

**Kentmere Academy –
Pupil Premium
Impact Report
2019/20**



Pupil Premium Impact Report 2019-20

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.

2019 - 20 Financial Year – Impact Review

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

Pupil Premium Grant Summary	
Number of pupils	337 (including Nursery)
Number of pupils eligible for PPG	112
PPG at £1320 per pupil	£147 840
Looked after children entitlement at £1900 per pupil (1 pupil)	£1900
Total PPG received	£149 740
Total PPG allocated expenditure for 2019/20	£149 848
Under/over spend in 2018/19	Overspend of £108

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 – 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 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
To ensure high quality support for vulnerable children. Internal barriers 1, 2, 3 and 4	<ul style="list-style-type: none"> Additional teacher in Year 5/6 Additional TA support in their classes. 	<p>Year 6 will have the greatest proportion of Pupil Premium children in 2019/20 (42%)</p> <p>Data also shows that Year 5 Pupil Premium children's attainment in maths is a priority for action in 2019/20.</p> <p>Although Year 5 is a relatively small year group, the UKS2 Phase will still have an additional teacher in the UKS2 Phase to facilitate smaller teaching groups.</p>	<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 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 in Years 5 and 6 where a good proportion PP funding has been directed.</p>

		<p>Data collected also highlights Pupil Premium children in Years 1, 2 and 4 for additional support in Maths (Maths No Problem Immediate Interventions). These children are targeted on Pupil Premium Trackers and Provision Maps to receive additional interventions.</p> <p>OFSTED recommendations on PP spending 2012 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>The following figures represent the percentage of PP pupils making good or outstanding progress 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 Nursery, Reception, Year 1, 2, 3 4 and 6.</i> Nursery – 100% (100%) Reception – 100% (100%) Year 1 – 100% (100%) Year 2 – 94% (93%) Year 3 – 93% (93%) Year 4 – 100% (96%) Year 5 – 100% (94%) Year 6 – 96% (100%)</p> <p>Writing <i>Progress of PP is broadly in-line if not better than non-PP in all year groups.</i> Nursery – 100% (100%) Reception – 100% (97%) Year 1 – 100% (100%) Year 2 - 100% (96%) Year 3 – 100% (97%) Year 4 – 100% (96%) Year 5 – 100% (94%) Year 6 – 100% (100%)</p> <p>Maths <i>Progress of PP is broadly in-line if not better than non-PP in all year groups. Non-PP make slightly better progress than PP in Year 2 and year 3.</i> Nursery – 100% (100%) Reception - 100% (100%) Year 1 – 100% (100%) Year 2 – 94% (100%) Year 3 – 93% (100%) Year 4 – 100% (96%)</p>
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				<p>Year 5 – 100% (100%) Year 6 – 100% (100%)</p> <p><i>Across the whole school, Pupil Premium children attain broadly in line with their non-Pupil Premium peers in reading, writing maths. The following figures show the percentage of children at ARE at the end of Summer 2020</i></p> <p>Reading PP – 73% non-PP – 70%</p> <p>Writing PP - 74% non-PP – 68%</p> <p>Maths PP – 73% non-PP – 73%</p>
<p>To raise attainment in reading and spelling</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. 	<p>Reading and spelling is a key priority on the SIP for 2019/20</p> <p>Data shows that PP children in Year 1 and Year 6 are a particular area of focus for raising attainment</p> <p>Outcomes of pupil progress meetings / moderation</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) £9,492 TA3 (pm)</p>	<p>To determine impact of spending, data from overall attainment of PP in writing has been analysed</p> <p>The following figures represent the percentage increase of PP children now at ARE</p> <p>Year 1 – increased by 50% (still below their peers) Year 6 – increased by 20% (in line with national)</p> <p>To determine impact of spending, data from overall attainment of PP at ARE in reading has been analysed</p> <p>The following figures represent the percentage increase of PP children now at ARE</p> <p>Year 1 – increased by 42% (still below their peers) Year 6 – increased by 21% (in line with national)</p> <p>Phonics Boosters have also contributed to a prediction that 83% of PP children would have passed the Phonics Test which is in line with the 2019 national (82%).</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 x 2 (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 2 PP Attainment at ARE compared with all pupils nationally (based on 2019 national data)</u></p> <ul style="list-style-type: none"> Reading – school disadvantaged 77% at ARE which is above <i>all pupils nationally last year</i> at 75% Writing - school disadvantaged 77% at ARE which is above <i>all pupils nationally last year</i> at 69% Maths - school disadvantaged 77% at ARE which is above <i>all pupils nationally last year</i> at 76% <p><u>Year 6 PP Attainment at ARE compared with all pupils nationally (based on 2020 national data)</u></p> <ul style="list-style-type: none"> Reading - school disadvantaged 83% at ARE which is above the percentage of <i>all pupils nationally</i> at 73% Writing - school disadvantaged 88% at ARE which is above the percentage of <i>all pupils nationally</i> at 78% Maths - school disadvantaged 88% at ARE which is above the percentage of <i>all pupils nationally</i> at 79%
<p>To raise standards in spoken language / vocabulary</p> <p>Internal barrier 1 and 2 External barrier 7, 8, 11, 12</p>	<ul style="list-style-type: none"> Targeted support and intervention to raise attainment in spoken language / vocabulary acquisition (particularly in EYFS). Talk Boost and Word Aware and Comprehension interventions 	<p>Key priority on SIP 2018 OFSTED area for improvement</p> <p>Addressing research into the ‘30 Million Word Gap’</p> <p>Vocabulary acquisition vital to raising attainment in reading / comprehension (another key priority of SIP)</p> <p>Early interventions needed in EYFS via Word Aware</p> <p>Chatta intervention being introduced based on its following uses and benefits in our setting</p>	<p>£2,373 (TA x 2 pm)</p>	<p>Daily vocabulary sessions/communication sessions introduced into both nursery and reception; nursery focusing on naming and grouping objects and reception using the ‘Black Sheep Narrative’, ‘word aware’ book and key vocabulary for topics.</p> <p>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> <p>Chatta also introduced into EYFS (app to support communication and structure sentences)</p> <p><u>Reception</u></p> <p>66.7% of children are working at or above end of year expectation in listening and attention; 68.9% in understanding and 68.9% in speaking (results have been collected in March due to Covid19). This</p>

