



Firbeck Academy Pupil Premium Strategy – 2017-2018

1. Summary information

School	Firbeck Academy				
Academic Year	2017/18	Total PP budget	£112,180	Date of most recent PP Review	20.01.2017
Total number of pupils	209 + 18 Nursery	Number of pupils eligible for PP	84	Date for next internal review of this strategy	Wk. begin 8.01.2018

2. Current attainment (KS2 results 2017)

<i>17 Disadvantaged + 8 Other = 25 children in cohort</i>	<i>% of pupils eligible for PP in school who got scaled score 100+ (out of 17)</i>	<i>% of pupils NOT eligible for PP in school who got scaled score 100+ (out of 8)</i>	<i>All pupils</i>	<i>National All</i>
% Achieving R/W/M			24.1%	61%
% At Expected Reading	41%	50%	37.9% Progress Score -1.83	71%

% At Expected Maths	35%	62.5%	41.4% Progress Score -2.88	75%
% At Expected Writing	23.5%	50%	27.6% Progress Score -3.55	76%

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Language skills in the early years are lower for pupils eligible for PP than for other pupils. This slows language development and consequently reading progress in subsequent years.
B.	Most able pupils, including the most able disadvantaged pupils, in reading and writing are not making the same progress as their peers.
C.	Pupil Premium pupils are over represented in both behavioural data and Exclusions. This means they can negatively influence the learning of both themselves and their peers.
D.	Pupil Premium children's relative progress in Mathematics, Reading and Writing means the gap (between them and non PP peers) is closing at too slow of a rate.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
E.	Attendance rates for pupils eligible for PP are below non PP children. This reduces their school hours and causes them to fall behind on average.

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve oral language skills for pupils eligible for PP in EYFS classes.	Pupils eligible for PP in EYFS classes make rapid progress from baseline by the end of the year (particularly in CLL) so that all pupils eligible for PP meet age related expectations.
B.	Higher rates of progress across KS2 for high attaining pupils eligible for PP.	Pupils eligible for PP identified as high ability make as much progress as 'other' pupils identified as <u>high ability</u> , across Key Stage 2 in maths, reading and writing. Measured in Y3, 4, 5 and 6 by teacher assessments/testing and successful moderation practices established across the multi- academy trust (MAT).
C.	Behavioural issues of PP pupils to be addressed.	Fewer behaviour incidents recorded for these pupils on the school system (without changing recording practices or standards), based on previous levels.

D.	Improve the progress PP pupils are making in core subjects.	Using half termly tracking, PP pupils' progress specifically, is in line with or better than non PP (and is greater than expected). Ensure that the quality of teaching received by PP pupils is consistently good.
E.	Increased attendance rates for pupils eligible for PP.	Overall PP attendance improves from 94.7% to 96% in line with 'other' pupils nationally.

5. Planned expenditure					
Academic year		2017/18: £112,180			
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved Literacy and numeracy progress in EYFS/KS 1 and KS 2	1:1 and small group Literacy and numeracy lessons to take place during the school day and after school	1 to 1 and small group sizes has been reviewed on the EEF as having a high impact on achievement +5 Months.	Monitoring of achievement data and rigorous planning to ensure pupils who require support get the support. Observations of intervention and tracking 3 weekly progress	Senior leaders	Each assessment point 4 x per year
	The effective use of resources and interventions.	The use of a new resource in order to support teachers in the delivery of the mastery curriculum (which EEF has shown can add 5 months). Also in terms of allowing teachers extra time to focus on assessment, enrichment, etc.	Regular monitoring (as part of existing monitoring cycle). Pupil progress. CPD related directly to the use of different resources and interventions designed to improve rates of progress.	Senior leaders	Each assessment point 4 x per year
	Assessment to inform: 1 teacher, 2 pupil	Effective feedback to pupils and specific targeting of pupils using well-informed assessment can both add up to 8 months according to EEF research.	Pupil progress meetings, as well as regular data points, will be a way of ensuring teachers are using assessment information effectively. Regular CPD and monitoring will ensure that feedback is effective and not a potential waste of time.	Senior leaders	Each assessment point 4 x per year

