

**Minchinhampton C of E Primary Academy**

‘Pupils with a love of learning who care about others’

DGAT: A generous education – excellence through partnership

Pupil Premium Grant

Objectives of our approach:

 The intended outcomes for all pupils in receipt of Pupil premium funding is:

* The gap in achievement between PP pupils and non pupil premium pupils is narrowed, so that achievement is in line with non PP achievement
* To ensure PP pupils enjoyment and wellbeing is supported effectively

This will be realised when:

* PP progress and attainment is in line with/ exceeds their personal predictions and targets
* PP achievement is promoted by all staff
* PP achievement is supported by their parents’/carers’ involvement
* PP involvement and enjoyment of learning inside school is supported
* PP involvement and enjoyment outside school is supported

This will ensure that:

* PP pupils are able to engage with their next stage of education successfully

**Evaluation of our approach:**

Formative intervention has had a significant impact on outcomes for PP pupils and our experienced PP teachers have been central to these efforts. After a long search we are hopeful we have found the way forward. We have responded to both the Sutton Trust research and committed to the ongoing development of formative assessment- including working closely with Shirley Clarke on action research and we have carried out internal research alongside other DGAT schools in best use of TA’s. However we have also responded to the very particular needs/ dynamic in our school. Alongside formative intervention, our pastoral team and now our approach to behaviour has helped to ensure all pupils feel more supported in school and have the kind of experiences and opportunities that grow both self-esteem and intrinsic interest in learning.

Recent PP profiles for the school:

|  |
| --- |
| **Number of pupils and pupil premium grant (PPG) received** |
| Total NOR **2014-15**= 302 |  **2015-16** = 316 |
| Total No. eligible for PPG:**41** pupils in total13 in receipt of free school meals24 pupils in receipt of FSM Ever 62 pupils adopted from care2 pupils who have a parent serving in the armed forces | **40** pupils in total12 pupils in receipt of free school meals15 pupils in receipt of FSM Ever 65 pupils adopted from care8 pupils who have a parent serving in  the armed forces |
|  Total £56,000 | £53,171 |
|  |  |

|  |
| --- |
| **Number of pupils and pupil premium grant (PPG) received** |
| Total NOR **2016-17**= 319 | Total NOR **2017-18**= 319 (348) |
| **45** pupils in total32 pupils in receipt of free school meals, including pupils in  receipt of FSM Ever 66 pupils adopted from care7 pupils who have a parent serving in the armed forces | **35** pupils in total at end of year16 FSM10 Ever 64 Adopted5 pupils with serving parent in armed forces |
| Total: £52,080 | Total: £42,213 |

-Impact Report: data trends over the last 4 years:

|  |
| --- |
| **2012—2015: Performance of disadvantaged pupils--figs in percentages** |
|  | 2012-3 | 2013-4 | 2014-5 |
|  | PP(-% of cohort) | Non PP | PP( -% of cohort) | Non PP | PP(-% of cohort) | Non PP |
| KS2 Reading, expected progress | n/a | 97% | 75% | 93% | *100%* | *98%* |
| KS2 writing, expected progress | 92% | 100% | *100%* | *100%* |
| KS2 maths, expected progress | n/a | 95% | 75% | 93% | *100%* | *98%* |
|  | 2013 FSM | National non FSM | 2014 FSM | National non FSM | 2015 FSM | National non FSM |
| KS2 reading, L4+ | n/a | 100% | 75% | 97% | 100% | 97% |
| KS2 writing, L4+ | n/a | 97% | 83% | 97% | 100% | 97% |
| KS2 maths, L4+ | n/a | 92% | 58% | 93% | 100% | 97% |
| KS2 SPAG, L4+ | n/a |  | 58% | 76% | 100% |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | 2013 FSM |  non FSM | 2014 FSM | non FSM | 2015 FSM | non FSM |
| KS1 Phonics Check | 67% | 62% | 40% | 86% | 100% | 100% |

