

Simpson's Lane Academy Pupil Premium Impact and Evaluation Report Academic Year 2016/17

Context of Academy

Simpson's Lane Academy is part of Delta Academies Trust (previously School Partnership Trust Academies - SPTA). The latest Ofsted inspection was in March 2016 when the school was judged as Good.

The academy is a slightly larger than averaged sized academy, catering for pupils from the Early Years Foundation Stage, through Key Stage 1 into Key Stage 2. There are currently 344 pupils on roll, including 35 part time Nursery pupils.

The school is located on the Warwick Estate in Knottingley, in an area of deprivation 0.46 on the school deprivation measure which is significantly above the National Average of 0.24.

Pupil Premium eligibility is currently 70% which is significantly above the National average of 26.7%.

Mobility is below National levels with a stability measure of 71.7% (National 85.9%). The vast majority of pupils are of White British ethnicity (94.2%) with 3.6% of pupils whose first language is not English.

Pupil Premium Strategy

Our Strategy

- As children join the Nursery with very low starting points a significant amount of funding is spent in EYFS and KS1 to ensure we diminish differences to age related expectations as soon as possible
- The personal development, behaviour and welfare of our pupils remains a priority to ensure children are ready to learn and have the strategies and support to overcome barriers
- As children move through school the pupil premium funding is focused on continuing to diminish differences with National particularly for the most able disadvantaged pupils and other focus groups

Objectives of Pupil Premium Spending

For children who start the academy with low attainment on entry, our aim is to ensure that they make accelerated progress in order to reach age related expectations plus, as they move through the academy. We have analysed our data thoroughly to inform our decision making.

Our key objective in using the Pupil Premium Grant is to diminish the differences between pupil groups.

- Through targeted and personalised interventions we are working to eliminate barriers to learning and progress
- Targeted interventions to eliminate barriers to learning and progress for our most able Pupil Premium children
- An additional Intervention teacher has been appointed to provide additional support in Year 2 and Year 6
- An additional teacher in EYFS to ensure all children receive quality first teaching during the early years
- Speech and Language training for support staff to increase attainment and progress in the Early Years and Key Stage 1
- In addition, the Academy is further developing our rewards system based on a revised Behaviour Policy which is targeted to increase attendance and punctuality (Target 96%)
- Through targeted provision to support the personal development, behaviour and welfare including the Nurture Group, Play Therapy, the Inclusion Team and Learning Mentor
- To provide a range of experiences and opportunities to support the curriculum, engage children in their learning and further develop their awareness of the world around them

In addition to this we have identified some key principles (outlined below) which we believe will maximise the impact of our pupil premium spending.

Key Principles

Building Belief

We will provide a culture where:

- Staff believe in ALL children
- There are "no excuses" made for underperformance
- Staff adopt a "solution-focused" approach to overcoming barriers

Analysing Data

We will ensure that:

- All staff are involved in the analysis of data so that they are fully aware of strengths and weaknesses across the academy
- Interventions are closely monitored against impact

Identification of Pupils

We will ensure that:

- ALL teaching staff are involved in analysis of data and identification of pupils
- ALL teaching staff are aware of who pupil premium and vulnerable children are
- ALL pupil premium children benefit from the funding, not just those who are underperforming
- Underachievement at all levels is targeted (not just lower attaining pupils)
- Children's individual needs are considered carefully so that we provide support for those children who could be doing "even better if....."

Improving Day to Day Teaching

We will strive to ensure that **all** children across the academy receive good teaching, with increasing percentages of outstanding teaching achieved by using leaders to:

- Set high expectations
- Address any within-academy variance
- Ensure consistent implementation of the non-negotiables, e.g. marking and feedback, 'Closing the Gap' sessions and whole class reading
- Share good practice within the academy and draw on external expertise
- Provide high quality CPD
- Improve assessment through joint levelling and moderation

Amount of Pupil Premium Grant (PPG) Received

Amount of PPG Allocation for Academic Year 2016/17

Total number of pupils on roll	342
Total number of pupils eligible for pupil premium grant	190
Amount of PPG received (£1,320 per pupil)	£ 250,800.00
Total number of pupils eligible for EYFS pupil premium grant	Autumn term - 15
Amount EYFS PPG received (£300 per pupil)	£4,500
Total Amount of PPG & EYFSPP received	£ 255,300.00

Summary of PPG Spending Academic Year 2015/16

KS1:

Greater proportion of KS1 PP children at national expectation from their EYFS outcomes.

