

LOWBROOK ACADEMY PUPIL PREMIUM GRANT EXPENDITURE Report for: 2015/16

Pupil Premium Funding Information

In 2011, the Government introduced Pupil Premium Funding to raise achievement among disadvantaged children. Pupil Premium Funding is allocated to children from low-income families who are currently known to be eligible for free school meals (FSM) in both mainstream and non-mainstream settings and children who have been looked after continuously for more than six months. The Government decided that eligibility for the Pupil Premium Funding in 2012-13 was to be extended to pupils who have been eligible for FSM at any point in the last 6 years.

This money is then allocated to various initiatives and provisions to ensure pupils reach their full academic and social potential. In addition to this, Lowbrook Academy's aims and objectives in spending our allocated Pupil Premium Grant fund is as follows:

- To fulfil our vision of 'Happy, Healthy, High Achievers' for all.
- To narrow the gap by addressing inequality and raising the attainment of children from low-income families.
- To ensure all children make expected progress in Maths and English
- To ensure all children are provided with a range of extra curricular activities.

2015-16 Planned provision for use of Pupil Premium Grant funding

Allocations

Number of pupils and pupil premium grant (PPG) expected to be received	
Number of pupils on roll	299
Total number of pupils eligible for PPG	12
Amount of PPG expected to be received per pupil	£1,320 per child + £5,700 (£1,900 for each of 3 children adopted from care)
Total amount of PPG expected to be received	£17,580

There are 12 pupils currently entitled to the Pupil Premium Grant funding for academic year 2015-16.

Key Stage	No. of pupils
Early Years Foundation Stage	1
Key Stage One	6
Key Stage Two	5

During academic year 2015-16, we aim to continue much of the best practice completed in 2014-15 and offer similar initiatives as it is apparent that these are having a substantial impact on the progress of the Academy's disadvantaged children. We will also be looking to develop mentoring. Finally, we will continue to drive forward our work on raising aspirations for our pupils.

Planned provisions and initiatives include:

Provision / Project	Objective	Projected outcomes
Extending school hours		
Year 5 & 6 study support	To extend school hours: Programme of revision for SATs.	Increased attainment in KS2 English and Maths.
One to one tuition	To offer individualised support at all levels: Targeted support to be provided for children to address misconceptions, gaps and weaknesses.	Increased confidence through discussion and increased attainment in English and Maths.
Prep Club	To extend learning time: Daily homework sessions to support children in building on work completed in class	Homework completed regularly. Children to meet targets and increased attainment.
Curriculum support		
Small groups in writing, reading and maths in KS2. Small groups in writing, phonics and maths in KS1.	To offer individualised support at all levels: Small group work to extend children's writing, reading and maths skills, and develop 'mastery' across core subjects.	Increased self-esteem, attitudes to learning, sense of well-being; and enjoyment of school. Increased attainment in writing, reading and maths.
Feedback sessions	To offer extra feedback to support pupil premium eligible students to raise attainment levels: Regular one to one daily feedback sessions to discuss	Developed oracy skills and self-evaluation through children being given the opportunity to act on feedback and improve work.

	the morning's work and any issues that require attention.	Increased attainment in writing, reading and maths.
Purchase and implementation of new Rapid Reading intervention	To increase rates of progress for disadvantaged pupils in reading across KS2.	Increased attainment in reading. Increase in self-confidence when tackling reading activities.
Purchase and implementation of Reading Eggs reading programme	To increase rates of progress for disadvantaged pupils in reading across KS1 & KS2.	Increased attainment in reading. Increased self-confidence when tackling reading activities.
Purchase and implementation of My Maths	To increase rates of progress for disadvantaged pupils in maths across KS1 and KS2.	Increased attainment in maths. Increased self-confidence when tackling maths problems and reasoning.
Enrichment activities		
Residential trip school subsidy	To extend school hours and build belief: Children to be offered residential place in multi-activity centre.	Increased self-confidence, greater independence, better team-working, collaborative skills.
Social and sports development activities	To extend school hours and build belief: Children to be offered places at clubs run by external agencies after school.	Increased social interaction and confidence and an understanding of importance of teamwork and sportsmanship.
School trips subsidy	To enhance the curriculum, ensure the children are able to participate and give the children the opportunity to experience new and exciting activities	Increased subject knowledge and retention in curriculum areas and improved attitude to learning.
Pastoral, social and emotional well-being		
Participation in 'Let's Get Cooking' Club	To promote and support development and the importance of a nutritionally balanced meal.	Recognition of the importance of balanced meals to support healthy development.
Participation in music tuition	To provide equality of opportunity and improved individual pupil engagement in school life.	Equality of opportunity to make a difference to self-esteem and transfer to increased participation and consequently attainment in academic lessons.
Participation in language tuition	To provide equality of	Equality of opportunity to make

