



MULTI ACADEMY TRUST PUPIL PREMIUM IMPACT REPORT

WHITE CLIFFS PRIMARY COLLEGE FOR THE ARTS *for Financial Year 1st April, 2016 to 31st March, 2017*

Number of Pupils and Pupil Premium Grant (PPG) Received APRIL 2016 – MARCH 2017

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Total number of pupils on roll – October census	239
Total number of pupils eligible for PPG	135
Amount PPG received per pupil	£1320
Total amount of PPG received	£178,610.

Summary of PPG Spending 2016 – 2017

Objectives of Spending PPG:

Pupil Premium is additional funding allocated to support pupils from low income families.

Although schools are free to spend the pupil premium as they see fit, they are accountable for how they use this funding to support pupils attainment and progress.

Through the targeted use of this fund we are seeking to ensure that eligible pupils are making greater rates of progress than other pupils with similar starting points nationally. It is our intention that every child should achieve their full potential and their backgrounds should not be seen as barriers to success.

PP = Pupil Premium NPP=Non-Pupil Premium

Impact of PPG Spending by Item/Project 2016-2017

Item/Project	Cost	Actions	Impact (including information on PP children’s performance compared to NPP, parental involvement, how spending impacts progress on Core subjects etc.)												
Raising Attainment and Progress	£220,000	Introduction of “Connecting Steps” across Key stages 1 and 2 to precisely track children’s progress and give detailed feedback into next steps for learning for each individual child.	<ul style="list-style-type: none"> Connecting steps in place for Years 1-6 in Core subjects. Statements in the software have been included in Learning Ladders and lesson plans. Pupil Progress meetings have used the information to track performance between Pupil Premium (PP) children and Non Pupil Premium (NPP) children. The system has been integrated into Target Tracker judgements and the following performance indicators have been acquired across Years 1-6 <i>(Last Year’s figures in brackets but contain 66 pupils with incomplete data for the year)</i> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th> <th style="text-align: center;">PP children % At or above Expectations</th> <th style="text-align: center;">NPP children % At or above Expectations</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td style="text-align: center;">80.9% (27.8%)</td> <td style="text-align: center;">85.7% (29.7%)</td> </tr> <tr> <td>Writing</td> <td style="text-align: center;">80.0% (16.5%)</td> <td style="text-align: center;">83.5% (25.3%)</td> </tr> <tr> <td>Maths</td> <td style="text-align: center;">78.3% (25.2%)</td> <td style="text-align: center;">85.7% (30.8%)</td> </tr> </tbody> </table> <p>Connecting Steps has made staff more confident at agreeing bandking for Target Tracker as it has provided concrete evidence of attainment and next steps in learning.</p> <p style="color: red; text-align: center;">Linked to Key Priority 1 of the College Development Plan 2016-2017</p>		PP children % At or above Expectations	NPP children % At or above Expectations	Reading	80.9% (27.8%)	85.7% (29.7%)	Writing	80.0% (16.5%)	83.5% (25.3%)	Maths	78.3% (25.2%)	85.7% (30.8%)
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Vice Principal (partial salary is set against Pupil Premium funding) to provide intensive support to those Pupils in receipt of Pupil Premium that are at risk of falling behind. Provision to include the building of a dedicated teaching space (“The Garden Room”) and subscription to personalised intervention software (“Lexia” & “Symphony Maths”)

Director for Inclusion to be non-class based.

- Of the Year 4 Pupils identified as “at risk of falling behind,” 100% of children are now working within the age appropriate band, having made one or more band’s progress over the year.
- Of the Year Pupils identified as “at risk of falling behind,” the following data has been achieved against the National Expectations:

	Year 5 identified children	National expectations
Reading	100% made 8 or more steps	6 steps
Writing	80% made 7 or more steps	6 steps
Maths	100% made 6 or more steps & 60% made 14 steps progress	6 steps

- Symphony and Lexia interventions have been well used as a teaching resource and will be extended across Key Stage 2 next year. The of progress, especially in Maths, can be attributed to these resources.
- “The Garden Room” resource has been well-used this year: work will continue to happen in-class and in Buckland group, with the Garden Rooms being converted into a Reading Space (The “Book Barn”) for next year.

Linked to Key Priority 1 of the College Development Plan 2016-2017

- Provision maps & analysis of progress maintained by Inclusion Manager, as well as supporting learning for Key Stage 1 SATS and Year 1 & 2 Phonics Screening
- Director for Inclusion attended a total of 111 meetings related to specific identified children, including the collation of evidence to support applications for funding and signposting and monitoring external agencies, with a number of children requiring multiple meetings with different professionals.

Linked to Key Priority 1 of the College Development Plan 2016-2017

Provision of Buckland Class to provide a small, nurturing environment for those disadvantaged children who are falling just below the threshold for EHCP Intervention sessions for targeted pupils dependent of individual needs.

Highly qualified and capable Support Staff deployed to support Pupil Premium children in the classroom.

