops to families to access remote learning. Of the children who were invited in to school, 44% were classed as vulnerable and therefore 56% of our PP children were educated at home.</p> <p>Of the children who accessed remote learning from home, there were a total of 40 children who were difficult to engage more than 3 times a week. Of these children, 35% of these children were PP.</p>
<p>To raise attainment in reading</p> <p>Internal barriers 2, 4 and 6</p>	<p>Targeted support and intervention to raise attainment in reading</p>	<p>Reading is a key priority on the SIP for 2020/21 Data shows that PP children in Year 2 are a particular area of focus for raising attainment. The children will have also missed phonic lessons due to Covid 19.</p>	<p>£9,492 TA3 (pm) £9,492 TA3 (pm)</p>	<p>To determine impact of spending, data from overall attainment of PP in reading has been analysed from Autumn 2020. It is worth noting that children had a significant amount of disruption to their learning through the lockdowns imposed during COVID 19.</p> <p>The following figures represent the percentage increase of PP children now at ARE Year 2 – increased by 18% (still below their peers)</p>

		Outcomes of pupil progress meetings / moderation Small group intervention work has had impact in previous years. Research from Education Endowment Foundation supports this approach.		Phonics Boosters have also contributed to the increase of 33% of children who passed their Phonics Test. Autumn 2 assessment, 20% passed. Summer 2 assessment, 53% passed.
To provide additional support for targeted children Internal barriers 1, 2, 3, 4 and 6	<ul style="list-style-type: none"> Before School Boosters in maths and reading throughout the school 	Tracking and monitoring of small group interventions have proved that the provision of targeted interventions has a high level of impact on the attainment and progress of the children involved. These boosters will help the children close the gaps due to COVID without the children missing out on their broad and balanced curriculum. Research from Education Endowment Foundation supports this approach.	£2,373 (TA3) £2,373 (TA3) £2,373 (TA3) £1890 (TA2)	Additional Booster sessions aimed at Year 6 made a considerable contribution to the end of key stage results for PP children, albeit throughout a disruptive year. <u>Year 6 PP Attainment at ARE compared with all pupils nationally (based on 2020 national data)</u> <ul style="list-style-type: none"> Reading - school disadvantaged 71% at ARE which is just below the percentage of <i>all pupils nationally</i> at 73% Writing - school disadvantaged 71% at ARE which is just below the percentage of <i>all pupils nationally</i> at 78% Maths - school disadvantaged 77% at ARE which is just below the percentage of <i>all pupils nationally</i> at 79% <u>Year 2 PP Attainment at ARE compared with all pupils nationally (based on 2019 national data)</u> <ul style="list-style-type: none"> Reading – school disadvantaged 56% at ARE which is below <i>all pupils nationally in 2019</i> at 75% Writing - school disadvantaged 50% at ARE which is below <i>all pupils nationally in 2019</i> at 69% Maths - school disadvantaged 50% at ARE which is below <i>all pupils nationally in 2019</i> at 76%
To raise standards in spoken language / vocabulary Internal barrier 1, 2 and 6	<ul style="list-style-type: none"> Targeted support and intervention to raise attainment in spoken language / vocabulary 	Key priority on SIP 2018 OFSTED area for improvement Addressing research into the ‘30 Million Word Gap’ Vocabulary acquisition vital to raising attainment in reading /	£7577 TA2 (pm)	Daily vocabulary sessions/communication sessions introduced into both nursery and reception. Daily ‘time to talk’ sessions introduced into reception, giving staff and children the time to talk about activities/achievements with a focus on vocabulary. Parents asked to email or send in achievements of the children to talk about during these sessions.