|  |
| --- |
| **2016--: Performance of disadvantaged pupils--figs in percentages** |
|  | 2015-16 | 2016-17 | 2017-18 |
| **Progress** | PP(-% of cohort) | All pupils | PP( -% of cohort) | Non PP | PP(-% of cohort) | Non PP |
| KS2 Read progress |  | 2.9 | -0.78 | 1.56 |  |  |
| KS2 writing progress |  | -0.5 | 0.93 | 1.07 |  |  |
| KS2 maths progress |  | 1.8 | -0.99 | -0.02 |  |  |
| **Attainment** | 2016 FSM | non FSM | 2017 FSM | National non FSM | 2018 FSM | National non FSM |
| KS2 reading ARE | 75% | 93% | 40% | 75% |  |  |
|  Exc | 0% | 45% | 0% | 25% |  |  |
| KS2 writing ARE | 100% | 95% | 80% | 76% |  |  |
|  Exc | 0% | 10% | 20% | 18% |  |  |
| KS2 maths ARE | 100% | 93% | 80% | 75% |  |  |
|  Exc | 0% | 30% | 0% | 23% |  |  |
| KS2 SPAG ARE | 100% | 98% | 80% | 76% |  |  |
|  Exc | ?? | 33% | 20% |  |  |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | 2016 FSM |  non FSM | 2017 FSM | non FSM | 2018 FSM | non FSM |
| KS1 Phonics Check | 80%  | 98% | 100% | 100% |  |  |
| Yr 2 | 100% | 100% | SUPP | 100% |  |  |

Impact Report: Evaluation of last year

|  |
| --- |
| **Record of PPG spending 2016/17** |
| Summary |
| **Objectives in spending PPG last year**The intended outcomes for all pupils in receipt of Pupil premium funding is:* The gap in achievement between PP pupils and non pupil premium pupils is narrowed, so that achievement is in line with non PP achievement
* To ensure PP pupils enjoyment and wellbeing is supported effectively

This will be realised when:* PP progress and attainment is in line with/ exceeds their personal predictions and targets
* PP achievement is promoted by all staff
* PP achievement is supported by their parents’/carers’ involvement
* PP involvement and enjoyment of learning inside school is supported
* PP involvement and enjoyment outside school is supported

This will ensure that:* PP pupils are able to engage with their next stage of education successfully
 |
| **Evaluation Notes 16 17**Ourcontinued commitment to formative assessment through our action research and lesson study programme continues to have a positive impact on teaching across the school. Formative intervention (based on research) in the afternoon is now seen as integral to our approach and making a significant contribution to improved progress and attainment for vulnerable pupils. We continued to employ two experienced PP teachers to work alongside class teachers and play a key role in formative intervention in the afternoons; to provide ‘learning experiences’ such as visits to the library, writing projects with local authors and trips to the shops to engage pupils in their learning to run programmes such as Chatterbooks- for older PP children to work alongside younger PP children with their reading. This has been vindicated by an improving attainment picture but also by the enthusiasm specific pupils are showing for reading and learning. Our commitment to providing pastoral support to those pupils who need it, including through the pastoral team at lunchtime and support for families in the home with Ability continues to support a relationship of trust between home and school and improving outcomes. The focus in Foundation Stage on reading for PP pupils as well as formative intervention is giving our PP pupils a well-supported start to school life. Home visits have become a valued part of our provision.  |

|  |
| --- |
| Spending and actions taken 2016-17 |
| Activity/project | Cost (£) | Objective | Impact |
| Formative assessment action research | £1000 | Continue to build on formative learning practice in school |  |
| A+bility | £2071 | Working with vulnerable families |  |
| Formative intervention teacher 1 | £22 574 |  Supporting vulnerable pupils In class and through formative intervention |  |
| Formative intervention teacher 2 |  £10 680 | Supporting vulnerable pupils In class and through formative intervention |  |
| Librarian/TA support | £11755 | -Promoting books and pleasure in reading across the school-Smaller classes in F stage with full time TA’s running formative intervention.-After school reading clubs in F Stage and upper KS2 with PP pupils and parents |  |
| Opportunities  | £4000 | Providing extra curricular opportunities & pastoral support across the school. |  |
| Formative assessment action research | £1000 | Continue to build on formative learning practice in school |  |
| A+bility | £2071 | Working with vulnerable families |  |
| Formative intervention teacher 1 | £22 574 |  Supporting vulnerable pupils In class and through formative intervention |  |
| Formative intervention teacher 2 |  £10 680 | Supporting vulnerable pupils In class and through formative intervention |  |
| Total: | £52 080 |  | Total: |

