



**St Columb Minor Academy**  
**Pupil Premium Funding**  
**Report**  
**2015 – 2016**



# Review of Pupil Premium Grant Sept 2015-July 2016

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Pupil Premium Grant (PPG) was funded in 2015/2016 according to the number of children in the following categories:

- \* Free School Meals
- \* Ever 6 (A pupil who is not currently eligible for free school meals but has qualified for FSM at any time in the last 6 years.)
- \* CIC/LAC (children in care of the local authority)
- \* Forces Children (a pupil of a serving member of the armed forces)
- \* Ever 5 Service child ( a pupil who was eligible for the service premium between 2011 – 2014 but is not recorded as a service child on the January 2015 census)

It is for the governors and the school staff to decide how the Pupil Premium Grant is spent. When making decisions about using Pupil Premium funding, we consider the context of the whole school and the challenges faced by all pupils. Some of the possible barriers to learning for our pupils, including our disadvantaged pupils, are:

- Attendance and punctuality issues
- Low aspirations
- Multi – generational unemployment
- Behaviour issues
- Difficulties in parenting the behaviour of children
- Poorer standards in listening, language and communication skills
- Low attainment on entry to Foundation Stage
- Less access to support at home for learning opportunities
- Less experience of enrichment activities including sport and music

The governors at St Columb Minor Academy recognise that not all pupils who are socially disadvantaged are registered or qualified for FSM. In addition to this, there may be complex family situations that can be a barrier to a child's progress. The governors reserve the right to allocate the PPG to support any pupil or group of pupils that the academy has legitimately recognised as being socially disadvantaged. We do, in addition, support the funding of many interventions / support programmes from the Academy's main budget from which all children benefit. It is also worth noting that many pupils who qualify for the PPG fall into more than one vulnerable group. Therefore, our pupils may benefit from a range of provision including targeted interventions and support for enrichment to meet their needs and ultimately enable them to make accelerated progress such that they reach their age related expectations, year on year. For the academic year 2015- 2016, the pupil premium allocation was as follows:

<b>Number Of Pupils and Pupil Premium Grant Received</b>	
Total number Of Pupils On Roll (as at January 2015)	579
Total number of Pupils eligible for PPG	153
Amount of PPG received for FSM/ Ever 6	£1,320 Per pupil
Amount of PPG received for Forces/ Ever 5	£300 per pupil
Amount of PPG received for CIC/ LAC	£1,900
<b>Total amount of PPG received</b>	<b>£164,241</b>

It is the responsibility of the school to:

- Effectively identify PP pupils who need support with learning
- Ensure effective interventions are used to support vulnerable groups
- Understand and use data effectively to monitor the progress of all targeted pupils
- Monitor both the use of the funding and the impact it has on the relevant pupils.
- Raise the aspirations and attainment of all pupils

*“The effective allocation of additional funding has resulted in the gap in attainment between disadvantaged pupils and the other pupils being steadily closed. Pupils receiving this support reach similar standards to other pupils nationally Pupils at risk of falling behind receive targeted 1:1 and group support which has enabled them to catch up with their peers in the school.” OFSTED January 2015*

## Where the funding is spent: Direct Learning support

### **1:1 tutor support for Year 6**

PP contribution: £11,775

In 2015 - 2016, some Year 6 children received support through 1:1 tuition that is aimed at moving them quickly into the next level in writing, reading and/or maths. These children received direct teaching that was specifically tailored to their needs through individualised learning plans using some of the RTI approaches that were successful last year. They were identified as those who required some extra support to achieve their expected attainment both within the current academic year and across the key stage.

### **1:1 tutor for Year 3 reading intervention**

PP contribution: £5,944

There were a significant number of children in Year 3 who were identified as needing further reading support. We used the successful RTI strategies from last year to increase children's comprehension skills and vocabulary knowledge in addition to exploring phonics and grammar in given texts. This was personalised intervention which increased the children's engagement in reading and boosted their perception of themselves as readers.

### **1:1 tutor for LAC**

PP contribution: £2,000

In 2015 - 2016, we had a very small number of children who qualified for pupil premium as CIC. These children receive 1:1 tuition for reading, writing and maths which is aimed at their current level of attainment and next steps in learning. The additional focus increases confidence and self esteem, thereby promoting.

### **Freshstart**

PP contribution: £1,256

In 2015-16, identified children in Year 5 had Freshstart intervention. This was small group intervention for pupils working below age related expectations at the end of year 4. It focuses on the use of phonics and sound blending to access a text and the development of comprehension skills.



### **Rapid reads intervention**

PP contribution: £2,617

In 2015 - 16, a number of identified children in Year 3 received this intervention. They had support for the use of a range of reading strategies, use of phonics and developing comprehension skills. This intervention promotes an increase in confidence which contributes to the progress they make.

### **Dyslexia testing/tutor**

PP Contribution: £9,422

Many of our children have barriers to learning due to dyslexic traits. It is important that we identify the specific trait and provide a planned programme for each child. We also provide specialised teaching/ support and guidance to teachers/ TA's to enable the delivery of the planned programme. This is monitored weekly and children are re-screened regularly to evaluate the impact of the planned programme.