	opportunity and improved individual pupil engagement in school life.	a difference to self-esteem and transfer to increased participation and consequently attainment in academic lessons.
Social development group sessions	To improve self-esteem, confidence and encourage relationships within school and the wider environment.	Increased self-confidence and better attendance. · Development of self-esteem and positive interactions with others.
Breakfast Club & After School Club	To extend school hours and build belief. Overcome barriers, improve attendance and punctuality. Places provided in Breakfast club where children take part in a range of enrichment activities.	Social and healthy development. Increased confidence and provision of nutritional breakfast to start the day.

2014-15 - Summary of Pupil Premium Grant Funding

Allocations

Number of pupils and pupil premium grant (PPG) expected to be received	
Number of pupils on roll	269
Total number of pupils eligible for PPG	12
Amount of PPG expected to be received per pupil	£1,300 per child + £1,900 for LAC
Total amount of PPG expected to be received	£16,200

We were allocated £16,200 (12 children eligible for PPG – 11 FSM/E6 and 1 LAC) for the financial year 2014/2015. Monies were received in regular instalments and these funds were in addition to the main school budget (the general annual grant).

Expenditure

Careful analysis of pupil-level data, historical attainment and progress rates, together with qualitative data was undertaken to ensure that Pupil Premium Grant funds were used to maximum effect. Our self-evaluation procedures and a number of case studies we have produced guided us in deciding where and how to spend our allocation of Pupil Premium Grant funds. We have also used existing research and publications including those from the OFSTED Good Practice series, and

findings of studies undertaken by the The Education Endowment Fund to enable us to make decisions relating to provisions.

Aims and Objectives in Spending PPG

- To narrow the disadvantage gap by addressing inequality and raising the attainment of children from low-income families
- To develop rigorous assessment, monitoring and reporting to maximise input
- To have well specified, well-implemented and well supported programmes, incorporating extensive professional development

Pupil Premium Grant funding allocated to the Academy in 2014-15 was used to provide the following initiatives with measured impact as outlined below:

Provision / Project	Impact
Year 5 & 6 study support <i>Extending School Hours: Programme of revision for SATs.</i>	Increased attainment in KS2 English and Maths.
One to one tuition <i>Individualising support at all levels: Targeted support for children to address misconceptions, gaps and weaknesses.</i>	This has ensured that pupils have plugged gaps in their learning and impacted on progress; confidence was also boosted - 100% achieved Level 4 or above in KS2 SPAG and Reading SATs; and 100% good or outstanding progress from KS1 to KS2. The research shows that this strategy of one to one tuition has a gain of +5 months (EEF)
Small groups in literacy in KS2. Small groups in literacy and phonics in KS1. <i>Individualising support at all levels: Small group work to extend children's writing and reading skills.</i>	A focus on supporting learning and plugging gaps which has impacted on progress; confidence also boosted. At Key Stage 2 all children achieved Level 4 or above in Reading and Writing, with progress since Key Stage 1 being good or outstanding.
Small groups in maths in KS1 and KS2. <i>Individualising support at all levels: Small group work to extend children's maths skills.</i>	Targeted group work to plug gaps in skills and using and applying of Maths has impacted on pupil achievement across the academic year – at Key Stage 2 100% achieved Level 5 in SATS and 100% outstanding progress from KS1 to KS2..
Residential trip school subsidy <i>Extending school hours and building belief: Children offered residential place in multi-activity centre.</i>	Increased self-confidence, greater independence, better team-working, collaborative skills.
Social and sports development activities	Increased social interaction, better self-confidence and taught the importance of teamwork and sportsmanship.