Firbeck Academy Pupil Premium Impact Statement 2016/17 - please refer to pp 9-16

	Targeted work with small group or individual pupils with EAL (over represented within PP cohort)	This kind of support is offered both in terms of 1 to 1 and small group support for our EAL pupils. EEF research suggests +4-5 months benefit.	Regular monitoring (as part of existing monitoring cycle). Pupil progress.	Senior leaders	Each assessment point 4 x per year
	Booster classes across school (initially focusing on SATs years)	Pupil progress in Year 6 historically, as well as research (EEF + 3 months) suggests this is a well evidenced method of accelerating progress.	Regular monitoring (as part of existing monitoring cycle). Pupil progress.	Senior leaders	Each assessment point 4 x per year
Improved behaviours for learning	Nurture time. A whole school focus on improved behaviours for learning.	Nurture has proven to aid pupils' self-regulation within the classroom. CPD to support effective behaviours for learning in class improve achievement. EEF shows that behaviour intervention increases attainment by +4 Months.	Review of behavioural incidents on SIMS. Classroom observations will have a 'behaviours for learning' focus. LGB learning walks.	Senior leaders	Half termly review
	Counselling	The introduction and assimilation of a new counselling system to replace the REACH. EEF shows that behaviour intervention increases attainment by +4 Months.	A specific analysis of behavior, progress and attendance of children who are accessing Counselling regularly.	SENCo	Termly review

	CPD and external support	The use of external providers, like Behaviour Support, Educational Psychologists, CAMHS, etc to support some of our most vulnerable and challenging pupils. A regular and relentless focus on the highest of expectations and strategies to improve Behaviours for Learning in class, through staff meetings, mentoring, coaching, etc.	Behavior monitoring., both on an individual level, Thinking time, SIMS and exclusions.	Senior leaders	Termly review
Total budgeted cost					£68, 560
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved Phonics in EYFS and KS 1	Consolidation of Read, Write Inc. phonics scheme, particularly with new staff.	EEF shows impact of phonics increases attainment in reading by +4 Months	Half termly tracking of phonics scores and phases to demonstrate impact	English leads	Each assessment point 4 x per year
Improved Speech and Language EYFS	Communication and language approaches i.e. specific in class strategies to improve the quality of spoken language	EEF shows impact of SP & Language intervention increases outcomes by +5 Months	Half termly tracking of progress from start point. Monitoring of classroom practice focusing primarily of those strategies that are being used that are aimed at improving language i.e. effective questioning, modelling language, book discussion, etc.	Deputy Headteacher	Each assessment point 4 x per year

Improved attainment in Years 6	Booster classes in Year 6	Pupil progress in Year 6 currently, as well as research (EEF + 3 months) suggests this is a well evidenced method of accelerating progress.	Regular monitoring (as part of existing monitoring cycle). Pupil progress.	Senior leaders	Each assessment point 4 x per year
Total budgeted cost					£23,620
iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved esteem and improved mental health	Counselling (The REACH)	Pupils need support with emotional well-being before meaningful attention can be given to closing attainment gap.	Improved well-being – qualitative feedback from staff involved. Behaviour records.	SENCo	Termly
Children are happy and ready to learn	Breakfast Club, After school clubs, uniform	A large number of pupils come to school without breakfast or having eaten sweets	Ongoing targeting of appropriate pupils with teaching and admin staff. Ongoing analysis of who currently accesses Breakfast Club, amongst others.	Senior leaders	Termly
Raise attendance for pupil premium students to 96%	Review roles and strategies of attendance officer.	Attendance will be more closely monitored for PP students. A range of tasks and strategies will be implemented to improve attendance overall and specifically for PP pupils. Examples are: - Rewards and incentives - Targets - Clearer expectation around term time holidays - Where necessary fines, follow up.	Pupil premium attendance figure will become in line with non-pupil premium figure of 96%. Less cases of persistent absence will be recorded.	Attendance officer/HoS	Termly

	Total budgeted cost £20, 000
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Pupil Premium Impact Review: 2016-2017

Summary information

School	Firbeck Academy				
Academic Year	2016/17	Total PP budget	£109,560		
Total number of pupils	204 + 45 Nursery	Number of pupils eligible for PP	84	Date of this impact assessment	21.9.17

