

# Maltby Lilly Hall Academy

## PUPIL PREMIUM REVIEW

2015-2016

## **Pupil Premium Review 2015/2016**

### **Ambition –**

At Maltby Lilly Hall Primary, our aim is to provide children with opportunities that they may not always have access to.

- We have provided workshops, performances and subsidised visits to places of interest to give children a range of experiences.
- Early support strategies for those who need additional help in reading and writing have also been partially funded through the pupil premium grant.
- Support in helping pupils with their learning both in and out of school will be enhanced through the work of online resources.
- We have a member of SLT dedicated to monitoring and overseeing Pupil Premium
- We have provided pastoral support for children who require social and emotional guidance.
- we have provided Family support events to build positive relationships with parents.

### **Summary Spending and Impact 2015/16.**

Percentage of Pupil Premium pupils was 16.7%    The number of pupil premium children was 65.    The pupil premium budget was £85,800.00

#### **Objectives for the academic year:-**

Do all PP children have opportunities to engage in curriculum enriching activities?

Do all PP children receive a substantial breakfast to ready them for learning?

Will most PP children achieve ARE AT KS2

Is correct and rigorous monitoring of PP children in place?

Do PP children have access to support and guidance to promote emotional wellbeing?

Will Y6 PP pupils achieve their potential in writing?

Will Y2 PP pupils achieve their potential for end of key stage assessment?

Are EYFS staff properly equipped to deliver support around speech and language

Does school Promote positive relationships with parents?

Do staff responsible for PP children have the correct level of training to be effective?

Do PP children in EYFS have the correct amount of support to promote progress?

Are PP children participating in extracurricular sporting activities to promote emotional wellbeing?

Are EYFS fully trained to deliver a pupil led curriculum to have maximum impact on progress for all PP learners?

Is the learning of PPG children supported adequately in classroom provision?

Has the pressure of SAT's impacted on the emotional wellbeing of Y6?

**We have implemented:-**

<b><u>Teacher responsible for PPG- TLR payment</u></b>	£1,800	Rigorous monitoring system in place. Teachers made aware of PP children within classes. Teachers have identified where children have accesses funding.
<b><u>School Visits</u></b>	£1,000	Children were able to access enriching activities. Participated in experiences they may not have had the opportunity to previously. Activities aimed to increase engagement with the curriculum.

<b><u>Pastoral support</u></b>	£17,104	Children access a range of support including: <ul style="list-style-type: none"><li>• anti-bullying</li><li>• SEMH</li><li>• Wellbeing</li></ul> Children's needs identified quickly. Support for families and children put in place as required and correct agencies called upon for further support.
<b><u>Y6 PPG Writing support</u></b>	£224	All PP children in Year 6 accessed Support and guidance in writing and maths with a qualified teacher, increasing confidence and ensuring each PP child had a personalised learning experience to equip them for KS1 assessments.
<b><u>Y2 PPG SATs support</u></b>	£4,578	All PP children in Year 2 accessed 1:1 Support and guidance in writing with a qualified teacher, increasing confidence and ensuring each PP child had a personalised learning experience to equip them for KS2 assessments.
<b><u>SALT</u></b>	£1,750	Children screened for speech and language issues. Environmental audit took place to improve environment to promote speech and language development.
<b><u>ABC Family Learners</u></b>	£700	Families participated in collaborative learning and engaged with afterschool activities.
<b><u>NAHT Pupil Premium Course</u></b>	£600	Statutory requirements identified and clarified. Case studies and proformas for monitoring gathered,
<b><u>EYFS- T/A Support ( 4 Months)</u></b>	£5,701	TA allowed EYFS lead to focus on and ensure the progress of PP children in EYFS who had previously not made sufficient progress.
<b><u>RUFC football 13.5.16 Interschool football minibus x3 Y6 rounders mini bus Cricket Minibus</u></b>	£410	Children develop teamwork skills. Children collaborate with schools across the local authority.

<b><u>Anna Ephgrave Training</u></b>	£2,500	Training introduced and developed practice in EYFS to ensure progress for all PPG children resulting in 90% GLD.
<b><u>Teaching Assistants</u></b>	£41,724	Triage, especially in year 6 and year 2, is established. Intervention, such as RWInc, established for vulnerable children. Relationships with parents and children developed.
<b><u>Y6 SAT's Cinema Treat Y6</u></b>	£255	Children were rewarded for their hard work and perseverance throughout the year. Children were able to use the film as a stimulus for cross curricular learning including English.
<b><u>SAT's Cinema Treat (Coach)</u></b>	£260	

<b><u>Breakfast Club</u></b>	£12870	PP children have accessed free breakfast during the school year.
<b><u>Y5 Residential- Dovedale</u></b>	£40	Specific families supported financially. Children participated in team building and physical activity. Children experienced different communities within their country.
<b><u>Y6 Residential- Bamburgh</u></b>	£100	Specific families supported financially. Children participated in team building and physical activity. Children experienced different communities within their country.
<b><u>Young Voices- Coach hire</u></b>	£250	Children collaborated with a range of schools and organisations. Children showed commitment and discipline during preparation and took part in large musical performance, giving them a range of skills with real life application.
<b><u>Y6 Homework Club</u></b>	£1,790	PP children attended breakfast club, this ensured children were prepared for learning.
<b><u>Y6 Japanese food tasting</u></b>	£250	Children experienced and learnt about a different culture. Tasted food they may not have previously tried. Children participated in a memorable experience.
<b><u>Y6 Chocolatier</u></b>	£250	Children participated in a memorable experience. The experience was cross curricular and linked to the History curriculum.

