



Nottingham Academy Primary

Pupil Premium Grant Impact Summary 2015/16

Number of pupils and Pupil Premium Grant (PPG) received:	
Total number of pupils on roll	751 (plus 134 nursery)
Total number of pupils eligible for PPG (F2-Y6)	259
Amount of PPG received per pupil	£1,300 (£1,900 for LAC)
Total amount of PPG due to be received	£309,600
Percentage of children eligible for PPG	34%

Progress Summary	2013-14	2014-15
% of Pupils making expected progress in Reading at end of KS2	92%	96%
% of Pupils making more than expected progress in Reading at end of KS2	34%	32%
% of Pupils making expected progress in Writing at end of KS2	92%	94%
% of Pupils making more than expected progress in Writing at end of KS2	40%	44%
% of Pupils making expected progress in Maths at end of KS2	97%	97%
% of Pupils making more than expected progress in Maths at end of KS2	52%	37%

2015-16 assessments	
<u>National testing and ways of assessing were changed for this academic year and so previous progress data is non-comparable.</u>	
Progress summary	2015-16
% of Pupils making expected progress in Reading	57%
% of Pupils making more than expected progress in Reading	7%
% of Pupils making expected progress in Writing	63%
% of Pupils making more than expected progress in Writing	3%
% of Pupils making expected progress in Writing	57%
% of Pupils making more than expected progress in Writing	10%
% of Pupils making expected progress in Maths	67%
% of Pupils making more than expected progress in Maths	13%

Main barriers to educational achievement that disadvantage our children			
Attainment	Aspiration & Curriculum enhancement	Social, Emotional, Behavioural	Attendance
Children's entry level into the school is below the expected standard and so a large proportion begin their primary schooling behind their age-expected. Interventions take place to bridge this gap.	The school is within a deprived area where opportunities can seem limited for some children. Giving children opportunities to broaden their horizons and to be ambitious is vital.	Some children have social, emotional or behavioural support that proves to be a barrier to some of our children due to social deprivation and a range of other factors.	Attendance at the school is high profile with the aim of reaching a minimum of 95% - a range of initiatives are in place to encourage good attendance to ensure learning and development can take place

Measuring the Impact of PPG Spending	
Item / Project	Outcome / Comment
Investment in quality first teaching and personalised learning strategies	A large portion of children enter EYFS significantly below age expected last year Pupil premium children scored higher in 'Managing Feelings & Behaviour', 'Making Relationships' and 'Health & self-care' than non-pupil premium children with both groups achieving the same in Speaking (75%). Compared to last year the gap has been narrowed between these two groups in reading by 2%, and in 'Shape, Space & Measure' by 3%
After school mathematics booster sessions	63 children were given places at an after-school maths booster session. Of this 63, every single PP child (30) was given a place. The session ran from Autumn term right through to the Summer term over 17 weeks. In total 66% achieved age-expected (this was 50% at the end of Key Stage 1) with 13% of PP achieving greater-depth.
Accelerated reading programme – increased subscription	20 children took part with 10 of them being PP children in Year 6. Of the 10 PP children, 100% achieved age-expected. In Year 5, 40 children took part with 16 of them being Pupil premium. The majority of the children made progress with 16 of the 26 pupil premium children meeting age expected despite having a lower starting point in most cases.
Attendance initiatives	Attendance is consistently targeted throughout the school year. The school funded prizes and incentives to raise the profile of attendance across all 3 phases. Excellent attenders have the opportunity to win a bike at the end of the school year as well as weekly prizes. Whole school attendance regularly fell around 95%
Parent courses	There were 9 different parent workshops last year, including 'Family Learning Maths and English Functional Skills', a computing course and a course on healthy cooking. Each workshop was attended by around 15 people.

Counselling service	The school supported 17 children with a counselling service to support a range of emotional needs – 9 of these were PP children. Progress was monitored and tracked vigilantly through a barrier to learning being highlighted. Individual needs are worked towards and an annual report is given by the counsellor
Daily breakfast clubs	The school funded additional breakfast clubs to support children in getting a healthy positive start to the day. This impacted on concentration and motivation at school having a longer-term impact on progress.
Subsidised school visits & events	The school was able to offer a total 15 outside visits last year and organised several other visitors to come to the school in addition to these. Visits ranged from the hospital IMPs programme, Into University, Ice-skating, Conkers, Nottingham Castle, Greens Windmill and a range of places of worship. It also included 2 residential visits to Kingswood Outdoor Pursuits (Y6) and Dukes Barn (Y5). The school subsidised these visits to enable a broadened curriculum for all children across the school.
Increased participation of school swimming	The school was able to fund swimming sessions for all classes from Year 2- Year 6. This amounted to a total of 18 classes attending 10 swimming sessions each across the year.
Support in buying School Uniform	The school supported those families who needed help to buy full school uniform. This enabled children to feel part of the school community which impacted on their attitudes to learning and strongly contributes to the ethos of the school community.
Mentoring	Children received weekly/bi-weekly mentoring sessions for a range of different needs including emotional, social and behavioural. These mentoring sessions enabled children to develop strategies of dealing with certain barriers that they had with their development.
Reading and writing booster groups	Additional reading support was offered for children in Year 4 whilst year 5 children were identified as requiring some extra writing support. These sessions took place in the mornings before school and during Daily Dash time.
Targeted support in and out of lessons	Groups of children were given support in the form of small groups during lesson time. This enabled them to focus their thinking and to receive instant feedback whilst any misconceptions could be identified immediately. Learning mentors also ran maths interventions in the afternoons. This meant that any children who were struggling with a concept, would get small group focus time to address any barriers that they had to successfully meeting their learning objective.
Phonics teaching	Small group daily phonics appropriate for the child to ensure they progress with their phonetic awareness and their reading skills. There was also some 1 to 1 coaching where it was needed.
Lunch time homework support	For children who needed support with homework, or needed equipment to complete homework, clubs were available at lunch times. This was successfully utilised by a number of children.

