

Pupil Premium Grant: 2015/16

Context of Academy

Our key objective in using the Pupil Premium Grant is to improve attainment and narrow the gap between disadvantaged pupils and their non-disadvantaged peers.

Pennyman Primary Academy is part of Tees Valley Education (TVE) Multi-Academy 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 Redcar and other neighbouring authority areas.

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. Pupil Premium (PP) funding represents a significant proportion of our budget and we are committed to ensuring it is spent to maximum effect.

To see which groups of children we intend to target the PP funding on, and our key principles, please refer to the Pupil Premium Grant Policy document on the academy website www.pennyman.teesvalleyeducation.co.uk

A designated member of SLT maintains an overview of PP spending. A member of TVE Trust Board has responsibility for PP. The academy works with the Local Authority Virtual Schools Head (VSH) to ensure the PP is used effectively for Looked After Children (LAC).

Number of pupils and pupil premium grant (PPG) received 2015/16

The pupil premium grant is received on a financial year basis (April to March) and paid in termly instalments; this is generated from the pupil census recorded in the January immediately prior to the financial year. The information published in this document refers to the academic year, as recommended by the Department for Education.

Total number of pupils on roll	370
Total number of pupils eligible for PPG	213
% of school population	58%
Amount of PPG received per pupil (some children may attract more / less depending upon circumstances - but pupil level information will not be identified within this document)	£1,323
Total amount of PPG received 2015/16	£281,799

Curriculum Focus:

Increase the % of children working at age related expectations in reading, writing and maths.

Year Group	Item / project	Cost	Outline of initiative	Impact/Summary						
5/6	Smaller class size Y6 3 rd teacher	£9,693.51 65.22% £6,322.11	To increase the adult/pupil ratio allowing more focussed Quality First Teaching and teacher led interventions	<table border="1"> <tr> <td>Academy Progress: (0.3) 1.5</td> <td>Academy Progress:(- 1.7) -2.5</td> <td>Academy Progress: (0.9) 2.8</td> </tr> <tr> <td>National -1.1 to 1.7</td> <td>National -3.4 to 0</td> <td>National -0.8 to 2.6</td> </tr> </table>	Academy Progress: (0.3) 1.5	Academy Progress:(- 1.7) -2.5	Academy Progress: (0.9) 2.8	National -1.1 to 1.7	National -3.4 to 0	National -0.8 to 2.6
	Academy Progress: (0.3) 1.5	Academy Progress:(- 1.7) -2.5	Academy Progress: (0.9) 2.8							
	National -1.1 to 1.7	National -3.4 to 0	National -0.8 to 2.6							
	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	% of children making expected or above expected progress 2015/16 (12 children): R – 66.6% W – 75% M – 66.6%						
	Educational Psychologist Resilience programme	£7000	A weekly, half day resilience programme with a target group of Y5 children. The programme is intended to equip children with the necessary skills to confidently and effectively face life's challenges, so they are more able to manage problems as they grow older.	Children have actively used some of the strategies explored within the sessions. Staff report that children are more able to cope with some situations.						
	PiXL London Visit	£860.00 100% £860.00	Improving life chances for young people through improved educational achievement and enhanced self-esteem in order to connect them to worthy progression routes in the next stage of their education.	Children experienced a national celebration in London and were part of a life enhancing opportunity						
Carlton residential visit	£11392 School subsidised this by £3000	During the Autumn Term 2016, 60 of the 362 children on roll took part in a residential visit to Carlton Outdoor Centre.	The residential visit provided a great opportunity for pupils to face a range of challenges that have contributed significantly to their personal development; promoting and developing interpersonal skills, including leadership, teamwork, trust and respect.							
First news	£275	Subscription to a newspaper for children in upper key stage 2.	The newspaper has broadened the children's reading experience and they have discussed up to date and relevant news stories. This supports the drive to improve reading progress.							
3/4	Smaller class size Y3/4 3 rd teacher (nurture group)	£45938 50% (AM) £22969	Third teacher for small Y3/4 intervention group literacy & numeracy am. To increase the adult/pupil ratio allowing more focussed Quality First Teaching and teacher led interventions	Y3 R (2A+ 47.8%) 65.2% EXS+ W (2A+ 32.6%) 56.5% EXS+ M (2A+ 39.1%) 76% EXS+ Y4 R (2A+ 65.3%) 59.6% EXS+ W (2A+ 42.3%) 44.2%EXS+ M (2A+ 53.8%) 82.6%EXS+						

