

Pupil Premium Report 2016-2017

Thorpepark academy receives additional funding for children that are eligible for the Pupil Premium to ensure all children have the opportunity to achieve well. This is an amount of money allocated by the government to schools for:

- Children of statutory school age from low income families who are known to be eligible for free school meals (FSM)
- Children who have been looked after continuously for more than six months
- Children whose parents are currently working in the armed forces

Funding

2012-13 - the level of the premium was £600

2013-14 - the level of premium was raised to £900 per pupil

2014-15 - the level of the premium was raised to £1300 per pupil

2015-16 - the level of the premium was raised to £1300 per pupil

2016-17 – the level of the premium is £1320 per pupil

The DFE offer the following guidance on how the Pupil Premium is to be spent:

‘In most cases the Pupil Premium is allocated to schools and is clearly identifiable. It is for schools to decide how the Pupil Premium, allocated to schools per FSM pupil, is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility...[Schools] will be held accountable for how they have used the additional funding to support pupils from low income families.’

The purpose of this report is to inform parents, carers and governors how much Pupil Premium was received by the school for 2015-16, how it was spent and the impact it had on pupils’ achievement. The report also explains how the pupil premium will be spent for 2016-2017.

Thorpepark Academy is located in an area of high social deprivation; 94.9% of households are categorised within 10% of the most deprived households nationally. The percentage of pupils eligible for FSM is 53.9% and Ever6 % is 63.8%.

Consequently the school receives a significant amount of deprivation funding as shown in this report. This means that resources and actions put place as a result of the Pupil Premium funding has an impact on all pupils, a significant number of which come from low income and disadvantaged backgrounds.

Evaluation of Pupil Premium 2015-2016

Total £330,000 + EYPP

Quantitative outcomes

Attendance

	Absence					Persistent Absence				
	Disadv	Others In school	Others national y	In school gap	Gap with national	Disadv	Others In school	Others national y	In school gap	Gap with national
2016	4.4	3.5	3.7	-0.9	-0.7	8.8	7.2	7.1	-1.6	-1.7

Early years Foundation Stage

	Disadv	Others In school	In school gap	National others	Gap with national
% achieving Good Level of Development	65.5%	50%	+15.5		

Year 1 Phonic Screening

	Disadv	Others In school	In school gap	National others	Gap with national
Year 1 Phonics check	77	76	+1	83	-6
Year 2 phonics re-check	83	84	-1	93	-10

Key Stage 1 Outcomes 2016

	Disadv	Others In school	In school gap	National others	Gap with national
Reading WA+	68	84	-14	78	-10
Reading - Greater depth	0	5	-5	27	-27
Writing WA+	53	79	-26	70	-17
Writing - Greater depth	0	11	-11	16	-16
Mathematics	65	89	-24	77	-12
Mathematics - Greater depth	10	11	-1	20	-10
RWM WA+	50	79	-29	60	-10
RWM - Greater depth	0	0	0	9	-9

Key Stage 2 Outcomes 2016

	% reaching EOYE				
	Disadv	Others	Gap	National others	Gap with national
Reading WA+	77	77	0	71	+6
Reading higher score	11	15	-4	23	-12
Writing at WA+	66	92	-26	79	-13
Writing GD	2	0	+2	18	-16
Mathematics	70	85	-15	75	-5
Mathematics higher score	11	46	-35	20	-9
GPS	61	92	-31	78	-17
GPS higher score	14	31	-17	27	-13
RWM combined	50	62	-12	60	-10
RWM combined higher score	0	0	0	7	-7

Average scaled score reading	104	102.8	+1.2	103.8	+0.2
Average scaled score mathematics	102.2	107.1	-4.9	104.1	-1.9
Average scaled score GPS	103.2	105.5	-2.3	105	-1.8
Reading progress	3.34	3.52	+0.18	1.87	+1.47
Writing Progress	0.53	0.12	-0.41	1.89	-1.36
Mathematics progress	2.05	0.97	-1.08	1.63	+0.42

The Pupil Premium for 2015-16

The school received a total pupil premium budget of £365,900 for the academic year 2015-16. The table below sets out, how this money was used to fund activities, initiatives and staffing and the impact this had on achievement is stated below the table:

Activity / Initiative / Staff	Purpose	Qualitative Outcomes
<p>Teachers appointed to promote higher outcomes in nursery.</p> <p>Additional EYFS teacher appointed to support smaller class sizes.</p>	<p>To ensure pp children have high quality teaching and learning provision to excel. Higher % of children leaving the setting at appropriate Age and Stage.</p> <p>To ensure improvements in GLD maintain an upward trend and promote higher outcomes for PP.</p>	<ul style="list-style-type: none"> • This has had a great impact on the quality of the provision, performance of support staff and outcomes for the children. Teachers in the setting have raised the expectations and altered the focus on objective led rather than adult direct activities. A higher percentage of children are leaving the setting working at age related in comparison to previous years. • In Foundation stage the additional teacher to reduce class sizes and additional support staff have increased the opportunities to positively engage and extend children's learning through play. • The % of PP children achieving good level of

