



LOWBROOK ACADEMY

PUPIL PREMIUM GRANT EXPENDITURE

Report for: 2016/17

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.

2016-17 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 | 332 |
| Total number of pupils eligible for PPG | 14 |
| Amount of PPG expected to be received per pupil | £11,880 (£1,320 for 9 children on FSM or E6) + £9,500 (£1,900 for each of 5 children adopted from care/under an SGO) |
| Total amount of PPG expected to be received | £21,380 |

There are 14 pupils currently entitled to the Pupil Premium Grant funding for academic year 2016-17.

| Key Stage | No. of pupils |
|------------------------------|---------------|
| Early Years Foundation Stage | 2 |
| Key Stage One | 4 |
| Key Stage Two | 8 |

During academic year 2016-17, we aim to continue much of the best practice completed in 2015-16 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 | Developed oracy skills and self-evaluation through children being given the opportunity to |

| | | |
|--|--|--|
| | levels: Regular one to one daily feedback sessions to discuss the morning's work and any issues that require attention. | act on feedback and improve work. Increased attainment in writing, reading and maths. |
| Renewal and continued 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 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 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 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. |
| Purchase of school uniform | To remove barriers associated | To instil pride and belonging |

| | | |
|------------------------------------|---|---|
| | with cost of school uniform | and facilitate inclusivity. |
| 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. |

2015-16 - Summary of Pupil Premium Grant Funding

Allocations

| Number of pupils and pupil premium grant (PPG) received | |
|---|--|
| Number of pupils on roll | 299 |
| Total number of pupils eligible for PPG | 13 |
| Amount of PPG received per pupil | £1,320 per child + £5,700 (£1,900 for each of 3 children adopted from care) |
| Total amount of PPG received | £18,900 |

We were allocated £18,900 (13 children eligible for PPG – 10 FSM/E6 and 3 A/SGO) for the financial year 2015/2016. 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 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 2014-16 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 a standardised score of over 100 in KS2 SATs across all three subjects. 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 a standardised score of over 100 in KS2 SATs for Reading and SPAG, 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 a standardised score of over 100 in KS2 SATs for Maths, with progress since Key Stage 1 being good or outstanding. |
| 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 | Increased social interaction, better self-confidence and |

| | |
|--|--|
| <p>activities</p> <p><i>Extending school hours and building belief: Children offered places at clubs run by external agencies after school.</i></p> | <p>taught the importance of teamwork and sportsmanship.</p> |
| <p>School trips subsidy</p> <p><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></p> | <p>Deeper subject knowledge and retention in subject areas, together with improved attitude to learning.</p> |
| <p>Breakfast Club</p> <p><i>Extending school hours and building belief. Overcoming barriers, improving attendance and punctuality. Places provided in Breakfast club</i></p> | <p>Social and healthy development. To promote confidence and receive nutritional breakfast to start the day. Children take part in a range of enrichment activities.</p> |
| <p>Prep Club / After School Club</p> <p><i>Extending Learning Time: Daily homework sessions to support children in building on work completed in class</i></p> | <p>Homework completed regularly. Children to meet targets and make 2/3 sublevels progress.</p> |
| <p>Feedback sessions *</p> <p><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></p> | <p>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.</p> <p>The research shows that this form of feedback to have had a gain of +8 months (EEF).</p> |

*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.

one sub-level below their peers. They will be carefully targeted during academic year 2016-17 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.

| 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 | | | 2015/16 | | | |
| | All | Boys | Girls | 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% | Expected | 100% | 100% | 100% |
| % of pupils achieving Level 5 in Writing | 94% | 91% | 97% | 90% | 93% | 64% | | 100% | 100% | 100% |
| % of pupils achieving Level 5 in Reading | 74%- | 68% | 77% | 55% | 53% | 86% | | 100% | 100% | 100% |
| % of pupils achieving Level 6 in Maths | 28% | 38% | 22% | 31% | 27% | 57% | Higher | 100% | 100% | 100% |
| % of pupils achieving Level 6 in Writing | 25% | 10% | 28% | 27% | 20% | 36% | | 0% | 0% | 0% |
| % of pupils achieving Level 6 in Reading | 2% | 0% | 3% | 0% | 0% | 0% | | 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.

All children who receive pupil premium funding exceed national averages for all pupils as a group. Children who receive pupil premium funding are mostly in line with their peers and sometimes exceed them. Although, occasionally a few children are not in line with their high performing peers, they always exceed national average. Pupil Premium children make good and largely outstanding progress throughout both Key Stages. All Pupil Premium children currently attending the school are achieving results above national expectations, and most are either at or above the class mean. By the time they leave the school, they have made good or outstanding progress.

RAISEonline Data shows that the two Year 6 PPG children during academic year 2015-16 both met the expected standard in all three subjects and achieved the higher scores in maths. RAISEonline Data also shows that historically children on FSM at the school have always performed well.