	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	% of children making expected or above expected progress 2015/16 (9 children): R – 55.5% W – 66.6% M – 66.6%
1/2	Smaller class size Y1 3 rd teacher	£22,638 43.14%= £9,766.03	To increase the adult/pupil ratio allowing more focussed Quality First Teaching and teacher led interventions	Y1 R (EYFS 6.2% Above) 47.9% EXS+ W (EYFS 6.8% Above) 39.5% EXS+ M (EYFS 0% Above) 55% EXS+
	Smaller class size Y2 3 rd teacher	£37,519.37 61.54%= £24,215	To increase the adult/pupil ratio allowing more focussed Quality First Teaching and teacher led interventions	Y2 R (EYFS 17.7% Above) 66.6% EXS+ W (EYFS 17.7% Above) 56% EXS+ M (EYFS 20% Above) 72.9% EXS+
	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.	% of children making expected or above expected progress 2015/16 (12 children) R – 92% W – 84% M – 92%
EYFS	Full time EYFS discrete TA	£21,392.88 100%= £21,392.88	Personalising support at all levels; small group work to target children with significantly low levels upon entry	% of children making expected or above expected progress 2015/16 (6 children) R – 83% W – 100% M – 80%

Item / project	Cost	Outline of initiative	Impact/Summary
Whole School Priority 1: improving core curriculum - high standards for core areas allow learners to access the curriculum and be secondary ready			
1:1 reading	£9000	Children targeted across the day including extended school hours	Children who do not access home reading are targeted for reading across the day to develop reading stamina and fluency.
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.	Close monitoring of language and communication skills and how this is applied into the curriculum provides an effective focus of the intervention which best supports the child. Timely dialogue with teachers following all assessments ensures this is the case.

Beanstalk Readers	£1,300 65.22%= £652.20	1:1 reading support for half an hour per day, designed to develop fluency, comprehension and confidence	Targeted children receive extra reading support to ensure they move closer towards the expected standard of the new curriculum. This is aimed at children who have made less than expected progress previously or who do not access home reading regularly.
Lexia intervention & subscription	£3,608 59.68% = £2,153.25 £2606 59.68% = £1,555.26 £1,500 59.68% = £895.20	Lexia learning - a web based reading and spelling intervention which improves language and comprehension development	Targeted children receive extra support through Lexia to ensure they move closer towards the expected standard of the new curriculum. This is aimed at children who have made less than expected progress previously.
Sensory Room maintenance	£500 59.68% £298.40	Replace / upgrade sensory room equipment / toys/legionella testing.	A purpose built multi-sensory room offers direct and indirect stimulation in a relaxed, secure and welcoming environment.
Fisher Family Trust intervention	£3,840 59.68% = £2,291.72	Literacy: guided reading / mentoring/ Leadership support.	Targeted children receive extra reading support to ensure they move closer towards the expected standard of the new curriculum. This is aimed at children who have made less than expected progress previously or who do not access home reading regularly.
PiXL Licence Training/Coaching days	£3,000.00 76.92% £2,307.60	Improving life chances for young people through improved educational achievement and enhanced self-esteem in order to connect them to worthy progression routes in the next stage of their education.	PiXL rolled out across school, closely monitored by the Deputy Head of Academy for KS2
Whole School Priority 2: Teaching and Learning - narrowing the gap so that good or better teaching has a disproportionately positive impact on PP students			
Pie Corbett Training / CPD	£4,695 59.68% £2,801.98	Pie Corbett - Grammer Reading & Writing in Y6	Literacy learning and language of learning is consistent across school, writing progress is increasing. Teacher's comments on learning walks highlight the consistency of learning through talk for writing.
CASPA	£600	A data system used to track comparatively pupils with complex SEND nationally.	Annual data shows SEND children making outstanding progress (Refer to DT SEF)
School Data Tracker (Annual subscription)	£120	A data system used to track comparatively pupils nationally.	Data shows pupils are making at least good progress (Refer to MT SEF)
Whole School Priority 3: Leadership and development - to foster and grow future leaders and retain talent			
SB/JS educational leadership consultancy	£3,275.00	1½ PD day to look at what is outstanding teaching Leadership training for all SLT/TLR groups encouraging staff to be reflective and evaluative	Distributed leadership ensures standards across school are maintained and there is a collective responsibility and intelligent accountability across school. Barriers to learning are tackled in a timely and supportive manner.