		<p>development this year increased by 7.5%. This year 65.5% FSM children achieved GLD and 50.0% Non FSM children achieved GLD. The gap for achievement has narrowed from 48.5% in 2014-15 to 43.2 in 2015-16.</p> <ul style="list-style-type: none"> • EYFS Average Point Score for FSM is 30.2% compared to 34.3% nationally a gap of 4.1%. This shows an improvement compared to 7.4% last year. Achievement Gap Trend is closing 2014-15 = 6.0 in comparison to 2015-16 = 5.1.
Year 2 teacher appointed to promote higher outcomes in Year 2 with smaller class sizes.	To ensure the rise in attainment and progress continues in Key Stage 1.	<ul style="list-style-type: none"> • High levels of engagement by children and behaviour across the classes good or better. Each class had 2 adults, 1 teacher and 1 support staff this meant adults could mark and feedback to children during lessons times which impacted greatly on progress made. • Outcomes from Year 2 testing stated that our FSM children achieved above national for At or Above the Expected Standard in Reading, Writing and Mathematics. However, the % of children working at Greater Depth is below national across all subject areas. As a school the % of children, Non FSM and FSM, working at Greater Depth is an issue and will be a key priority for 2016-2017.
Year 6 teacher appointed to promote higher outcomes in Year 6 with smaller class sizes.	To ensure the rise in attainment and progress continues in Key Stage 2.	<ul style="list-style-type: none"> • Children in year 6 make good or better progress across the year and are well prepared for secondary school. The teachers felt that the small groups meant that each child is given the best opportunities to grow academically and personally. • The Year 6 testing shows that the gap is narrowing between FSM and National in reading to +6%, writing to -13%, and mathematics -5%. The focus for more

		<p>children to achieve at greater depth is a whole school issue and will be a key priority.</p> <ul style="list-style-type: none"> • CPD and moderation across the school focuses on quality first teaching and standards in year 6 is judged to be high.
<p>BOOST Programme to support higher outcomes across Key Stage 2 with additional teaching staff focused on high quality interventions.</p>	<p>Support the rise in standards across Key Stage 2 in Reading, Writing and Mathematics.</p>	<ul style="list-style-type: none"> • BOOST teacher worked successfully with the year 6 teachers to support FSM children by teaching in small, focused groups. The SATS results for the children who were involved in this intervention is mixed. Some children achieved Age Related Expectations and others made good progress, but did not achieve ARE. The BOOST programme was not as successful as previous year when aimed at FSM achieving Level 4+.
<p>Targeted support in EYFS, Key Stage 1 with additional Support Staff.</p>	<p>Maintain improvements in achievement at the end of EYFS and Key Stage 1.</p>	<ul style="list-style-type: none"> • Targeted support for individuals and groups has been successful. Interventions including lego therapy, friendship groups and time for talk have had an impact on children's communication skills. SALT have coached support staff to deliver high quality speech and language programmes. Other agencies have trained support staff to be experts in specific areas of needs. • CPD for support staff have included feedback, marking, reading, assessment, behaviour, Sen and planning. As a result of this all support staff feedback and mark children's work in line with

		<p>school policy.</p> <ul style="list-style-type: none"> Teachers use support staff effectively within the classroom to focus on teaching and learning.
<p>Provision of Life Skills curriculum to support targeted pupils.</p>	<p>Curriculum is adapted to support outcomes of disadvantaged learners with additional resources, provision and staffing.</p>	<ul style="list-style-type: none"> The life skills curriculum provisional was written to provide additional experiences for individuals to require and develop personal skills. 4 modules and 4 experiences have happened during the year including I can cook, grow it, reaching out to the elderly, London experience, cultural Gamelan and other. The children have found the experiences great fun and have become more confident as individuals. The London experience and Kidzania gave the children the insight of workplace beyond education. Issues with timing and staffing was sometimes a problem and it was decided that some experiences and modules will be completed after school for 2016-2017. Relationship with Sirius North has developed throughout the year due to the life skill project and offering of free rooms for food tech, physical education and computers. They have also provided student mentors to work alongside the children to enhance the experience. We have found that our children talk about the secondary school as their next step in their education and feel comfortable visiting the place.
<p>Visits and out of school activities</p>	<p>Access to full range of school activities (cost/transport) to support SMSC, British values, curriculum and wider school life.</p>	<ul style="list-style-type: none"> Every year group experienced a visit off-site lead by the Children's university which has proven to be very successful in widening our children's opportunities and experiences.

