

## Chalfont Valley E-Act Academy Pupil Premium Analysis

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## Background to Pupil Premium Funding

The pupil premium is a new government initiative that targets extra money at pupils from deprived backgrounds. Research shows that pupils from deprived backgrounds underachieve compared to their non-deprived peers. The premium is provided to enable these pupils to be supported to reach their potential.

The Government has used pupils entitled to free school meals (FSM), looked after children and service children as indicators of deprivation, and have provided a fixed amount of money for schools per pupil based on the number of pupils registered for FSM over a rolling six year period. This fixed amount of money is expected to increase every year for the course of this current Parliament. At Chalfont Valley E-Act Academy we will be using the indicator of those eligible for FSM as well as identified vulnerable groups as our target children to 'close the gap' regarding attainment.

The following quotes demonstrate the importance of spending this money wisely:

*“Not gender, not ethnicity, not the season of birth, not language, not school, not LA, not religion, not region, not class size, but socio-economic background is the prime link to attainment. No surprises here for teachers!”* Sue Hackman (Chief advisor on School Standards at the Department for Children, Schools and Families).

*“Schools should be engines of social mobility. They should provide the knowledge and the tools to enable talented young people to overcome accidents of birth and an inheritance of disadvantage in order to enjoy greater opportunities.”* Michael Gove (Former Secretary of State for Education.)

Despite having come in at a lower starting point, children at Chalfont Valley Academy in receipt of pupil premium funding have achieved broadly in line with other children at the end of KS2. We must ensure this trend continues and so take the spending of our pupil premium money very seriously. We put quality first teaching at the heart of all that we do and have incredibly high expectations of all children and staff to ensure that any gaps in attainment are narrowed through consistently good and outstanding progress -in all subjects and across all year groups.

## School Population

Indicator	School 14/15	National Average	School 15/16
<b>FSM (EVER6)</b>	31%	25.2%	42.0%
<b>Minority Ethnic Groups</b>	28.4%	31.6%	30.5%
<b>EAL</b>	16.9%	20.1%	17.9%
<b>SEN support</b>	15.2%	12.1%	21.3%
<b>SEN statement or EHC</b>	4.5%	1.3%	0.8%
<b>Deprivation Factor</b>	0.13%	0.21%	0.14%

- Average attainment on entry to the school is much lower than the national average
- The majority group in the school is white British.
- Levels of FSM are significantly high compared to national levels.
- Many of our children have varied and sometimes complex barriers to learning which may impact on their performance.

At Chalfont Valley Academy, we have high aspirations and ambitions for our children and we believe that no child should be left behind. Our high proportions of FSM children have meant that our pupil premium money has represented a significant proportion of our budget and we have planned our spending carefully to ensure that it has been spent to maximum effect.

## Pupil Premium Expenditure 2014/15

Number of Ever 6 children	31		
Level of Pupil Premium Grant received	£40, 300		
Focus of intervention/areas of spend	Cost	Success Criteria	Impact
After School Clubs- Elm Sports	£1000	Inclusion for all. Increase levels of fitness and promoting of healthy lifestyles.	Attendance improved. The children were ready to learn having been fed with a healthy balanced breakfast. Camp, breakfast club have all had a profound impact upon attendance and engagement in learning this year.
Breakfast Club Supplies	Up to £5000	Children to have opportunities to develop social and communication skills, arrive at school on time which in turn will impact on their learning skills and improved standard of work.	
Nurture Group	% of LSA salary	Children have an opportunity to discuss issues which affect them both at home and at school.	

Focus of intervention/areas of spend	Cost	Impact
Intervention teacher to create sets in KS 2 to accelerate progress.	MP6 - 50% of salary.	All year 6 children met expected progress in reading, writing and maths. KS2 results were above floor for % of children achieving level 4 in reading, writing and maths.
TA salary to carry out maths intervention, daily reader, keywords etc	£10,000	All year 6 children met expected progress in reading, writing and maths.

