

Pupil Premium Grant: Review of spending for 2016/17

Context of Academy

Our key objective in using the Pupil Premium Grant is to improve attainment and close 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 2016/17

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	373
Total number of pupils eligible for PPG	203
% of school population	54%
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)	£1352.51
Total amount of PPG received 2016/17	£274,560

Curriculum Focus:

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

Year Group	Item / project	Cost	Outline of initiative	Impact/Summary						
Y5 and Y6	Smaller class size Y6 3 rd teacher Third teacher to support Y5 GDS booster groups in summer 2017.	£10,662.86 65.22% £6,954.32	To increase the adult/pupil ratio allowing more focussed Quality First Teaching and teacher led interventions.	<table border="1"> <tr> <td>Academy Progress Maths MTP 1.5</td> <td>Academy Progress Reading MTP 1.1</td> <td>Academy Progress Writing MTP -0.6</td> </tr> <tr> <td>National -5</td> <td>National -5</td> <td>National -7</td> </tr> </table> <p>Ofsted reported in June 2017 that, "Additional adults and teaching assistants are very effective. They are well deployed and trained. They provide a very good service."</p>	Academy Progress Maths MTP 1.5	Academy Progress Reading MTP 1.1	Academy Progress Writing MTP -0.6	National -5	National -5	National -7
	Academy Progress Maths MTP 1.5	Academy Progress Reading MTP 1.1	Academy Progress Writing MTP -0.6							
	National -5	National -5	National -7							
	Full time Y5/Y6 discrete class TA	£21,606.81 41.68% £9,808.21	Individualising support at all levels; small group work to target children with significantly low levels upon entry	77.7% of children making expected or above expected progress 2016/17 (7 PP children): R/W/M -77.7%						
	Educational Psychologist Resilience programme	£7070	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.						
Carlton residential visit	£11505.92 School subsidised this by £3000	During the Autumn Term 2016, 60 of the 373 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.							
Year 6 Grammar project	Xx	All Y6 staff took part in action research linked to drafting and rewriting of work. Training to be disseminated to all staff linked to English CPD.	Year 6 SPAG results All Pennyman pupils 75%, Pennyman PPG pupils 83% and national figure 77%.							
Y3 and Y4	Smaller class size Y3/4 3 rd teacher (nurture group)	£46377.38 50% (AM) £23,189	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 Reading 71% Writing 64% Maths 78% Y4 (52 children) Reading 73% Writing 60% Maths 79%						
	Full time Y3/Y4 discrete class TA	£21,606.81 78.57%= £16,976.47	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 2016/17 (12 children): Reading 83% Writing 92%						

				Maths - 75%
Y1 and Y2	Smaller class size Y1 3 rd teacher	£22,903 43.14%= £9,880	To increase the adult/pupil ratio allowing more focussed Quality First Teaching and teacher led interventions	<u>Y1 (49 children)</u> Reading 72% Writing 61% Maths 67% Phonics 90% Combined 58%
	Smaller class size Y2 3 rd teacher	£41271.31 61.54%= £25398.37	To increase the adult/pupil ratio allowing more focussed Quality First Teaching and teacher led interventions	<u>Y2</u> Reading 63% Writing 56% Maths 75% Combined 54%
	Full time Y1/Y2 discrete class TA	£21,606.81 80%= £17,285.45	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 2016/17 (12 children) Reading 92% Writing 100% Maths 58%
EYFS	Full time EYFS discrete TA	£21,606.81 100%= £21,606.81	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 2016/17 (6 children) Reading 83% Writing 100% Maths 83%

