

Pupil Premium Grant: Academic Year 2013/14

Context of Academy

Pennyman Primary Academy is part of Navigate Academies Trust. We are located in east Middlesbrough; our catchment area covers parts of Priestfields, Thorntree, Netherfields and Overfields - all areas of significant social and economic deprivation. Our overall capacity is 420 places (including a 78 place Nursery). We have a two form entry. We provide extended school provision from 8am each day, after school clubs and activities during Easter & Summer holidays. All of our extended school provision is heavily subsidised, to keep parental costs to a minimum. We have a 55 place additionally resourced SEN Unit for children with complex medical, physical, speech & language and learning difficulties. Our Unit provision hosts pupils from Middlesbrough and other neighbouring authority areas.

We have high aspirations and ambitions for our children and we believe that no child should be left behind. We strongly believe that it is not about where you come from but your passion and thirst for knowledge, and your dedication and commitment to learning that makes the difference. We are determined to equip our children with the life skills they will need in order to realise and fulfil their potential. Pupil premium funding represents a significant proportion of our budget and we are committed to ensuring it is spent to maximum effect.

We know that nationally children from deprived backgrounds underachieve compared to their non-deprived peers. We actively breakdown those barriers to enable ALL of our children to achieve age related outcomes, regardless of their social and economic status or family circumstances.

To see which groups of children we intend to target the Pupil Premium Funding on, and our key principles, please refer to the Pupil Premium Grant (PPG) Policy document on the academy website www.pennymanprimaryacademy.co.uk

Key facts

- Pennyman Primary Academy is a popular school and often a first choice for families who reside within the local community and beyond; our pupil roll is frequently at full capacity.
- As Ofsted (July 2014) noted *"This is an Outstanding school"*
- *"All groups of pupils make outstanding progress, including those known to be eligible for the pupil premium, disabled pupils, those with special educational needs and the most able"*
- *"Pupils achievement is outstanding. Their attainment is typically above average by the end of Year 6 and they make outstanding progress from their individual starting points."*
- *"Teaching is outstanding. Teachers have high expectations and they plan work skilfully to ensure that all pupils are clear about what is expected of them".*
- *"Behaviour is outstanding. Expectations of pupils' behaviour are high and result in pupils showing high levels of trust and respect to each other and to the adults in the academy".*
- *"The excellent curriculum provides many exciting and memorable experiences, which spark pupils' enthusiasm for learning. This contributes very well to their outstanding spiritual, moral, social and cultural development".*

- *"Pupils say they feel very safe in school. Excellent pastoral care creates a warm and secure environment where excellent relationships flourish. Pupils very much enjoy school. This is reflected in their rapidly improving attendance and their eagerness to learn".*
- We are engaged and committed to partnership working with a wide range of organisations which strongly enhances our provision; Cornerstones, PiXL, Beanstalk, Fisher Family Trust, Starfish Readers What a Racquet (Multi Sports), Apollo Arts; Changing Lives.
- We continue to work closely with other local special education providers; Priory Woods Special School, Cleveland Child Assessment Unit, Dormanstown Academy and Whitehouse Primary, to share best practice and ensure we offer a varied and challenging curriculum for our vulnerable learners, many of whom attract PPF.
- In addition, the academy recognises the significant impact that unsettled family circumstances, poor attendance and health issues have on children's performance in school. Recruitment of an Inclusion & Vulnerable Learners team to coordinate and deliver a full pastoral support service for children and their families.
- Encouraging far greater parental participation has been a major investment following a SLT restructure during Summer 2013.

Objectives and rationale for spending Pupil Premium

Objectives:

Our key objective in using the Pupil Premium Grant is to narrow the gap between pupil groups. There is a shared commitment amongst staff in ensuring all pupils make good progress, but as mirrored nationally, our levels of attainment have been lower for FSM children in the past. We do, however, analyse outcomes for all of the following KS1, KS2, Phonics and EYFS, this is separated into mainstream and discretely taught pupils in order to show attainment and progress against statistically similar groups of pupils. This means National Levels, PIVATS and Schedule of Growing Skills (SOGS) are used.

Through targeted interventions we are eliminating barriers to learning and increase progress rates. Moderated assessment data is collected half termly so that the impact of Quality First Teaching interventions can be monitored regularly. Interventions are adapted or changed to suit the changing needs of the learners and case studies are used to evaluate the impact of interventions (including pastoral, attendance and behaviour). Regular feedback about progress is given to children through either assertive mentoring or focussed marking and parents through termly pupil progress meetings.

We are improving children's attendance and punctuality by employing additional staff and changing roles to suit the needs of the children. The creation of this new pastoral team supports behaviour, vulnerable families, engages external agencies and holistically addresses issues that may impact on the child's well-being, and thus standards and outcomes. Where attendance is below acceptable levels, this is largely attributed to pupils whose medical needs require them to receive medical interventions and follow-up appointments throughout the academic year.