Quality of teaching for all

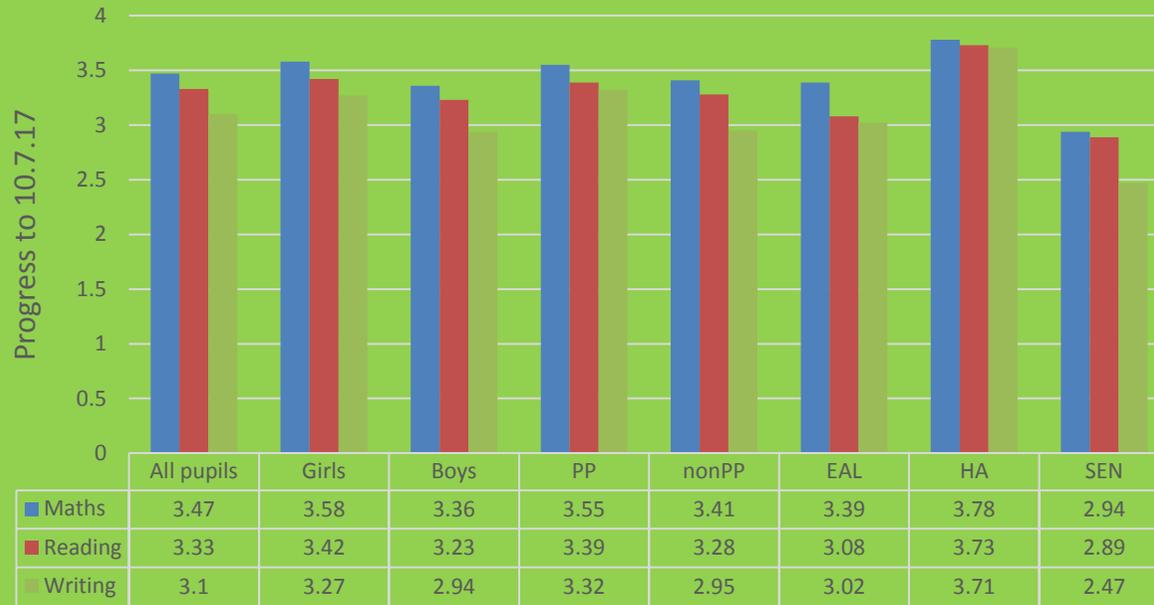
Desired outcome	Chosen action / approach	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved Literacy and numeracy progress in EYFS/KS 1 and KS 2	1:1 and small group Literacy and numeracy lessons to take place during the school day and after school	Monitoring of achievement data and rigorous planning to ensure pupils who require support get the support. Observations of intervention and tracking 3 weekly progress	Senior leaders	Each assessment point 6 x per year
<p><u>IMPACT:</u></p> <p><i>Refer end of year data below.</i></p> <p><i>Monitoring indicates that interventions of an individual and small group basis are well targeted and based on solid data i.e. Lesson observations Jan/Feb 17, Learning walks, etc</i></p> <p><i>Of the 84 PP children across school 92% received small group and/or 1:1 support on a regular basis i.e. at least 3 days out of 5.</i></p>				

<p>Overall, as shown in school data from baseline to the end of the year, PP pupils have made more progress than their non-PP peers. In fact, other than girls, as a group they have made the most progress in the school (as shown in the table below).</p> <p>Despite this there still remains an attainment gap, therefore the achievement of PP pupils at Firbeck Academy remains a major priority, as reflected in our Academy Improvement Plan.</p>			
New Mathematics scheme	Regular monitoring (as part of existing monitoring cycle). Pupil progress.	Maths leader	Each assessment point 6 x per year
<p><u>IMPACT:</u></p> <p>Refer end of year data below.</p> <p>Headline message is that more progress was made in Maths than any other subject and PP children as a group were amongst the best performing.</p> <p>Monitoring indicates that resources are being increasingly used effectively i.e. Maths book scrutiny June 17, Coverage monitoring May 17, Maths planning scrutiny March 17, Maths book scrutiny Feb 17.</p> <p>All of this monitoring showed:</p> <ul style="list-style-type: none"> - Teachers had good coverage of curriculum content and there were no gaps. - Children enjoyed using the texts. - Teachers found the texts supportive and helped to decrease workload. - The texts helped to ensure adequate differentiation and appropriate progression across the school. 			
Assessment to inform: 1 teacher, 2 pupil	Pupil progress meetings, as well as regular data points, will be a way of ensuring teachers are using assessment information effectively. Regular CPD and monitoring will ensure that feedback is effective and not a potential waste of time.	Senior leaders	Each assessment point 6 x per year
Targeted work with small group or individual pupils with EAL (over represented within PP cohort)	Regular monitoring (as part of existing monitoring cycle). Pupil progress.	Senior leaders	Each assessment point 6 x per year
<p><u>IMPACT:</u></p> <p>Refer end of year data below.</p> <p>Staff meeting time given to supporting teachers in the use of assessment and data to support informed pupil progress discussions – 20.6.17 Good teaching; 25.4.17 Vulnerable groups; 28.2.17 Assessment</p> <p>Pupil progress meetings held week beginning July 2017, 6th March 2017 – these indicate a good use of assessment and data to inform future teaching and groups who</p>			

