

Pupil Premium Grant (PPG) Expenditure: 2017 - 2018 Evaluation



Pupil Premium

The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities between Ever6 children and their wealthier peers, by ensuring that funding to tackle disadvantage reaches the pupils who need it most.

Overview of the school

Number of pupils and pupil premium grant (PPG) received	
Total number of pupils on roll	1,284
Total number of pupils eligible for PPG	<ul style="list-style-type: none"> 175 primary 376 secondary 22 LAC
Amount of PPG received per pupil	£1,320 (primary) £935 (secondary) £1,900 LAC
Total amount received	£557,755 (including LAC)

Previous performance of disadvantaged pupils Definition: pupils eligible for free school meals at any time in the last 6 years or in local authority care for at least six months or children of service personnel.

	2016		2017		2018	
	PPG	NA	PPG	NA Others	PPG	NA Others
% of pupils making expected progress in English (GCSE)	60%	70%	9-4: 56% 9-5: 41.5%	9-4: 72.5% 9-5: 55%	9-5: 31% 9-4: 46%	n/a
% of pupils making expected progress in Reading (KS1- KS2)	74%	-	57%	-	61%	-
% of pupils making expected progress in Writing (KS1- KS2)	63%	-	57%	-	79%	-
Proportion of pupils achieving ARE (previously L4b) in Reading	70%	78%	48%	71%	70%	75%
Proportion of pupils achieving ARE (previously L4b) in Writing	61%	70%	60%	76%	67%	78%
% of pupils making expected progress in Maths (GCSE)	40%	65%	9-4: 46% 9-5: 29%	9-4: 71% 9-5: 50%	9-5: 23% 9-4: 32%	n/a
% of pupils making expected progress in Maths (KS1- KS2)	68%	-	48%	-	74%	
Proportion of pupils achieving ARE (previously L4b) in Maths	61%	77%	56%	75%	71%	75%
Proportion of pupils achieving ARE (previously L4b) % level 4+R,W & M	41%	60%	32%	61%	56%	64%
% GLD at end of Early Years Foundation Stage	68%	-	84%	71%	64%	72%
Progress 8	-0.63	0	-0.38	-	-1.14	n/a
Attainment 8	35.8	48.2	38.6	-	31.9	n/a
Basics EM	34%	59%	9-4: 39% 9-5: 27%	9-4: 63% 9-5: 39%	18%	n/a

Pupil Premium – Barriers to Learning

Internal Factors	
A	Low level of child development particularly poor oral language skills in EYFS and KSI are a barrier as children are not 'school ready'
B	Basic skills in reading, writing, and maths for PPG students
C	High ability pupils who are eligible for PPG are making less progress than other high ability pupils
D	Social, emotional and family issues which impact on concentration, motivation and resilience for a number of children across the school (many of these are eligible for PPG)
E	Full range of comprehension strategies lead to PPG pupils not reaching learning in depth for reading
External Factors	
F	Lack of parental confidence in knowing how to support their child's learning disadvantages including those eligible for PPG and home learning environments that are not conducive for effective learning for a significant number of pupils including PPG students
G	Higher than NA mobility and transience mean children and young people enter the Academy mid way through the year.
H	The attendance rate for pupils eligible for PPG pupils is below the target for all children, of 96%. This reduces their school hours and causes them to fall behind.

Record of PPG spending by item/project 2017/18					
Item/project	Cost	Actions	Barrier to Learning	Outcome	2019
Early Years Intervention	£41,519	• Speech and Language therapist	A	<ul style="list-style-type: none"> 64% achieving GLD. This has declined compared to last year. Disadvantaged pupils were a group of 14 children with 3 children not achieving GLD. One of the 3 children not achieving GLD only started in spring. Progress rates for disadvantaged pupils are higher than for all with 93% making typical progress and 57% making rapid progress. 80% of PPG children were targeted for interventions to accelerate progress which resulted in 57% making accelerated progress. Interventions include speech and language, fine motor skills, reading, writing and phonics. NN has delivered training to EYFS resulting in strategies being used within the setting. Including barrier games, mind mapping, key words, carrier words. Time to Talk group continues to be developed in nursery which takes place 3x per week with 5 children. Daily Circle Time for all PPG children for the academic year. Staff knowledge of supporting SAL issues has improved. Which enables them to support individual speech and language targets in the classroom during the lessons. Speech and Language Therapist worked with 4 children with 3 being discharged. Workshops have been held for phonics, communication and language and maths for parents to attend with their child. External moderation continues to identify EYs as outstanding. 	Y
		• Training and Group work with Nursery Nurse	A		Y
		• Employment of a Nursery Nurse in UFS	D & F		Y
		• Parental involvement officer			Y
One-to-One Tuition	£27,394	• Pastoral Coach	D	<ul style="list-style-type: none"> Pastoral coach supported with Breakfast Club, TA support with Y3 (41% of the cohort are PPG). 	Y

