

## Disadvantaged Fund Impact Statement 2015/16

Last year, the Academy received £117,480 from the Pupil Premium initiative. The funding was used to support 4 key areas as outlined below.

<b>Learning in the Curriculum</b>
Use of additional adults to facilitate more responsive interventions and pre-learning tasks, including targeted CPD to develop quality first teaching.
Allocated non-teaching time SENCO to further develop the provision and teaching of High Priority Needs children.
Release time for Deputy Head Teacher to further develop and monitor quality learning and teaching throughout school.
Targeted intervention for most able pupils.
Resources to support reading, including replacement reading books, refreshed guided reading sets and developing reading areas around school.
<b>Social, Emotional &amp; Behaviour</b>
Nurture Group Provision – staffing, facilities & resources
Employment of Inclusion Manager
Revised charges for Breakfast Club
<b>Enrichment Beyond the Curriculum</b>
Revised charges for music lessons.
Young Voices
Wider opportunities music provision.
Visits to support/stimulate learning, including visiting artists.
<b>Families/Community</b>
Inclusion Manager/Parent Support Advisor
Letters sent inviting parents to Parent's Evening
Top-up funding for Universal Free School Meals
Walking Bus

At the end of the last academic year, we were able to review how well the money had been spent. The information below shows how the progress of our Pupil Premium children compares to national averages and to non-pupil premium children.

<b>Performance of Disadvantaged Pupils at Phonic Check</b>			
	2014	2015	2016
% of PP pupils achieving Phonic Standard Year 1	13% (8) <i>61%</i>	100% (6) <i>65%</i>	58% (12)
% of non PP pupils achieving Phonic Standard Year 1	61% (18) <i>77%</i>	63% (16) <i>79%</i>	74% (19)

*(National figures)*

- Whilst 2016 results have dipped from 2015, the three-year trend shows that the gap between the PP pupils and the non-PP pupils has narrowed significantly, and the gap to national figures has also narrowed. The number of PP pupils in 2016 has doubled in comparison to 2015. A number of pupils joined the Academy mid-year last and all were in receipt of disadvantaged funding and these pupils did not meet the standard.

Performance of Disadvantaged Pupils at end of KSI				
		2014	2015	2016
Reading	% of PP pupils achieving Expected Standard	65% 82%	83% 84%	80% 59%
	% of non PP pupils achieving Expected Standard	100% 92%	79% 93%	73% 76%
	Gap	-35% -10%	+5% -9%	+7% -17%
Writing	% of PP pupils achieving Expected Standard	59% 77%	65% 82%	70% 47%
	% of non PP pupils achieving Expected Standard	100% 89%	92% 71%	73% 68%
	Gap	-41% -10%	-27% -10%	-3% -20%
Maths	% of PP pupils achieving Expected Standard	82% -12%	83% -12%	70% 55%
	% of non PP pupils achieving Expected Standard	100% 94%	86% 95%	82% 77%
	Gap	-18% -8%	-3% -8%	-12% -21%

(National figures)(Wakefield LA figures)

- The overall trend for PP pupils at the end of KSI shows a narrowing of the gap. In reading and writing both groups are broadly in-line and above the authority figures (National not yet published). In maths the gap is wider but again much less than the authority picture.

Performance of Disadvantaged Pupils at end of KS2				
		2014	2015	2016
Reading	% of PP pupils achieving Expected Standard	45% 82%	69% 83%	43% 44%
	% of non PP pupils achieving Expected Standard	100% 92%	78% 92%	67% 68%
	Gap	-55% -10%	-9% -9%	-24% -24%
Writing	% of PP pupils achieving Expected Standard	55% 76%	92% 79%	62% 59%
	% of non PP pupils achieving Expected Standard	100% 89%	100% 90%	89% 80%
	Gap	-45% -13%	-8% -11%	-27% -21%
Maths	% of PP pupils achieving Expected Standard	55% 78%	46% 80%	36% 49%
	% of non PP pupils achieving Expected Standard	86% 90%	78% 90%	89% 75%
	Gap	-31% -12%	-32% -10%	-53% -25%

(National figures)(Wakefield LA figures)

- The overall trend in reading and writing is a narrowing picture. Maths remains a concern.
- 17% of the cohort joined during 2015/16 and all were in receipt of disadvantaged funding and none met the expected standard.

