

Pupil Premium Impact Report 2017/18

2017/18 Reviews: Autumn 1 Autumn 2 Spring 1 Spring 2 Summer 1 **Summer 2**

NOR	230 excluding 32 nursery pupils		
Number and percentage of pupils eligible for PP funding	80 (35%)		
Academy Deprivation Index	0.42		
Nominated member of AAB	Sally Cieslik		
AAB PP Review dates	3/11/17; 22/11/17; 28/2/18; 13/3/18; 17/7/18		
Total Budget allocation Ever 6 FSM £1,320 per child LAC £1,900	£113,520		

2017/18 Objectives

SEF objectives relating to disadvantaged pupils:

Objective number 1 Close the attainment gap for lower prior attaining PP pupils in R/W/M

Objective number 2 Provide challenge in maths for higher prior attaining PP

Objective number 3 Fast Track phonics/spelling for PP pupils with gaps in phonic skills

SEF objectives and Park View Academy Development Plans for 2017/18 prioritise improving the attainment and progress of disadvantaged pupils in English and Maths. This pupil premium strategy identifies the focus of the work to be done in each year group.

Our prime focus is to ensure more pupils in the emerging prior attainment bands and those who are below EXS in KS1, especially disadvantaged pupils, make better than expected progress to meet the expected standard in reading, writing and maths at KS2.

Disadvantaged Pupils 2017/18 prior attainment data.

Year group SEN	% Eligible for pupil premium	No prior attainment information	% LAP Lower Prior Attainers	% MAP Middle Prior Attainers	% HAP Higher Prior Attainers
Early Years - Reception	6/30 (20%)	0	6/6 (100%) below 40-60 months at start of reception	0	0
Y1	11/29 (38%)	0	7/11 (63.6%) below GLD PP 2017 (1 SEN)	3/11 (27%) GLD PP 2017 (1 SEN)	1/11 (9%) above GLD PP 2017
Y2	9/30 (30%)	0	6/9 (66.7%) below GLD PP 2016 (1 SEN)	3/9 (33.3%) GLD PP 2016	0
Y3	8/30 (26.7%)	0	4/8 (50%) below EXS KS1 PP 2017 (2 SEN)	4/8 (50%) at EXS KS1 PP 2017	0
Y4 'bulge year'	22/49 (44.9%)	2/22 (9%) no data (1 SEN)	12/22 (54.5%) below EXS KS1 PP 2016 (2 SEN)	4/22 (18.1%) EXS KS1 PP 2016	4/22 (18.1%) GDS KS1 PP 2016
Y5	13/30 (43%)	3/13 (23%) no data	2/13 (15.4%) KS1 PP 2015 (1 SEN)	8/13 (61.5%) KS1 PP 2015 (1 SEN)	0
Y6	11/30 (37%)	3/11 (27%) no data (1 SEN)	1/11 (18%) KS1 PP 2015 (1 SEN)	7/11 (63.6%) KS1 PP 2015	1/11 (9%) KS1 PP 2015

Additional Use of Funding (Whole Academy) Action plan

What we did	How much did it cost?	How many pupils benefitted?	Who was Responsible?	What did success look like?
<p>Achievement</p> <p>Curriculum changes to raise attainment of PP pupils</p> <ul style="list-style-type: none"> • Timetables – 40 minutes whole class teaching of reading daily – PP pupils spend more time reading • Timetables – more time spent in lessons working in groups– less teacher talk, more group teaching with focused instruction according to need - 'spotlight' teaching • SDI - focus on PP pupils making better than expected progress • Weekly RAG meetings SLT and teacher which track progress of PP pupils specifically focus on removing barriers for PP pupils 	<p>No financial cost but will raise attainment of disadvantaged pupils specifically. With 40% PP we need to adapt teaching to meet needs of these pupils and track them more rigorously</p>	<p>All PP pupils targeted by whole school actions</p>	<p>All staff</p>	<p>More work in pupils books. Better differentiation of work. Teachers identified individual learning barriers and gaps more quickly, teaching more precisely to gaps. Test results showed accelerated progress.</p>