<i>Extending school hours and building belief: Children offered places at clubs run by external agencies after school.</i>	
School trips subsidy <i>To enhance the curriculum, ensure the children are able to participate and give the children the opportunity to experience new and exciting activities</i>	Deeper subject knowledge and retention in subject areas, together with improved attitude to learning.
Breakfast Club <i>Extending school hours and building belief. Overcoming barriers, improving attendance and punctuality. Places provided in Breakfast club</i>	Social and healthy development. To promote confidence and receive nutritional breakfast to start the day. Children take part in a range of enrichment activities.
Prep Club / After School Club <i>Extending Learning Time: Daily homework sessions to support children in building on work completed in class</i>	Homework completed regularly. Children to meet targets and make 2/3 sublevels progress.
Feedback sessions * <i>Extra feedback to support pupil premium eligible students to raise attainment levels: Regular one to one daily feedback sessions to discuss the morning's work and any issues that require attention.</i>	Staff members have received training on how to give appropriate feedback to students, both written and oral, and on how to train pupils to respond to this information from their teacher. It has produced an improvement in students' learning, with feedback redirecting or focusing either the teacher's or the learner's actions to achieve a goal. The research shows that this form of feedback to have had a gain of +8 months (EEF).

*This was a new initiative implemented during academic year 2014-5. According to research commissioned by the Education Endowment Fund (Sutton Trust Toolkit), effective feedback offers **high impact for low cost**. Feedback has effects on all types of learning across all age groups and research in schools has focused particularly on English and mathematics. There are a substantial number of reviews and on the effects of feedback and educational studies tend to identify positive benefits where the aim is to improve learning outcomes in reading or mathematics or in recall of information. The most recent studies suggest an improvement of about three months additional progress is achievable in schools or nearer four months when the approach is supported with professional development.

A trial of this intervention was undertaken at Lowbrook Academy in July 2014 and is now fully embedded across all year groups, whereby all children receiving PPG funding are participating in a daily feedback group. This group is led by a fully trained TA who reviews the children's work from

that morning and provides instant feedback. A recording and monitoring system is in place together with pupil evaluation.

Overall Impact

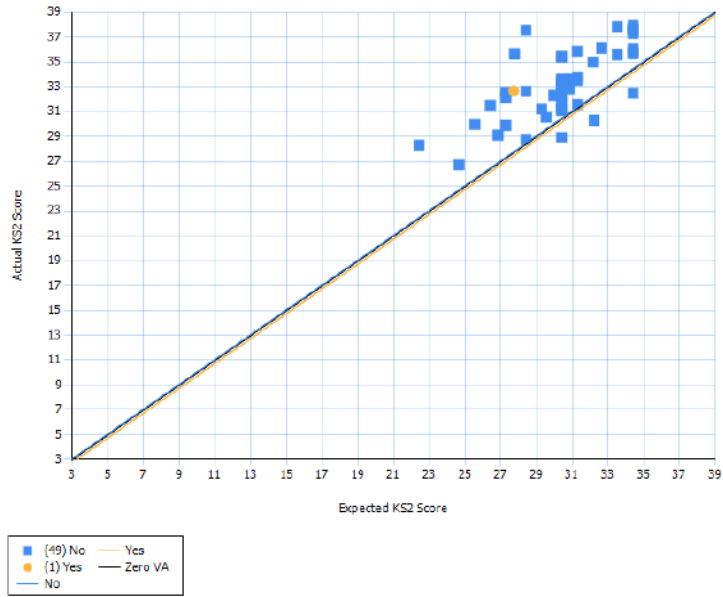
Previous and current performance of disadvantaged pupils (pupils eligible for free school meals or in local authority care for at least 6 months)						
	2013/14			2014/15 <i>* not yet validated</i>		
	All	Boys	Girls	All	Boys	Girls
% of pupils achieving Level 4 in Maths	100%	100%	100%	97%	100%	97%
% of pupils achieving Level 4 in Writing	98%	95%	100%	97%	100%	97%
% of pupils achieving Level 4 in Reading	100%	100%	100%	97%	100%	97%
% of pupils achieving Level 5 in Maths	87%	86%	87%	83%	100%	97%
% of pupils achieving Level 5 in Writing	94%	91%	97%	90%	93%	64%
% of pupils achieving Level 5 in Reading	74%-	68%	77%	55%	53%	86%
% of pupils achieving Level 6 in Maths	28%	38%	22%	31%	27%	57%
% of pupils achieving Level 6 in Writing	25%	10%	28%	27%	20%	36%
% of pupils achieving Level 6 in Reading	2%	0%	3%	0%	0%	0%

