

**Kentmere Academy –
Pupil Premium
Impact Report
2017/18**



Pupil Premium Impact Report 2017-18

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.

2017-18 Financial Year – Impact Review

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

Pupil Premium Grant Summary	
Number of pupils	260 (297 including Nursery)
Number of pupils eligible for PPG	119
PPG at £1320 per pupil	£157,080
Looked after children entitlement at £1900 per pupil	£11,400
Total PPG received	£168,480
Total PPG allocated expenditure for 2017/18	£168,607
Under/over spend in 2017/18	£127.00 overspend

Internal Barriers to future attainment of PP pupils
<ol style="list-style-type: none"> 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
External Barriers to future attainment of PP pupils
<ol style="list-style-type: none"> 6. Attendance – PA for PP children last year was 0.34% compared to 2.41% of all pupils. 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 7. Limited access to good language role models in the home environment 8. Narrow life experiences outside of school 9. Low parental aspirations 10. High mobility rates 11. High levels of deprivation 12. Parenting skills / Difficult home circumstances that can impact children's daily life in school

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 half 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 half 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 <i>Note- all Year 6 data is still subject to final confirmation</i>
To ensure high quality support for vulnerable children. Internal barriers 1, 2, 3 and 4	<ul style="list-style-type: none"> ▪ Additional teachers in Year 5/6 ▪ Additional TA support in classes. 	<p>OFSTED recommendations on PP spending 2012</p> <p>Children respond well to additional support and this has been successful in the past in terms of:</p> <ul style="list-style-type: none"> ● supporting inclusion ● accelerating progress. 	<p>£18, 983 (TA3) £18, 983 (TA3) £9492 (TA / pm)</p> <p>Additional teacher in 5/6 phase £28,438</p>	<p>The provision of additional TA support has enabled the provision of quality first teaching and high quality 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. The additional teacher has made it possible to teach Year 5 and 6 as separate year groups for English and Maths, It has been possible to split the Year 6's between 3 teachers which has facilitated much smaller groups and has made it possible to give</p>

		<p>LAC data shows that the lowest attainment is in Year 5 and 6. In particular, Year 6 LAC children are targeted on Pupil Premium Trackers and Provision Maps to receive additional interventions. There is one additional teacher in every phase but in 2017-18 Year 5 / 6 will have two.</p>	<p>this important year group more individualised learning, tailored to each group's specific needs. As a result, school data shows the excellent progress of pupil premium pupils. The following figures represent the percentage of PP pupils making good or outstanding progress with percentages for non-PP in brackets:</p> <p>Maths Progress of PP is broadly in-line if not better than non-PP in all year groups Nursery – 100% (100%) Reception - 94% (100%) Year 1 – 100% (96%) Year 2 – 100% (92%) Year 3 – 92% (89%) Year 4 – 92% (95%) Year 5 – 93% (97%) Year 6 – 100% (95%)</p> <p>Reading Progress of PP is broadly in-line if not better than non-PP in Nursery, Year 1, 2, 3 and 6 Nursery – 100% (100%) Reception – 94% (100%) Year 1 – 100% (100%) Year 2 – 94% (96%) Year 3 – 92% (83%) Year 4 – 88% (100%) Year 5 – 80% (97%) Year 6 – 91% (86%)</p> <p>Writing Progress of PP is broadly in-line if not better than non-PP in all year groups Nursery – 100% (100%) Reception – 94% (100%) Year 1 – 100% (100%)</p>
--	--	--	--