<p>External barrier 8, 9, 12, 13</p>	<p>acquisition (particularly in EYFS).</p> <ul style="list-style-type: none"> • Talk Boost and Word Aware and Comprehension interventions 	<p>comprehension (another key priority of SIP) Early interventions needed in EYFS via Black Sheep Narrative Alex Quigley – Closing the vocabulary gap</p>		<p><u>Reception</u> 73% of children are working at or above end of year expectation in listening and attention and 73% in speaking (results have been impacted by disruption caused by COVID and self-isolation).</p> <p>77% of PP children achieved the ELG in listening and attention and 69% in speaking.</p> <p><u>Nursery</u> There are only 3 PP children therefore this is not a comparable group.</p>
<p>To ensure that all children feel safe at all times of the day providing relevant small group or 1:1 support.</p> <p>Internal barrier 5 External barrier 13</p>	<ul style="list-style-type: none"> ▪ Lunchtime intervention and support- Invitation club 	<p>We aim to meet the social and emotional needs of the children at all times. The impact of Invitation Club, last year, in terms of lowering the figures for pupil behaviour at lunchtimes and the subsequent impact of minimising the disruption of afternoon lessons, was such that this project is to be continued.</p> <p>There will also be a dedicated teaching assistant to act as a listening ear in the Hideaway.</p>	<p>£2,373 (TA3)</p>	<p>Invitation Club has helped to meet the social and emotional needs of targeted children at lunch times</p> <p>In recent surveys, 98.1% of parents agreed that children feel safe and secure in school. 97% of pupils say that playtimes and lunchtimes are well organised. 100% of parents agree that behaviour is very good and well managed by staff.</p> <p>96% of pupils say they would know what they needed to do get help</p>
<p>To ensure high quality provision outside of the school day, supporting healthy life choices and encouraging extra-curricular activities, social</p>	<ul style="list-style-type: none"> ▪ Before / after school programme, with additional TA support. Vulnerable children given priority access 	<p>Tackling the issue of improving children’s health and wellbeing is a nationwide initiative that must be addressed by schools and our most vulnerable children should be given access to this in order to minimise potential barriers to it in their home situations. We will be</p>	<p>£5000</p>	<p>Children and parents completed wellbeing surveys on returning to school after each lockdown.</p> <p>In 2021, 66 parental responses were recorded and all children completed the Stirling Wellbeing Scale questionnaire.</p> <p>From triangulating parental and children’s responses with teacher judgements, a total of 20 children were identified across KS2 as requiring additional support for their wellbeing. Staff implemented a personalised approach for each child based on a tiered ‘recovery</p>

<p>interaction and developing skills.</p> <p>External barriers 9, 12, 13</p>		<p>using Sulp and Lego Therapy to support this. This has particular importance due to COVID 19.</p>		<p>plan'. A total of 8 children throughout the school have accessed art therapy from Place2Be counsellor.</p> <p>In a recent pupil survey, 97.1% of pupils said that they are taught how to keep their body and mind healthy and 96% of pupils agreed that they are encouraged to exercise.</p>
<p>To ensure the highest of standards in appearance can be maintained.</p> <p>External barrier 12</p>	<ul style="list-style-type: none"> ▪ PE kits, Uniform 	<p>Many children, including our most vulnerable, do not always have the means to provide appropriate uniform. We believe a pride in our appearance underpins the foundations for good behaviour and ensuring academic success.</p>	<p>£200</p>	<p>100% of children wear uniform; children are encouraged to take pride in their appearance to reflect a pride in their school.</p> <p>In a recent pupil survey, this pride was reflected by the 97% of children who think Kentmere is a good school and 98% of parents are happy with their choice of school and would recommend this school to a friend.</p>
<p>To provide breakfast and before school provision for children to ensure all children begin school with sufficient food.</p> <p>External barriers 12 and 13</p>	<ul style="list-style-type: none"> ▪ Breakfast club provision (every day) 	<p>The context of the school is such that many parents / carers, including CAF / ChIN / LAC children are in need of support to provide for their basic needs. Parents should be offered access to breakfast club and its provision of a free meal. All children will be provided with a breakfast/ morning snack of fruit and milk.</p>	<p>£2,373 (TA3) £2,373 (TA3) £1102 (TA 1 support) Kitchen staff £1750 Kitchen staff £1750</p>	<p>In light of COVID restrictions, breakfast club was offered to all children throughout the academic year, with breakfast foods being delivered to classes. This has been highly successful and ensured our vulnerable children were provided with sufficient food.</p>
<p>To provide sensory support for vulnerable children</p> <p>Internal barrier 5 External barrier 13</p>	<ul style="list-style-type: none"> • Rainbow Room, including Nurture groups / Sensory Snack Boxes • Social and Emotional Resources ▪ 	<p>We aim to provide those children who need help to maintain appropriate behaviour, with means of self-regulation and support to manage and understand their feelings. This project successfully achieves these aims whilst also having a positive impact on classroom based behavioural incidents, which subsequently minimises disruption to lessons.</p>	<p>£200</p>	<p>Use of Sensory Snack boxes within class and the opportunity for vulnerable children to request the use of the Rainbow Room has provided them with a means of self-regulation, thus preventing issues escalating within a class and minimising interruptions for other pupils.</p> <p>Whole school data shows a term on term decrease on the number of behaviour incidents that are classroom based.</p> <p>In a recent survey 97% of children said that the school meets their needs. 97% said they are helped to look after their emotional wellbeing and mental health.</p>

