

## Pupil Premium Impact Assessment

### The Parks Academy Pupil Premium Impact and Evaluation Report Academic Year 2015/2016

#### Context of Academy

The Parks Primary Academy is part of the School Partnership Trust Academies.

The Parks Primary is a larger than average sized primary.

The school is located in the west of the city of Kingston upon Hull, in an area of deprivation 0.60 on the school deprivation measure, which is significantly above the national average of 0.24.

71.1% of pupils are eligible for pupil premium which is significantly higher than the national of 26.6%

The majority of families are white British. 21.1% of families are from minority ethnic backgrounds compared to 29.7% nationally and 10.3% of pupils' first language is not English compared to 18.8% nationally,

#### Objectives of Pupil Premium Spending

Our key objective in using the pupil premium grant is to narrow the gap between pupil groups. Through targeted intervention and support measures we are working to eliminate barriers to learning and progress

- To continue to provide all children with high quality teaching and learning experiences.
- To continue to use targeted intervention and support to close the attainment gap.
- To develop the curriculum to engage all learners, develop independence, resilience, collaboration and provide challenge.
- To provide a range of quality first hand experiences to raise aspirations, engage children in their learning and expose them to the world around them.
- To provide support to ensure that the children are ready to learn.

#### 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 school
- ☑ 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 school receive good teaching, with increasing percentages of outstanding teaching achieved by using leaders to:

- ☑ Set high expectations
- ☑ Address any within-school 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 school and draw on external expertise
- ☑ Provide high quality CPD
- ☑ Improve assessment through joint levelling and moderation

<b>Amount of Pupil Premium Grant (PPG) Received</b>	
<b>Amount of PPG Allocation for Academic Year 2015/2016</b>	
Total number of pupils on roll	FY1-Y6
Total number of eligible for pupil premium grant	158
Total amount of PPG received 01/09/2015 – 31/08/2016 (£1300 per pupil)	<b>£205,400</b>
Total number of pupils eligible for EYFS pupil premium grant	21
Amount EYFS PPG received (£300 per pupil)	<b>£6300</b>
Total amount of PPG and EYFSPP received	<b>£211,700</b>

**Summary of PPG spending academic year 2015/2016**

The impact of the emotional wellbeing officer and behaviour and attendance officer has resulted in PA falling to broadly average in 2016. The addition of an extra teacher to support interventions and small group teaching. The Impact is evident in the percentage of children at KS2 reaching the expected standards and the progress these pupils make across KS2

**Record of PPG Spending Academic Year 2015/2016**

Item/Project	Cost	Objective	Outcome
Target: To increase the amount of PP children making better than expected progress to well above the national average in KS2.			
Additional class teacher KS2	£36,000	An raise achievement in KS2 to support targeted interventions, 1:1 and group support	Progress measures PPG children Reading: 2.73 Writing: 2.49 Maths: 1.96
Emotional well-being officer and attendance officers	£50,000	To provide support for vulnerable families in developing positive learning attitudes and raising attendance	20/21 children with emotional needs are pupils entitled to PPG.
Pupil reward points	£2000	To raise the level of attendance and learning behaviours	Learning behaviours significantly increased. Exclusions decreased. External audit in June 2016 judged

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			behaviour to be outstanding overall.
Reading, writing, maths interventions in KS1 and KS2 during afternoons	£40000	The raise achievement and deliver personalised interventions through 1:1 support for reading, writing and maths across the school.	Progress measures PPG children Reading: 2.73 Writing: 2.49 Maths: 1.96
Robin wood residential London Learning experiences	30,000	To provide opportunities for children to participate in extracurricular activities to widen their experiences and develop cultural opportunities.	22 PPG children in Y6 attended Robinwood residential, London experience, music tuition and theatre visit. Increase in participation in clubs.

Breakfast club (no charge to parents)	£4000	To ensure children are healthy and well nourished. The academy will continue to provide breakfast club to ensure all children start the day ready to learn.	High % of children attend breakfast club daily.
EYFS 'Making it real' Intervention. Focus teaching for PP to improve GLD outcomes	£16,991	A continued focus on improving the outcomes of our youngest PP learners (FS1 and FS2) to make sure that their outcomes are in line with those of the Non-PP at the end of FS2.	GLD outcomes increased, higher % of value added.
Additional FS2 teacher to nurture and provide Early Intervention	£24,000	To ensure the most vulnerable PPG children have access to life coaching to enable them to make appropriate choices and self-regulate feelings and behaviour	GLD outcomes increased, higher % of value added.
High quality CPD to deliver wave 3 Interventions	£3000	Staff training	Numicon training, reciprocal reading, SDI, Speech and

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			language, time to talk, Autism training, Interventions, Blooms taxonomy
SENCO support	£10000	Specialist teacher employed part time to support individuals needs	13 PP children also have SEN additional needs. Interventions tailored and bespoke to their needs by specialist SENCO support.