EYFS:

There was no significant difference between disadvantaged and other children within the academy attaining a Good Level of Development (48%:49%). There was an increase to 49% of children attaining a GLD (2015 National all children 67%).

Implications for Pupil Premium Spend in 2016/17

The academy will increase the number of teachers to facilitate smaller classes / groups and the delivery of targeted intervention, particularly in the EYFS.
 The academy will maintain its Emotional Well Being support.
 The academy will continue to allocate extra support staff to deliver targeted and personalised intervention.
 The academy will analyse data rigorously and regularly to identify strengths and weaknesses across the academy and ensure Interventions are closely monitored against impact

Amount of Pupil Premium Grant (PPG) Received 2015-16

Amount of PPG Allocation for Academic Year 2015/16

Total number of pupils on roll	272
Total number of pupils eligible for pupil premium grant	180
Amount of PPG received (£1,300 per pupil)	£237,600.00
Total number of pupils eligible for EYFS pupil premium grant	33
Amount EYFS PPG received (£300 per pupil)	£9,900.00
Total Amount of PPG & EYFSPP received	£247,500.00

Record of PPG Spending by item / project 2015-16

Item / Project	Cost	Objective	Outcome
Nurture Group	£45,000	To establish daily nurture sessions with emotionally vulnerable pupils	Nurture group continues to be successful. Good communication between the TAs and staff mean that children are moved in and out of the group in a timely and appropriate way. This makes it work effectively.
Play therapy	£50,500	To establish play therapy sessions to support pupils with a variety of social and emotional needs.	5/8 (62%) pupils who receive play therapy are disadvantaged. This has a positive impact on pupil's attitude to learning which has to be measured over time. Currently 5/6 (83%) of pupils are making expected progress.

Breakfast Provision	£18,000	To provide children with a light breakfast and milk to ensure purposeful learning	All children accessed breakfast provision
Uniforms	£2,000	To provide children with free jumpers and pumps to raise self-esteem.	96% of pupils were wearing uniform on the days the survey was taken.
Weekly Attendance Prize	£1,000	To improve attendance and reduce persistent absentees	Attendance for disadvantaged pupils continues to improve: IMPACT: 91.31% Summer 1 2015 compared to 94.75% Summer 1 2016.
Inclusion Team	£12,000	To ensure vulnerable pupils are supported through school including those with special needs and improve attendance and reduce persistent absentees	Inclusion team continue to monitor the pupils who are persistently late and take appropriate action with pupils who continue to miss school.
Learning Mentor	£17,000	To communicate with parents and children who are vulnerable To improve attendance and reduce persistent absentees	The learning mentor has continued to create links with the local community, police and parents to ensure the safety of pupils. She has reduced the number of call outs for pupils who previously had problems with behaviour.
Speech and Language	£10,000	To continue to support children with speech and language issues. To identify children who need more support	18/19 (94%) pupils have made at least expected progress in speaking. 10/19 (52%) pupils have made more than expected progress
Targeted Intervention	£20,000	To increase the percentage of pupils achieving ARE throughout the academy	
Y6 Intervention	£24,000	To increase the percentage of pupils achieving ARE in KS2	
Y2 Intervention	£10,000	To increase the percentage of pupils achieving ARE in KS1	Greater proportion of KS1 PP children at national expectation from their EYFS outcomes.
EYFS intervention	£15,000	To increase the percentage of pupils achieving GLD	IMPACT: Expected R: 47%, W:33%, M:50%, M&H:56% in 2015 R: 56%, W:49%, M:62%, M&H:67% in 2016
CPD	£16,000	To develop teacher knowledge and understanding of teaching approaches to support and improve attainment and progress.	
Experiential Learning	£8,000	To provide children with new experiences linked to learning in the curriculum	All the disadvantaged pupils asked, could explain how the trip had helped them with their

			learning and that they had learned more about the topic.
Total	£248,500.00		

Performance Analysis of PP pupils 2015/16 (EYFS, KS1, KS2)	
	2015/16
KS2 % of PP Children achieving ARE in Reading	41%
KS2 % of PP Children achieving ARE in Writing	56%
KS2 % of PP Children achieving ARE in Maths	56%
KS2 % of PP Children achieving ARE in RWM	37%
KS1 % of PP Children achieving ARE in Reading	48%
KS1 % of PP Children achieving ARE in Writing	26%
KS1 % of PP Children achieving ARE in Maths	52%
KS1 % of PP Children achieving ARE in RWM	44%
EYFS % of PP Children achieving GLD	48%