		<ul style="list-style-type: none"> • 50+ visits facilitated including 3 residential visits and many opportunities to visit places within the community.
Support of emotional well-being team that includes Home School Liaison and Attendance Officer.	<p>Promotes school attendance policy</p> <p>Develops ties between the home and school setting up nurturing interventions for FSM pupils</p> <p>Support for pupils who have moved schools or who have been identified by team for specific nurturing with self-esteem building to encourage friendships at lunchtime and break.</p> <p>Reduce risk of exclusion.</p>	<ul style="list-style-type: none"> • This has been extremely positive and the number of parents seeking support and advice from the school has increased. The school are supporting children and families in-house or referring to other agencies. The number of referrals to Early Help have increased significantly over the last year. • Attendance continues to be lower for disadvantaged children compared to national and others in school. The Home school liaison officer is relentless in challenging and providing support for parents regarding attendances with positive outcomes for some families and children. • The HSLO has engaged and arranged training for parents including parenting courses, healthy eating, nurturing programme and HENRY which have had been extremely successful with all courses full. Parents have achieved accreditations for English and Mathematics on the school site, providing a positive role model to the children that education is important.
Free Breakfast Club Homework club every evening	<p>Improve attendance and punctuality and access to reading and homework to support the curriculum.</p> <p>Promote home learning with use of IT and the library.</p>	<ul style="list-style-type: none"> • 95.6% of children attending breakfast are FSM children. Approximately 100+ children attend the breakfast club every day. The increase in numbers does mean the staffing ratios need to be addressed in order to provide a quality experience for the children. • Children start the day having a breakfast and the opportunity to develop social skills alongside adult support and peer support. KS2 children

		<p>supporting younger children in the club has been really successful, eg hearing them read, teaching them games and playing with them.</p> <ul style="list-style-type: none"> • Homework club has a good number of attendees and children use IT to complete research homework.
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Draft Pupil Premium Plan

2016-2017

£365,000 + EYPP+ LAC funding

	No. of pupils	No. of disadvantaged	% of disadvantage
EYFS FS2	80	33	41.3%
Year 1	57	31	54.3%
Year 2	59	29	49.2%
Year 3	61	41	68.3%
Year 4	60	34	56.6%
Year 5	49	39	79.6%
Year 6	61	39	63.9%

Resources	Intended impact	Cost
<p>Quality First teaching for all pupils</p> <ul style="list-style-type: none"> • Teachers are aware which children are disadvantaged • Time for teachers to identify barriers for learning for all children • Additional time for teachers to plan, track and evaluate their impact on disadvantaged children • Secure high standards by establishing high expectations, monitoring performance and quality CPD focusing on feedback and marking, achieving greater depth, effective use 	<ul style="list-style-type: none"> • Consistent quality first teaching across the school • Need for intervention reduced • Higher % of children achieving greater depth at KS1 and KS2 • All staff aware of the disadvantaged children in their class and possible barriers to learning. 	£110,896

<p>of deployment of support staff, meta-cognition and self regulation, etc.</p> <ul style="list-style-type: none"> • Rigorous tracking of individuals and time given for pupil progress reviews to ensure teachers are accountable for all children making progress • CPD programme developed for all support staff to raise standards in communication, reading, writing, mathematics and personal and social skills –informed by evidence based research • Time for quality appraisal and supervision meetings for all support staff and teachers • Time for peer mentoring and coaching for teachers across the Venn Trust 	<ul style="list-style-type: none"> • The gap between disadvantaged and others is narrowing across all year groups • High quality support staff who are skilled • Rigorous tracking demonstrates children make progress and where a child has not made expected progress intervention and strategies have been employed 	
<p>Maintaining high levels of attendance and improve punctuality – challenge persistent absences</p> <ul style="list-style-type: none"> • Attendance officer – to challenge and support families • Time given to support and work with families that have issues with attendance and punctuality by focusing on the family needs to overcome barriers • Rewards for high attendance at the end of term and year 	<ul style="list-style-type: none"> • High levels of attendance • The school is inline or below national for % of absences and persistent absences especially for disadvantaged • Punctuality improved – before and after close of registration 	<p>£33,913 + £3000 (shop) = £36,913</p>
<p>Life skills project and school visits to impact on improved outcomes</p> <ul style="list-style-type: none"> • Time and cost to develop the Thorpepark 50 experiences a child will encounter during their school life • Resources for life skill modules and experiences • Cost of staffing to deliver after school life skill modules and experiences • An assigned teacher to develop relationship with Sirius North to develop life skill projects using both sites and secondary children as mentors. 	<ul style="list-style-type: none"> • Children access a wide range of experiences throughout their time at Thorpepark that will positively impact on their social and academic achievements • Children experience secondary school provision which supports transition • Life skill modules and experiences have an impact on the children’s achievements and attitudes towards learning 	<p>£38,025</p>

