

One Degree Academy

Pupil Premium Report

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2016-17 Pupil Premium Spend Report - October 2017

At One Degree Academy we believe that every one of our pupils is capable of excellent academic outcomes and the opportunity to go to university if they so choose. We welcome the pupil premium as a further resource to ensure that there is no disparity of opportunity within our community. We want every child to flourish at One Degree, and are committed to this being the case regardless of deprivation or any other challenge.

Pupil Premium is additional funding given to schools to address the current underlying inequalities between children eligible for free school meals (FSM) and their peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most. The pupil premium was introduced in April 2011 and is allocated to schools to work with pupils who have been registered for free school meals at any point in the last six years (known as 'Ever 6 FSM'). Schools also receive funding for children who have been looked after continuously for more than six months, and children of service personnel.

The Government believes that it is for schools to decide how the Pupil Premium Grant (PPG), allocated per eligible pupil, is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility. Schools are required to publish online information about how they have used the Premium. This is to ensure that parents and others are made fully aware of the attainment of pupils covered by the Premium.

Ofsted Recommendations

Ofsted conducted a survey on the use of the Pupil Premium in 2012. Recommendations from the findings included:

- School leaders, including governing bodies, should ensure that Pupil Premium funding is not simply absorbed into mainstream budgets, but instead is carefully targeted at the designated children. They should be able to identify clearly how the money is being spent.
- School leaders, including governing bodies, should evaluate their Pupil Premium spending, avoid spending it on activities that have little impact on achievement for their disadvantaged pupils, and spend it in ways known to be most effective.
- Schools should continue to seek ways to encourage parents and carers to apply for FSM where pride, stigma or changing circumstances act as barriers to its take-up
- Ofsted should continue to evaluate the use of Pupil Premium funding by schools to ensure that they are focusing it on disadvantaged pupils and using it effectively

Ofsted have published a report on Pupil Premium:

How schools are using the pupil premium funding to raise achievement for disadvantaged pupils: <http://www.ofsted.gov.uk/resources/pupil-premium>

Some interventions are adopted on a whole school basis and are not restricted to Pupil Premium registered pupils only. However, the implementation of some intervention programmes would not have been possible without the Pupil Premium. The majority of school strategies are targeted towards improvement in the attainment and progress of pupils. A number of these key strategies are resourced from the schools' main budget, including additional teachers across year groups, educational support staff and an intervention programme. We have allocated the additional Pupil Premium funding to specific initiatives to support the most disadvantaged pupils.

Ultimately, our objective is to eliminate the gap in achievement between different groups, particularly those eligible and not eligible for the PPG. In order to work towards this, we have continued our policy of focusing on language, literacy, pupils' emotional needs and physical wellbeing. This has been grounded in research evidence that suggests that young people growing up in more deprived communities experience less access to language and literacy-rich activities at home and in the community; that they are also more likely to have emotional, social and behavioural difficulties; and are more likely to experience physical hardship and neglect. The interventions that we implemented sought to redress this balance and we have continued to see a positive impact on progress.

Our Allocation

50% of the students at One Degree Academy in 2016/17 were eligible for Pupil Premium funding. £13,200 was received in funding and payment was completed in July 2017. This slightly less than expected as some pupil premium children may have joined the school after the census and therefore the school did not receive funding for these children. However, all children with the status of pupil premium were treated equally. The academy bought forward the spending of this money to front load this at the start of September 2016 in order for it to have its greatest impact.

For September 2017 - 18 we expect a grant of up to £33,000. We will continue to front load the spending of this money.

PPG Spend in Primary and Impact Thereof:

This section of the report summarises the way that the £13,200 was spent to support our Reception pupils who make up the entirety of our Primary School.

TO SUPPORT SOCIAL AND EMOTIONAL DEVELOPMENT AND RAISE ATTAINMENT IN COMMUNICATION: Developing a sensory room, outdoor area (PPG contribution of £500, 20% of the cost)

Evidentiary base: we were confident from our own observations and experiences that developing a sensory room and outdoor areas would promote speaking and listening, especially for pupils who tended not to communicate much in the classroom. 30% of PPG pupils have been identified as needing additional emotional and social development. 66% of pupils whom we anticipate to have EHCPs requiring this support are PPG pupils.