		We have also brought additional resources to support the nurture groups as we support the children transition back to school (after lock down).		
To provide musical opportunities for vulnerable children. External barriers 9, 10, 12	<ul style="list-style-type: none"> ▪ Brass Band lessons and instrument hire 	Due to financial constraints, many children may not learn to play an instrument. In providing free music tuition and the performance experiences that go with it, we aim to help widen pupils' life experiences and raise their aspirations.	£1000	Every KS2 class receives a term of instrument tuition, including fifes, guitars and ukuleles. Free brass and drum lessons open to all of KS2 children. Pupil Premium children are targeted and 33% of these are PP. Children have had opportunities to play at Rochdale Music Festival, and numerous school events such as Awards Presentations, Graduation etc
To provide a variety of support and input from a speech and language therapy assistant. External barrier 7	<ul style="list-style-type: none"> • Specialist Speech and Language Therapy Provision- 1 speech and language therapy assistant (every afternoon). ▪ 	Vocabulary development is a priority of this year's School Improvement Plan. High proportions of EAL, a lack of good language role models in the home environment and other barriers to parents taking the initiative in tackling speech and language issues mean it is important that the school makes provision for this.	£7577 TA2 (pm)	92% of PP children made outstanding progress towards the ELG in listening, attention and understanding. 100% of PP children made outstanding progress towards the ELG in speaking.
	Total		£149, 848	

Impact Data

KS1 Impact Data

Diminishing the Gap – Key Messages

It is worth noting that due to COVID, the most recent data that we are able to compare against is 2019. KS1 have been the most affected by the disruption caused by COVID 19 and school closures, and this is being actioned, tracked and monitored as a whole school priority in 21-22.

Attainment compared to National (2019 National Data)

- At the end of KS1, the attainment of Kentmere disadvantaged pupils was **below all pupils nationally** when compared to 2019 data. (see Tables 1-2)
- Attainment **is in line with all disadvantaged pupils** nationally in **Reading and Writing**, and **just below in Maths**. (see Table 3).

Attainment compared to school non-disadvantaged

- The percentage of PP children at and below age-related expectations below that of their non- PP peers within school (see Table 4).

Table 1 shows the percentage of disadvantaged pupils in school who are at the expected standard compared with all pupils nationally in 2019.

Subject	% at the expected standard		
	All National	School	% difference
Reading	75%	56%	-19%
Writing	69%	50%	-19%
Maths	71%	50%	-21%
RWM Combined	65%	38%	-27%

Table 2 shows the percentage of disadvantaged pupils in school who are at the expected standard compared with all non-disadvantaged pupils nationally in 2019.

Subject	% at the expected standard		
	National	School	% difference
Reading	78%	56%	-22%
Writing	73%	50%	-13%
Maths	79%	50%	-29%
RWM Combined	65%	38%	-27%

Table 3 shows the percentage of disadvantaged pupils in school at the expected standard compared with all disadvantaged pupils nationally in 2019.

