

Review of Pupil Premium Spending 2016-17



Pupil Premium summary 2016-17

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School	High Hazels Academy				
Academic Year	2016/17	Total PP budget	£112,200 – Infants £224,400 – Juniors Total - £336,600	Date of most recent PP Review	22.6.16 John Keech Cravenwood Academy
Total number of pupils	266 Infants 348 Juniors 614 Total	Number of pupils eligible for PP (as of December 2016)	41 Infants 112 Juniors 153 Total	Date for next internal review of this strategy	March 2017

Pupil Premium data 2016-17 Y1, Y3, Y4, Y5

	Year One		Year Three		Year Four		Year 5	
	Pupil Premium	Non Pupil Premium	Pupil Premium	Non Pupil Premium	Pupil Premium	Non Pupil Premium	Pupil Premium	Non Pupil Premium
Reading Attainment	82%	78%	50%	68%	75%	71%	51%	63%
Difference on last year	+13%	=	-11%	+5%	+5%	+6%	+13%	-3%
Writing Attainment	68%	70%	54%	67%	76%	63%	34%	44%
Difference on last year	+1%	+6%	+3%	=	+27%	+21%	+6%	+8%
Maths Attainment	82%	73%	62%	73%	79%	71%	54%	65%
Difference on last year	+12%	-3%	-12%	-2%	+9%	-7%	+10%	+7%

Pupil Premium data 2016-17 EYFS, Y1 Phonics, End of KS1 and End of KS2

1. Current attainment								
	EYFS		Y1		End of Key Stage One		End of Key Stage Two	
	Pupil Premium	Non Pupil Premium	Pupil Premium	Non Pupil Premium	Pupil Premium	Non Pupil Premium	Pupil Premium	Non Pupil Premium
% Achieving GLD	53%	73% (National 71%)						
% Passing the phonics test			86% National 70%	80% (National 81%)	67%	84%		
% Achieving Expected in reading, writing and maths								
% Achieving expected in reading					72% (National 76%)	76%	47% (National 71%)	50%
% Achieving expected in writing					72% (National 68%)	64%	74% (National 79%)	68%
% Achieving expected in maths					78% (National 77%)	74%	71% (National 75%)	70%
% Achieving above in reading					20.8% (National 27%)	34.4%	16% (National 23%)	9%
% Achieving above in writing					12.5% (National 16%)	17.2%	11.4% (National 18%)	13.3%
% Achieving above in maths					12.5% (National 20%)	31.3%	14% (National 20%)	16%

Review of Expenditure 2016-17

i. Quality of teaching for all and targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p>In FS1, the majority of children including Pupil Premium children will have expected levels of speech and language by the time they move to FS2.</p> <p>In FS2 children's sentence formulation scores will be in line with the expected level for their age.</p>	<p>Speech and language therapist 1 day a week</p> <p>Speech and language HLTA full time</p> <p>LEAP language intervention for all FS2 children</p> <p>Play and Say and Concept Cat intervention for all children.</p>	<p>Partially achieved– ESCAL data shows a significant reduction in the amount of children who are red flagged for one or more area. 23 out of 25 children who were a red flag no longer are. For some children who entered school at an extremely low level they have not yet met the nursery criteria of speaking and understanding at a 4 key word level and this work will continue in FS2.</p> <p>Nearly all children made accelerated progress in Communication and Language strands. The majority of pupils made above 3 steps progress and 42-45% of children in FS2 making 7-9 steps in Speaking, Listening and Attention and Understanding.</p>	<ul style="list-style-type: none"> Significant speech and language support will continue for FS1 and FS2 as part of our curriculum offer. We are continually developing the support and improving upon CLL data and ESCAL scores year on year. To set more achievable targets which can be fully met and reflect the true progress made by pupils. 	£32,415