### **Baseline testing tutor:**

PP Contribution: £3,141

We have a very mobile population (current Y6 2016: 45% mobile pupils). Research shows that each time a child moves school they lose a term of learning. To negate the effect of moving and to ensure a child's learning needs are met and effectively planned for from the time they enter the school we baseline test them within the first week and discuss the findings with the class teacher.

### **Year 6 Booster teacher**

PP contribution: £5,936

Last year we invested in an extra Y6 teacher from February to May. This allowed us to reduce class sizes and to concentrate specific teaching at the different ability groups within year 6. The teachers were able to target their teaching to ensure all children maximised their learning potential.

### **Behaviour Support/ external behaviour services**

PP contribution: £16,173

This support has been used for the last 3 years to enable a small number of children to access the curriculum due to their challenging behaviour. The support has allowed them to integrate successfully with their peers and has allowed other children to maximise their own learning without interruption. In addition to this, strategies were modelled and coached to class teachers and TA's to continue the support for these children once they fully returned to class independently.

## Where the funding is spent: Wider support for Learning

### **Care Team**

PP contribution: £ 11, 516

We provide this support due to the ever increasing number of children that we have in school with complex medical needs. These needs require medical support across the day and these children have often had lengthy stays in hospital across the year. Without this support, these children would not be able to access school successfully on a daily basis. All of these children are enabled to learn well by attending school regularly and maintaining medical plans and physio programs.

### **Other Behaviour support**

PP contribution: £66, 633

This support comprises of teams of teaching assistants who aid the class teacher and SENCO to plan, deliver and assess specific support to individuals who have been identified either by the County, (statemented children) in line with their statement objectives, or the school in partnership with other professionals. The support includes the use of the Educational Psychology service and other agencies to identify needs and devise support plans.

### **Speech and Language support**

PP contribution: £ £4,694

This support (from Foundation Stage – Year 6), involved specific speech therapy which was directed by the SAL therapist. It also included referrals to the SAL therapist and therefore assessments and observations of other children during the year. Children receiving this type of support would be expected to develop their communication skills and therefore make good progress across all curriculum areas.

### **Parent Support Advisor**

PP contribution: £4279

In 2015 - 2016, we employed 1 parent support advisor across the year. In that time 12 families were provided with support. This does not include families who may have called an open help line. The types of support has been varied from telephone conversations and attending meetings (attendance surgeries and SEN Parent Support group) to spending lengthy periods on a weekly and fortnightly basis with the parents of the children.

### **Induction Tutor**

PP contribution: £1,083

In the year 2015 – 2016 we had children from Forces families that made up 7% of our school population. We provide an induction tutor for these children (and other mobile pupils) to facilitate a smooth transition from their previous setting and to ensure that they continue to make the expected progress in their learning.



### **Service Children provision**

PP contribution: £4,644

This is a named member of staff who engages with Forces Families to explore opportunities for them to work together as an identified group. This includes liaison with local armed services SAAFA, organisation of activities and support for families before, during and after deployment and engagement with the LA officer for service children.

### **Subsidising camps and trips/ wrap around care**

PP contribution: £1,176

We recognise that, for some of our families, opportunities for their children to widen their experiences and develop essential life skills and awareness are often met with financial constraints. We believe that all children should have equal access to these opportunities and we subsidise where needed. In addition to this we provide some families much needed support during extended breaks from school such that their children are in a positive frame of mind on their return to school.

### **SENCO/ Attendance support/ EWO:**

PP contribution: £10,128

Good attendance at school is essential to good progress. We have a team that monitor attendance daily, liaise with the EWO, run attendance surgeries and work with families to support and assist them in ensuring their child gets to school regularly and on time. This ensures that children are improving their learning opportunities and thereby maximising the chance to reach learning potential.

### **Subsidising music/ sport provision**

PP contribution: £640

As above, the opportunity to access extra-curricular sport in the community or extra-curricular music lessons is beyond the limits of some family finances. All children who express an interest or talent in a specific sport or musical instrument are enabled to access a range of opportunities through subsidised provision. This leads to an increase in engagement in wider school activities and therefore an increase in self-esteem.

### **TA training**

PP contribution: £1,728

Our children's learning is supported by the class teacher and the TA's. It is essential that TA's are well trained in the pedagogy that underpins RWI, Inspire maths and teaching and learning. Therefore, we invest in weekly high quality TA training that reflects the professional development that teaching staff have to ensure our TA's are well equipped to support children to make good progress and to attain well.

Total Pupil Premium Expenditure (includes all of the above + resources: £164, 970)

Teachers and governors evaluate the impact of each of the planned provisions. We are mindful that children who qualify for PP funding may fall into more than one vulnerable group and therefore progress data is also considered alongside end of key stage data.

