



# Multi Academy Trust PUPIL PREMIUM Impact REPORT

WHITE CLIFFS PRIMARY COLLEGE FOR THE ARTS

*for Financial Year 1 April 2017 to 31 March 2018*

Number of Pupils and Pupil Premium Grant (PPG) Received  
APRIL 2017 – MARCH 2018

Total number of pupils on roll – October 2017 census	288
Total number of pupils eligible for Pupil Premium Grant (PPG)	142
Amount PPG received per pupil	£1,320
Total amount of PPG received	£187,440

## Summary of PPG Spending 2017 – 2018

The key principle behind funding for Pupil Premium is to close the gap in attainment and progress between disadvantaged pupils at White Cliffs Primary College for the Arts and non-disadvantaged pupils nationally.

The Pupil Premium Grant is targeted in its entirety to those children who are eligible. Leadership decisions also take into account a whole school approach, designed to benefit all children, thus what is effective for disadvantaged pupils is effective for non-disadvantaged pupils.

This document should be read alongside the Self-Evaluation and Establishment Development Plan (SEED Plan) projects for a more detailed picture.

PP = Pupil Premium NPP=Non-Pupil Premium – **Data in Red has not yet been validated by moderation or the DfE**

### Impact of PPG Spending by Item/Project 2017 – 2018

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	£200,000	Use of “tracking materials to identify where core subject skills can be integrated into foundation lessons. This will enable teachers to set additional work to address gaps and support those Pupil Premium children who may be able to achieve “greater depth”	<ul style="list-style-type: none"> <li>Use of Connecting Steps has evolved and now the College has a bespoke tracking system for skills progression – “PASS Sheets” have used the statements directly from the 2014 National Curriculum and have used the principals of small steps skills progression for all core subjects. These skill steps 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. Target Tracker has also been superseded by the Termly Tracking Grids which make more use of teacher judgements and standardised score testing and can give progress measures AND attainment. Directors of English and Maths have overseen the implementation of PASS sheets across the College. <i>(Last Year’s figures in brackets.)</i></li> </ul> <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 (% out of 18 PP children)</th> <th style="text-align: center;">NPP children % At or above Expectations (% out of 7 NPP children)</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td style="text-align: center;">67% (80.9%)</td> <td style="text-align: center;">100% (85.0%)</td> </tr> <tr> <td>Writing</td> <td style="text-align: center;">67% (80.0%)</td> <td style="text-align: center;">100% (83.5%)</td> </tr> <tr> <td>Maths</td> <td style="text-align: center;">50% (78.3%)</td> <td style="text-align: center;">100% (85.7%)</td> </tr> </tbody> </table>		PP children % At or above Expectations (% out of 18 PP children)	NPP children % At or above Expectations (% out of 7 NPP children)	Reading	67% (80.9%)	100% (85.0%)	Writing	67% (80.0%)	100% (83.5%)	Maths	50% (78.3%)	100% (85.7%)
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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.

Director of Inclusion  
to be non-class  
based.

**Linked to Key Priority 2 & 4 of the College Development Plan 2017-2018**

- Support was provided for all PPG children in Year 6 who were at risk of not making their progress measure or reaching the expected standard. This involved intensive 1-1 work on a daily basis, provision of external learning opportunities with bespoke online tasks set for each child, after school Private Tuition sessions and Easter School. Those children who were previously taught within the Buckland provision for additional support were also re-integrated into the main class for all lessons.
- “The Garden Room” resource has now been converted into the “Book Barn” which has allowed for provision of extra ‘free reading’ time for pupils during break and lunchtime with adult supervision.

**Linked to Key Priority 2 of the College SEED Plan 2017-2018**

- Clear line management of adults providing targeted interventions (evidenced through Provision maps and analysis of progress.)

**Linked to Key Priority 1 of the College SEED Plan 2017-2018**

- Director for Inclusion attended a total of 131 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 SEED Plan 2017-2018**

- High impact strategies (e.g. Lexia and Symphony Maths as well as Numicon purchases) were initially deployed to improve standards in Buckland Class – following a brief period of transition early in the year, it was agreed that the Buckland children would return to their classes for all lessons in order to reintegrate them with their peers. Specialist provision would be done in class rather than a separate classroom by additional staff.

**Linked to Key Priority 1 of the College SEED Plan 2017-2018**

Provision of Teaching support for low-achievers who are falling just below the threshold for EHCP

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

- Specialist Phonics 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 (Year 1 had a high level of need this year) – leading to the following (*last year's data in brackets*):

	PP children % Passed Phonics Screening	NPP children % Passed Phonics Screening
Year 1	80% (92%)	90% (77%)
Year 2	33% (57%)	66% (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 (PIPS sheets) and Pupil Progress Meeting reports.
- Staff development included Support Staff with a particular focus on Well-being, to link with the Mental Health aspects of Key Priority 3 in the SEED Plan)
- Introduction of new Pastoral role for FA to work closely with small groups and individuals who need help with conflict resolution, social interactions etc which act as a barrier for their learning.  
**All above are linked to Key Priority 3 of the College SEED Plan 2017-2018**
- Baseline assessment of new entrants took place in the Foundation Stage. The Pupil Premium Grant was used once again 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.

		<p>To ensure identified pupils are not prevented from attending extra curricula events.</p> <p>Curricular Enhancement</p>	<ul style="list-style-type: none"> <li>• External Play Therapy sessions were completed for a number of children who had commenced them in the previous year, linked to emotional and anxiety issues. This work has seen individual children's attendance improve on a case by case basis.</li> <li>• 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,</li> <li>• 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</li> <li>• 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</li> <li>• Support staff to delivered a total of 22 different After School clubs (each running for 10 weeks) which were co-funded by Pupil Premium and Sport Premium and all clubs were heavily oversubscribed, with over 200 registered club member spaces taken this year in total. Feedback from children and parents has been very positive and we are looking to continue many of these clubs into next year.</li> <li>• 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 DPPS and the deployment of Attendance incentives, such as Tea Parties and reward trips for excellent attendance.</li> </ul>
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<p>Extra Curricula Support to raise achievement</p>	<p>£10,000</p>	<p>Reconfiguration to create the Year 6 Learning Centre</p>	<ul style="list-style-type: none"> <li>• DPPS has worked 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 such meetings and reducing the time those teachers would get to spend working with their class.</li> <li>• DPPSA appointment has a stronger emphasis on supporting the child with emotional well-being, deploying initiatives such as Lego Therapy and Social Groups.</li> </ul> <p><b>All above are linked to Key Priority 3 of the College SEED Plan 2017-2018</b></p>
<p>Pupil &amp; Parent Support (DPPS)</p>	<p>£10,000</p>	<p>Continued deployment of a Director for Parent and Pupil Support (DPPS) and appointment of a DPPS Assistant (DPPSA) with the emotional well-being of pupils and provide additional support during social times</p>	<ul style="list-style-type: none"> <li>• A new space was set up for individual and group work in Year 6 which has a high level of Pupil Premium. The new space now has enclosed work-stations for focused learning, along with break out space for personal study and furniture for setting up ICT hubs in the room. This has enabled small group work and personalised learning opportunities that best suit their needs. Vice Principal along with 3 staff have all led small groups at the same time as a result of this configuration and has helped build resilience and confidence.</li> </ul> <p><b>All above are linked to Key Priority 4 of the College SEED Plan 2017-2018</b></p>
<p>Total PPG Received -</p>			<p>£187,440</p>
<p>Total PPG expenditure</p>			<p>£270,000</p>

PPG remaining	Any overspend from disadvantage funding within General Annual Grant to embed ongoing initiatives.