How the allocation will be spent

Pupil Premium provision that will remain for 2016/17:

Attainment	Aspiration and curriculum enhancement	Social, emotional, behavioural	Attendance
<ul style="list-style-type: none"> • ‘Talking Tables’ in Early Years - a communication and language programme with a focus on the development of speech and the acquisition of vocabulary. • Precision Teaching - used to accelerate progress in reading, spelling skills and basic Mathematical skills. • Accelerated reading – a programme for pupils not making expected progress with their reading. • 1:1 coaching for pupils not making expected progress in phonics. • 1:1 coaching for those pupils who are not making expected progress in reading. • Small group daily phonics • Small group daily mathematics teaching for pupils who are not making progress. • Small group daily readers. • Before school and after school Mathematics ‘boosters’ for identified pupils. • Individual and small group ‘head-starts’ to encourage rapid basic skills development. • Weekly revise lunchtime support for our most vulnerable pupils. • Lunchtime homework clubs for those pupils who struggle to complete homework at home. • Teacher and learning mentor focus groups in daily lessons. • Learning mentor observation stickers. 	<ul style="list-style-type: none"> • Whole class music tuition for pupils in Year 4 and smaller group tuition for pupils in Year 5 and 6. • A daily breakfast club with activities • A comprehensive range of before and after school clubs (in excess of 30 different clubs) available to all pupils from Year 1 to Year 6 including reading for pleasure, school band, area band, football, running and fun fitness. • A heavily subsidised programme of visits, visitors and residential opportunities. • Parent literacy and basic skills development courses. • School swimming for pupils in Year 3, 4 and 5 • On admission into reception classes, all pupils receive a free school uniform and some pupils continue to receive items of uniform free of charge. 	<ul style="list-style-type: none"> • 1:1 mentoring providing pupils with emotional support in order that they are ready to learn. • Phase 1 nurture provision providing support for pupils with SEMH issues. • Counselling service for those pupils that require significant 1:1 emotional support. • 1:1 support for pupils with EBD issues. • Learning mentor support for identified pupils during social times. • A comprehensive project for transition that fully supports our most vulnerable children. 	<ul style="list-style-type: none"> • Attendance initiatives/rewards including distinct weekly phase rewards and a significant reward (eg a bike) for a pupil in each phase at the end of the summer term. • Attendance and punctuality currently overseen by attendance officer.

Proposed additions to Pupil Premium provision for 2016/17:

Attainment	Aspiration and curriculum enhancement	Social, emotional, behavioural	Attendance
<ul style="list-style-type: none"> • Maths interventions to take place regularly to ensure gaps aren't widened from one day to the next • Parent readers and reading buddies/times table buddies • Peer tutoring – role models where older children support younger children with writing, reading and maths. • Develop love of reading by investing in books to enrich reading • Involving children with choosing books – group of children to help with selection of books that are used in guided reading and for reading for pleasure . • One-to-one/small group tuition before/after school with teaching staff – pre-teach sessions or to consolidate prior learning 	<ul style="list-style-type: none"> • Funds to encourage interests – musical tuition outside of school, opportunities for adventure and outside opportunities. • Raise aspirations for higher achieving pupils 	<ul style="list-style-type: none"> • Daily dash time – opportunity for children to talk through their work with a designated member of staff to provide with quality feedback. • Pastoral support in place – social, emotional and behavioural support • counselling to ensure children are happy and to remove potential barriers to development. • Funds for uniform • Financial support for trips • Fruit at break time 	<ul style="list-style-type: none"> • Breakfast club – free breakfast for pupil premium children • Attendance officer to provide weekly updates on key absentees/punctuality – highlight PP/LAC to be used for monitoring

How the school will measure impact:

The school will regularly monitor and evaluate the initiatives that are taking place. Each half-term, PP folders will be checked and monitored to ensure children are receiving their entitlement to address their individual barriers. The effectiveness of these initiatives and interventions will also be monitored via attainment, discussions with class teachers and through case studies. As well as this, half termly pupil progress meetings will be used to highlight and PP children to discuss and investigate levels of progress and any barriers that they have. New interventions can then be put in place. As well as half termly monitoring, at the end of the academic year, an evaluation will be carried out to highlight successes and areas of development for the next year.

Date of next pupil premium strategy review:

There will be pupil premium review every half term with folders being checked. There will also be a more in-depth annual review in September 2017.