				<p>Year 2 - 100% (92%) Year 3 – 100% (78%) Year 4 – 92% (95%) Year 5 – 100% (93%) Year 6 – 100% (95%)</p> <p>Across the whole school, Pupil Premium children attain broadly in line with their non-Pupil Premium peers. The following figures show the percentage of children at ARE at the end of Summer 2017</p> <p>Maths PP – 74% non-PP – 75%</p> <p>Reading PP – 70% non-PP – 68%</p> <p>Writing PP - 69% non-PP – 70%</p>
<p>To provide small group, tailor made support, to close the gaps in children’s spelling knowledge, also showing impact on attainment in writing.</p> <p>Internal barriers 2 and 4</p>	<ul style="list-style-type: none"> Targeted support and intervention to raise attainment in reading and spelling. Additional TAs in Year 5 / 6 where PP attainment is lowest 	<p>Outcomes of pupil progress meetings / moderation</p> <p>Raising attainment in reading and spelling is a key objective of the 2017/18 School Development Plan.</p> <p>Small group intervention work has had impact in previous years.</p> <p>Research from Education Endowment Foundation supports this approach.</p>	<p>£9,492 TA3 (pm) Additional full time TA - £16,954</p>	<p>In the vast majority of year groups, attainment in writing is good and PP children attain broadly in line with or above the year group average. The following figures represent the percentage of PP pupils at ARE with percentages for non-PP in brackets:</p> <p>Reception - 63% (75%) Year 1 - 85% (63%) Year 2 - 77% (79%) Year 3 - 77% (67%) Year 4 - 63% - SEND is a significant factor (75%) Year 5 - 53% - SEND is a significant factor (72%) Year 6 - 83% (91%)</p>

<p>To provide additional support for targeted children</p> <p>Internal barriers 1, 2, 3 and 4</p>	<ul style="list-style-type: none"> • KS2 Before school boosters in maths and reading and Lunchtime Booster Sessions in KS1 Phonics 	<p>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.</p> <p>Research from Education Endowment Foundation supports this approach.</p>	<p>£2,373 x2 (TA3)</p>	<p>Additional Booster sessions aimed at Years 2 and 6 made a considerable contribution to the end of key stage results for PP children:</p> <p><u>Year 6 PP Attainment at ARE (subject to final confirmation) compared with averages for all pupils nationally</u></p> <ul style="list-style-type: none"> • Reading – school disadvantaged 70% at ARE which is broadly in line with all pupils nationally at 75% • Writing - school disadvantaged 83% at ARE which is above all pupils nationally at 78% • Maths - school disadvantaged 87% at ARE which is above all pupils nationally at 76% <p><u>Year 2 PP Attainment at ARE compared with all pupils nationally</u> (comparisons are with last year’s national averages as this year’s figures are not currently available)</p> <ul style="list-style-type: none"> • Reading - school disadvantaged 82% at ARE which is above all pupils nationally at last year’s average of 76% • Writing - school disadvantaged 77% at ARE which is above all pupils nationally at last year’s average of 68% • Maths - school disadvantaged 82% at ARE which is above all pupils nationally at last year’s average of 75% <p>Phonics Boosters significantly raised attainment in the Year 1 Screening Test, which 98% of pupils passed with 100% pass rate for PP children .</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 12</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>£2,373 x2 (TA3)</p>	<p>Invitation Club has helped to meet the social and emotional needs of targeted children at lunch times</p> <p>Whole school behaviour reports show that the children who attend Invitation Club all prove to have a much more settled time in class in the afternoon and referrals to the Consequence Room decreased for these children.</p> <p>In recent surveys, 97% of pupils and 98% of parents agreed that children feel safe and secure in school. 98% of pupils say that</p>

				<p>playtimes and lunchtimes are well organised. 96% of parents say the school deals effectively with any unacceptable behaviour</p> <p>98% of pupils say there is an adult in school that they can talk to if something is worrying them.</p>
<p>To ensure high quality provision outside of the school day, supporting healthy life choices and encouraging extra-curricular activities, social interaction and developing skills.</p> <p>External barriers 8, 11, 12</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.</p>	<p>£19,906</p>	<p>Attendance at extra-curricular activities has increased – across the school - 50% of children attended one or more clubs compared with 47% in 2016-17 and 37% in 2015-16</p> <p>Clubs that are run by external agencies are observed to ensure high standards of behaviour and enjoyment</p> <p>Clubs are analysed half termly for attendance: the PE Manager maintains records to ensure PP and PP+ children are well represented at these clubs. She also ensures that those clubs that are not well attended are changed</p> <p>In a recent pupil survey, 99% of pupils said that they are encouraged to exercise and 90% of pupils agreed that Kentmere has a good range of extra-curricular activities.</p>
<p>To ensure the highest of standards in appearance can be maintained.</p> <p>External barrier 11</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 leading to 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 99% of children who think Kentmere is a good school and the 96% that would recommend it to a friend moving into the area. 98% of parents are sufficiently impressed with the school to say in choosing Kentmere, they made a good choice.</p>