We have reorganised the class structure to ensure the most vulnerable SEN pupils have full time discrete provision; We have employed more teachers to have smaller mainstream classes for literacy and mathematics.

Using PiXL in school for Y6 and adopting that across school (R-Y6) to teacher led booster classes on an afternoon.

Pay for extra TA's time to listen to readers at breakfast club and lunchtime.

We support the fully inclusive provision in school and commission 2 specialist music teachers; we have enhanced the school environment to include a state of the art sensory room, bicycle and scooter track and specialist cycles and scooters. In addition, facilitating some of the cost of the extra-curricular learning opportunities (residential, theatre visits, music and sport

provision) where necessary.

A designated member of SLT maintains an overview of PP spending. A Governor has responsibility for PP.

Priorities:

Senior Leadership Team will ensure that teaching and learning staff: set high expectations for all children through quality first teaching, share expertise and good practice through key stage leaders and meetings, are offered continuous CPD, contribute towards school initiatives and quality assessment, structured planning for and delivering of interventions, receive adequate cover for absence and PPA, mentoring/coaching, regular data analysis to measure outcomes and progress.

Writing

Being able to write is a fundamental life skill. At Pennyman Academy, our aim is for children to leave us as competent writers who can record their ideas in an organised coherent way, with accurate spelling and good handwriting. Over this coming year, we want to deliver literacy lessons to the children which are engaging, scaffolded and ultimately lead to them having success as a writer. We believe that through the new planning document, the medium term and short term planning expectations combined with Pie Corbett, RWInc and PiXL boosters we are providing the very best opportunities for accelerated learning to take place. In addition, adding the contextualised element of cross curricular writing will enable the children to practice the skills they have applied with and to a variety of contexts. Once we have done this, every year will be a progressive and consistent build-up of the child's knowledge and understanding which will enable the child's accelerated progress to be sustained.

Assessment for learning

Awareness of where you are as a learner and how to make the next steps in your learning are fundamental if progress is to be made and ownership of learning is to be taken by the learner themselves. This applies to both the children and staff. As well as this, development and progress need to be supported in a scaffolded and personalised way in order to have the biggest impact. As a SLT, we have seen the success and the impact modelling of a sequence of lessons can have in driving both staff understanding of literacy and the biggest impact for delivery. This was evident from the impact and staff reaction to the modelling of comprehension sessions 2012-2013 as well as the impact seen in Year 3 during Autumn 1 2013. We are therefore using the strengths of staff, through modelling, to impact on delivery of units of work, marking and assessment for learning in order for both them and the children to understand how to be successful, the expectations on them and therefore make the most progress as a true learning community.

Distributed leadership

This year our aim is to further increase the percentage of good to outstanding teaching across the academy through a distributed leadership model allowing for CPD for aspiring leaders and build capacity within the school.

Number of pupils and pupil premium grant (PPG) received 2013/14

The pupil premium grant is received on a financial year basis (April to March) and the pupil census recorded in the January immediately prior to the financial year. The Academy spending plans are based on an academic year basis and therefore the PPG received reflects proportionate amounts of funding across 2 financial years i.e 5/12ths and 7/12ths.

Total number of pupils on roll	377	
Total number of pupils eligible for PPG	225	
% of school population	59.68	
Amount of PPG received per pupil	April 2013 - March 2014	£956

April 2014 - March 2015	£1,300
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Total amount of PPG received (September 2013 - August 2014)	£265,136
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Curriculum focus: Increase the % of children working at age related expectations in reading, writing and maths.

Review and impact of PPG Grant spending 2013/14

The impact of the 2013/14 PPG spending was reviewed by SLT during Autumn term and is detailed below:

Additional teacher (each year group)

Evidence suggests that providing smaller class sizes in Primary school (15 - 17 children) increases the attainment of Secondary age children by 20%, regardless of location of school. In 2013-14 we continued a phased programme of three smaller classes for literacy and numeracy, building upon the success from 2012-13 when it was first rolled out across KS1.

Literacy focused interventions

During 2013-14 we used a range of literacy intervention programmes such as Lexia, Toe by Toe, Power of 2, Write Away, Starfish Readers, Reading Recovery intervention, Reciprocal reading and Fisher Family Trust intervention.

Numeracy focused interventions

During 2013-14 we used Numbers Count as the preferred numeracy intervention programme.