Lowbrook Academy has extensive assessment and support systems in place to ensure favourable outcomes for Vulnerable Children and results reflect the impact in educational attainment of pupil premium funding.

RAISE Online Data shows that the Year 6 child on FSM during academic year 2013-14 had better Value Added than the majority of his peers and was much higher than national average. His overall Value Added Score at the end of KS2 was 105 compared to 102.8 for Lowbrook. RAISE Online Data also shows that historically children on FSM at the school have always performed well.

2014 All subjects (KS2) value added line, showing spread of pupils by disadvantaged pupils

The analysis is based upon comparing the estimated outcome with the actual outcome of each pupil. Also shown are the national mean lines for each characteristic.



Coverage 94%

Although RAISE Online data is not yet available for academic year 2014-15, we can see from our internal tracking, that all children receiving Pupil Premium Funding are working above national expectations and the vast majority 'at' or 'above' their class mean. An example tracker is shown below:

NAME	EYFS results	Actual Progress					At national expectation					Targets					Class mean				
		End of KS1 target	P5	P6	P7	P8	1C	1B	1A	2C	2B	2A	3C	3B	3A	4C	4B	4A	5C	5B	5A
Circumstances to consider - Social (Ever 8), medical, term of birth, EAL, SEN, Terms in FS, Attendance																					
2010 EYFS 7/17 100+ -->3		80-																			
100-> 2A/3		60-																			
80->2c/2B/2A																					
<40-><4C SEN																					
CLLD 5+ --> 2B in English																					
	Year 1 Dec																				
	Year 1 April																				
	Year 1 July																				
	Year 2 Dec																				
	Year 2 April																				
	Summative Reporting Year 2 July																				
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	Year 5 April																				
	Year 5 July																				
	Year 6 Dec																				
	Year 6 April																				
	Year 6 July																				

NAME	Actual Progress	At national expectation	Targets	Class mean
Writing	EYFS results	End of KS1 target	P5 P6 P7 P8 1C 1B 1A 2C 2B 2A 3C 3B 3A 4C 4B 4A 5C 5B 5A	
Circumstances to consider - Social (Ever 6), medical, term of birth, EAL, SEN, Terms in FS, Attendance				
2010 EYFS /117 100+ -->3	80-100-> 2A/3	60-60->2c/2B/2A		
<40-> <2C SEN				
CLLD 5+ --> 2B in English				
Year 1 Dec				
Year 1 April				
Year 1 July				
Year 2 Dec				
Year 2 April				
Summative Reporting Year 2 July				
Year 3 Dec				
Year 3 April				
Year 3 July				
Year 4 Dec				
Year 4 April				
Year 4 July				
Year 5 Dec				
Year 5 April				
Year 5 July				
Year 6 Dec				
Year 6 April				
Year 6 July				