<p>To provide breakfast and before school provision for children to ensure all children begin school with sufficient food.</p> <p>External barriers 11 and 12</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 in order to make the best possible start to the children's' day at school.</p>	<p>£4,746 (TA3 support x2) £1102 (TA 1 support) Kitchen staff x2 (£2204)</p>	<p>164 children were registered for the club with priority invitations to CAF / CHIN / LAC children and other parents in need of support. 70 of the registered children are PP. Children who attend morning booster provision are also permitted to attend Breakfast Club and this has help attendance at these interventions.</p>
<p>To provide nurture group and sensory support for vulnerable children</p> <p>Internal barrier 5 External barrier 12</p>	<ul style="list-style-type: none"> Rainbow Room, including Nurture groups / Sensory Snack Boxes 	<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>TA - £9492</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 95% of children said that they are well supported in terms of managing their feelings. 94% said they are helped to look after their emotional well being and mental health</p>
<p>To provide musical opportunities for vulnerable children.</p> <p>External barriers 8, 9, 11</p>	<ul style="list-style-type: none"> Brass Band lessons and instrument hire 	<p>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.</p>	<p>£900</p>	<p>Free brass and drum lessons open to all of KS2 children and 40% of these are PP.</p> <p>Children have had opportunities to play at Rochdale Music Festival, MEN School of the Year Awards, school Christmas and Summer Fairs.</p>

<p>To provide a variety of support and input from specialist Speech and Language Therapist.</p> <p>External barrier 7</p>	<ul style="list-style-type: none"> Specialist Speech and Language Therapy Provision- 1 speech and language therapist (1 day a week) 1 speech and language therapy assistant (every afternoon) 	<p>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 make provision for this.</p>	<p>Speech and language therapist - 24 visits (£5000) and £8477 TA2 (pm)</p>	<p>100% of PP S&L children in Reception showed good progress within the GLD levels with the majority moving up 9 levels or more 100% showed progress of more than 6 levels on the GLD during the year</p> <p>100% of PP children in the KS1 and KS2 groups demonstrated progression in their speech, language and communication skills as measured on the S Land C Progression Tool</p>
	<p>Total</p>		<p>£168,607</p>	

Impact Data

**NB – this is data from 2016-17
Tables and analysis will be updated with this
year's figures when ASP is published.**

KS1 Impact Data

Diminishing the Gap – Key Messages

- At the end of KS1, the attainment of Kentmere disadvantaged pupils was broadly in line with that of all disadvantaged pupils nationally in reading and writing but below them in maths. When compared to all non-disadvantaged pupils nationally, Kentmere pupils were broadly in-line in reading but below in writing and maths (see Tables 1 and 2).
- In-school data also shows the percentage of PP children at and above age-related expectations is in-line with that of their non- PP peers (see Table 3).
- The phonics outcome for all Year 1 children was significantly above the national average (98%). 100% of disadvantaged children passed the phonics test.