Learning Approaches (Metacognition & Self-Regulation)	£303,310	<ul style="list-style-type: none"> • Additional Science lead practitioner • Intervention (literacy, numeracy, pastoral) • Additional maths teacher • Additional English teacher • Additional science teacher • Social worker • Educational psychologist provision • Provision of N2E language provision and translator (improve attendance and language development) • Additional primary intervention teacher 	<p>B & C</p> <p>B, C & E</p> <p>B, C & E</p> <p>B & C</p> <p>B & C</p> <p>A, D, F & H</p> <p>A, D, F & H</p> <p>A, D, F & H</p>	<ul style="list-style-type: none"> • Science results showed an improvement at 1 GCSE from 35% 1 A-C in 2016 to 44% in 2017 to 53% 9-4 in 2018, 46% 2 GCSE 9-4 in 2018 29% 2 GCSE in 2017 (27% in 2016) and 87% 9-4 in Triple Science, 80% in 3 Science in 2017 (36% in 2016) • 9 students (75% of cohort) completing literacy intervention were PPG • 12 students (60% of cohort) completing maths intervention were PPG • 8,930 incidents recorded this year. This includes 1,179 to Children's Social Care, 101 incidents of domestic violence, 2,620 parental contact, 858 pastoral care, 1,108 safeguarding and 786 child protection. • Educational psychologist 1 days per week, based in school. 23 students (31% of cohort) were PPG • N2E provision within school, 3 days per week. Primary EAL attendance improved by 0.3% and secondary by 1.1%. Primary PA improved by 3.6% and secondary by 2.2% 	<p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p>												
Personalised Learning	£63,000	<ul style="list-style-type: none"> • Personalised learning, alternative provision 	B, D, G & H	<ul style="list-style-type: none"> • 77% of AP cohort is PPG • 11 PPG students at AP full time and 8 PT. 	Y												
Mentoring	£47,263	<ul style="list-style-type: none"> • LAC mentor • Health Care Practitioner 	D	<ul style="list-style-type: none"> • Mentor for all 20 LAC, supporting students with pastoral needs and reading with primary LAC. • Bradford Virtual School's LAC mentor based in school once a week, tutoring secondary LAC in core subjects. • Health care practitioner supported the medical needs of all students across the academy. 	<p>Y</p> <p>Y</p>												
Curriculum Areas	£4,000	<ul style="list-style-type: none"> • Curriculum enrichment subsidy/revision guides 	B & D	<ul style="list-style-type: none"> • This was used to provide study guides, access to revision workshops both in term time and outside as well as food and drink prior to examinations. 	N												
After school participation and Arts participation	£42,784	<ul style="list-style-type: none"> • Enrichment activities such as performing arts, sport, outdoor education and residential visits • Outdoor leader education • Peripatetic music lessons 	<p>B & D</p> <p>D & E</p> <p>D & E</p>	<ul style="list-style-type: none"> • School trips and residential are subsidized by school to enable all children to attend and engage in all areas of the curriculum • PE clubs made accessible to all and targeted PPG • Duke of Edinburgh was offered to all age-relevant students and 24% of the cohort was PPG • Princes Trust was part of the curriculum for a number of students 80% of whom were PPG. • 26% of all trips from Health and Fitness faculty were made up of PPG students • Drama and PE clubs were delivered across primary with priority given to PPG, the clubs have a significant effect on pupil's teamwork, social skill and confidence. 75% of those attending were PPG. • Two Year 11 students sat the Grade 6 Vocal exam both PPG (100% PPG) achieving merit and distinction <table border="1"> <thead> <tr> <th>Total No:</th> <th>PPG</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>Piano</td> <td>24</td> <td>43%</td> </tr> <tr> <td>Drums</td> <td>14</td> <td>48%</td> </tr> <tr> <td>Vocal</td> <td>7</td> <td>33%</td> </tr> </tbody> </table>	Total No:	PPG	%	Piano	24	43%	Drums	14	48%	Vocal	7	33%	<p>Y</p> <p>Y</p> <p>Y</p>
Total No:	PPG	%															
Piano	24	43%															
Drums	14	48%															
Vocal	7	33%															

