

Pennyman Primary Academy Pupil Premium Impact Statement 2018.19

Summary information					
School	Pennyman Primary Academy				
Academic Year	2018.19	Total PP budget	£246,840	Date of most recent PP Review	July 2019
Total number of pupils	410 / 356	Number of pupils eligible for PP	187	Date for next PP Strategy Review	July 2020

Attainment & Progress 2018/19					
	% of pupils achieving expected standard				
	Whole cohort	Non Pupil Premium	Pupil Premium	National Disadvantaged	National Other
End of EYFS	55.3	69.9	41.7	56	73
Y1 Phonics	81.1	83	80	80	84
Key Stage 1					
Reading	63	71	54		78
Writing	59	71	46		73
Maths	65	75	54		79
Key Stage 2					
Reading	64.8	72.7	59.4	62	78
Writing	72.2	77.3	68.8	68	84
Maths	70.4	72.7	68.8	67	84
SPaG	64.8	72.7	59.4	67	83
RWM combined	59.3	72.7	50	51	71
Progress KS2					
Reading	0.62	1.88	1.4	-0.6	0.3
Writing	1.08	1.89	0.75	-0.4	0.2
Maths	1.91	2.67	0.44	-0.6	0.3

Planned Outcomes		Success criteria
A.	Significantly improved levels of language and communication and PSED skills across EYFS.	Indoor and outdoor area provision to meet the needs of all pupils in their independent learning. PP pupils to make accelerated progress throughout EYFS to narrow the gap to ARE, in order for pupils to achieve GLD in July 19.
B.	Targeted quality first teaching and intervention groups to ensure support and challenge of all PP pupils in core subject areas.	Half-termly assessment, moderation and pupil progress meetings facilitating the tracking of pupil progress to ensure at least good progress and outcomes in individual and combined core subjects.
C.	Increase progress rates of pupils across KS2 and number of pupils achieving GDS, particularly in writing.	Ensure progress gap between PP and non-PP is narrowed and at least in line with, if not exceeding national averages.
D.	Increase the attendance rates of PP pupils throughout the academy.	Continue to reduce the number of PA's across the academy, as well as improve attendance rates of individual PP pupils.

Expenditure Impact Evaluation

i. Quality of teaching for all

Desired outcome	Chosen action / approach	Impact Evaluation
A B	Refine and consolidate on the teaching of phonics through external and internal training for all staff in EYFS and KS1.	The approach to the teaching and assessment of phonics is a priority within the academy and the impact of its development to date is evident through 91% of Y1 pupils achieving the standard in 2019. This significantly exceeded the national average. The refinement of this priority will continue in order to mitigate inconsistency in the standard of results and ensure the positive trend continues for disadvantaged children. 60% of pupils achieved Good Levels of Development at the end of Reception, which is a continuing 3-year upward trend.
A B C	One to one reading for children who do not read at home.	One to one reading continues to ensure that children comprehend what they read, both fiction and non-fiction, as well as having the opportunity to read with an adult to increase fluency and stamina.
B C	Whole school focus on planning and teaching of writing at EXS and GDS standard; approaches to marking and feedback and contextualised grammar teaching.	Whole school INSET (contextualised grammar) has increased teacher confidence and knowledge to begin to increase accelerated progress for those pupils working towards EXS or GDS standard. KS2 writing outcomes exceeded that of the national average for attainment with disadvantaged children meeting the national disadvantaged figure of 68%.