EYFS Diminishing Differences					
	% at expected	% Difference National	Summary statement		
EYFS PP GLD	48%				
EYFS NPP GLD	49%				
KS1 Diminishing Differences					
	% at expected	% Difference National	Summary statement		
KS1 PP Combined	26%	-34%			
KS1 NPP Combined	83%				
KS1 PP Reading	48%	-26%			
KS1 NPP Reading	83%				
KS1 PP Writing	26%	-39%			
KS1 NPP Writing	83%				
KS1 PP Maths	52%	-21%			
KS1 NPP Maths	83%				
KS2 Diminishing Differences					
	Av. Scaled Score	% at expected	% Difference National	Av. Progress Score	Summary statement
KS2 PP Combined	97.6	37%	-22%	-2.1	
KS2 NPP Combined	104.3	70%		+1.4	
KS2 PP Reading	96	41%	-30%	-3.0	
KS2 NPP Reading	103	70%		+0.6	
KS2 PP Writing		56%	-21%		

KS2 NPP Writing		100%			
KS2 PP Maths	99	56%	-19%	-1.3	
KS2 NPP Maths	105	90%		+2.2	
KS2 PP GPS	101	56%	-22%		
KS2 NPP GPS	108	100%			

Performance Analysis of PPG pupils at the end of KS2 (Gap to Nat. other pupils)					
	RWM	Reading	Writing	Maths	GPS
2016 Achieving Average Scaled Score	97.6(-6.3)	96 (-8)		99 (-5)	101 (-4)
2015 Achieving L4+	69 (-16)	88 (-4)	73 (-17)	77 (-13)	69 (-15)
2014 Achieving L4+	69 (-14)	85 (-7)	69 (-20)	100 (+10)	77 (-4)
2016 % Achieving Higher National Standard	0 (-7)	4 (-19)	7 (-10)	7 (-13)	15 (-12)
2015 Achieving L5+	15 (-14)	38 (-17)	27 (-15)	23 (-25)	38 (-23)
2014 Achieving L5+	8 (-21)	38 (-18)	15 (-24)	31 (-17)	15 (-43)

Record of PPG Spending by item / project Year 2016-17

Item / Project	Cost	Objective	Outcome
Additional Class Teachers - EYFS	£23,500	To ensure all Nursery receive quality first teaching to diminish differences during the early years	
EYFS Intervention, inc. Speech and Language	£15,000	To raise achievement through intervention (inc. Speech and Language)	
Emotional Well Being Team - Nurture, - Play Therapy - Learning Mentor	£95,500	To provide support for more vulnerable pupils in developing positive learning attitudes	
Attendance Rewards	£2,000	To raise the level of attendance (target 96%)	
Y2 & 6 Intervention Teacher	£38,250	To raise attainment in Reading, Writing and Maths through intervention to increase the number of pupils attaining higher levels	
Third Space Learning - Online Tutoring	£10,750	To raise attainment in Maths through 1-1 online tutoring to increase the number of low and middle prior attainers achieving the expected standard	
Inclusion Team	£15,000	To ensure vulnerable pupils are supported through school including those with special needs and improve attendance and reduce persistent absentees	
Breakfast Provision	£18,000	To provide children with a light breakfast and milk to ensure purposeful learning	
Uniforms	£2,000	To provide children with free jumpers and pumps to raise self-esteem.	
Experiential Learning	£8,000	To provide children with new experiences linked to learning in the curriculum	
Revision Guides	£200	To subsidise the costs of KS2 revision guides to support learning in Reading, Writing and Maths at home.	
Total	£228,200.00		

Total PPG Received	£250,800
Total PPG Expenditure	£206,250.00
PPG Remaining	(£44,550.00)