				Trumpet	2	33%	
Uniform & resource provision	£6,700	<ul style="list-style-type: none"> Free breakfast club provision Provide uniform for students from families experiencing financial hardship 	A, D, G & H A, D, G & H	<ul style="list-style-type: none"> Blazers, shirts, skirts, ties, trousers and shoes bought to support the needs of PPG students Free breakfast club places are offered to all PPG children. 66% PPG children attended. This supported improvements in attendance and punctuality, addressed issues around poor diet and also ensures they ready to learn. Social skills and confidence has improved. 	Y	Y	
Attendance	£33,010	<ul style="list-style-type: none"> Attendance rewards and support SL for attendance (focus on PPG) Transport costs External agency support 	D, E & H E & H B,C,D,G& H	<ul style="list-style-type: none"> An attendance lead was employed with a specific focus on PPG attendance across both phases. Secondary PPG PA improved by 0.6% last year. A parental involvement officer was employed to support primary attendance and the number of children who were late to school. School minibus engaged to support transport to AP and improved PPG attendance 	Y	Y	Y
Behaviour support	£4,750	<ul style="list-style-type: none"> Outdoor activities coach 	D & E	<ul style="list-style-type: none"> In Yrs 1,2 and 4 100% of PPG children in have participated in a half term of forest school activities, resulting in improved teamwork, social and communication skills, health and safety, mathematical problem solving a scientific enquiry. 	Y		
Total			£592,930				

Outcomes from 2017_18

End of EYFS

- 31% of pupils in EYFS are disadvantaged (10 girls and 4 boys). There were 27 boys and 20 girls in the cohort.
- Although the difference between disadvantaged pupils has grown compared to 2017 this is due to 3 out of the group not achieving GLD. One of the group was a new starter to school working well below expectation. Without this child 69% of PPG children would have achieved GLD.
- There is a 15% gap between disadvantaged children and others. Although the gap has increased compared to 2017 the progress still shows that 100% of our disadvantaged boys and 91% of our disadvantaged girls made at least typical progress over the year which is an increase in progress rates from last year.

End of KSI

- 74% of disadvantaged pupils achieved ARE and 26% achieved GDS. Both these figures are higher than the target set by 1 pupil. National results were 75% at ARE and 26% at GDS.
- 67% of disadvantaged pupils achieved ARE and 18% achieved GDS. National results were 70% at ARE and 16% GDS.
- 63% of disadvantaged pupils achieved ARE and 18% achieved GDS. National results were 76% for maths and 22% for GDS.
- Disadvantaged children were targeted for additional reading, writing and maths interventions. Three families were received high levels of support from our parental involvement officer and school social worker.

End of KS2

- In reading there is a 10% gap between disadvantaged and all (which is equivalent to 3 children), 1 was in a behaviour unit, 1 was withdrawn by parents and 1 SEN child. However there is a 23% increase in disadvantaged achieving the expected standard when compared to 2017. 21% of disadvantaged achieved GDS I reading compared to 34% of all.

- In writing there is a 12% gap between disadvantaged and all, I was unable to achieve ARE due to handwriting and spellings, I was in a behaviour unit, I was withdrawn by parents and there was 1 SEN child. However there is a 4% increase in disadvantaged achieving the expected standard when compared to 2017. 7% of disadvantaged achieved GDS in writing compared to 21% of all.
- In mathematics there is a 12% gap between disadvantaged and all, however there is a 15% increase in disadvantaged achieving the expected standard when compared to 2017. 14% of disadvantaged achieved GDS in maths compared to 36% of all.
- In GPAS There is a 5% gap between disadvantaged and all, however there is a 38% increase in disadvantaged achieving the expected standard when compared to 2017. 18% of disadvantaged achieved GDS in GPAS compared to 36% of all.
- Results show discrepancies between the TA and actual results for the disadvantaged children. All of these students are in an NQTs class –more support and moderation needs to be done next year to ensure more accurate assessments especially for less experienced staff. A member of Year 6 staff is being trained as a moderator.

End of KS4

The progress of disadvantaged students had shown an improvement over a 3yr trend from a P8 measure of -0.74 in 2015 to -0.41 in 2017 but has taken a dip to -1.14 in 2018. The attainment 8 figure has dipped from 38.5 in 2017 to 31.9. There still remains a significant gap in the 9-4 English and Maths basics measure at 30% for disadvantaged students and 56% for others. However, it is not appropriate to compare the P8 or A8 figures directly with previous years due to the significant change in the exam specifications and 2018 being the first year where most examinations are new spec.