

Review of Pupil Premium expenditure				
Previous Academic Year		Ark Chamberlain 2016-17		
i. Quality of teaching for all				
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
Improved combined attainment of PP children	To continue to utilise the Read Write Inc Phonics programme to improve the reading capacities of our underachieving pupils	<p>RWI is improving the reading capacity of underachieving pupils. Ofsted report that the teaching of phonics is effective.</p> <p>At the start there were 63 pupil premium pupils on the programme, there are now 7 pupils.</p> <p>These 7 pupils have made progress but have not yet completed the programme. 86% of PP children came off the programme compared to 88% on non PP</p>	<p>RWI was embedded effectively into the academy; a large number of pupils made progress and were able to move off the programme this year. Next year this will be a smaller intervention with less than 40 pupils on the programme therefore the cost implications will be smaller. There will be training needs for the new RWI lead.</p> <p>Ofsted report that although the teaching of phonics is effective; there are still gaps in reading which are not being diminished as quickly as in maths and to some extent writing.</p>	<p>Cost of 5 days training = £2500 Cost of resources = £500 Total = £3000</p>

<p>Improved combined attainment of PP children</p> <p>Improved progress for high attaining pupils</p>	<p>Opportunities for teachers to improve their teaching, through observations, team teaching, Subject specific CPD, support with planning, targeted pupil support</p> <p>Staff training on use of assessment to inform teaching and high quality feedback</p>	<p>Focused support is improving the quality of teaching and learning.</p> <p><u>Quality of Teaching and Learning - observations</u></p> <p>Autumn – 40% good or better Spring - 67% good or better Summer – 80% good or better.</p> <p>Ofsted report that teaching is improving well. Consistently strong teaching, in some classes, is rapidly improving pupil achievement.</p> <p>Training is improving the quality of marking and feedback though this is still a key priority for this year.</p> <p>Summer 2 - % of PP and non PP who made good or better progress</p> <table border="1" data-bbox="696 818 1077 1102"> <thead> <tr> <th>Y6</th> <th>PP</th> <th>NonPP</th> <th>Difference</th> </tr> </thead> <tbody> <tr> <td>R</td> <td>67%</td> <td>45%</td> <td>+22%</td> </tr> <tr> <td>W</td> <td>50%</td> <td>25%</td> <td>+25%</td> </tr> <tr> <td>M</td> <td>100%</td> <td>75%</td> <td>+25%</td> </tr> </tbody> </table>	Y6	PP	NonPP	Difference	R	67%	45%	+22%	W	50%	25%	+25%	M	100%	75%	+25%	<p>There has been a marked improvement in the quality of teaching and learning across the academy during 2016-17, however an area which remains a focus for the next academic year is feedback as this is not always as effective as it could be particularly with addressing spelling errors and inaccurate punctuation.</p> <p>The academy has developed its capacity to support and improve the quality of teaching and learning with its own staff and is no longer reliant upon external network leads. Regional network support will still be a valuable resource in developing middle leaders new to role as they coach identified staff this year.</p>	<p>Network Lead 1 day a week = £9,000</p> <p>AVP / Release time for Heads of Year</p> <p>£35,000</p>
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<p>Improved progress for high attaining pupils</p>	<p>Co planning to focus on ensuring planned challenge for these pupils</p> <p>CPD on providing challenge for high attaining pupils.</p> <p>Peer observation of good practice</p>	<p>In some year groups the % of high attaining pupils making expected progress is inline or above non PP</p> <p>e.g.</p> <p>Y3 writing HAPP= 40% HAnonPP = 16%</p> <p>Y4 writing HAPP – 23.5% HAnonPP – 16.1%</p> <p>Year 6 RWM combined Percentage of children making good or better progress HAPP 50% HA nonPP 25%</p> <p>However, this is not consistent across all year groups. Continued focus on providing challenge for more able pupils is needed.</p>	<p>Middle leaders have attended training in co-planning and coaching. They will all attend the Lead Practitioner programme in 2017/18.</p> <p>The quality of planning has improved significantly this year. Staff will continue to plan together as a year group this year as this has ensured high quality planning and supported less experienced staff. This has a cost implication as specialist teachers are employed to cover the five classes in a year group for four mornings a week.</p> <p>Ofsted report that although most classes make good progress this is variable as not all classes provide the right level of challenge so this will continue to be a priority in 2017/18.</p>	<p>Network Lead 2 days a week= £18,000</p>