		<ul style="list-style-type: none"> • Early Years Communication, Language and Literacy. • Speaking skills, Oracy and Writing for pupils of all ages. • Removing barriers to learning for pupils with additional needs, including autism and dyslexia. • Teaching English as an additional language. • Closing gaps in attainment for disadvantaged pupils. 		<p>is from the starting point of 33.3% in listening and attention and 35.6% in understanding and speaking, making 33.4% and 33.3% progress respectively.</p> <p>57.1% of PP children achieved the ELG in listening and attention, 71.4% in understanding and 71.4% 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 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, 98% of pupils and 97.5% of parents agreed that children feel safe and secure in school. 98% 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>98% 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 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>£10 551</p>	<p>Attendance at extra-curricular activities has increased to 56% of all children attending one or more club. This is an increase of 19% from 2015 – 16.</p> <p>We have achieved Gold in the Sports Mark award for the third year running (not possible to renew the award this year due to Covid 19).</p> <p>Clubs that are run by external agencies are observed to ensure high standards of behaviour and enjoyment</p> <p>Clubs are analysed 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, 97.5% of pupils said that they are encouraged to exercise and 96% 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 100% of parents are proud to be a parent at Kentmere Academy and that the school successfully meets the needs of their children.</p>
<p>To provide breakfast and before school provision for children to ensure all children begin school with sufficient food.</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</p>	<p>£4,746 (TA3 support) £4,746 (TA3 support) £1102 (TA 1 support) Kitchen staff £2204</p>	<p>The highest termly attendance at Breakfast Club was in Spring 1 – (73 children) with priority invitations to CAF / ChIN / LAC children and other parents in need of support. 44 of the registered children were PP (60%).</p>

External barriers 11 and 12		to make the best possible start to the children's' day at school.	Kitchen staff £2204	
To provide sensory support for vulnerable children Internal barrier 5 External barrier 12	<ul style="list-style-type: none"> ▪ Rainbow Room, including Nurture groups / Sensory Snack Boxes 	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>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 they are well supported in terms of managing their feelings. 97% said they are helped to look after their emotional wellbeing and mental health.</p>
To provide musical opportunities for vulnerable children. External barriers 8, 9, 11	<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	<p>Free brass and drum lessons open to all of KS2 children. Pupil Premium children are targeted and 33% of these are PP.</p> <p>Children have had opportunities to play at Rochdale Music Festival, and numerous school events such as Awards Presentations, Graduation etc</p>
To provide a variety of support and input from specialist Speech and Language Therapist (with a particular focus in EYFS). External barrier 7	<ul style="list-style-type: none"> ▪ Specialist Speech and Language Therapy Provision- 1 speech and language therapist (1 day a week) 1 	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	<p>Speech and language therapist - £5,500 from A T Therapy.</p> <p>£8477 TA2 (pm)</p>	<p>100% of children made progress towards the GLD in understanding and 95.2% in speaking. 66.7% made outstanding progress (7 steps or more) in understanding and 85.7% in speaking.</p> <p>100% of children achieved their speech and language targets and 38.1% of these children achieved the ELG for the communication strands. There are 7 PP children in Reception, 3 of which required speech and language support.</p>