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

Subject	At ARE			Above ARE		
	All National	School	% difference	National	School	% difference
Reading	76%	73%	-3	25%	7%	-18%
Writing	68%	60%	-8	16%	7%	-9%
Maths	75%	60%	-15	21%	0%	-21%

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

Subject	At ARE			Above ARE		
	National	School	% difference	National	School	% difference
Reading	79	73	-6	28	7	-21
Writing	72	60	-12	18	7	-11
Maths	79	60	-19	23	0	-23

Table 3 shows a comparison between the attainment of KS1 PP and non-PP pupils within school

Key Stage 1 2018	PP At and above ARE	PP Above	non-PP At and above ARE	non-PP Above
Reading	82%	12%	83%	17%
Writing	77%	6%	79%	13%
Maths	82%	12%	83%	8%

KS2 Impact Data (yellow to be updated when ASP released)

Diminishing the Gap – Key Messages

- Over the past 4 years, school tracking data has shown an improving trend in terms of diminishing the difference between the attainment of our disadvantaged children at the expected standard, compared to the national average.
- This trend has continued and the percentage gap in attainment at the expected standard between our disadvantaged pupils and all pupils nationally has significantly diminished for writing, maths and GPS. (see Table 1)
- In reading, attainment at the expected standard is broadly in line with all pupils nationally (see Table 1)
- Our disadvantaged children's attainment in reading is below that of all non-disadvantaged pupils nationally (65% to 77% - see Table 2).
- Disadvantaged pupils made good progress from the end of KS1 to the end of KS2 – in writing, progress scores were significantly above all pupils nationally and all non-disadvantaged nationally, in mathematics they were above but below in reading (see table 4).
- In-school data shows that the percentage of disadvantaged pupils at and above the expected standard is broadly in-line with that of their non- disadvantaged peers, across all three subjects (see table 3).
- In-school data shows the progress of disadvantaged pupils is broadly in-line with that of non-disadvantaged, across all 3 subjects (see Table 5)

Table 1 shows the percentage of disadvantaged pupils in school who are at and above ARE compared with all pupils nationally in 2017

Subject	% At ARE - 2017			% Above ARE - 2017		
	% National	% School	% Difference	% National	% School	% Difference
Reading	71	65	-6	25	15	-10
Writing	76	85	+9	18	27	+9
Maths	75	85	+10	23	23	0
English Grammar, Punctuation & Spelling	77	81	+4	31	46	+15

Table 2 shows the percentage of disadvantaged pupils in school who are at and above ARE compared with non-disadvantaged pupils nationally in 2017

Subject	% At ARE - 2016			% Above ARE - 2016		
	% National	% School	% Difference	% National	% School	% Difference
Reading	77	65	-12	29	15	-14
Writing	81	85	+4	21	27	+6
Maths	80	85	+5	27	23	-4
English Grammar, Punctuation & Spelling	82	81	+1	36	46	+10

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

Key Stage 2 2018	% Disadvantaged at and above ARE	% Disadvantaged Above ARE	% Non-disadvant aged at and above ARE	% Non-disadvant aged above ARE
Reading	70%	9%	71%	29%
Writing	83%	4%	91%	5%
Maths	87%	26%	86%	29%

Table 4 - shows the progress scores of disadvantaged pupils and non-disadvantaged pupils in relation to making expected or better progress in Reading, Writing and Maths from the end of KS1 to the end of KS2; these are then compared to the figures for ALL non-disadvantaged pupils, nationally.

Expected or Better Progress					
	Progress of school disadvantaged pupils (school)	Progress of ALL pupils, nationally	Progress of all other non-disadvantag ed nationally	Difference between school disadvantaged and all pupils, nationally	Difference between school disadvantaged and all non-disadvantag ed pupils, nationally
Reading	-1.5	0.0	0.3	-1.5	-1.8
Writing	3.4	0.0	0.2	+3.4	+3.2
Maths	2.7	0.0	0.3	+2.7	+2.4

Table 5 - An overview of the progress of disadvantaged pupils compared with non-disadvantaged across the school 2017-18

Whole school		
Percentage of children making good and outstanding progress, across the school		
	Disadvantaged	Non-disadvantaged
Reading	128 (95%)	194 (97%)
Writing	129 (96%)	192 (96%)
Maths	131 (97%)	195 (98%)