We believe a sensory room and improved outdoor play, including the development of a forest school could have a significant impact on the communication and language development of all of our pupils but especially eligible pupils and especially boys. In addition, we believed that it could promote resilience and pupil confidence as well.

The sensory room, outdoor play space was critical to prioritised pupils making progress and many of the boys made a break-through here in terms of communication (and making relationships) that later showed in their progress in typical reception sessions.

Impact: The development of a sensory room and outdoor play has proved successful. While attainment of GLD for SEN pupils remains low - 66% of whom were pre-verbal on entry - all SEN children made more than expected progress as evidenced by the CEM baseline test and the early learning goals. PP children made more progress than non PP children.

Will it continue: The sensory room is now complete. However further opportunities to develop social and emotional development will continue.

TO RAISE ATTAINMENT: Additional Teacher in Reception in 2016-17 (PPG contribution of £8,500, 23% of cost)

Evidentiary base: *a range of evidence supports the impact of a high quality teacher (Mckinsey, Dylan William, etc) on progress and learning, hence our decision to recruit a highly qualified, skilled, additional teacher into the reception.*

We recruited a second reception teacher to work across our opening Reception cohort, a significant increase in personnel compared to older year groups. This investment would not have been possible without part of the funding of it coming from the PPG.

Rationale: the quality of teaching is the most significant factor influencing pupil progress, and in particular excellent quality feedback is critical, according to the EEF. We knew that we had a cohort with significantly more pupils whose circumstances might make them vulnerable and wanted to provide additional capacity to support this cohort.

Impact: The gap between PP and Non PP children in reception is almost zero at 3%, though with such a small sample size it is questionable as to whether this is statistically significant. PP children as a group made more progress than non-PP children and started from a significantly lower point.

Will it continue: In the final term we trialled using a carefully selected associate tutor in place of a second reception teacher. We found progress in reception to be more rapid than in previous terms, including PP students, all of whom made above average progress in the last term. While many factors may account for this, the need for a qualified teacher is not always necessary, providing the quality is present and this continues to create additional capacity to focus on progress and teaching and learning.

Plans for 2017/18: Additional Staffing in Year 1 and Reception 2017-18 (PPG contribution of £20,000, 33% of total cost)

We will maintain the same staffing ratios in Year 1 and Reception as we did in 2016/17. Using the lessons from the above we will continue to develop the associate tutor model, whereby a lead teacher is supported by an associate tutor. This year we have recruited an additional Associate Teacher (Trainee Teacher) and Associate Teacher. We are considering the recruitment of a third to provide more capacity for small group intervention and SEN support, of which 2/3 SEN children are pupil premium.

TO RAISE ATTAINMENT: Read Write Inc (PPG contribution of £700, 27% of the cost)

Evidentiary Base: *the evidence for phonics as a critical component of learning to read is widely accepted and features on the EEF toolkit¹. Read Write Inc has a number of studies that have been done, including an EEF Efficacy Trial, demonstrating impact for all pupils.*

Read Write Inc, was introduced in Reception in the first instance to address and improve reading - which our baseline testing had shown as a significant area of need. The PPG enabled us to train and develop all staff to deliver the programme in small focussed

¹ <https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/phonics/>

groups. All staff are now phonics trained, providing a common language and consistency when communicating to our students and enabling smaller phonics groups.

Rationale: there is a strong evidentiary base for the programme. We are using the PPG to fund training for all staff to be able to deliver RWI. This will mean smaller, more targeted groups and intensive intervention for children working below are.

Impact: PP children started from a significantly lower base in reading as evidenced in our CEM and teacher assessed baselines. As such less PP students obtained the ELG in reading than non PP students. However, PP students made better progress in reading than non PP students, helping to close the gap and support the evidence provided by the EFF that this has a positive impact.