<p><i>need additional support or extension.</i></p> <p><i>Despite some teething problems involved in using a new assessment system, indications are that EAZMAG is increasingly being used effectively, regularly and accurately. It is now the preferred system across Nova.</i></p> <p><i>In terms of EAL progress from baseline, with regard to Reading and Writing it was in line with what would be expected (3.08 and 3.02 respectively), while EAL pupils made accelerated progress in Maths (3.39). This accelerated progress was most notable in Yr 1 & 5 where it was 4 points +, while in Yr 6 Reading it was 3.6 and Yr 4 Maths was 3.8.</i></p>				
Improved behaviour for learning	Nurture time. A whole school focus on improved behaviours for learning.	Review of behavioural incidents on SIMS. Classroom observations will have a 'behaviours for learning' focus. LGB learning walks.	Senior leaders	Half termly review
<p><u>IMPACT:</u></p> <p><i>2016-2017 Behaviour report completed by M Middleton indicates an increase in incidences of behaviour as shown in our 'indoor reflection-time' and SIMS monitoring. This is consistent with a more rigorous expectation of what is recorded and also the decision to start tracking lunchtime behaviour in order to affect an improvement. Monitoring has continued to have behaviour and behaviours for learning as a focus and indicate that behaviour in lessons and during structured times has improved.</i></p> <p><i>Our Nurture provision has continued to evolve and be refined and improved. Currently 5 children access the provision, predominately from Year 3 and 4. The number of reported incidents of inappropriate behaviour in class have reduced since these children have been accessing the Nurture provision.</i></p> <p><i>Additionally the rate of progress of their classes have increased i.e. When the Spring/Summer term's progress is compared with Autumn progress (Nurture began Spring), it is between 3 and 4 times as good.</i></p> <p><i>Those children who accessed Nurture the most made, for the most part expected progress (average: 3, 3, 2, 1) for one child accelerated progress in Reading. This is given the fact that historically this group of children had made very little progress and were significantly behind their peers.</i></p>				
<p><u>IMPACT: End of year DATA</u></p> <p><i>Data across the school indicates that our PP children are making overall accelerated progress and therefore diminishing the difference between them and 'national other.' Work carries on to ensure this trend continues and improves.</i></p> <p><i>Overall PP children in the school have made more progress than their non-PP peers. This was most notable in:</i></p> <ul style="list-style-type: none"> - Year 3 Maths and Writing - Year 5 Maths and Writing - Year 6 Maths, Reading and Writing <p><i>Data in Reception indicates that the gap between PP and non PP is diminishing and in the case of writing and shape/space/measures PP children are actually doing better than non PP.</i></p>				

Firbeck - end of year whole school progress

(expected 3 points)



Firbeck - PP6 attainment - % at ARE Summer 2



When comparing how quickly the gap is closing between Firbeck PP6 pupils/National and their Firbeck non-pp peers, we can see that it is fastest amongst PP6 pupils. It is a fair assumption to make that this is because of the resourcing in place.

Total budgeted cost £68 560

Other than the cost of the Maths scheme, the costs of this aspect of our PP spend is primarily staffing. As a result our spend to date would be approximately: £68000 approx (being £3500 – Maths scheme and cost towards booster teacher/Teaching assistant for year £65000)

Targeted support

Desired outcome	Chosen action/approach	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved Phonics in EYFS and KS 1	Introduction of Read, Write Inc. phonics scheme	Half termly tracking of phonics scores and phases to demonstrate impact	English leads	Each assessment point 6 x per year