B C	Coaching and mentoring of NQTs/RQTs to ensure at least good if not outstanding 'quality first teaching'.	Working with the trust's school improvement leader, NQTs and RQTs have received a bespoke training package to enable consistently good teaching, allowing children to make good progress.
B C	Coaching triads to allow practitioners the opportunity to work collaboratively in areas of priority as well as learn from each other.	Maths coaching triads allowed practitioners to share good practice in lessons and implement these in their own teaching. Throughout the academy, maths continues to be a strength with outcomes in KS2 at national expectation. KS2 maths outcomes exceeded that of the national average for attainment with disadvantaged children exceeding the national disadvantaged figure of 67%.
B C	Continued leadership development for senior and middle leaders.	Four middle leaders across the academy successfully completed NPQML accreditation with another enrolling this academic year. Their research led case studies, including phonics and greater depth English teaching, have led to increased teacher knowledge and progress in these areas.
B C	Leadership time – analysis and evaluation. Monitoring and reviewing of provision and impact on progress and attainment.	Subject leaders were given time with senior leaders to enhance their understanding of whole school data and the associated action required to impact on whole school improvement. Middle leaders completed review and development plans, allowing them to be accountable for their actions and the progress rates of children.
B C	Intervention across KS1 and KS2, ensuring timely and focused intervention for PP children requiring it.	Children were identified with the potential to make accelerated progress in reading, writing and maths as well as vulnerable learners, within their existing standard. Specific intervention were put in place. KS2 outcomes were in line with national expectations with writing above it. Progress scores in key stage 2 increased on the previous year, with a significant increase in reading and maths, due to many more children achieving GDS. KS1 outcomes were in line with the predictions made by leaders and teaching staff, demonstrating the academy's secure knowledge, assessment and moderation of pupils.

Total budgeted cost £94,500

ii. Targeted support

Desired outcome	Chosen action / approach	Impact Evaluation
D	Attendance tracking for vulnerable PP children	Regular attendance meetings between DHT and Welfare Officer. Disadvantaged children a focus, alongside unit provision children. More families were invited to ACC's than in previous years. Attendance and welfare visits carried out and strategies deployed to try to raise attendance of disadvantaged children.

D	Breakfast Club provision	Daily, we provide a breakfast club, charging a minimal amount, as we are aware this is an important start to the day for all. Take up for breakfast club is outstanding. Children receive breakfast in a social atmosphere and have time to play with their friends before school starts, through sport, arts and craft or play. We use the places to respond to need to help families who are struggling financially, relying on food banks or to support good attendance.
ABCD	Poverty proofing to remove barriers for learning	Relationships built and developed with attendance and welfare officer leading to families feeling comfortable in approaching the academy when they need financial or emotional support. This also includes support in being directed towards appropriate authorities who may be able to offer support. Staff CPD focussed on understanding the barriers some children are living with, and how to deal with situations that may have occurred even before the day begins.
AC	Implement and monitor the updated behaviour policy	Behaviour policy updated and implemented in Spring and now includes more reflection time and time for restorative practice. Over the term less children were regularly accessing the reflection room and were more able to discuss the impact their behaviour had on themselves and others. This raised self-esteem and confidence to discuss the impact of their behaviour and how they would like to improve.

Total budgeted cost | £72,500

iii. Other approaches

Desired outcome	Chosen action / approach	Impact Evaluation
AC	Enrichment activities through trips, residential visits, music, school choir, performance.	<p>Residential visit took place in Sept 2019 to Carlton Outdoor Education Centre. Subsidised places enabled disadvantaged children to take part. The visit increased confidence, self-esteem and independence with children participating in a variety of outdoor and adventurous activities.</p> <p>Educational visits throughout the year have been subsidised and a variety of after school clubs have been provided free of charge through a combination of PP funding and Sports Premium funding. This has removed any financial barriers to access extended activities and increased skills and confidence.</p>

AD	Outstanding P.E provision, incorporating themes of health and well-being.	Employing two sports leads has enabled many children to access an outstanding PE curriculum, as well as looking at healthy eating and living through other curriculum areas. Intra and Inter-academy competitions enabled all children to compete in a range of events and feel a sense of belonging.
D	Free after school Clubs	After school clubs ran four nights a week and covered sports, arts and music. All clubs are free of charge and an increasing number of children attended throughout the year. In October and February half term, Easter and the Summer holidays, holiday clubs were provided for by the academy staff to ensure that children had a place to be safe and stimulated. Through Pupil Premium and Sports Premium Funding many of these clubs took place off site to further develop the enrichments experiences of the children.
D	Holiday Clubs	
		Total budgeted cost £76,000