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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																																																																
Improve combined attainment of PP children	Intervention staff deployed to provide targeted additional maths and English support and reinforcement work to specifically targeted Pupil Premium groups across the year groups.	<p>Support is accelerating attainment of PP children</p> <table border="1" data-bbox="676 504 1039 628"> <thead> <tr> <th>Y3</th> <th>Aut</th> <th>Spr</th> <th>Sum</th> </tr> </thead> <tbody> <tr> <td>R</td> <td>31%</td> <td>63%</td> <td>72%</td> </tr> <tr> <td>W</td> <td>58%</td> <td>65%</td> <td>65%</td> </tr> <tr> <td>M</td> <td>42%</td> <td>65%</td> <td>83%</td> </tr> </tbody> </table> <table border="1" data-bbox="676 692 1039 801"> <thead> <tr> <th>Y4</th> <th>Aut</th> <th>Spr</th> <th>Sum</th> </tr> </thead> <tbody> <tr> <td>R</td> <td>17%</td> <td>76%</td> <td>69%</td> </tr> <tr> <td>W</td> <td>44%</td> <td>53%</td> <td>56%</td> </tr> <tr> <td>M</td> <td>51%</td> <td>73%</td> <td>90%</td> </tr> </tbody> </table> <table border="1" data-bbox="676 865 1039 973"> <thead> <tr> <th>Y5</th> <th>Aut</th> <th>Spr</th> <th>Sum</th> </tr> </thead> <tbody> <tr> <td>R</td> <td>43%</td> <td>59%</td> <td>75%</td> </tr> <tr> <td>W</td> <td>44%</td> <td>53%</td> <td>57%</td> </tr> <tr> <td>M</td> <td>45%</td> <td>79%</td> <td>81%</td> </tr> </tbody> </table> <table border="1" data-bbox="676 1037 1039 1145"> <thead> <tr> <th>Y6</th> <th>Aut</th> <th>Spr</th> <th>Sum</th> </tr> </thead> <tbody> <tr> <td>R</td> <td>41%</td> <td>51%</td> <td>54%</td> </tr> <tr> <td>W</td> <td>43%</td> <td>57%</td> <td>71%</td> </tr> <tr> <td>M</td> <td>34%</td> <td>67%</td> <td>74%</td> </tr> </tbody> </table>	Y3	Aut	Spr	Sum	R	31%	63%	72%	W	58%	65%	65%	M	42%	65%	83%	Y4	Aut	Spr	Sum	R	17%	76%	69%	W	44%	53%	56%	M	51%	73%	90%	Y5	Aut	Spr	Sum	R	43%	59%	75%	W	44%	53%	57%	M	45%	79%	81%	Y6	Aut	Spr	Sum	R	41%	51%	54%	W	43%	57%	71%	M	34%	67%	74%	<p>Targeted support, alongside quality teaching for all has accelerated progress of pupil premium children.</p> <p>This is dependent upon the quality of staff leading the interventions, this year graduates were used to lead some interventions but also to cover classes so teachers could lead interventions where necessary.</p> <p>Although pupil premium attainment improved, continuing to target pupil premium children to ensure they make sustained progress to diminish differences between pupil premium and non-pupil premium children will continue to be a priority in 2017/18.</p>	3 x TAs £72,000
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Improved progress for high attaining pupils	Weekly small group sessions in maths and English for high-attaining pupils	<p>In some year groups the percentage of high attaining pupils making expected progress is inline or above non PP</p> <p>See above for data</p>	The focus has been on improving the quality of teaching and progress for all pupils, as a result interventions for high prior attaining pupils were run less consistently than planned. High prior attainers continue to be the group of pupils where significant numbers of pupils do not make the required progress and will be a priority for 2017-18.	3 x teachers £141,000
Improve combined attainment of PP children	HLTA employed - additional staffing expertise to target individual/small group EAL PP support.	<p>Ofsted report that pupils in the very early stages of learning to speak and communicate in English achieve well.</p> <p>At the start of Spring term 46 pupils were identified as needing EAL interventions. This was reduced by 41% (27 pupils) by the end of the Summer Term.</p>	The employment of a full time HLTA with responsibility for EAL has improved the quality of provision for pupils in the early stages of learning English. These pupils, pupil premium and other, make good progress as a result.	1 x TA £24,000 1 day targeted interventions (VL) £8288

<p>Improve combined attainment of PP children</p>	<p>Speech and Language therapist Additional Language assessment, intervention and support.</p> <p>To support pupils in the use of language in lessons, broadening vocabulary and developing confidence in speech</p>	<p>Progress of SEND pupils is better than non-SEND pupils in all year groups. Ofsted report that pupils who have special educational needs and/or disabilities make good progress.</p>			<p>The progress of SEND pupils reflects the quality of provision in the classroom and the interventions in place. These will continue, where appropriate, into 2017/18.</p>	<p>SALT £12,000</p>	
		Year group	% of SEND pupils making good or better progress in RWM (other)	% of SEND PP pupils making good or better progress in RWM			
		6	91% (56%)	88%			
		5	60% (53%)	50%			
		4	56% (48%)	67%			
3	86% (71%)	89%					