<p><u>IMPACT:</u></p> <p><i>Analysis of data so far with the introduction of Read/Write Inc shows rapid improvement across the school. Because this progress will build year on year we would expect to see the benefits to it in future years also.</i></p> <p><i>This was particularly manifest in our Yr 1 Phonics results:</i></p> <ul style="list-style-type: none"> - <i>This year 73.3% of our Yr 1 pupils achieved the Phonics assessment. This was an increase of 9% on 2016. It is, however below the national average of 81%. Whilst not in line with National this was a cohort that achieved 66% GLD in the early years.</i> - <i>Our 10 disadvantaged pupils' attainment went up by 37.1% to 80.0%. This is 8.0% above the LA average for disadvantaged pupils of 72.0% and 10.0% above the 2016 National average for disadvantaged pupils of 70%</i> 				
Improved Speech and Language EYFS	Communication and language approaches i.e. specific in class strategies to improve the quality of spoken language	Half termly tracking of progress from start point. Monitoring of classroom practice focusing primarily of those strategies that are being used that are aimed at improving language i.e. effective questioning, modelling language, book discussion, etc.	Deputy Headteacher	Each assessment point 6 x per year
<p><u>IMPACT:</u></p> <p><i>69.2% pupils achieved Listening and attention 73.1% pupils achieved Understanding 73.1% pupils achieved Speaking</i></p> <p><i>While these scores are below National they do show an improvement from baselines where predictions were that 62% of children would achieve their Early Learning Goals.</i></p>				
Improved attainment in Years 6	Booster classes in Year 6	Regular monitoring (as part of existing monitoring cycle). Pupil progress.	Senior leaders	Each assessment point 6 x per year
<p><u>IMPACT:</u></p> <p><i>Progress in Year 6 from Baseline to July 2017, based on an expectation of 3 points progress to this date:</i></p> <ul style="list-style-type: none"> - <i>Maths: PP = 3.64 non PP = 2.58</i> - <i>Reading: PP = 4.5 non PP = 3.21</i> - <i>Writing: PP = 4.13 non PP = 2.85</i> 				

	<p>At the time of writing PP6 progress figures from KS1 were not available from DAISI.</p> <p>Attainment of PP children i.e. proportion at age related expectation:</p> <ul style="list-style-type: none"> - Maths: Baseline = 0%; July 2017 = 44% (non pp 38%) - Reading: PP = Baseline = 0%; July 2017 = 50% (non pp 25%) - Writing: PP = Baseline = 0%; July 2017 = 33% (non pp 25%) <p>It is obvious from the figures above that good progress was made in the Yr 6 year with the use of a Booster teacher and good quality teaching overall. The challenge will be to use this kind of intervention earlier on, so that the attainment gap is not so big when the children get to Yr 6.</p>
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Total budgeted cost £18 000

The costs of this aspect of our PP spend is primarily staffing (Y6 Booster teacher) as a result our spend to date would be approximately: £18000 approx.

Other approaches

Desired outcome	Chosen action/approach	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved esteem and improved mental health	Counselling (The REACH)	Improved well-being – qualitative feedback from staff involved. Behaviour records.	SENCo	Termly
<p><u>IMPACT:</u></p> <p>Anecdotal and qualitative information suggests that children appreciate having the opportunity of going to the REACH to share their concerns and worries. Parents often also ask if children can access it, as do outside agencies.</p> <p>By its nature sometimes children can discuss quite difficult things in their private lives and this can act on occasion to unsettle them as they return to classes.</p> <p>Latest DfE guidance recommends a counselling service within schools.</p>				
Children are happy and ready to learn	Breakfast Club, After school clubs, uniform	Ongoing targeting of appropriate pupils with teaching and admin staff.	Senior leaders	Termly
<p><u>IMPACT:</u></p> <p>Currently our Breakfast Club is very well attended with a disproportionate number of those attending being PP i.e. 55%</p>				

<p><i>After school club was trialled for the majority of the academic year and unfortunately could not generate enough interest to make it financially viable. As a concept this will be revisited in the future, but not necessarily in this form.</i></p> <p><i>Offers of uniform are made on an ad hoc basis to our most vulnerable families. A suggestion was made during the PP Review to offer a piece of uniform to any parents/new starters who successfully apply for PP. This is being done, particularly in the EYFS.</i></p>				
<p>Raise attendance for pupil premium students to 96%</p>	<p>Review roles and strategies of attendance officer.</p>	<p>Pupil premium attendance figure will become in line with non-pupil premium figure of 96%. Less cases of persistent absence will be recorded.</p>	<p>Attendance officer/HoS</p>	<p>Termly</p>
<p><u>IMPACT:</u></p> <p><i>Attendance for 2016-2017 academic year was 94.7%, with attendance for PP also 94.7%. This is below our target of 96%.</i></p> <p><i>This is an area that needs unpicking and re-evaluating in terms of what is happening and what needs to happen going forward.</i></p> <p><i>The total number of children who have dropped below 90% persistent absenteeism has been 30, 13 of these have been PP.</i></p>				
<p>Total budgeted cost £23, 000</p> <p><i>The costs of this aspect of our PP spend is primarily staffing - £7000 of which has been the REACH (a bought in service). Consequently we have spent £23000</i></p>				