NAME	Actual Progress	At national expectation	Targets	Class mean
Maths	EYFS results	End of KS1 target	P5 P6 P7 P8 1C 1B 1A 2C 2B 2A 3C 3B 3A 4C 4B 4A 5C 5B 5A	
Circumstances to consider - Social (Ever 6), medical, term of birth, EAL, SEN, Terms in FS, Attendance				
2010 EYFS /117 100+ -->3	80-100-> 2A/3	60-60->2c/2B/2A		
<40-> <2C SEN				
MD 5+ --> 2B in Maths				
Year 1 Dec				
Year 1 April				
Year 1 July				
Year 2 Dec				
Year 2 April				
Year 2 July				
Year 3 Dec				
Year 3 April				
Year 3 July				
Year 4 Dec				
Year 4 April				
Year 4 July				
Year 5 Dec				
Year 5 April				
Year 5 July				
Year 6 Dec				
Year 6 April				
Year 6 July				

Positive progress can be seen across all year groups:

- **Year 6**

In maths, the two PPG children both achieved three levels of progress since KS1. Both their attainment and achievement was equal to or above their peers and above national expectation.

In writing, both children achieved level 5, meeting class mean and performing above national expectations. They both made excellent progress, having made three levels progress since KS1.

In reading, one child achieved a level 5 and exceeded national expectations. He also made three levels of progress since KS1 and exceeded the majority of his peers. The other child made expected progress in line with his peers.

- **Year 5**

In maths, attainment of the two PPG children was above national expectations. One child's attainment was above the class mean whilst the other was just one sub-level below. She will continue to be targeted utilising PPG finding for academic year 2015-16. Both made good progress (two sub-levels) and achieved their school targets.

In writing, the attainment of both PPG children was above national expectations. Like maths, one child achieved the class mean, whilst the other was only one sub-level below. They

made excellent 4 APS since year 4.

In reading, the attainment of both children is excellent and above national expectations. Although one child remains one sub-level below her peers, she achieved her school target. The other child also achieved his school target and is working above the class mean. They both made good progress over the year, making 5 points.

- **Year 4**

In maths and writing, the one PPG child in this year group ended the year working in line with her peers. She also exceeded her school targets in both subjects, making a whole level progress throughout the year.

In reading, the Year 4 child is working above national expectations and also in line with her class peers. She made excellent progress of a whole level over the year.

- **Year 3**

In maths, the one child in receipt of PPG funding made outstanding progress and attainment, not only did she achieve her school target, but she also exceeded the class mean.

In writing, her attainment was outstanding. She achieved the class mean and exceeded national expectations.

In reading, the child's attainment was again outstanding. She achieved her school target, made two sub-levels progress throughout the year and exceeded the class mean.

- **Year 2**

In maths, the one PPG child in year 2 had excellent attainment, exceeding national expectations and achieving the class mean. He made excellent progress since EYFS where he performed below his peers scoring 1 for ELG11 (Number).

In writing, his attainment was again excellent, exceeding national expectations. He also made excellent progress moving from below class mean in EYFS with a 1 for ELG10 (Writing) to meeting the class mean in Year 2.

In reading, the year 2 child ended the year working at a level in line with his peers and above national expectations. He made excellent progress from EYFS where he was working below his peers, scoring 1 in ELG9 (Reading).

- **Year 1**

In maths, the attainment of the all four children receiving PPG funding was outstanding and also in line with their peers. They made excellent 4 points progress and both achieved their school target. Of the four children, one child made particularly accelerated progress as she was below class mean on entry to year 1 and went on to be working at class mean by the end of the year.

In writing, three of the four children exceeded their school target, with two achieving and two exceeding the class mean. Both exceeded national expectations. Both children made a whole level progress (6 points) since the beginning of year 1.

In reading, all four children exceeded national expectations for their year group, with two achieving the class mean and the other two exceeding.

All four children in year 1 in receipt of PPG funding passed the Phonics Screening Check.

- **EYFS**

The one child in EYFS receiving PPG funding performed exceptionally well, settling into school routines and making good progress socially and emotionally. She exceeded expectations in literacy, communication & language and mathematics.

Whilst the picture looks very strong the Academy acknowledges that all PPG children need continuous monitoring and support, in particular the small minority of children who are working at one sub-level below their peers. They will be carefully targeted during academic year 2015-16 to ensure they work towards closing their gap.

Overall, good progress has been made in narrowing the gap for each pupil receiving Pupil Premium Grant Funding, and this will continue to be monitored each term.