### Performance of pupils eligible for Pupil Premium Funding 2014-2015

Performance of pupils eligible for Pupil Premium Funding 2014-2015	
% PP pupils meeting expected end of year standard in Reception	25% (Non PP pupils- 70%)
% PP pupils meeting expected standard in Year 1 Phonics.	71% (Last Year's National PP – 66%), (Non PP pupils- 79%)
% PP pupils achieving 2B+ in Reading at End of KS1.	75% (Non PP – 88%)
% PP pupils achieving 2B+ in Writing at End of KS1.	50% (Non PP – 50%)
% PP pupils achieving 2B+ in Maths at End of KS1.	0% (Non PP - 63%)
% of PP children achieving a L4+ Combined in end of KS2 S.A.T's.	80% (National PP – 70%) (Non PP pupils- 100%)
% of PP children achieving a L4+ in Reading in end of KS2 S.A.T's	80% (National – 83%) (Non PP pupils- 100%)

% of PP children achieving a L4+ in Writing in end of KS2 S.A.T's	80% (National PP-79%) (Non PP pupils- 100%)
% of PP children achieving a L4+ in Maths in end of KS2 S.A.T's (3 children)	100% (National – 80%) (Non PP pupils- 100%)
% of PP pupils making expected progress in Reading End of KS2	100% (National – 92%) (Non PP pupils- 100%)
% of PP pupils making expected progress in Writing End of KS2	100% (National – 95%) (Non PP pupils- 100%)
% of PP pupils making expected progress in Maths End of KS2	100% (National – 91%) (Non PP pupils- 100%)

The interventions that have led to the most effective narrowing of gaps have been a double hit of pastoral and academic interventions. Qualitative measures to increase self-regulation, self-esteem and parental and child engagement with school have been embedded alongside a number of targeted academic interventions aimed at increasing attainment and progress in reading, writing and maths.

The academy has experienced success in both qualitative and quantitative approaches, and so intends to use next year's pupil premium funding similarly, whilst constantly reflecting, refining and measuring the success of our intervention strategies.

The academy is developing its own measure for success of intervention, this is being used to measure the cost effectiveness of our interventions (cost against progress made). We have used this data, alongside current research, to plan our 2015/16 spend.

## Proposed Pupil Premium Expenditure 2015/16

Number of Ever 6 children	35
Level of Pupil Premium Grant received	£45,500

**We have aimed to use our PP funding to ensure that gaps are narrowed in year groups where data shows there has been progress that is lower than that we would expect and to ensure that all children have the same experiences.**

Item/ Project	Cost	Objectives/ Outcomes
Free Breakfast club for all children in receipt pupil premium funding	£5, 320 (up to)	Children to have opportunities to develop social and communication skills, arrive at school on time which in turn will impact on their learning skills and improved standard of work.  <i>Impact: 11 PP children are showing an increase in their attendance due to regular attendance at breakfast club.</i>
Breakfast club for Yr 6 pupils during SATS week	£100	To ensure that year 6 pupils have had breakfast and are at school on time during SATS week.  <i>Impact: All children in year 6 had 100% attendance at breakfast club during SATS week.</i>
CPD for all staff in using STAT, SEND, Computing, SPAG, Phonics, Maths, Reading, effective Feedback, and Handwriting.	£1000	To ensure a high standard of quality first teaching is a priority to support children in their reading, writing and numeracy.  <i>Impact: Good or better teaching has risen from Autumn 2014</i>

		20% to 100% in Summer 2016.
Individualised Need for children in receipt of pupil premium.	£2,000	In collaboration with parents on an individualised need fund will be used to support individual needs. This may be to support reading, writing and numeracy or their personal wellbeing.
Handwriting programme	£1500	To identify needs and give support with handwriting and fine motor skills Raise children's self-esteem and pride in own work so that they can become more engaged in their learning. PP children make better than expected progress per year.  Impact: CPD for all staff on 1 <sup>st</sup> February 2016. Standards have risen across the academy in all year groups. Children are taking greater pride in their work. New presentation policy has been introduced. Ofsted and RAB's noted improved presentation and staff expectations of it. Pupil voice said that they have greater pride in their work.
Free trips and enrichment	£1000	Inclusion for all so everyone has the same experiences.  Impact: 100% of pupils attend the trips on offer. Pupil Voice shows high levels of enjoyment from pupils through post evaluation forms.
After school clubs- Elm Sport	£1000	Inclusion for all. Increase levels of fitness and promoting of healthy lifestyles.  Impact: Increase from 17% to 36% attendance percentages of girls in after school clubs.
Nurture Club	% of LSA salary (approx. £10,000- full salary)	Children to meet end of year targets through weekly nurture group support to look at attitude and individual issues.