### **Impact of Spending:-**

The needs of children and families met proactively and support in place in a short time period. Support with mental health available for staff and children. Improved communication means parents feel supported. Minimal behaviour problems throughout school.

76% of Year 6 children achieved expected standard in writing.

Staff are more aware of speech and language difficulties within their classes. A detailed action plan has been developed for new academic year. Screening was effective and where necessary early help has been accessed.

Parents are more involved in school life. Staff are seen as more approachable.

Teacher and leaders responsible for PP is more equipped to lead effectively.

Improved confidence and team work skills. Children experience real life skills in participating in tournaments.

In particular cases in year 3, the gap has begun to be closed for children accessing RWInc interventions. Children in year 2 and 6, in particular, have received personalised learning which has caused accelerated progress.

Positive response from parents, both in person and publicly, on social media. Parents and children had a positive experience of SATs week. Children felt confident and proud no matter what their achievements.

Children are equipped for learning. They enter the classroom settled and calm, and engage in learning immediately.

Children participated in a memorable experience. They developed better learning behaviours and stamina for learning. Children also developed more independence.

Children participated in a memorable experience. They developed better learning behaviours and stamina for learning. Children also developed more independence.

Children participated in a memorable experience. Children understand that commitment and perseverance pay off.

Children and parents feel supported and equipped to deal with SAT tests.

Parents, Governors and children have a positive view of the Year 6 curriculum and feel that the children were able to experience all areas of the curriculum fully. Children were more engaged with the curriculum.

Parents, Governors and children have a positive view of the Year 6 curriculum and feel that the children were able to experience all areas of the curriculum fully. Children were more engaged with the curriculum.

More robust overview of PP children. Thorough evaluation of how funding has been spent. Rigorous monitoring and evaluation systems in place to carry into next academic year.

Children more engaged in learning as a result of these activities. Children participated in memorable experiences.

<u>Outcomes 2016</u>	<u>Commentary</u>
<p><b>End of EYFS- Cohort Size 61 Number of disadvantaged pupils 5</b></p> <p><b>GLD</b> is in line <b>other pupils at the school.</b> It is above <b>the NA.</b> It is above <b>PP nationally</b> <b>The gap with others at the school has closed. The gap to the NA has positively closed.</b></p> <p>Is there a <b>prime area or areas of learning that impacts negatively</b> on the combined overview? No</p> <p>Is there a <b>significant disparity in pupil premium outcomes and these areas of learning</b> compared with their peers in school? No</p>	<ul style="list-style-type: none"> <li>○ EYFS achieved 90% GLD, PP children performed well in EYFS.</li> <li>○ Measures were taken in EYFS to ensure children who were not on track to achieve GLD had sufficient intervention and adult support and guidance to ensure they were given every opportunity to achieve GLD.</li> <li>○ KS1 Children achieved % combined. PP children performed less well than non PP children.</li> <li>○ Measures were put in place to give children opportunities to accelerate progress and achieve EXS. Although a variety of activities were put in place to enable children to achieve EXS some of our PPG children still did not achieve this and as a result our PPG children performed lower than non PPG children at the end of KS1.</li> </ul>
<p><b>End of Y2- Cohort Size 60 Number of disadvantaged pupils 3</b></p> <p><b>Combined attainment (APS)</b> is below <b>other pupils at the school.</b> It is below <b>the NA.</b> It is below <b>PP nationally</b> <b>The gap with others at the school has</b> not been closed. <b>The gap to the NA has remained the same.</b></p> <p>Is there an <b>individual subject that impacts negatively</b> on the combined overview? Yes. Maths.</p> <p>Is there a <b>significant disparity in pupil premium outcomes</b> in this subject compared with their peers in school? Yes.</p>	<ul style="list-style-type: none"> <li>○ KS2 children achieved 54% combined EXS. PP children performed less well than non PP children.</li> <li>○ Measures were put in place to enable children to achieve EXS. They accessed boosters and daily triage where necessary to enable children to achieve EXS.</li> <li>○ In both KS1 and KS2 all staff and children were adapting to the new assessment systems and rigour introduced with the new curriculum.</li> </ul>

**End of Y6- Cohort Size 57. Number of disadvantaged pupils 13  
Of these 3 SEN, 0 EAL**

**Combined EXS is below other pupils at the school.**

It is below **the NA.**

It is below **PP nationally**

**The gap with others at the school has** not been closed.

**The gap to the NA has** widened.

Is there an **individual subject that impacts negatively** on the combined overview?

Yes. Maths.

Is there a **significant disparity in pupil premium outcomes** in this subject compared with their peers in school? Yes

*Follow up/ monitoring.*

*Children in all stages were monitored half termly through pupil progress meetings, PPG children were monitored closely through this process.*

*PPG children have made in year progress. However this was not enough to narrow the gap to NA.*