	speech and language therapy assistant (every afternoon)	important that the school makes provision for this.		
	Total		£149,848	

Impact Data

KS1 Impact Data

Diminishing the Gap – Key Messages

Attainment compared to National (2019 National Data)

- At the end of KS1, the attainment of Kentmere disadvantaged pupils was **above all pupils nationally** and **above or in line with all non-disadvantaged pupils nationally in all areas (see Tables 1 and 2)**.
- Attainment of Kentmere disadvantaged pupils was significantly **above** that of **all disadvantaged pupils nationally** (see Table 3)
- The phonics predicted outcome for all Year 1 children at 93% was significantly above the national average of 81%. 83% (10/12) of disadvantaged children passed the phonics test.

Attainment compared to school non-disadvantaged

- The percentage of PP children at and above age-related expectations is in line with 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.

Subject	% at the expected standard		
	All National	School	% difference
Reading	75%	77%	+2%
Writing	69%	77%	+8%
Maths	71%	77%	+6%
RWM Combined	65%	77%	+12%

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

Subject	% at the expected standard		
	National	School	% difference
Reading	78%	77%	-1%
Writing	73%	77%	+4%
Maths	79%	77%	-2%
RWM Combined	65%	77%	+12%

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

Subject	% at the expected standard		
	National	School	% difference
Reading	62%	77%	+15%
Writing	55%	77%	+22%
Maths	62%	77%	+15%
RWM Combined	50%	77%	+22%

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	77%	78%	-1%
Writing	77%	74%	+3%
Maths	77%	82%	-5%

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** has been closed for reading, writing, maths and GPS with our disadvantaged pupils attaining higher at the expected standard than all pupils nationally (see Table 1). The same is true when comparing our disadvantaged pupils to **all non-disadvantaged pupils nationally** (see Table 2).

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).
- The percentage of **Year 6** disadvantaged pupils at and above the expected standard is slightly below their non-disadvantaged peers (see table 3). However, the children who did not meet the expected standard were also SEND.
- Across the **whole school**, attainment at and above ARE is broadly in-line with that of non-disadvantaged (see Table 4).

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%	83%	+10%	27%	17%	-10%
Writing	78%	88%	+10%	20%	8%	-12%
Maths	79%	88%	+9%	27%	33%	+6%
English Grammar, Punctuation & Spelling	78%	92%	+14%	36%	46%	+10%

Subject	% at the expected standard or higher			% Above the expected standard		
	% National	% School	% Difference	% National	% School	% Difference
Reading, Writing and Maths combined	65%	71%	+6%	11%	8%	-3%

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%	83%	+5%	31%	17%	-14%
Writing	83%	88%	+5%	24%	8%	-16%
Maths	84%	88%	+4%	31%	33%	+2%
English Grammar, Punctuation & Spelling	83%	92%	+9%	41%	46%	+5%

Subject	% at the expected standard or higher			% Above the expected standard		
	% National	% School	% Difference	% National	% School	% Difference
Reading, Writing and Maths combined	71%	71%	-	13%	8%	-5%

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	83%	95%	-12%	17%	33%	-16%
Writing	88%	95%	-7%	8%	19%	-11%
Maths	88%	100%	-12%	33%	38%	-5%

Table 4 - An overview of the attainment of disadvantaged pupils compared with non-disadvantaged across the whole school 2019-20

Whole school			Percentage of children at and above the expected standard, across the <u>whole school</u>	
	Disadvantaged		Non-disadvantaged	
Reading	73%		70%	
Writing	74%		68%	
Maths	73%		73%	

Table 5 - An overview of the progress of disadvantaged pupils compared with non-disadvantaged across the whole school 2018-19

Whole school		
Percentage of children making good and outstanding progress, across the <u>whole school</u>		
	Disadvantaged	Non-disadvantaged
Reading	97%	97%
Writing	100%	98%
Maths	98%	99%