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			
.			Ofsted 2017 report that the "stimulating curriculum is a strength of the school".
1:1 reading	£9090	Children targeted across the day including extended school hours (breakfast club).	Children who do not access home reading are targeted for reading across the day to develop reading stamina and fluency.
Learning and Language assessment	£7,070 59.68% £4,219.38	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 Reading Helpers- 5 helpers across the school	£1,313 65.22%= £856.34	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	£3,644 59.68% = £2,175 £2632 59.68% = £1,571 £1,571 59.68% = £937.57	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	£505 59.68% £301.38	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	£3,030 76.92% £2,330.67	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			
English specialism training	£4,751.95 59.68% £2,835.96	Pie Corbett training- Reading in KS2 EYFS Writing training Andy Taylor INSET- inference/twilight on writing Pilot scheme on 'Grammar for Writing' ran by University of Exeter.	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. Ofsted noted that "staff use questioning effectively to deepen and extend pupils' learning". (Ofsted 2017)
CASPA	£606	A data system used to track comparatively pupils with complex SEND nationally.	Annual data shows SEND children making outstanding progress (Refer to Discrete Taught SEF)
School Data Tracker - Target Tracker (Annual subscription)	£121	A data system used to track comparatively pupils nationally. New tracking system introduced and training given on this to SLT.	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	£3,307.75	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 because data is understood and used to ascertain the most appropriate and effective interventions. Accountability is shared across the academy and leaders support the drive for high expectations and outcomes in their areas of development.
Lead Practitioner Training	£1,400	Leadership training for SH/DH/SB/DF to achieve lead practitioner status linked to work from RADs/projects in schools	
Developing Future Leaders	£1000	Middle leadership training JW/LW/MD to develop leadership skills including coaching and mentoring	
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, 500	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	£24,240 59.68% £14,466.43	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 (2017) that, " the school has a rich and varied spiritual and cultural life where the arts and music go hand in hand with a keen sense of community service and identity. Pupils are extremely well prepared for life in modern Britain."
Specialist Music teacher	£4,423.80 59.68% £2,640.12 £4,203.62 59.68% = £2,508.72	To provide music education to a high standard. We commission two specialist music teachers one with links to Tuned In Studios (Redcar)	
Choir Ripon 25 pupils representing school. Tickets/entry fees/Meals	£1779 £1422 59.68% = £1,910.17	Trip to Ripon as part of Opera North Big Sing with school children from across the UK.	
Y6 end of year production Transport Tuned In Props	£3,535 £1,010 £2,020	In July 2017, Pennyman Academy staged a production of Wizard of Oz at The Little Theatre, Middlesbrough. Four performances were held over 3 days; all children, their families	

Dance Tuition Additional Spend	£364 £1,010 59.68%= £4,737.76	and members of the local community were invited to attend.	
Extended school clubs	£200	Chess, cookery, 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	£909	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	£608 59.68% £362.85	Developing children as leaders - building belief and extending life skills; taking a lead and contributing to academy decision making; materials. They meet regularly with members of the SLT.	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.
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 / emotional support	£19,592 59.68% £11,693	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. Ofsted 2017 report that, "the school's work to promote pupil' personal development and welfare is outstanding."
Attendance and welfare officer full time	£36,000	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)	£23,562 59.68% £14062	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	£30,708 59.68% = £18,327	Employ a specialist Behaviour TA to overcome emotional barriers to learning	Children are supported in school to reduce fixed term exclusions and ensure inclusive access to the curriculum.
Social, emotional Therapies Gill & other therapists	£1,598 59.68% £7,000	Individual Play Therapy sessions with school counsellor 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	£1047	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	£505	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:	£344,429.37		

Class information (numbers at June 17)

Year Group	Number in Class	Eligible for Pupil Premium	Overall percentage of Year Group
Reception	49	12	14.49%
SEN EYFS	10	1	10%
Year 1	43	17	39.53%
Year 2	47	22	46.81%
SEN Y1/Y2	13	7	53.84%
Year 3	45	29	64.45%
Year 4	48	32	66.67%
SEN Y3/Y4	13	7	53.85%
Year 5	52	35	67.31%
Year 6	48	28	58.33%
SEN Y5/Y6	9	4	44.45%
TOTAL	377	194	51.45%

Total PPG received	£274,560
Total PPG expenditure	£344,429.37
PPG remaining	£0
Academy contribution	69869.37