

Pupil Premium Impact and Evaluation Report Academic Year 2015/16

Context of Academy

Green Lane Primary Academy (GLPA) is an Outstanding Converter Academy within the Delta Trust and is the lead school in the Delta Trust Teaching Schools Alliance.

Garforth is a commuter town for Leeds which was once a mining village. A majority of the academy's intake is drawn from the growing local area where the percentage of adults who have had experience of higher education is a third lower than the national average. It is an expanding academy which has moved from a 50 to 60 intake per year group in the 2014-2015 academic year. It is also 2% lower than the average percentage of high social class households. The area around the academy consists of private modern housing estates. Although most of the children come from private housing, the majority of the houses are small semi-detached homes with very few families having more than three bedrooms. Parents are mainly very supportive of their children although the aspirations of many are not always high for further education.

The current FSM level is 3.86% which is slightly higher than last year where it was 3.66%.

10.8% of the children receive Pupil Premium Grant which is slightly lower from the previous year which was 11%.

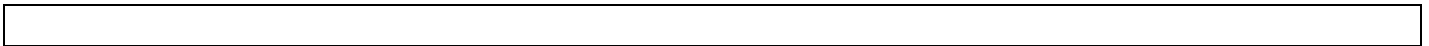
This academic year, we have 4 Looked After Children (CLA) on roll compared with 5 from the previous year.

Objectives of Pupil Premium Spending

As an academy, we have a good track record of ensuring that pupils make good progress. However, historically, the low numbers of children who have received FSM is well below national average across the academy and can fluctuate between 6 to 10 children in a year group.) The national trend is that these children do tend to attain and progress at lower rates.

There are two main objectives in using the Pupil Premium. The first is to support social and emotional development that allows children the freedom to learn with few extra challenges. Research shows that children need to have their basic physical, social and emotional needs met before true learning can occur. The second is to accelerate progress of children who receive PPG.

Through targeted interventions and support we are working to eliminate barriers to learning and progress. Many children start school with slightly lower than average attainment on entry and our aim is to ensure that they make accelerated progress in order to reach age related expectations + as they move through the academy.



| Amount of Pupil Premium Grant (PPG) Received | |
|---|-------------------|
| Amount of PPG received 01/09/2015 – 31/08/2016 | |
| Total number of pupils on roll | 380 |
| Total number of pupils eligible for pupil premium grant | 44 |
| Total amount of PPG received 01/09/2015 – 31/08/2015 (£1320 per pupil) | £58,080.00 |

| Summary of PPG Spending Academic Year 2015/16 | | | | | | | | | |
|--|-----|-------------------------------------|-----|--------------|----|--|-----|---|----|
| <p>The academy's evaluation of its own performance is rigorous. Tracking of progress over time for each pupil is thorough so we can quickly identify any dips and develop sensible strategies and interventions to promote improvement.</p> <p>Appendix A shows additional data for outcomes for all 44 children eligible for PPG in all year groups. KS1 and KS2 Data 2014 are used to evaluate impact in terms of attainment and progress at the end of key stages. It is to be noted again that the number of children within this group is well below national average.</p> <p>On analysis on summary of spending is as follows:</p> <table> <tbody> <tr> <td>Focus on Learning in the curriculum</td> <td>64%</td> </tr> <tr> <td>Focus on CPD</td> <td>8%</td> </tr> <tr> <td>Focus on social, emotional and behaviour</td> <td>20%</td> </tr> <tr> <td>Focus on enrichment beyond the curriculum</td> <td>9%</td> </tr> </tbody> </table> | | Focus on Learning in the curriculum | 64% | Focus on CPD | 8% | Focus on social, emotional and behaviour | 20% | Focus on enrichment beyond the curriculum | 9% |
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| Record of PPG Spending by item / project | | | |
|---|----------|--|---|
| Item / Project | Cost | Objective | Outcome |
| Pupil and Family Support Worker - social & emotional intervention groups - Transition support - social inclusion - Liaise with parents to support both home and academic needs. | £ 13,700 | To support social and emotion development that allows children the freedom to learn with few/without extra challenges. | 32 children and their families were identified for this extra support. Evidence collected via Cpoms. This has nearly tripled from 11 children and families in 2012-2013 and increased from 28 children and families in 2013-2014. |
| Teaching Assistant support 1:1 & small group support in reading, writing and maths in class | £27,550 | To support the child against individual targets to accelerate progress and attainment in Reception to Year 6. | See Performance Analysis and Other Supporting Evidence |
| Higher Level Teaching Assistant support 1:1 & small group support through individualised programmes of support | £2,428 | To support the child against individual targets to accelerate progress and attainment in Reception to Year 6. | See Performance Analysis and Other Supporting Evidence |
| Teacher 1:1 & small group support through | £7,712 | To support the child against individual targets to accelerate progress and attainment in Reception to Year 6 | See Performance Analysis and Other Supporting Evidence |