Subject	% at the expected standard		
	National	School	% difference
Reading	62%	56%	-6%
Writing	55%	50%	-5%
Maths	62%	50%	-12%
RWM Combined	50%	38%	-12%

Table 4 shows a comparison between the attainment of KS1 disadvantaged and non-disadvantaged pupils within school

Key Stage 1 2020	% PP At and above ARE	% non-PP At and above ARE	% difference
Reading	56%	72%	-16%
Writing	50%	79%	-29%
Maths	50%	86%	-36%

KS2 Impact Data

Diminishing the Gap – Key Messages

Progress compared to National

- We do not have data for progress over KS2 due to Covid 19.

Attainment compared to National (2019 National Data)

- The percentage gap in attainment at the expected standard between our disadvantaged pupils and **all pupils nationally** is broadly in line with national figures from 2019. (See Table 1)
- When comparing our disadvantaged pupils to all non-disadvantaged pupils nationally, children attain broadly in line for Reading and Maths, and just below in Writing. The % of children attaining GPS in Reading at the end of KS2 is above national. (see Table 2)
- The same is true when comparing our disadvantaged pupils to **all non-disadvantaged pupils nationally** (see Table 3).

Attainment and Progress compared to school non-disadvantaged

- Across the **whole school**, the percentage of disadvantaged pupils making expected or better progress is broadly in-line with that of the non-disadvantaged, in all 3 subjects (see Table 5).

Table 1 shows the percentage of disadvantaged pupils in school who are at and above the expected standard compared with all pupils nationally

Subject	% at the expected standard			% above the expected standard		
	% National	% School	% Difference	% National	% School	% Difference
Reading	73%	71%	-2%	27%	41%	+14%
Writing	78%	71%	-7%	20%	12%	-8%
Maths	79%	77%	-2%	27%	30%	+3%

Subject	% at the expected standard or higher			% Above the expected standard		
	% National	% School	% Difference	% National	% School	% Difference
Reading, Writing and Maths combined	65%	64%	-1%	11%	6%	-5%

Table 2 shows the percentage of disadvantaged pupils in school who are at and above the expected standard compared with non-disadvantaged pupils nationally

Subject	% at the expected standard			% above the expected standard		
	% National	% School	% Difference	% National	% School	% Difference
Reading	78%	71%	-7%	31%	41%	+10%
Writing	83%	71%	-12%	24%	12%	-12%
Maths	84%	77%	-7%	31%	30%	-1%

Subject	% at the expected standard or higher			% Above the expected standard		
	% National	% School	% Difference	% National	% School	% Difference
Reading, Writing and Maths combined	71%	64%	-7%	13%	6%	-7%

Table 3 shows a comparison of attainment at the end of KS2 between disadvantaged and non-disadvantaged pupils, within school

Year 6 2018	% Disadvantaged at and above the expected standard	% Non-Disadvantaged at and above the expected standard	% difference	% Disadvantaged above the expected standard	% Non-disadvantaged above the expected standard	% difference
Reading	71%	81%	-10%	41%	25%	+16%
Writing	71%	81%	-10%	12%	13%	-1%
Maths	77%	88%	-10%	30%	38%	-8%

Table 4 - An overview of the attainment of disadvantaged pupils compared with non-disadvantaged across the whole school 2020-21

Whole school			Percentage of children at and above the expected standard, across the <u>whole school</u>	
	Disadvantaged		Non-disadvantaged	
Reading	71%		81%	
Writing	71%		81%	
Maths	77%		88%	

Table 5 - An overview of the progress of disadvantaged pupils compared with non-disadvantaged across the whole school 2020-21

Whole school		
Percentage of children making good and outstanding progress, across the <u>whole school</u>		
	Disadvantaged	Non-disadvantaged
Reading	97%	96%
Writing	93%	92%
Maths	95%	95%