<p>Improve combined attainment of PP children</p> <p>Improved progress for high attaining pupils</p>	<p>To provide targeted small group teaching to accelerate SATs attainment levels.</p> <p>Booster classes / Easter school/ early start for Y6 pupils – LA/HA.</p>	<p>Y6 progress of PP children (% at ARE) improving as a result of small group interventions.</p> <table border="1" data-bbox="676 306 1057 558"> <thead> <tr> <th></th> <th>Aut</th> <th>Spr</th> <th>Sum</th> </tr> </thead> <tbody> <tr> <td>R</td> <td>41%</td> <td>65%</td> <td>54%</td> </tr> <tr> <td>W</td> <td>43%</td> <td>57%</td> <td>71%</td> </tr> <tr> <td>M</td> <td>34%</td> <td>71%</td> <td>74%</td> </tr> </tbody> </table> <p>Gap between non PP and PP has decreased by 8% in maths.</p> <p>The gap between non pupil premium and pupil premium pupils for RWM combined was 8% in KS2 SATs test, compared to 15% in Autumn Term.</p>		Aut	Spr	Sum	R	41%	65%	54%	W	43%	57%	71%	M	34%	71%	74%	<p>Targeted support, alongside quality teaching in the classrooms, for Year 6 meant that overall results rose by 13% in RWM combined.</p>	<p>Intervention teacher (QA)</p> <p>£17,000</p>
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iii. Other approaches

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
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Improve attainment of PP children in reading and writing

To deploy Learning Mentors to improve pupil engagement and behaviour for learning of more vulnerable pupil groups, and deliver enrichment activities for disadvantaged pupils

Reading and writing attainment of PP children from autumn 2 to summer 2

	R Aut 1	R Sum 2
Y3	31%	72%
Y4	17%	69%
Y5	43%	75%
Y6	37%	54%

	W Aut 1	W Sum 2
Y3	58%	65%
Y4	44%	56%
Y5	44%	57%
Y6	44%	71%

In the Autumn term 18 pupils received mentoring for behaviour concerns. Where appropriate support from outside agencies, e.g. CAMHS, was sought.

This decreased by 61% to 7 pupils by the end of the Summer Term.

Learning mentors have supported vulnerable pupils throughout the year with numbers of children requiring mentoring support decreasing significantly throughout the year.

2x Learning mentors
£60,195

<p>Improved parental engagement and support for learning</p>	<p>To deploy Parent Support Workers to improve, develop and enhance parental engagement with the Academy and the learning of their children.</p> <p>INSPIRE workshops</p>	<p>Planned opportunities for parents to engage with the academy including successful parent reading workshops</p> <p>Planned opportunities for parents to engage with the academy including successful parent reading workshops</p> <p>99% of parents reported this was useful.</p>	<p>Parental feedback evidences that parents have found workshops extremely useful in supporting the learning of their children and would like more of these across the curriculum. These will be planned termly for 2017/18.</p>	<p>1 x parent support worker £23,000</p>
<p>Improve attainment of PP children in reading and writing</p> <p>Improved progress for high attaining pupils</p>	<p>Weekly homework club for children identified as vulnerable</p>	<p>Little impact as the club was not well attended this year.</p>	<p>This was not well attended with only 5 pupils accessing the homework club whilst it was running. More focused support (action tutoring) for identified pupils planned for before school in 2017/18.</p>	<p>Resources = £1,000</p>

<p>Children are inspired into deeper love of learning through the provision of enriched learning opportunities and experiences.</p> <p>Improved progress for high attaining pupils</p>	<p>Enrichment activities within the curriculum – support funding for trip / visitors to the academy to ensure all children have access to a wide range of new and challenging opportunities.</p>	<p>Make the Grade enrichment opportunities, trips e.g. Houses of Parliament, Chamberlain Chronicle, Kingswood residential, writing club and debating club are examples of enrichment opportunities targeted at pupil premium children.</p> <p>Children were engaged and enthused by the experiences and this was reflected in the increase % of pupil premium pupils achieving RWM combined and diminishing differences with their non pupil premium peers.</p>	<p>The development of the wider curriculum and enrichment opportunities has been successful this year. Ofsted reports that the curriculum includes a broad range of topics and subjects and provides broad relevant experiences.</p> <p>This has meant pupils are engaged in their learning and make strong progress.</p>	<p>Cost = £7,000</p>
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Additional detail

The pupil premium funding was used effectively in 2016/17 as evidenced by Ofsted who reported, in March 2017, that pupil premium funding is being used effectively to provide targeted support for disadvantaged pupils. They make similar progress to that of other pupils and many catch up on previously lost ground. They also reported that additional funding is targeted effectively at those pupils for whom it is intended. This has resulted in significant improvements in maths and to some extent writing. Leaders are rapidly narrowing and closing differences between the achievement of disadvantaged pupils and those who are not disadvantaged. Accelerating progress in reading continues to be a focus to diminish differences between pupil premium and non pupil premium to less than 5% in each year group.