	<ul style="list-style-type: none"> Daily Arithmetic Booster groups PP pupils receive coaching from TAs 8:30 – 8:50 – increase hours of TA staff 	£20,000	79 Years 1-6	TAs	More effective interventions – impact on raising attainment
	<ul style="list-style-type: none"> Kindles bought for Y5 and 6 PP pupils, with budget for books to load on 	£2,000	24	n/a	Engagement in reading – more regular reading – pupils take kindles home
	<ul style="list-style-type: none"> Y6 SATs support by Director of Learning - some of her time (30%) spent targeting PP pupils once a week 	£4,000	11	DoL	Y6 outcomes improved for PP pupils
	<ul style="list-style-type: none"> Talk for writing training – a project which address needs of LAP PP pupils 	£6,250	38 LAP PP pupils	English leader	Curriculum meets needs of LAP pupils
Inclusion	<ul style="list-style-type: none"> Inclusion team : Learning mentor and pastoral support worker – target PP pupils for attendance, behaviour and learning interventions E.g. Free Homework clubs staffed by Learning Mentor targeted at PP pupils. Free breakfast club for PP pupils Mentoring of individual pupils on a needs basis. 	£42,000	79 Year R-6	Inclusion team	Learning behaviour improvements.
	<ul style="list-style-type: none"> SENCO – 1 day targeted work with staff to support PP pupils with SEN e.g. Intervention training for support staff to effectively impact on progress for PP pupils 	£10,000	SEN pupil premium	SENCO	More effective interventions – impact on raising attainment
	<ul style="list-style-type: none"> Speech and Language intervention for PP pupils 	£15,000	21	SENCO	S+L Barrier to learning minimised
	<ul style="list-style-type: none"> Educational visits e.g. Robinwood residential 	£10,000	81	Office	Experiences enhance learning and impact on achievement
	<ul style="list-style-type: none"> Free uniform for PP pupils 	£2,000	86	Office	Pride in school and ready to learn
	<ul style="list-style-type: none"> Breakfast club 	£600	86	LM	Ready to learn
Total cost		£114,926			
Total financial cost: £114,926					
PP grant 2017-18: £113,520					
Surplus/deficit: - £1,444					

Class Strategies for PP year group cohorts

EYFS2	What did we do?	How many pupils benefitted?	Who was responsible ?	What did success look like?	Impact
<p>Objective 1 Close the attainment gap interventions for LAP PP pupils in R/W/M</p> <p>Objective 2 Challenge in number for HAP</p> <p>Objective 3 Fast Track phonics/spelling for pupils with gaps in phonic skills</p>	<ul style="list-style-type: none"> Use EYFS1 baseline profile data and ongoing assessments to target pupils not on track to reach ELGs On-going tracking of attainment (assessment each half-term) on track for ELG Focus core curriculum R, W, N, SSM whole-class teaching Cycles targeting PP children focused on L and M attainment (ELG and GLD) Staff to aim towards ELG exceeding statement in Number 2 key PP children 	All 6	RG and DC	More PP children achieved GLD	Early Years 71% GLD for DV 59% for Other 2017 GLD for DV increased by 27%
	Challenges planned for in Maths sessions and in provision Extra resources have been purchased and staff have improved provision for SSM	All 6	All EYFS team	More PP pupils achieved expected level for N/SSM. 2 PP children exceeded	
	Extra sessions for children in afternoons cycles	All 6	All EYFS team	More PP pupils achieved GLD in R, W, N, SSM or if not, rapid progress	
	New reading scheme purchased which is in line with Phonic phases that children are working within Resources arrived in January so now taking place	All 6	All EYFS team	Rapid progress in Reading	

Y1	What did we do?	How many pupils benefitted?	Who was responsible ?	What did success look like?	Impact
<p>Objective 1 Close the attainment gap interventions for LAP PP pupils in R/W/M</p> <p>Objective 2 Challenge in number for HAP</p> <p>Objective 3</p>	<p>3x a week intensive phonics interventions- concentrating on securing phase 3, phase 4 and recapping phase 5 new sounds. Oral Blending, segmenting skills, reading and writing words and sentences with good letter formation.</p> <p>After CPD for the teacher and support from SENCo – 2 pupils identified to move to BSquared assessment to measure small step impact</p> <p>Provision areas to be developed with more phonic challenges for those who have made rapid progress to maintain progress.</p>	11 inc. 2SEN	AS SB	<p>More children achieved ARE at the end of Year 1. Progress in books. <i>Obj1</i></p> <p>Higher amounts of PP children passed Yr1 Phonics screening test. <i>Obj3</i></p>	<p>70% of DV passed the phonics screening test</p> <p>Other was 61%</p> <p>20% increase in pass rate from 2017</p>
	<p>Outside agency to work with child for S&L and SEN</p> <p>To use strategies in daily interventions to support phonics</p>	2 SEN	AS LC	Passing Phonics screening. <i>Obj1&3</i>	

