

Pupil Premium Impact Assessment

IMPACT Review 2017/18

1. Summary information					
School	Morley Place Academy				
Academic Year	2017-18	Total PP budget	£177,040	Date of most recent PP Review	October 2017
Total number of pupils	284	Number of pupils eligible for PP	134	Date for next internal review of this strategy	July 2018

2. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Specific social & emotional needs / low self-esteem/confidence that affects learning / behaviour issues linked to attachment
B.	Basic skills - on entry poor phonic understanding / limited oral & written vocabulary / limited spelling strategies / lack of understanding of number.
C.	Parental engagement
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Home situations can impact social, emotional & mental health / affect attendance
3. Desired outcomes	
	<i>Desired outcomes and how they will be measured</i>
	<i>Success criteria</i>

A.	Behaviour improved / positive attitudes to learning will aid academic progress through additional support from mentoring / adult supervision. Recorded via CPOMS / DELTA RAG	Fewer behaviour incidents will be recorded on CPOMS system. Improved pupil progress & outcomes
B.	Improved basic skills in reading, writing, maths through additional basic skills / same day intervention / additional support. Recorded via CPOMS / DELTA RAG	Pupils eligible for PP class make rapid progress by the end of year, in line with age related expectations (ARE)
C.	Further parental engagement with school in support of learning & continued communication re pupils needs via recording in planners / CPOMS	Parents & school have an improved working relationship, working together to ensure children's wellbeing & academic progress
D.	To work with families to share/improve understanding of how home life affects social, emotional & mental health. Increase awareness of negative impact of poor attendance upon pupil achievement (SIMS/CPOMS)	Families have access to additional support as required and ensure attendance of pupils, to improve whole school attendance in line with national or above

4. Planned expenditure

Academic year	2017 – 18
----------------------	------------------

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Impact
------------------------	---------------------------------	--	--	-------------------	---------------

<p>A. Pupils to have raised self-esteem, & self-confidence</p> <p>Improved behaviour & positive attitudes to learning for pupils</p>	<p>Additional adult (TA) to support children with SEMH need £9,000</p> <p>Specialist Sports Coach to support vulnerable children £17,000</p> <p>Lunchtime activities to support pupils during unstructured times of day. Additional training for dinner staff / playground leaders £2,000</p>	<p>Targeted behavioural interventions for vulnerable children, enabling them to access full curriculum / prevent loss of learning time</p> <p>Targeted support from Sports Coach throughout academy to engage boys in learning (positive male role model)</p> <p>Further improve behaviour; Parental questionnaires show that most parents feel behaviour in school has improved Pupil voice states that children feel safe at the academy Lunchtime staff/playground leaders will be better able to interact with children</p>	<p>Tracking of pupil outcomes of those accessing sessions via; -New PE assessment app -Decrease in incidents recorded on CPOMS -Positive response from pupil voice questionnaires</p>	<p>SF (SENCO) AM (Inc. Man) JD (S.Coach)</p> <p>SF / JH / AF</p> <p>SF / AF / AM</p>	<p><i>Fewer pupils recorded with behavioural incidents over year</i> 2016-17 18 exclusions (7 pupils) 2017-18 24 exclusions (4 pupils / 14 relating to 1 pupil with extreme behaviours)</p> <p><i>Improved PP attendance rates (whole school in brackets)</i> 2016-17 92.8% (94%) PA 10.4% (14%) 2017-18 94.1% (95%) PA 16% (11.5%)</p> <p><i>Lesson observations / learning walks evidence increased engagement in lessons with little to no low-level behaviours observed</i></p> <p><i>Safeguarding in school judged as 'good'</i></p>
<p>B. Improve children's basics skills - reading, writing, maths</p>	<p>Additional adults, including qualified teachers, to enable teaching of smaller groups / improve adult:pupil ratios £70,000</p>	<p>Additional adults for English / Maths will improve support / further enable Quality First Teaching & Same Day intervention (SDI)</p>	<p>Tracking of pupil progress / outcomes via DELTA RAG / lesson observations</p>	<p>PR (HT) / LW (AHT) / SF</p>	<p><i>Percentage of PP at ARE in Reading has increased by average 23% across years 3-6</i> (TA in-year progress/ test scores)</p>