There is improved attainment for pupils eligible for pupil premium in EYFS, KS1 and KS2, in reading, writing and maths	<p>Phonics training</p> <p>Maths and writing support from middle leaders for teachers.</p> <p>Targeted intervention groups.</p> <p>Pupil Premium AHT support.</p> <p>Pupil Premium targeted tracking grids.</p> <p>Achievement for All</p>	<p>Achieved but further work needed</p> <ul style="list-style-type: none"> Teaching and learning is judged as good and better for nearly all classes in both schools. This is evidenced by observations, book scrutinies and data collection. The attainment gap between Pupil Premium and non Pupil Premium is narrowing in nearly all year groups and the gap has closed in the majority of areas in Y1, Y2, Y4 and Y6. Pupil Premium children are making accelerated progress in most areas in order to close the gap. Good quality of teaching from NQTs and students due to mentoring and Achievement for All. Effective intervention support has resulted in all children, particularly Pupil Premium who are prioritised for interventions making accelerated progress on interventions. Y6 and Y2 targeted tuition sessions, continue to be effective and Y2 and Y6 progress is particularly strong for Pupil Premium. 	<ul style="list-style-type: none"> Achievement for All support to continue for students and NQTs and to be used to further develop and support RQTs and staff who are new to High Hazels. Continue to build capacity of middle leaders to support the AHT (Inclusion) and champion pupil premium. They are able to track pupil premium children closely and support teachers in next steps for these children. The tracking grids have developed over the year. They are now used to track all Pupil Premium children and in addition to this to track all children who are below expected and challenge key children for greater depth. These will continue to be used in their developed form. Continue to use proven interventions to support progress. New reading intervention for KS2 next year in the form of Lexia. 	£185,009
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

<p>Speaking and understanding of language for pupil premium children will have improved. This will support them with making good progress in reading and writing as they move through the school.</p>	<p>Speech and language therapist 1 day a week</p> <p>Intervention lead Full time</p> <p>Teaching assistant (Slovak speaking)</p>	<p>Achieved criteria but continuation of strategy needed.</p> <ul style="list-style-type: none"> • Speech and language interventions show good progress for the majority of children who are on speech and language interventions. • Where children are struggling to progress to the next level they are quickly identified and referred for more specialised speech and language support from the speech and language therapist on an individual communication plan. • New to English children show rapid improvement on LEAP, VIP and NIP. 	<ul style="list-style-type: none"> • Speech and language interventions are a continuing need, due to the low levels of language our children continue to enter school with. They are continuing to be proven effective and the school is becoming more skilled at identifying children who are New to English with SEN difficulties more quickly. 	<p>£41,252</p>
<p>Children will be more aware of how they are feeling and will be able to talk about and manage their emotions better.</p>	<p>Mindfulness sessions</p> <p>Educational Psychology time</p>	<p>Achieved criteria but continuation and development of the strategy needed to include KS1</p> <ul style="list-style-type: none"> • Reduced number of incidents in unstructured times. When incidents did occur children were able to talk about how they were feeling and what they could do next time to manage that emotion. • Pupil Voice stated that children felt mindfulness helped them to feel calm when they were feeling stressed or worried. • Y6 teachers and pupils reported that mindfulness supported them in feeling less 	<ul style="list-style-type: none"> • Mindfulness will continue to be promoted by staff and pupils. It will be developed to be used in KS1 and EYFS to build upon the successes in KS2. 	<p>£8,000</p>

There is improved attainment at greater depth, particularly in KS1 across reading, writing and maths	<p>HLTA 5 mornings a week</p> <p>Tuition groups for Y2.</p> <p>KS1 leader support with NQTs.</p>	<ul style="list-style-type: none"> • The amount of children achieving greater depth in reading and maths has improved significantly, particularly due to the tuition support. • The amount of children working at greater depth in FS2 has increased in all areas, particularly writing as a result of shape coding. 	<ul style="list-style-type: none"> • The support from the HLTA was not as effective as the school had hoped so this strategy was changed mid year. Targeted additional teaching assistant support was put in place alongside targeted tuition sessions for children we were targeting for greater depth. 	£16,470
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