Fast Track phonics/spelling for pupils with gaps in phonic skills	Daily 20min focus on Arithmetic Focussed interventions in the afternoon to address misconception identified as required	All		More children achieved ARE at the end of Year 1. <i>Obj1&2</i>	
	1:1 reading with CN from 2.15 daily – Social stories group	1 SEN	CN	Improvement in reading and social behaviours <i>Obj1</i>	

Y2	What did we do?	How many pupils benefitted?	Who was responsible ?	What did success look like?	Impact
Objective 1 Close the attainment gap interventions for LAP PP pupils in R/W/M Objective 2 Challenge in number for HAP Objective 3 Fast Track phonics programme for pupils not achieving in Y1 phonics screening test	Weekly interventions in reading, writing and maths for LAP. Maths- Tuesday/Wednesday 1.50-2.20 Writing- Wednesday/Thursday 2.20-2.45 Reading- Tuesday 2.20-2.45 / Thursday 2.00.2.30	7/9 Inc 1 SEN	LM	Progress evident in books. <i>Obj1</i>	For Reading DV outperformed Other by 4% For Maths DV outperformed Other by 29% Cohort was significantly lower than national for GLD
	Outside agency to be involved with SEN child to support learning.	1 SEN	LM LC	Progress in P scales was evident in books. <i>Obj1</i>	
	Children to have access to mastery challenges through spotlighting activities with reasoning and problem solving supported	All	LM		
	3x a week intensive phonic intervention Mon- 1.15-1.45 SB Wed- 2.45-3.15 Thurs- 1.30-2.00 Daily sessions for those who score below 16/40 Twice weekly sessions for those who are passing the test but did not pass last year to maintain progress.	4 pupil premium children who did not pass phonics. inc 1 SEN.	LM		
	Maths focussed group – place value intervention for those who have made poor progress in the tests. Access arrangements to be trialed – small group setting to improve concentration and manage distractions.	4/9	LM		

Y3	What did we do?	How many pupils benefitted?	Who was responsible ?	What did success look like?	Impact
Objective 1 Close the attainment gap interventions for LAP PP pupils in R/W/M	LAP– 15 minutes daily phonics intervention Mon to Thursday with Mrs Cariss 1:45 – 2:00 Intervention to be reviewed with new class teacher	3	Class teacher plans for TA	Pupils passed continuous phonics assessments showing good progress <i>Obj1&3</i>	Increased phonics scores and significantly improved quality of writing. More pupils achieved TAF criteria
	MAP– 15 minutes Mondays and Wednesdays with MP focus on writing 2:35 – 2:50 Intervention to be reviewed with new class teacher	4	MP	Writing progression accelerated – measured through achievement of	

Objective 2 Challenge in number for HAP Objective 3 Fast Track phonics/spelling for pupils with gaps in phonic skills				writing ITAF objectives <i>Obj1</i>	
	HAP: Tuesdays 2:35 – 2:50 15 minutes on a maths challenge related to maths teaching in the week. Intervention to be reviewed with new class teacher	1	MP	GD and mastery for HAP <i>Obj2</i>	