<p>Developing the Early Help Team</p> <ul style="list-style-type: none"> • Review staffing structure to ensure it meets needs of school • Investigate and evaluate electronic system of record keeping which embraces all aspects of safeguarding and well-being, for example C-POMs • Expand the EH team to support, challenge and engage parents to be involved in children's learning • EH team provide workshops, advice and signposting to relevant agencies for parents on the following: <ul style="list-style-type: none"> • Debt advice • Getting pupils potty trained • Finding work • Reading • Writing • Mathematics • Managing behaviour • Improving home environments • Health for all the family 	<ul style="list-style-type: none"> • Engagement in lessons increases and positive attitudes to learning displayed • Reduction in exclusions or anti-social behaviour outside of school • Pupils feel safe and secure • Families feel supported • Parental can support child's learning at home • Parent/carers feel more confident to approach the school for help, advice and support 	<p>Home/School Support = £25,749</p> <p>£1,500 uniform</p>
<p>Bespoke intervention based on evidence based research Intervention / Boost / Catch-up, including that based on evidence based research</p> <p>Make use of the EEF Toolkit with particular focus on:</p> <ul style="list-style-type: none"> • Feedback • Meta cognition and self-regulation • Specific time based interventions for EAL and those targeted for greater depth • CPD linked to evidence based research 	<ul style="list-style-type: none"> • Feedback and marking improves outcomes for children. Reduce the amount of distance marking • Work scrutiny shows pupils have an opportunity to evaluate and respond to marking • Evidence of pupils, planning, monitoring and evaluating their own learning 	<p>£45,068</p>
<p>Improving partnership working with parents</p> <ul style="list-style-type: none"> • Opportunities for parents to take part in lessons through stays and plays, workshops and information sharing events regarding the curriculum • Books and other learning resources to promote home learning 	<ul style="list-style-type: none"> • Develop parental capacity to support child's learning at home • The school has a group of trained parents to support reading with in KS1 classrooms and children have more opportunities to read 	<p>£2,000</p>

<ul style="list-style-type: none"> • Develop Parent reading group through training from Hull adult Education • Developing the parenting groups to lead school projects focusing on improving outcomes in the classroom 	<ul style="list-style-type: none"> • Projects lead by the parent groups have had an impact on outcomes for children and the provision 	
<p>Early Years Narrow equalities gap</p> <ul style="list-style-type: none"> • Further developing the funding for the 2 years olds • Additional staffing EYFS • Teachers to accelerate the impact of deprivation and improve outcomes • Demonstrate they are making a difference • Staff to monitor specific pupils and demonstrate progress • Play and Stay to support • Reading workshops with parents help your child to read • Range of workshops to address pupils play • Work with Children’s Centre to support parent/carers with parental skills and home conditions • Cost to provide range of activities to support EYFS children through the North Childcare Hub 	<ul style="list-style-type: none"> • Children are KS1 ready when they leave EYFS • Close the gap in identified areas when compared to baseline assessments • Parents feel that they are supported and have the skills to support their child’s development in learning and personal • Outcomes in 2 years and nursery continue to improve and the gap between national is narrowing 	£159,152
<p>Free Breakfast club</p> <ul style="list-style-type: none"> • Food and kitchen staff • Social skills groups • Access to reading and homework support led by older peers for the younger children • Resources/games • Staff in breakfast club to engage children in a meaningful activities and social interaction <p>Lunchtime</p> <ul style="list-style-type: none"> • Resources / games • Cost for external organisations and coaches to deliver clubs eg street dance <p>After School Activities</p> <ul style="list-style-type: none"> • Coach to provide after school activities to target pupils • Resources for homework club • Staff for clubs 	<ul style="list-style-type: none"> • Punctuality improved • % of homework completed is increased across the school • School day starts calmly • Children are not hungry in the morning • Fluency in reading • Social skills are developed • Children have the opportunity to excel in activities that could develop personal skills and academic achievement • Children are healthy and fitter due to sport activities 	<p>£25,000</p> <p>£2,500</p> <p>£15,000</p>

<p>Writing project</p> <ul style="list-style-type: none"> • Promoting writing and mark making with pupils from an early age – resources needed to support this • Parent sessions to support them to work with their pupils from early years ‘dough disco’ to year 6 spag lessons • Mastery and greater depth project to engage pupils who are More Able writers • Time for English lead and More Able coordinator to develop and deliver projects and day events 	<ul style="list-style-type: none"> • Provision in EYFS provides lots of opportunities to develop fine and gross motor skills • Higher percentage of children working at greater depth or exceeding ELG compared to previous year • Children are more competent writers and at least 65% of the children in each year group are ARE or greater depth • Teachers incorporate the writing project into practice into the classroom • Parents are more informed about writing expectations for their child 	<p>£5,000</p>

Total £466,803