**Foundation Stage:**

<b>EYFS attainment 2015</b>	<b>FSM pupils</b>	<b>School other</b>	<b>National All</b>
Percentage of pupils achieving GLD	100%	72%	66%

**Year 1 Phonics:**

<b>Phonics 2016</b>	<b>Disadvantaged pupils</b>	<b>School other</b>	<b>National All</b>
Percentage of pupils achieving expected phonics standard	73%	85%	81%

**KS1 Attainment:**

<b>KS1 attainment 2016</b>	<b>Disadvantaged pupils</b>	<b>School other</b>	<b>National All</b>
Percentage of pupils making expected standard in reading	71%	87%	74%
Percentage of pupils making better than expected standard in reading (GDS)	14%	28%	24%
Percentage of pupils making expected standard in writing (TA)	64%	71%	65%
Percentage of pupils making better than expected standard in writing (GDS)	0%	20%	13%
Percentage of pupils making expected standard in Maths	71%	89%	73%
Percentage of pupils making better than expected standard in maths (GDS)	7%	21%	18%

**KS2 Attainment:**

<b>KS2 attainment 2016</b>	<b>Disadvantaged pupils</b>	<b>School other</b>	<b>National All</b>
Percentage of pupils making expected standard in reading	64%	59%	71%
Percentage of pupils making better than expected standard in reading (GDS)	14%	25%	23%
Percentage of pupils making expected standard in writing (TA)	86%	73%	79%
Percentage of pupils making better than expected standard in writing (GDS)	0%	23%	18%

Percentage of pupils making expected standard in Maths	64%	57%	75%
Percentage of pupils making better than expected standard in maths (GDS)	14%	14%	20%

### Summary of Impact and Planned provision for 2016 – 17

Provision	Outcome/ Impact	Next Steps
1:1 tutor support for Y6	All children in this group make good progress in the time they are having tuition <b>Good impact</b>	To be continued in 2016/17 but to be targeted at Year 5 much earlier in the year.
1:1 tutor support for Y3 reading intervention	All children in this group made at least good progress in the time they are having tuition. The greatest impact is on self esteem. <b>Good impact</b>	To be continued in 2016/17 but may follow the children into Year 4.
1:1 tutor support for LAC	These children make steady progress. The greatest impact is on self esteem. <b>Good impact</b>	To be continued in 2016/17
Freshstart	Some of these children make progress during the time they are having intervention. <b>Some impact</b>	To be re-evaluated in 2016/17 with renewed training for the adults delivering it and a greater focus on identified children as a lead into Literacy and language.
Rapid Reads Intervention	All of the children in this group make steady progress. The greatest impact is on self esteem. <b>Good impact</b>	To be continued in 2016/17. We may
Dyslexia Tutor/ testing	Children have underlying needs identified and supported through individualised teaching plans. <b>Good impact</b>	To be continued in 2016/17
Baseline testing tutor	This allows children to minimise any lost learning time on entry and therefore ensure they stay on target to achieve their potential <b>Good impact</b>	To be continued in 2016/17
Y6 Booster teacher	Not enough children who should have met age related expectations actually did so despite the additional support. <b>Not enough impact</b>	Not to be continued. Time and money will be invested in widening the 1:1 tutor support as this has much more impact
Behaviour support	This was a very successful initiative in allowing all children to engage with the planned curriculum and make progress. <b>Outstanding impact</b>	To be continued in 2016/17. We need to increase the size of this team as there is an identified increased need for this support across the school.
Care Team	This is a very successful initiative in maintaining children's attendance at school. <b>Outstanding impact</b>	To be continued in 2016/17. We need to widen the experience of the team this year.
Speech and language support	This is a very successful intervention that identifies needs within the children's working vocabulary. <b>Good impact</b>	To be continued in 2016/17. This will be extended into specific follow up interventions for identified children. We will also look to extending the support more widely into KS1.
Parent support advisor	This is a valuable service in terms of signposting parents. <b>Good impact</b>	To be continued in 2016/17. This could be extended through the behaviour support team.

Induction Tutor	New children and parents to the school value this provision to aid a smooth transition into our school. <b>Good impact</b>	To be continued in 2016/17
Service children provision	New children and parents to the school value this provision to aid a smooth transition into our school. <b>Good impact</b>	To be continued in 2016/17
Subsidising trips etc	This has been invaluable in ensuring some of our most deprived families have enrichment opportunities that would not ordinarily be available to them. <b>Good impact</b>	To be continued in 2016/17. In discussion with governors, this aspect of provision will be widened to create/ provide even more enrichment opportunities.
Attendance support	Our overall attendance figure increased last year and our PA figure decreased. This team ensure we are very focused on identifying possible vulnerable families and children. <b>Outstanding impact</b>	To be continued in 2016/17
Subsidising music/ sport provision	This has been invaluable in ensuring some of our most deprived families have enrichment opportunities that would not ordinarily be available to them. <b>Good impact</b>	To be continued in 2016/17. In discussion with governors, this aspect of provision will be widened to create/ provide even more enrichment opportunities.
TA training	Lesson observations evidence that the quality of dialogue and support for learning is significantly enhanced. Subsequently, the progress children make in small group interventions is improved. <b>Good impact</b>	To be continued in 2016/17. This training is invaluable and will be extended to focus on each aspect of the school improvement plan with differentiated training for the TA team.