| | | | |
|---|----------------|--|---|
| individualised programmes of support and Homework Club | | | |
| CPD <ul style="list-style-type: none"> - Guided Reading - Developing Reading - Handwriting - Phonics - Numicon -Autism -Spelling techniques -Eazmag - Questioning Techniques | £4,400 | To train teachers and teaching assistants in the delivery of lessons and small group sessions that supports accelerated progress and attainment | All teachers and teaching assistants received at least one aspect of training that met their individual CPD needs. |
| Class Trips, residentials, experience days, music lessons, uniform grants | £4,400 | To pay/supplement cost so that children will be engaged in social, cultural and academic based activities that provides them with new learning experiences | All children participated in year appropriate class trips, residentials and experience days. Those who chose to, participated in music lessons and uniform grants were given as required. |
| Total | £60,190 | | |

| | |
|------------------------------|----------------|
| Total PPG Received | £58,080 |
| Total PPG Expenditure | £60,190 |

| | |
|----------------------|----------------|
| PPG Remaining | -£2,110 |
|----------------------|----------------|

| Performance Analysis of PPG pupils at the end of KS 2 | | | |
|--|-------------------------------|-------------------------------|-------------------------------|
| | 2012/13 3 children | 2013/14 4 children | 2014/15 7 children |
| % of PPG Children achieving level 4 in reading | 67% | 75% | 71% |
| % of PPG Children achieving level 4 in writing | 67% | 75% | 57% |
| % of PPG Children achieving level 4 in maths | 100% | 75% | 86% |
| % of PPG Children making 2 levels progress in Reading | 67% | 100% | 86% |
| % of PPG Children making 2 levels progress in Writing | 67% | 100% | 86% |
| % of PPG Children making 2 levels progress in Maths | 100% | 100% | 86% |
| In 2014/15, 3 of the 7 children also had Special Educational Needs. | | | |
| Narrowing the Gap between PPG and other children | | | |
| | Reading | Writing | Maths |

| | | | |
|----------------|--------------|--------------|--------------|
| 2011/12 | +1.3 | -1.9 | -2.2 |
| 2012/13 | -4.2 | -2.3 | -0.8 |
| 2013/14 | -1.3 | -3.9 | -0.8 |
| 2014/15 | -3.55 | -3.31 | -3.31 |

2015/16

7 children (2 of the children had Special Educational Needs) :

71% of disadvantaged pupils reached national standard for end of KS2 in Reading.

86% of disadvantaged pupils reached national standard for end of KS2 in Maths and GPS.

14% of disadvantaged pupils reached national standard for end of KS2 in Writing

Maths was higher than overall attainment for the year group.

Reading and GPS were equal to overall attainment for the year group.

Other Supporting Evidence of Impact

2015-2016 Steps Difference

| | Reading July 2016 | Writing July 2016 | Maths July 2016 | SPAG |
|-----------------------|----------------------|----------------------|--------------------|-------|
| Year 1 (8) | +2.56 | +2.81 | +2.57 | +2.06 |
| Year 3 (6) | +3.66 | +3.42 | +3.42 | +2.25 |
| Year 4 (6) | +2.25 | +4.33 | +3.16 | +3.83 |
| Year 5 (9) | +4.22 | +4.00 | +2.72 | +4.89 |

EYFS:

100% of PPG children reached GLD.

Implications for Pupil Premium Spend in 2016/17

- * **Rising numbers of PPG children requires more time 1:1 time and small group work against individual targets.**
- * **To track the more able disadvantaged children and ensure that challenge is being provided.**
- * **Writing needs to take a higher priority after many years of improving Maths and Reading across the academy.**
- * **Accelerate progress and attainment of disadvantaged children in line with the academy average.**
- * **Appropriate CPD to fill in gaps of staff in light of the New Primary Curriculum to accelerate progress of children to ARE.**
- * **Use of Elland Academy and Extended Services (i.e. Educational Psychologists, TAMHS and parental Nurturing programmes) as appropriate for advice and outreach to reach the more challenged children receiving PPG.**
- * **Overall attendance improved year on year above latest published national figures (95.4% 2014-2015), 1.2% improvement overall Disadvantaged pupils' attendance, and reduction in pupils who**

are persistently absent. The Pupil and Family Support Worker and Attendance Improvement Officer will continue to monitor these children on a daily basis and will focus particularly on children who may become persistently absent.