## Attendance

	2013/14	2014/15	2015/16
PP Pupils			93.3%
Whole School	93.7%	94.0%	94.4%

- Attendance across school has increased slightly. However, the attendance of the PP pupils fluctuates throughout the year due to a small number of specific need cases. The attendance at the end of Spring term for the PP pupils was 97.7%, almost 3% above the whole school picture.
- 70% of pupils on walking bus are PP pupils. Attendance has improved for these pupils, with none now being PA and punctuality no longer an issue.
- Breakfast club is regularly attended by upto 80 pupils, approximately 75% of these pupils are PP.

## Behaviour

- Behaviour incidents requiring restorative practise across school have reduced
- Exclusions did increase at the beginning of the year in relation to a small number of children, but this reduced dramatically in the summer term.



## Pupil Premium Data Review – July 2016

		Whole Year Group	Pupil Premium	Non Pupil Premium	Difference +/- from between PP & non-PP
<b>Year 6</b>	No. of students in cohort	23	14	9	
	% at Expected – Reading	52% (12)	43% (6)	67% (6)	-24%
	% at Expected – Writing	70% (16)	57% (8)	89% (8)	-32%
	% at Expected – Mathematics	57% (13)	36% (5)	89% (8)	-53%
<b>Year 5</b>	No. of students in cohort	26	15	11	
	% at Expected – Reading	65% (17)	40% (6)	100% (11)	-60%
	% at Expected – Writing	42% (11)	27% (4)	64% (7)	-37%
	% at Expected – Mathematics	54% (14)	40% (6)	73% (8)	-33%
<b>Year 4</b>	No. of students in cohort	26	20	6	
	% at Expected – Reading	77% (20)	70% (14)	100% (6)	-30%
	% at Expected – Writing	58% (15)	45% (9)	100% (6)	-55%
	% at Expected – Mathematics	73% (19)	70% (14)	83% (5)	-13%
<b>Year 3</b>	No. of students in cohort	23	11	12	
	% at Expected – Reading	43% (10)	36% (4)	50% (6)	-14%
	% at Expected – Writing	39% (9)	27% (3)	50% (6)	-23%
	% at Expected – Mathematics	43% (10)	36% (4)	50% (6)	-14%
<b>Year 2</b>	No. of students in cohort	20	10	10	
	% at Expected – Reading	75% (15)	80% (8)	70% (7)	+10%
	% at Expected – Writing	70% (14)	70% (7)	70% (7)	-
	% at Expected – Mathematics	75% (15)	70% (7)	80% (8)	-10%
<b>Year 1</b>	No. of students in cohort	31	13	18	
	% at Expected – Reading	54% (17)	46% (6)	61% (11)	-15%
	% at Expected – Writing	87% (27)	85% (11)	89% (16)	-4%
	% at Expected – Mathematics	84% (26)	77% (10)	89% (16)	-12%
<b>Reception</b>	No. of students in cohort	22	8	14	
	% at GLD	73% (16)	75% (6)	71% (10)	+4%
	% at Expected – Reading	82% (18)	75% (6)	86% (12)	-11%
	% at Expected – Writing	77% (17)	75% (6)	79% (11)	-4%
	% at Expected – Mathematics	77% (17)	75% (6)	79% (11)	-4%

- 4xPPG joined during Y6, all 4 were LA and/or SEND
- 3xPPG joined during Y4, all 3 were LA and/or SEND
- 3xPPG joined during Y3, all 3 were LA and/or SEND
- 0xPPG joined during Y2
- 3xPPG joined during Y1, all 3 were LA and/or SEND