

## Pupil Premium Impact Assessment

### Pupil Premium Impact and Evaluation Report

Academic Year 2016/17

#### Context of Academy

Willows Academy is a smaller than average academy with a 39 place FTE foundation unit. There are currently 165 pupils (including FS1 pupils) on roll.

According to RAISE online February 2017, the school deprivation indicator is higher than the national (0.33 compared to 0.21 nationally) which places it just within the top 20%. The estate on which the school is situated is a mix of rented and privately owned properties

43.7% of pupils are eligible for Pupil Premium, which is higher than the national of 25.2%.

There are currently 2 children who are looked after; 2 children who are under special guardianship; 2 children designated as CIN and 2 families are currently being supported through the Family Hub.

13.6% of pupils on roll receive SEND support. No pupils currently have an Education and Health Care Plan.

The majority of families are white British, although the percentage of pupils who are from minority ethnic backgrounds or whose first language is not English has increased over the last 3 years. The percentage of pupils from minority ethnic backgrounds has increased from 6.1% in 2014 to 11.8% in 2016. The percentage of children whose first language is not/believed not to be English has risen from 1.6% in 2014 to 6.9% in 2016.

#### Objectives of Pupil Premium Spending

- 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 and ensure that the majority of children are achieving age related expectations.
- 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.

| <b>Amount of Pupil Premium Grant (PPG) Forecast</b>                                  |                |
|--|----------------|
| <b>Amount of PPG forecast 01/04/2016– 31/08/2016</b>                                 |                |
| Total number of pupils on roll   | 139            |
| Total number of pupils eligible for pupil premium grant                              | 54             |
| Total amount of PPG received<br>01/04/2016– 31/08/2016 (£1,320 per pupil x 5 months) | <b>£29,700</b> |
| <b>Amount of PPG forecast 01/09/2015 – 31/03/2016</b>                                |                |
| Total number of pupils on roll   | 159            |
| Total number of pupils eligible for pupil premium grant                              | 54             |
| Total amount of PPG received<br>01/09/2016– 31/03/2017 (£1,320 per pupil x 7 months) | <b>£41,580</b> |
| <b>Amount of PPG forecast for Academic Year 2016/17</b>                              |                |
| PPG Grant from 01/04/2015 – 31/08/2015   | <b>£29,500</b> |
| PPG Grant from 01/09/2015 – 31/03/2016   | <b>£41,580</b> |
| Total PPG Grant received for Academic Year 2015/16                                   | <b>£71,280</b> |

| <b>Summary of PPG Spending Academic Year 2015/16</b>  |
|---|
| <p>The Pupil Premium Grant for 2015/16 was used to:</p> <ul style="list-style-type: none"> <li>• To employ a HLTA to provide nurture support for vulnerable children so that they are emotionally prepared to learn.</li> <li>• Supplement the breakfast club to ensure that children are provided with the opportunity to have a healthy breakfast so that they are ready to learn.</li> <li>• Provide additional TA hours so that that all classes have a full time TA.</li> <li>• Provide children with 1:1 and small group tuition in order to close the attainment gap.</li> <li>• To supplement school visits and theatre performances to widen the children's first hand experiences, to raise aspirations and engagement levels.</li> </ul> |

**Record of PPG Spending by item / project  
2016-17**

| Item / Project   | Cost    | Objective  | Outcome  |
|--|---------|--|--|
| Nurture Support  | £8000   | <ul style="list-style-type: none"> <li>To support the emotional well-being of vulnerable pupils through bespoke therapeutic interventions.</li> </ul>  | So far this year Kelly has worked with 5 different children with complex emotional needs.  |
| £50.00 allocated to each pupil entitled to Pupil Premium for school uniform, visits etc. | £2700   | <ul style="list-style-type: none"> <li>Ensure that Pupil Premium Pupils have equality of opportunity regarding school visits.</li> <li>To support parents with the cost of new school uniform so that children have access to new uniform and feel like they belong to the academy community.</li> </ul> | All children in receipt of Pupil Premium have been able to access visits off site.   |
| Subsidised School Visits   | £3000   | <ul style="list-style-type: none"> <li>All children have the opportunity to participate in school/residential visits to gain first hand experiences linked to the curriculum.</li> <li>To inspire and engage pupils.</li> <li>To widen their knowledge &amp; understanding of the world.</li> </ul>      | There were 66 visits over the academic year, which included sporting events, workshops and rewards as well as visits linked to the curriculum. Visits enhance the curriculum and engage pupils in their learning.  |
| Teacher (1.5 days/week) to develop reading & phonics in KS1                              | £12,000 | <ul style="list-style-type: none"> <li>To target pupils at risk of under achieving in KS1 &amp; lower KS2 in reading &amp; phonics.</li> <li>To close the attainment gap.</li> </ul>   | 72% of children achieved the required standard in the phonics screening check. One child missed the threshold by one mark. Those that passed, securely passed with score of over 34 out of 40. 77% achieved the threshold by the end of Y2. 70% of disadvantaged children met the threshold at the end of Y2 |
| Y5 & Y6 Intervention Teacher   | £5,000  | <ul style="list-style-type: none"> <li>To work with targeted Y6 pupils based on gap analysis</li> <li>To begin to support Y5 pupils in readiness to moving up to Y6 to close the attainment gap.</li> </ul>  | Y6 Progress measures were all positive, with both reading and maths being in the top 10% of schools in England. Progress measures for disadvantaged pupils were: reading +6.61, writing +5.13 & maths 2.95. Progress measures for all pupils were: reading, +4.76, writing +6.14 & maths +2.95               |