Whole School Priority 4: Raising Aspirations - high aspirations through life experiences allow learners to aim high and take the necessary risks in learning to succeed			
Sports Coaches	£50,000	Pennyman Academy established a Sport & Health Team, comprising of two full-time Sports Leads.	The benefits to all children are already being seen, not only in the areas of PE and extra-curricular activities but there is a notable improvement in how the children interact with each other and participate in new activities. PE activities are linked with Cornerstones topic work to enable cross curricular focus
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.	By offering a variety of experiences, we broaden the horizons of our pupils impacting on their ability to access a wider curriculum. It also develops self-esteem, personal resilience and commitment to learning as well as cultural aspects of the curriculum. Children from across the academy are being offered new experiences which support social, emotional and academic progress. Ofsted have also reported (2008a) that good quality education outside the classroom leads to better achievement, motivation and personal development.
Specialist Music teacher	£4,380 59.68% £2,613.98 £4,162 59.68% = £2,471.81	To provide music education to a high standard. We commission two specialist music teachers one with links to Tuned In Studios (Redcar)	
Choir Sheffield 30 pupils representing school. Tickets/entry fees/Meals	£1761 £1408 59.68% = £1,891.26	Trip to the London O2 Arena performing with 7,000 school children from across the UK.	
Y6 end of year production Transport Tuned In Props Dance Tuition Additional Spend	£3,500 £1,000 £2,000 £360 £1,000 59.68% = £4,690.85	In July 2015, Pennyman Academy staged a production of Mary Poppins 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.	
Extended school clubs	£ How do we cost this?	Gardening, chess, cookery, library, guitar, recorder, maths in motion, core skills, running, football, wheelchair basketball, steel drumming, gymnastics, badminton, netball, athletics, choir, futsal	The variety of activities and clubs is better than ever and all children in the academy have equality of opportunity. Clubs are cross phase, year group and inclusive allowing children to interact with each other on a wider scale than ever before (see academy data regarding club provision)
EVOLVE educational visits database	£900	A fully managed and robust online system that simplifies the process of planning, processing, monitoring, evaluating and reporting of educational and off-site visits.	The EVOLVE system supports the provision of a broad range of opportunities for learning outside the classroom
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;	Our student voice is well considered and staff and children work together to improve the school. As a direct result of the academy council, we have a variety of different clubs, fundraising events and equipment on offer for the children to use.

		materials. They meet regularly with members of the SLT.	
Whole School Priority 5: Pastoral - improving emotional and psychological well-being removes barriers to learning affecting self-worth and resilience			
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, Triple P training to parents	Attendance is improving, long term medical absences are supported by home school links and children are educated offsite. Behaviour is tracked and intervention is timely and personalised.
Attendance and welfare officer (0.5)	£17,834	Oversees day to day attendance and monitoring of first day response. Liaising with relevant agencies and safeguarding. Community coordinator developing links and activities e.g. walking bus, community concerts.	There is greater communication between school and parents; improved attendance and punctuality, improved emotional states of children, improved behaviour in school and at home. Parents have informed us they have increased confidence and feel more empowered to set goals and take on new challenges.
Educational Psychologist (commissioned)	£21,420 59.68% £12,852	Resilience programme (Y5), EP assessments and reporting/advice (above the EP allocation from the LA)	Assessments are able to be carried out quickly and therefore support for children is early and statutory assessment can be sought swiftly.
2 X Specialist Behaviour TAs	£30,404 59.68% = £18,242	Employ a specialist Behaviour TA to overcome emotional barriers to learning	Children are supported in school to reduce foxed term exclusions and ensure inclusive access to the curriculum.
Social, emotional Therapies	£1,582 59.68% £945.93	Individual Play Therapy sessions for children who display emotional / behavioural / anxiety / bereavement	The emotional health and well-being of all children is supported to ensure children can access the curriculum in school and are ready for the next phase in their education.
CPOMS	£1026.60	Online safeguarding system	Safeguarding issues are dealt with immediately and all concerned have instant access to information. Children are therefore extremely well supported.
Breakfast Club + resources	£500	At Pennyman we provide a healthy breakfast to almost 140 children of all ages. Books, pencils, writing & art materials. Educational games and equipment.	The benefit to our children and their families is significant; we see improved attendance and punctuality. Parents inform us that the option of an 8am start supports their working life, giving them a greater sense of social and economic wellbeing. The high adult ratio at breakfast club enables children to access Lexia, Choir practice, Computer club and booster reading sessions.
Uniform Support	£500 100%	Supports our most disadvantaged families to provide school uniforms. Uniform promotes a sense of community and pride	High standards of uniform are supported and maintained.
TOTAL:	££289,094.95		

Class information (numbers at January 2015 Census)

Year Group	Number in Class	Eligible for Pupil Premium	Overall percentage of Year Group
Reception	41	9	22%
SEN EYFS	7	3	42%
Year 1	47	19	40%
Year 2	46	29	63%
SEN Y1/Y2	12	10	83%
Year 3	48	24	50%
Year 4	52	35	67%
SEN Y3/Y4	9	8	89%
Year 5	48	27	56%
Year 6	48	38	79%
SEN Y5/Y6	12	11	91%
TOTAL	370	213	58%

Total PPG received	£281,799
Total PPG expenditure	£289,094.95
PPG remaining	£0
Academy contribution	7295.95