		Impact: 100% of targeted children currently attending nurture club made expected progress or more.
Reading intervention for Years 5 & 6: All targeted children receive regularly (3x) intervention programmes designed by the class teacher who use 'securing level' documentation to ensure interventions are pitched appropriately. Higher attainers targeted for additional support delivered by class teachers.	% of LSA salary (approx. £10,000- full salary)	85% to make good or better progress in reading and are on track to achieve end of year targets. Gap closing for this group of pupils.  Impact: 100% of PP children in Years 5 & 6 made at least expected progress in reading. 60% of PP of children in Yr 5 made outstanding progress and 100% of PP children in Yr 6 made outstanding progress.
Maths intervention for Years 5/6. All targeted children receive intervention programmes designed by the class teacher who use 'securing level' documentation to ensure interventions are pitched appropriately. Higher attainers targeted for additional support delivered by class teachers.	% of LSA salary (approx. £10,000- full salary)	85% to make good or better progress in reading and are on track to achieve end of year targets. Gap closing for this group of pupils.  Impact: 100% of PP children in Years 5 & 6 made at least expected progress in reading. 60% of PP of children in Yr 5 made outstanding progress and 88% of PP children in Yr 6 made outstanding progress.
Writing intervention Years 5/6. All targeted children receive intervention programmes designed by the class teacher who use 'securing level' documentation to ensure interventions are pitched appropriately. Higher attainers targeted for additional support delivered by class teachers.	% of LSA salary (approx. £10,000- full salary)	85% to make good or better progress in reading and are on track to achieve end of year targets. Gap closing for this group of pupils.  Impact: 100% of PP children in Years 5 & 6 made at least expected progress in reading. 80% of PP of children in Yr 5 made outstanding progress and 100% of PP children in Yr 6 made outstanding progress.
Quality first teaching – additional	£2000	All teachers and LSA are secure in using new STAT system

<p>CPD /differentiation/ teaching assistants to support learning in class as part of normal lesson.</p>		<p>to track pupil progress to plan differentiated work pitched at the correct level. 85% of children to make at least good progress in all year groups. Targets are met for % achieving GLD, Yr 1 phonics, KS1 and KS2 results.</p> <p>Impact: Staff are using STAT effectively. Quality of teaching has risen from 20% Autumn 2014 to 100% good or better Spring 2016.</p> <p>(See key stage results in table below)</p>
<p>ICT investment- Learn Pads</p>	<p>£5000 toward project</p>	<p>Use of Learn Pads in class to support learning and skill development. Investment for future for children to access curriculum at home.</p> <p>Impact: Tender at Head Office. Agreed to proceed at RAB meeting on 24<sup>th</sup> February 2016. Learn Pads to be implemented in September 2016.</p>

### Performance of pupils eligible for Pupil Premium Funding 2015-2016

<p>% PP pupils meeting expected end of year standard in Reception</p>	<p>100% (Non PP pupils- 57%)</p>
<p>% PP pupils meeting expected standard in Year 1 Phonics.</p>	<p>71% (Non PP pupils- 80%) (National PP – 70%),</p>

% PP pupils achieving expected level in reading at End of KS1.	70% (National – 78%)
% PP pupils achieving greater depth in reading at End of KS1.	30% (National – 27%)
% PP pupils achieving expected level in writing at End of KS1.	40% (National– 70%)
% PP pupils achieving greater depth in writing at End of KS1.	20% (National – 16%)
% PP pupils achieving expected level in Maths at End of KS1.	60% (National - 77%)
% PP pupils achieving greater depth in Maths at End of KS1.	10% (National – 20%)
% of PP children achieving expected level Combined in R/W/M at end of KS2	50% (National – 59%)
% of PP children achieving expected level Combined at a high standard in R/W/M at end of KS2	0% (National – 7%)

% of PP children achieving expected level in Reading at end of KS2	63% (National – 71%)
% PP pupils achieving greater depth in reading at End of KS2.	0% (National – 23%)
% of PP children achieving expected level in Writing at end of KS2	75% (National –78%)
% PP pupils achieving greater depth in writing at End of KS2.	0 % (national 18%)
% of PP children achieving expected level in Maths at end of KS2	63% (National – 75%)
% PP pupils achieving greater depth in Maths at End of KS2.	0 % (national 20%)
% of PP children achieving expected level in GPS at end of KS2	50% (National – 77%)
% PP pupils achieving greater depth in GPS at End of KS2.	0 % (national 26%)