|  |                |   |  |
|--|----------------|---|--|
| Additional Support for pupils with SEN from Team@work. | £13,000        | <ul style="list-style-type: none"> <li>Specialist TA to provide additional support for those pupils with SEND.</li> </ul>   | Specialist TA employed through Team@work for a total of 30 weeks per year (3 blocks of 10 weeks- 9 hours per week). Structured programmes of support delivered for 10 pupils throughout the year.  |
| Additional Teaching Assistant Hours (KS1 & KS2)        | £18,000        | <ul style="list-style-type: none"> <li>To support vulnerable pupils to ensure that the attainment gap is closing.</li> <li>Additional time to allow the Teacher &amp; TA to meet to discuss interventions, planning and the pupils' needs.</li> </ul> | Identified children receive additional support delivered by the TA. Interventions delivered based on gap analysis. Lesson observations continue to evidence strong use of TA in the majority of lessons. TAs have been used to 'flood fill' year groups to support with reading, spelling and basic maths skills.  |
| 1:1 & Small Group Tuition                              | £2,600         | <ul style="list-style-type: none"> <li>To target pupils who are under achieving relative to national standards.</li> <li>To increase the percentage of pupils achieving expected age related standards</li> </ul>                                     | All Y6 pupils had the opportunity to access 1:1 or small group tuition throughout the year. Y6 Progress measures were all positive, with both reading and maths being in the top 10% of schools in England. Progress measures for disadvantaged pupils were: reading +6.61, writing +5.13 & maths 2.95. Progress measures for all pupils were: reading, +4.76, writing +6.14 & maths +2.95 |
| Good to be Green Awards & 100% Attendance Awards       | £2,000         | <ul style="list-style-type: none"> <li>To promote positive attitudes to learning and increase children's self-esteem.</li> <li>To encourage good attendance.</li> </ul>   | Low level incidents are continuing to decrease.  |
| Breakfast Club Salaries                                | £5,000         | <ul style="list-style-type: none"> <li>To provide pupils with the opportunity to have a healthy breakfast at the start of the day so they are ready to learn.</li> </ul>  | The uptake for breakfast club has steadily risen over the last 3 years.  |
| <b>Total</b>   | <b>£71,300</b> |   |  |

|                              |                |
|------------------------------|----------------|
| <b>Total PPG Forecast</b>    | <b>£71,280</b> |
| <b>Total PPG Expenditure</b> | <b>£71,300</b> |
| <b>PPG Remaining</b>         | <b>-£20</b>    |

**Performance Analysis of PPG pupils at the end of KS2**

|   | 2012/13 | 2013/14 | 2014/15 | 2015/16 | 2016/17 |
|---|---------|---------|---------|---------|---------|
| % of PPG Children achieving level 4 in reading/EXS+   | 43%     | 75%     | 89%     | 44%     | 50%     |
| % of PPG Children achieving level 5 in reading/HS     |         | 33%     | 56%     | 0%      | 25%     |
| % of PPG Children achieving level 4 in writing/EXS+   | 43%     | 75%     | 89%     | 79%     | 50%     |
| % of PPG Children achieving level 5 in writing/GDS    |         | 17%     | 33%     | 11%     | 0%      |
| % of PPG Children achieving level 4 in maths/EXS+     | 71%     | 67%     | 100%    | 78%     | 25%     |
| % of PPG Children achieving level 5 in maths/ HS      |         | 33%     | 44%     | 0%      | 0%      |
| % of PPG Children making 2 levels progress in Reading | 57%     | 100%    | 100%    | N/A     | N/A     |
| % of PPG Children making 3 levels progress in Reading |         | 58%     | 78%     | N/A     | N/A     |

|   |     |     |      |       |      |
|---|-----|-----|------|-------|------|
| % of PPG Children making 2 levels progress in Writing   | 71% | 92% | 100% | N/A   | N/A  |
| % of PPG Children making 3 levels progress in Writing   |     | 42% | 67%  | N/A   | N/A  |
| % of PPG Children making 2 levels progress in Maths     | 86% | 75% | 100% | N/A   | N/A  |
| % of PPG Children making 3 levels progress in Maths     |     | 42% | 67%  | N/A   | N/A  |
| % of PPG Children making sufficient progress in Reading |     |     |      | -1.45 | +6.6 |
| % of PPG Children making sufficient progress in Writing |     |     |      | 1.48  | +5.1 |
| % of PPG Children making sufficient progress in Maths   |     |     |      | 1.11  | +3   |