Whole Academy Reading Average Point Progress 2013 - 2014

	MS	MSU
All pupils	3.74	2.98
FSM	3.62	3.20
Non-FSM	3.93	2.42

Whole Academy Writing Average Point Progress 2013 - 2014

	MS	MSU
All pupils	3.67	4.46
FSM	3.70	4.43
Non-FSM	3.62	4.53

Whole Academy Maths Average Point Progress 2013 - 2014

	MS	MSU
All pupils	3.73	2.63
FSM	3.74	3.05
Non-FSM	3.72	1.52

Residential visits / outings / performances

Residential visits provide a great opportunity for pupils to have real life experiences and face a range of stimulating challenges that contribute significantly to their personal development. Teacher / peer interaction outside of the school environment promotes and develops interpersonal skills, including leadership, teamwork, trust and respect. During the Autumn Term 2013, 80 of the 377 children on roll took part in a residential visit to Carlton Outdoor Centre or Peat Rigg Outdoor Centre. In July 2014, Pennyman Academy staged a production of the Lion King at Tuned-In, Redcar. Four performances were held over 3 days; all children, their families

and members of the local community were invited to attend.

Specialist Music teachers

Most children will have their first experience of music at school. At Pennyman we value the importance of providing music education to a high standard and ensuring it is available to as many of our children as possible. We commission two specialist music teachers; during 2013-14 our academy choir held several performances, including a multi-regional event held at Ripon Cathedral in aid of Children in Need.

Sensory Room

A purpose built multi-sensory room offers direct and indirect stimulation in a relaxed, secure and welcoming environment. All of our equipment has been carefully chosen to enhance the curriculum and allow the child to interact using a range of resources, such as bubble tubes, wall panels, fibre optics, sensory lighting, projection and wi-fi controllers. 100% of children (including PPG) can access the sensory room for both educational and medical/therapeutic needs.

Parent Support Advisor/Behaviour Mentor

In 2013/4 we targeted PSA and Behaviour support to children and families across all key stages. Support varies from telephone conversations, coordinating attendance & punctuality awards, network meetings and 1:1 pupil support meetings. The provision has included:

- supporting the EWO in monitoring and maintaining attendance levels that are at or above those expected nationally.
- emotional support re: separating or bereaved families, challenging behaviour.
- support for setting boundaries and strategies that promote positive behaviour.
- vulnerable learners team; signposting parents to support for housing, mental health, counselling, food banks, social care, domestic violence, young carers etc...
- attendance at Key worker meetings.
- parenting classes (Triple P), special family activities and drop-in sessions.
- supporting secondary transition.

The impact of this support has resulted in greater communication between school and parents; improved attendance and punctuality, improved emotional states of children, improved behaviour in school and at home. Parents and children are more aware of whole school expectations and how to access appropriate support. Parents have informed us they have increased confidence and feel more empowered to set goals and take on new challenges.

Breakfast Club

At Pennyman we provide a healthy breakfast to almost 140 children of all ages. The benefit to our children and their families is significant; evidence shows that starting the day with breakfast improves learning, concentration and social development. We see improved attendance and punctuality. Older children offer support and act as positive role models to younger children. Many parents inform us that the option of a 8am start allows them to be part of the workforce, giving them a greater sense of social and economical wellbeing.

The high adult ratio at breakfast club enables children to access Lexia, Choir practice and Computer club.

Year Group	Item / project	Cost	Objective
5/6	Extra Y6 Teacher from June	£9,693.51 65.22% = £6,322.11	

	Y6 - More able class 3 rd teacher	£16,290.84 65.22% £10,624.89	3 rd teacher-smaller class size 3 days per week
	Y6- TA 5 x mornings	£11,698.32 65.22% £7,629.64	Higher adult/ pupil ratio. Nurture group
	Y5 - More able class 3 rd teacher	£30,707.17 69.39%= £21,307.71	3 rd teacher-smaller class size
	Beanstalk Readers	£1,000.00 65.22%= £652.20	Y6
	Full time Y5/Y6 discrete class TA	£21,392.88 41.68% £8,916.55	Individualising support at all levels; small group work to target children with significantly low levels upon entry
	PiXL London Visit	£860.00 100% £860.00	4 pupils
3/4	Intervention groups Smaller class size	£16,609.86 65.96%= £10,955.86	Employ teacher to teach small Y4 intervention group literacy & numeracy pm
	Beanstalk Readers	£1,000 65.96%= £659.60	Y4
	Full time Y3 class TA	£21,392.88 50%= £10,696.44	Employ additional TA for literacy & numeracy intervention group in Year 3
	Full time Y3/Y4 discrete class TA	£21,392.88 78.57%= £16,808.39	Individualising support at all levels; small group work to target children with significantly low levels upon entry
1/2	Smaller class size Y1 - 3 rd teacher	£22,638 43.14%= £9,766.03	Employ additional teacher for literacy & numeracy intervention group in Year 1
	Smaller class size Y2 - 3 rd teacher	£37,519.37 61.54%= £24,215	3 rd teacher-smaller class size
	Y2 individual readers	£9,000.00 61.54%= £5,538.60	2 TAs 6 hours each per week.
	Full time Y1/Y2 discrete class TA	£21,392.88 80%= £17,114.30	Individualising support at all levels; small group work to target children with significantly low levels upon entry.
	Intervention groups	£22,677 61.54%= £13,955.43	Employ 0.5 teacher to take Y2 numbers count. Intervention 5 x afternoons
EYFS	Full time EYFS discrete TA	£21,392.88 100%= £21,392.88	Individualising support at all levels; small group work to target children with significantly low levels upon entry
	Part time Reception TA	£10,438.20 55.32%= £5,774.41	Employ additional TA for literacy & numeracy intervention group in Reception
	Speech & Language training	£288 100%= £288	Developing and supporting speech & language skills in EYFS 1 day Training for 2 x teachers