Will it continue: The evidence suggests we should continue this. However, we have recognised many of our PP students are also at a lower level in terms of speech and language. Oral language interventions have been shown to improve reading levels². Therefore, we will continue with RWI as well as introduce Talk Boost, a programme designed to boost speech and language communication at early year. Research³ indicates this programme to have a positive impact on attainment and progress.

Plans for 2017/18: Continue to train staff in RWI and introduce the Talk Boost programme (PPG contribution £1500, 37% of total cost)

TO RAISE ATTAINMENT: Reading Support: Small Guided Reading /interventions Group (PPG contribution of £3,500 - 16% of the cost)

Evidentiary Base: taken from the research done by the EEF on Reading comprehension strategies, which can add 5 months of progress. Our observations show that all staff need to support student progress via small group interventions.

We use additional resources of senior staff and specialist teachers to prioritise small group guided reading focused on vulnerable pupils and individual 1:1 interventions delivered by senior staff. All senior staff commit on average at least 10% of their time on average to doing interventions. In addition, senior staff take small groups for phonics and volunteering to enable to most vulnerable to flourish.

Rationale: for vulnerable pupils with fragile self-esteem, being successful in the classroom is critical. We want to maximise the time that pupils receive that individual attention, via high quality staff, to address areas of weakness and enable them to feel they can succeed, this includes mastering the art of reading.

Impact: PP children started from a significantly lower base in reading as evidenced in our CEM and teacher assessed baselines. As such less PP students obtained the ELG in reading than non PP students. However, PP students made better progress in reading than non PP students, helping to close the gap and support the evidence provided by the EFF that this has a positive impact. In addition, staff noted the positive benefit on students to being able to work in small groups. This allows staff to correct students and create an

2 <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/oral-language-interventions/>

3 <http://www.ican.org.uk/-/media/Ican2/What%20We%20Do/Talk%20Prog/Talk%20Boost/Talk%20Boost%20interim%20report%2029%20May%202012.ashx>

environment of self awareness and confidence. We recognise our PP students do not make as much progress in self awareness and confidence.

Will it continue: The evidence suggests we should continue this approach to improving reading comprehension.

Plans for 2017/18: To continue Small Guided Reading /interventions Group (PPG contribution of £5,000 - 24% of the cost)

Further Plans for 2017/2018

TO RAISE ATTAINMENT: Embedded psychotherapy provision - Anna Freud Centre
(PPG contribution of £5000 - 31% of the cost)

Evidentiary Base: taken from the research done by the EEF on social and emotional learning. Evidence has shown teaching these skills to parents and students can help raise attainment and close the gap.

We are working with world experts at the Anna Freud Centre - progenitors of 'The Family School' - to develop a pioneering model of psychotherapeutic support in a mainstream setting. This will support ODA's PP children, families and teachers, removing barriers to learning associated with complex, urban settings. We have targeted families, 70% of which are PP that will benefit the most from this support.

Rationale: Many of our PP children have social and emotional needs as evidenced in our ELG Managing behaviour and feeling scores. We believe this may have prevented the children from accessing other interventions put in place during 16/17. This makes this targeted intervention very important in 17/18 as it may also enhance the impact of other initiatives.

TO RAISE ATTAINMENT: Outdoor Adventure learning
(PPG contribution of £800 - 34% of the cost)

Evidentiary Base: taken from the research done by the EEF on outdoor adventure⁴ learning, such climbing and orienteering can improve academic attainment. In addition, we know the area our school serves has limited opportunity for "outdoor adventures".

In 2017/18, we will aim to develop our outdoor areas, including forest school to enable children to climb, explore and learn.

Rationale: Providing quality, age appropriate, outdoor spaces for children to explore with teaching staff will enable children to experience the sense of adventure. We observe many of our PP students have limited opportunity to access these types of activities.

Any surplus PP funding will be allocated throughout the year as we continue to consider how best to close the attainment gap between PP and Non PP students.

Conclusion

We will review student progress of PPG children throughout the year. This will be reported to governors. We will then update this report, with our findings and spending plans for next year. We anticipate this to be in October 2018 This means we will continue to focus

⁴ <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/outdoor-adventure-learning/>

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the PPG grant allocation to where it is needed most and will have greatest impact for our PPG students.