- High impact strategies (e.g. Lexia and Symphony Maths as well as Numicon purchases) were deployed to improve standards in Buckland Class leading to 83% of pupils making 6+ steps progress in maths (National Expectation is 6 steps)

Linked to Key Priority 1 of the College Development Plan 2016-2017

- Specialist Teacher and Teaching assistant (funded through the Pupil Premium Grant) planned and delivered the day-to-day bespoke interventions for each child identified in Key Stage 1 – leading to the following (*last year's data in brackets*):

	PP children % Passed Phonics Screening	NPP children % Passed Phonics Screening
Year 1	90% (71%)	83% (86%)
Year 2	57% (50%)	100% (100%)

- The Director of Inclusion had the overview of this specialist provision, ensuring that all recommended programmes were delivered, tracked and monitored, liaising, where appropriate, with external professionals and the class teacher. Evidence of this can be seen in Provision mapping and Pupil Progress Meeting reports.
- Professional Development Meetings were held for all support staff fortnightly, where training mirrored that of teachers so that all staff have highly developed skills and knowledge in identifying the learning needs of disadvantaged children: topics included use of Connecting Steps to find gaps in learning, numicon training and metacognition. In total, 23 sessions took place (with staff time funded by Pupil Premium) with 100% of staff grading the sessions “good or better” when considering Quality of Delivery

(continued)

Effectiveness in Meeting Needs and Anticipated Impact Value (Source – Bluewave Swift)

- Baseline assessment of new entrants took place in the Foundation Stage. The Pupil Premium Grant was used to make up the shortfall between the initial Government funding for assessment in Early Years and the actual cost of the purchase of the enhanced package. This enabled staff to support those children identified with a high level of need early on. Both Speechlink and Language Link were used from the start of the year to determine levels of need. The following data shows the impact (note: a significantly higher level of need was identified across the whole cohort in September, including 2 children with an EHCP : *last year's data in brackets*)

	PP children getting 6+ steps progress	NPP children getting 6+ steps progress
Communication & Language	68% (75%)	80% (75%)
Literacy	68% (75%)	80% (80%)
Mathematics	68% (75%)	80% (75%)

- Play Therapy sessions took place for a number of children, linked to emotional and anxiety issues. This work has seen individual children's attendance improve on a case by case basis.

<p>Extra Curricula Support to raise achievement</p>	<p>£10,000</p>	<p>To ensure identified pupils are not prevented from attending extra curricula events.</p> <p>Curricular Enhancement</p>	<ul style="list-style-type: none"> • Minibuses were used for transport to events plus subsidised costs for trips and activities. This was to ensure that all pupils receive important life experiences: many of our disadvantaged children do not have access to the same activities as non-disadvantaged pupils. Each class had at least 3 trips out this year, in addition to the support the minibuses have provided for Sports fixtures and swimming during school time, • Children who otherwise would not have had experiences beyond their immediate locality will have enriched lives. This in turn has reflect in the quality of their learning • After school “Private Tuition” took place for targeted pupils for reading, writing, SPAG and maths in Key Stage 1 and 2. Please see the tables above for the impact on data in these Key Stages • Support staff to delivered a total of 65 different After School clubs which were co-funded by Pupil Premium and Sport Premium and all clubs were heavily over subscribed. Feedback from children and parents has been very positive and we are looking to continue many of these clubs into next year. Linked to Key Priority 3 of the College Development Plan 2016-201 • Money was also used to fund new resourcing for Numicon mathematics across the whole of Key Stage 1 and Key Stage 2 where the additional maths support was required. (see data above for overall impact) Linked to Key Priority 1 of the College Development Plan 2016-2017
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Pupil & Parent Support and Attendance (DPPSA)	£38,000	Continued deployment of a Director for Parent and Pupil Support Appointment of Support staff to assist the Director of Inclusion with the emotional well-being of pupils and provide additional support during social times	<ul style="list-style-type: none"> • Overall, attendance for the College has improved : the College has exceeded National Expectations for Attendance with a score of 96.3% compared to 94.9% for this time last year. This has been achieved through the relentless work of all staff headed up by the DPPSA and the deployment of Attendance incentives, such as Tea Parties and reward trips for excellent attendance. In many year groups, the attendance of those Pupil Premium children who receive support from the DPPSA have a higher attendance than those non-Pupil Premium children in the same cohort. • DPPSA has continued to work with vulnerable families to support social interaction between children and has liaised with a number of external agencies, such as social services and Early Help. Pupil Premium has allowed the funding of this position which would otherwise have meant teaching staff attending suh meetings and reducing the time those teachers would get to spend working with their class. <p style="text-align: center;">Linked to Key Priority 3 of the College Development Plan 2016-2017</p>
Total PPG Received -			£178, 610
Total PPG expenditure			£268,000
PPG remaining			Any overspend from disadvantage funding within General Annual Grant to embed ongoing initiatives.