Y4	What did we do?	How many pupils benefitted?	Who was responsible ?	What did success look like?	Impact
Objective 1 Close the attainment gap interventions for LAP PP pupils in R/W/M Objective 2 Challenge in number for HAP Objective 3 Fast Track phonics/spelling for pupils with gaps in phonic skills	Laptop for writing, with relevant curriculum software	1 SEN		More writing was evident <i>Obj1</i>	3 pupils moved RAG rating from 3 with 1 pupil achieving ARE 2 pupils made good progress and achieved ARE 2 pupils achieved GDS in the last testing
	2 x weekly reading group interventions-Tuesday and Friday reading sessions 10:05-10:45 RIC sessions daily-1:10-1:30	6 Inc. 2 SEN	RC/MD	More children reached ARE in reading <i>Obj1</i>	
	1 x a week sentence level work- Tuesday 2:45-3:15 Focus on grammar and punctuation.	4 Inc. 2 SEN	RC/MD	More children reached ARE in writing. <i>Obj1</i>	
	1 session a week focus on mastery/greater depth(Friday Maths lesson) Arithmetic sessions-every morning 8:30-9:00	3	RC	Children reached ARE expectations/ greater depth by applying arithmetic to problems <i>Obj1&2</i>	
	Times table interventions – 5 sessions per week	All		Improved scores in Times Tables assessments	
	3 x weekly Letterland interventions Monday Tuesday, Thursday (1hour each) Benchmarking and Bsquared to be used to identify small step progress	3 SEN	RC/MD	Children became more fluent in their reading and and improved test scores. <i>Obj1&3</i>	
	High frequency words intervention – spelling/reading 5 sessions per week (2 groups)	6 Inc. 3 SEN		Children improved baseline spelling scores and applied to their writing <i>Obj1</i>	
	1:1 additional reading sessions daily Benchmarking and Bsquared to be used to identify small step progress	3 SEN	MD/RC	Greater fluency in reading <i>Obj1</i>	

	Homework club	2		To consolidate basic skills and give access to computers <i>Obj1</i>	
	Intervention 30 minutes for PP on Monday and Tuesday afternoon at 2:45pm- 3:15pm (Reading comprehension).	4 Autumn term 5 Spring 1	RH SA		
	Intervention group 2 for reading comprehension on Wednesday and Thursday afternoon at 2:45pm- 3:15pm. Group reconfigured Spring 1 due to change in staffing	4 Autumn term 5 Spring 1	RH SA	Increased test scores <i>Obj1</i>	
	1 session a week on Friday mornings during play time working on greater depth reading comprehension skills including unpicking vocabulary Group reconfigured Spring 1 due to change in staffing	3 Autumn term 4 Spring 1	RH SA	Greater working at mastery level to achieve a 1 in RAGs and move towards scores of 110 in tests <i>Obj1</i>	
	Letter Land phonics intervention Thursday afternoon following phonics assessment.	4 Autumn term 5 Spring 1	RH CR	increased their reading score from a 3 to a 2.1 <i>Obj1</i>	
	Wednesday 3:00pm- 3:10pm phonics catch up	2 Inc. 1 SEN	SA	Passed KS1 Phonics assessment <i>Obj1&3</i>	

Y5	What did we do?	How many pupils benefitted?	Who was responsible?	What did success look like?	Impact
Objective 1 Close the attainment and potential progress gap interventions for LAP PP pupils in R/W/M	Weekly/ fortnightly RAG – identify GAPS, find solutions, accountability	13 (all)	RC	Progress through RAG GAPS closed <i>Obj1</i>	Improved combined attainment to 62% Writing is a strength of the PP cohort at 69%
	Reading - Refocused timetable (reading a 30 minutes (10:15-10:30) BH and RIC pm (1:15-1:45) BH) Guided sessions with focus groups (daily)	2 SEN	RC	Progress/ attainment through reading - GAPS closed <i>Obj1</i>	
	Phonics sessions – letter land (Monday – Thursday 1:30- 2:00 Y6 overflow room ET/ PB)	1 SEN	ET/PB	Gaps within phonics closed <i>Obj3</i>	

Objective 2 Challenge in number for HAP Objective 3 Fast Track phonics/spelling for pupils with gaps in phonic skills	Number fluency (8:45-9:15 – shared area ET) Arithmetic test – SDI- 8:45 – 9:15 BH in Class 5 Structured session focused on guided sessions (all teaching) <ul style="list-style-type: none"> - (Teacher timer) - Working with each chld in a guided session weekly - Interactive displays - Incentives - Developing chlds independence 	1 SEN	CM	Developed confidence with numbers and number fluency Daily SDI closing gaps Developing confidence through testing <i>Obj1</i>	1 pupil is improving in attitude to writing and has made progress on the RAG Both pupils spending less time out of class Language improvement after debate with other Delta schools 2 achieved GDS in Reading test. 1 achieved GDS in Maths tests and 2 scored 106 3 out of 4 at EXS in R & M 1 achieved GDS in Maths tests and 2 scored 106. All scoring mid 30s (/40) in Y6 arithmetic test
	Positive behaviour strategies used including positive behaviour charts checked twice a day	2 inc 1 SEN	CM	Higher engagement in all lessons <i>Obj1</i>	
	Developing vocabulary through real life experiences/ trips	All	RC	Children gained wider experiences linking to topics, writing. <i>Obj1</i>	
	Pushing HA – guided sessions and high expectations (maths – 1x a week, writing 1x a week, reading 1x a week within Class5 – BH)	4	RC	Increase in greater depth in reading, writing and maths <i>Obj1&2</i>	
	Arithmetic (Monday -Thursday) – guided session with BH in class (8:55-9:05) developing reasoning skills.	4	RC	Achieved greater than expected in maths <i>Obj1&2</i>	

