

One Degree Academy

Pupil Premium Report

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Next Review Date	Oct 2017
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2016-17 Pupil Premium Spend Report - June 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 recent report:

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 FSM 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 narrow and eliminate the gaps 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

55% of the students at One Degree Academy are eligible for Pupil Premium. £15,840 is the estimated funding One Degree Academy will be allocated. This will be paid to the school in July. Even though this will only be paid in July the Academy has bought forward the spending of this money to front load this at the start of September 2016 as we know it will have a greater impact.

PPG Spend in Primary and Impact Thereof:

This section of the report summarises the way that the £15,840 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.

TO RAISE ATTAINMENT: Additional Teacher in Reception in 2016-17 (PPG contribution of £10,000, 27% 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 2nd Reception teacher to work across our opening Reception cohort, a significant increase in personnel compared to other 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.

TO RAISE ATTAINMENT: Read Write Inc (PPG contribution of £1,000, 39% 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 toolkit:*

<https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/phonics/> Read Write Inc has a number of studies that have been done, including an EEF Efficacy Trial, demonstrating impact for all pupils.

Having not worked with Read Write Inc, it was introduced into Reception in the first instance to address and improve reading. The PPG enabled us to train and develop all staff to deliver the programme in small focussed 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.

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.

Other support: We have reserved £840 to be allocated throughout the year as need arises. This might include funding trips and uniform for PPG pupils to enable their full participation in school life. It might mean additional enrichment activities to enable rapid social and emotional development.

Conclusion

We will review student progress of PPG children throughout the year. This will be reported to governors. We will then update this report, our findings and spending plans for next year. We anticipate this to be in October 2017 This means we will continue to focus the PPG grant allocation to where it is needed most and will have greatest impact for our PPG students.