		£288	
Year Group	Item / project	Cost	Objective
Whole School	Pie Corbett Training / CPD	£4,695 59.68% £2,801.98	Pie Corbett - Talk for Reading & Writing in KS1, KS2 & EYFS
	Behaviour Support Teacher	£7,500 59.68% £4,476.00	1 day per week specialist behaviour support teacher; early intervention with vulnerable learners to prevent impact on progress
	Play Therapy	£1,582 59.68% £945.93	Individual Play Therapy sessions for children who display emotional / behavioural / anxiety / bereavement
	Literacy / Numeracy during extended schools (i.e Breakfast Club)	£6,013 59.68% £3,588.56	LEXIA learning, 1:1 reading.
	Learning and Language assessment	£7,000 59.68% £4,177.60	Targeted learning assessments at all levels; strategies to support pupils, teachers and parents, applications for additional SATs time etc..
	Starfish readers	£3,000 59.68% £1,790.40	TA to deliver
	Educational Psychologist (commissioned)	£7,332 59.68% £4,375.74	Resilience studies and dissemination of strategies to staff
	Parent Support Advisor / Behaviour Mentor	£19,398 59.68% £11,576.73	Additional support for children with a range of emotional, social, behavioural needs (including attendance / punctuality) to support progress. Family support work.
	Academy Student Council	£602 59.68% £359.27	Developing children as leaders - building belief and extending life skills; taking a lead and contributing to academy decision making; materials
	Termly Cinema visit (100% attendance)	£2,500 59.68% £1,492.00	3 x visits per academic year to Cinema with drink & snack, reward for children gaining 100% attendance each term.
	Specialist Music teacher	£4,380 59.68% £2,613.98	Steel Drumming
		£4,162 59.68% £2,471.81	Choir
	Sensory Room (equipment)	£500 59.68% £298.40	Replace / upgrade sensory room equipment / toys
Lexia intervention & subscription	£3,608 59.68% = £2,153.25 £2606 59.68% = £1,555.26 £1,500	Lexia learning. 1 x TA ½ per day 1 x computer	

		59.68% = £895.20	
	Fisher Family Trust intervention	£3,840 59.68% = £2,291.72	Literacy: guided reading / mentoring/ Leadership support.
	PiXL Licence Training/Coaching days	£3,000.00 76.92% £2,307.60	
	Choir O2 Arena 30 pupils representing school. Accommodation Tickets	£1761 £1408 59.68% = £1,891.26	
	Able writers day	£380.00 59.68% = £226.78	Authors abroad (10 pupils) plus 1 x TA (1 day) + books to promote better outcomes for MAT pupils
	Educational visits/events/resources	£24,000 59.68% = £14,323.20	Enriching the curriculum through educational visits, performances, access to motivational events and learning opportunities linked to classroom topics and themes, costumes.
	Lion King Production Transport Tuned In Props Dance Tuition Additional Spend	£3,500 £1,000 £2,000 £360 £1,000 59.68%= £4,690.85	
	Specialist Behaviour TA's	£25472 59.68% = £15,201.69	Employ 2 specialist Behaviour TAs to overcome emotional barriers to learning
	TOTAL:	£279,983.25	

Class information as at 03.09.2013

Year Group	Number in Class	Eligible for Pupil Premium	Overall percentage of Year Group / School
Reception	47	26	55.32 6.90
SEN EYFS	6	6	100.00 1.59
Year 1	51	22	43.14 5.84
Year 2	52	32	61.54 8.49
SEN Y1/Y2	5	4	80.00 1.06
Year 3	48	24	50.00 6.37
Year 4	47	31	65.96 8.22
SEN Y3/Y4	14	11	78.57 2.92
Year 5	49	34	69.39 9.81
Year 6	46	30	65.22 7.96
SEN Y5/Y6	12	5	41.67 1.32
TOTAL	377	225	59.68%

Total PPG received	£265,136.00
Total PPG expenditure	£279,983.25
PPG remaining	£0
Academy contribution	£14,847.25