Y6	What did we do?	How many pupils benefitted?	Who was responsible ?	What did success look like?	Current Impact
Objective 1 Close the attainment interventions for LAP PP pupils in R/W/M and potential progress gap *****this PP cohort are mostly MAP therefore attainment of PP is targeted to significantly	Homework club	11 inc 2 SEN	TG	Improvement in termly assessment <i>Obj1</i>	Attainment 2018 : Reading 55% increase of 36% from 2017. Outperformed other by 8% Writing 82% increase of 25% from 2017 Outperformed other by 29% Outperformed National other by 1% Maths 64% increase of 39% from 2017 Increased combined from 7% to 2017 to 36% in 2018. Significantly closing the gap between School DV and School Other (Only 1% difference)
	Arithmetic test – SDI- 8:30 – 9:00	11 inc. 2 SEN	RP CP	Increase in daily test scores <i>Obj1&2</i>	
	Phonics sessions – letter land (Monday – Thursday 1:30- 2:00 Y6 overflow room ET/ PB) Additional 1-2 daily support – New LSA appointed	1 SEN	PB + ET	Use of correct phonic strategies in everyday writing <i>Obj3</i>	
	Daily Handwriting, HF spelling activities. (1-2 group)	1 Autumn 2 Spring 1	RP+PB CP	Improvement in weekly writing task <i>Obj1</i>	
	Additional challenge activities during lesson time Use of Hegarty Maths both in class and at home (Ipad supplied for homework)	2 Autumn 3 Spring 1	RP CP	Progression toward Greater Depth Standard in Maths and Writing <i>Obj1&2</i>	

					<p>2018 Reading GD was 18% up 18% from 2017. 3% above national other.</p> <p>2018 Writing was 18% up 18% from 2017 closing the gap rapidly to national other. 9% GD increase of 9%. GD combined is 9% up 9% and rapidly closing the gap to national other.</p>
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<p>improve on 2017 PP attainment.</p> <p>Objective 2 Challenge in number for HAP</p> <p>Objective 3 Fast Track phonics/spelling for pupils with gaps in phonic skills</p>	<p>Booster activities in R,W,M (Wednesdays) Reduced reading group size in afternoon reading comp practise (2-9)- Teacher supported</p>	6	JS+RP CP	Improvement in half termly test scores <i>Obj1</i>	
	<p>Timestable practise (15 mins – PE Break time practise for those unable to answer quick fire questions (home books provided for additional support)</p>	3	RP+PB CP	Completion of bronze,silver gold in 12x12 time tables <i>Obj1&2</i>	
	<p>Targeted questioning during lesson time</p>	3	RP CP	Increased contribution to all class activities <i>Obj1</i>	
	<p>Additional maths support based on daily numeracy tests (Break time) – Work record in back of books. Now includes 15mins of PE time.</p>	11 inc 2 SEN	RP CP	Increase in daily test scores <i>Obj1&2</i>	
	<p>Access to kindles for home and school use Now including 50 books and Whole school class books such as BISP and Private Peaceful</p>	11 inc 2 SEN	RP CP	Improvement in reading book band and reading comprehension scores <i>Obj1</i>	
	<p>Barclays reading volunteers - weekly</p>	9 inc 2 SEN	Barclays	Confident and more fluent readers <i>Obj1</i>	

Impact → What does the 2017-18 data suggest for next year?

KS2 RESULTS

2018 PP Reading progress: -2.6 (Other -4.8)

2018 PP Writing Progress: 3.7 (other -1.3)

2018 PP Maths progress: +0.9 (Other -0.6)

Objectives

1. Close the gap in reading and writing in KS1
2. Continue to maintain high results in KS2 with disadvantaged outperforming other
3. Close gap in attendance figures for DV vs other: DV = 93.12% , Non PP = 94.3%

See Pupil Premium Plan 2018-19 for detailed strategy plan of provision.