Improve & extend oral / written vocabulary of pupils	Daily class reading lessons using class text (inc. small group reading work) DELTA Reading Strategy £5,000	Daily reading lessons using class reader proven to create enjoyment of reading / improve academic progress across DELTA Academy Trust. Class Teachers also delivering reading sessions in additional time throughout week	Monitoring / data analysis to ensure improved progress / outcomes in reading	LW / SF	<i>Percentage of PP at ARE in Writing has increased by average 29% across years 3-6. (TA in-year progress/ test scores)</i>
Improve pupils spelling	Read, Write Inc Spelling Strategy £500	All children accessing spelling provision to improve outcomes. RWI for reading currently in school and have evidence that this works for our pupils.	Monitoring / data analysis of spelling across academy	LW / SF	
Improve maths basic skills	Times-Table Rockstars £200 Sumdog £200	Children respond well to competitive games, promoting learning. Access to programs in school will enable improved progress	Monitoring / data analysis to ensure improved progress / outcomes in maths	NW / SF	<i>Percentage of PP at ARE in Maths has increased by average 22% across years 3-6. (TA in-year progress/ test scores)</i>
C. To improve parental engagement / trusting working relationships	Targeted family work to support overcoming barriers to attendance / engagement in children's learning £25,000 Daily home/school planners to aid communication £2,500	Parental feedback has shown that our parents like to have a named member of staff, to discuss and issues or concerns with both in and outside of school. This will provide an opportunity for parents to indirectly contact school and vice versa on a daily basis.	Analysis of parental questionnaires Ongoing feedback from parents / CPOMS logs	AM / PR	<i>Increased number of parents accessing school events + positive feedback / comments Greater number of parents accessing support in school No parental complaints recorded</i>

D. For engagement in learning to increase (through participation in additional enrichment activities). Raise attendance /improve punctuality to ensure all children are in school and on time.	After school clubs (Arts and Crafts, Sports Club, Maths, Music, Spanish, Eco-Warriors, Anti-bullying) £3,200	The benefit of sport is outlined at https://www.sportengland.org/research/benefits-of-sport/	Data analysis to ensure improved attendance data and improved outcomes in learning.	AF	<i>All after-school clubs fully attended / at capacity. Anti-Bullying award received (Gold standard)</i>
	Subsidised visits £5,000 Additional resources to support & promote further pupil engagement in curriculum learning e.g. Twinkl £2,500 Breakfast club £4,200			SF	
Total budgeted cost					£146,300

ii. Targeted support

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Impact
-----------------	------------------------	---	---	------------	--------

<p>B. Improve phonic understanding / develop children's reading ability</p>	<p>English leader to train TAs re reading strategies £500</p> <p>Small group work in reading.</p> <p>Read, Write, Inc Intervention. £1,000</p> <p>Precision Teaching £2,000</p> <p>Power of Two Intervention £2,000</p>	<p>Baselines / attainment data show reading as an area for development.</p> <p>Improved attainment outcomes in reading and writing at KS1 and KS2 (diminishing difference to national other pupils)</p>	<p>Data analysis to ensure improved outcomes in assessment for reading and writing.</p> <p>Deliver training to staff and then support and monitor to recognise the impact.</p>	<p>LW SF</p> <p>LW SF</p>	<p><i>Percentage of PP at ARE in Reading increased by average 23% across years 3-6.</i> <i>(TA in-year progress/ test scores)</i></p>
<p>Improve basic skills in maths</p>	<p>Same Day Interventions £10,000</p>	<p>EEF toolkit suggests that targeted interventions matched to specific needs is effective practice</p> <p>Increased maths age for children in school accessing the intervention</p>	<p>Data analysis to ensure improved outcomes in assessment for maths.</p>	<p>NW SF</p>	<p><i>Percentage of PP at ARE in Maths increased by average 22% across years 3-6</i> <i>(TA in-year progress/ test scores)</i></p>

Total budgeted cost					£15,500
iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Impact
B. For engagement in learning to improve through increased Quality First teaching / curriculum planning	Cover for Senior Leaders / to monitor / mentor / coach staff and support curriculum development £10,000 Booster sessions (Y6) £7,000	In line with research, improved curriculum & quality of teaching impacts outcomes of disadvantaged pupils https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully Evidence shows that after school sessions boost pupil progress and make a positive impact on academic outcomes https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learningtoolkit	Tracking through monitoring cycle to ensure the improved profile / quality of teaching & learning Tracking / data analysis to demonstrate improved outcomes	PR SLT NW (Y6 / Upper Phase Lead)	<i>Children more engaged in their learning-evidence seen in feedback from lesson observations /learning walks (inc. external due diligence)</i> <i>Reduction in low-level behaviour in lessons</i> <i>Greater progress made- 100% of pupils who attended boosters increased standardised scores</i>

D. Increased attendance rates	Member of staff to work with PP lead to monitor attendance of disadvantaged pupils Weekly / Termly / Yearly attendance awards £200	Children need to attend school to improve progress & attainment. Addressing attendance is key nationally	Regular discussions with the support worker. Identifying persistent absentees / meeting with parents	DP (Office Manager / Attendance Lead) / AM SF	<i>Improved PP attendance rates (whole school in brackets)</i> 2016-17 92.8% (94%) PA 10.4% (14%) 2017-18 94.1% (95%) PA 16% (11.5%)
Total budgeted cost					£17,200