<b>Total PPG received</b>	<b>£211,700</b>
<b>Total PPG expenditure</b>	<b>£212,991</b>
<b>PPG remaining</b>	<b>£-1291</b>

KS1 Diminishing differences																
	% at expected	% Difference	Summary Statement													
KS1 PP Reading	55%	PP -36%	32 PP pupils and 11 non PP.  <table border="1"> <thead> <tr> <th></th> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>PP stable (23)</td> <td>61%</td> <td>52%</td> <td>61%</td> </tr> <tr> <td>PP mobile (8)</td> <td>38%</td> <td>25%</td> <td>25%</td> </tr> </tbody> </table>			Reading	Writing	Maths	PP stable (23)	61%	52%	61%	PP mobile (8)	38%	25%	25%
	Reading	Writing			Maths											
PP stable (23)	61%	52%			61%											
PP mobile (8)	38%	25%			25%											
KS1 NPP Reading	91%															
KS1 National NPP	78%	-23%														
KS1 PP Writing	47%	PP-35%														
KS1 NPP Writing	82%															
KS1 National NPP	70%	-23%														
KS1 PP Mathematics	56%	NPP -40%														
KS1 NPP Mathematics	91%															
KS1 National NPP	77%	-21%														
KS2 diminishing differences																
Attainment	% at expected	Scaled Score	Progress Score	Summary Statement												
KS2 PP Combined	57%	103.9	+5.5	23 PP pupils and 8 non PP.  In reading, writing and maths PP performed better than non PP, was above the national average for all in 53% and broadly in line with national other.  PP average scaled score is higher in every measure than NPP in the academy.  Progress for PP is higher than national (0) in every measure.												
KS2 NPP Combined	63%	103.3	+2.3													
KS2 National NPP	60															
KS2 Reading PP	70%	99.4	+2.73													
KS2 NPP Reading	63%	98.4	+0.54													
KS2 National NPP	71%	103.8														
KS2 PP Writing	70%	98.3	+2.49													
KS2 NPP Writing	63%	97	+0.05													
KS2 National NPP	79%															
KS2 PP Mathematics	65%	99.8	+1.96													
KS2 NPP Mathematics	63%	99.1	+0.33													
KS2 National NPP	75%	104.1														

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KS2 PP GPS	61%	99.6		
KS2 NPP GPS	50%	100.8		
KS2 National NPP	78%	105.0		
<b>Progress Summary Statement</b>				
<p>Combined – FFT rank 41 as a whole cohort (58%). PP combined is 57% national is 60%. The academy is broadly in line with national.</p> <p>Reading – Progress for reading as a whole cohort (+2.3) is within the first 25% nationally. As PP progress is +2.73, it is reasonable to assume that this is also within the same percentile rank as national other</p> <p>Writing – Progress for reading as a whole cohort (+1.8) is within the first 40% nationally. As PP progress is +2.49, it is reasonable to assume that this is at least within the same percentile rank as national other</p> <p>Mathematics – Progress for reading as a whole cohort (+1.6) is within the first 25% nationally. As PP progress is +1.96, it is reasonable to assume that this is at least within the same percentile rank as national other</p>				

2014-2015 data			
Performance Analysis of PPG children at the end of KS1 (Academy % then gap between PPG pupils against national others)			
RWM	Reading	Writing	Maths
2015 L2+	67 (-26)	72 (-19)	86 (-9)
2014 L2+	73 (-19)	67 (-22)	67 (27)
2015 L3+	6 (-31)	3 (-18)	6 (-24)
2014 L3+	7 (-28)	7 (-12)	7 (-18)

Narrowing the gap APS between disadvantaged and other children in KS1					
RWM	Reading		Writing		Maths
2015/16	+/-	+/-	+/-	+/-	+/-
2015	13.2 (-2.2)	12.6 (-2.9)	12.8 (-1.3)	14.3 (-2.4)	
2014	13.2 (-3)	13.1 (-2.9)	12.6 (-2.7)	13.7 (-3.6)	
2013	15.1 (-1.5)	15.6 (-1.8)	14.4 (-1)	15.2 (-1.8)	

Performance Analysis of PPG children at the end of KS2 (Academy % then gap between PPG pupils against national others)				
RWM	Reading	Writing	Maths	
2015 L4+	57 (-13)	68 (-15)	68 (-11)	68 (-12)
2014 L4+	72 (+8)	80 (-1)	84 (+2)	76 (+10)
2015 L5+	4 (-9)	25 (-9)	7 (-15)	14 (-14)
2014 L5+	4 (-8)	8 (-27)	8 (-12)	12 (-16)

Narrowing the gap APS between disadvantaged and other children in KS2				
RWM	Reading	Writing	Maths	
2016	+/-	+/-	+/-	+/-
2015	25.4 (-6.4)	25.7 (-4.9)	24.6 (-6)	25.7 (-7.3)
2014	26.2 (-2.3)	25.8 (-3.2)	26.5 (-2.8)	26.3 (-2)
2013	25.2 (-5.1)	23.7 (-4.5)	25.0 (-4.4)	26 (-5.8)

#### Implications for Pupil Premium Spend in 2016/2017

Taken from Academy Development Plan 16-17

Ensure that PP grant is effectively spent in order to

- ☑ Improve PP boys' attainment
- ☑ Improve average scaled score in KS2
- ☑ Achieve a greater % of high score / greater depth/ exceeding for PP pupils at all stages
- ☑ At KS2 achieve a greater % of PP at expected from low prior attainment band
- ☑ Increase the % PP attainment in GPS, particularly spelling and punctuation