



Pupil Premium Grant (PPG) Impact Evaluation Report 2018-2019

The pupil premium is additional government funding given to publicly funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers. Pupil premium funding is available to both mainstream and non-mainstream schools for each child registered as eligible free school meals at any point in the last 6 years, Looked after Children and Children with Parents in the Armed Forces. In the 2018 - 2019 financial year, schools received a final allocation of £1320 PPG funding per eligible child.

Income from 2018 - 19 PPG for Brambles Primary Academy was £236,280. The proportion of pupils eligible for support through PPG is well above the national average at Brambles Primary Academy. **97% of pupils are from the top 5% most deprived areas in England (IDACI), and most of these children within the top 1% most deprived.**

At Brambles Primary Academy, this money is allocated to initiatives to ensure pupils learn, achieve well and have high aspirations, both academically and socially. We have analysed our pupil achievement and identified the barriers to learning which will be used to drive forward the interventions to improve outcomes and reduce the gap in attainment.

This report outlines the context of the academy and the impact of pupil premium spending in 2018-19. Pupil Premium allocation report for 2019-20 (see website) details how we intend to allocate the funding this year.

Pupil Premium Grant allocation 2018-19 and its impact on attainment and progress

As an SLT, we believe that Pupil Premium funding was deployed effectively to remove barriers to learning and thereby positively affecting attainment and progress. The funding was focused on providing additional staff to ensure that pupils received high-quality teaching and learning. It was targeted carefully to ensure that all pupils, whatever their circumstances, have access to the full range of curricular and extra-curricular activities that the academy has to offer. As a result, the percentage of disadvantaged pupils achieving Reading, Writing and Maths combined was directly comparable with national other and well above (20%) national disadvantaged.

Leaders have robust systems in place for the allocation and monitoring of pupil premium and physical education and sports funding. Plans are clear and the suggested actions are having a positive impact upon pupils' educational and physical progress.

Possible barriers to educational success

- Significant percentage of population live in some of the most deprived areas in the country (IDACI)
- Very high proportion of pupil premium on roll across all Key Stages
- Language and communication skills on entry to school are significantly lower than what would be regarded as typical for many children of a similar age
- The high proportion of children identified by school and other agencies as vulnerable and who are exposed to the wide range of risk factors that affect mental health, family unity, prosperity and educational success

Performance of disadvantaged pupils 2018-19

| % | Reading | | Writing | | Mathematics | | SPAG | | Combined | |
|----------|----------|-----|----------|-----|-------------|-----|----------|-----|----------|-----|
| | Brambles | Nat | Brambles | Nat | Brambles | Nat | Brambles | Nat | Brambles | Nat |
| All (35) | 71% | 73% | 83% | 78% | 83% | 79% | 77% | 78% | 69% | 65% |
| PP (28) | 75% | 78% | 82% | 83% | 82% | 84% | 75% | 83% | 71% | 71% |

Levels of attainment at KS2

*National figures are for non-disadvantaged children

Levels of attainment at KS1

| % | Reading | | Writing | | Mathematics | |
|----------|----------|-----|----------|-----|-------------|-----|
| | Brambles | Nat | Brambles | Nat | Brambles | Nat |
| All (35) | 65% | 75% | 63% | 69% | 71% | 76% |
| PP (23) | 70% | 78% | 70% | 73% | 70% | 79% |

*National figures are for non-disadvantaged children

| | |
|--------------|----------|
| Progress KS2 | All (35) |
| Reading | -0.50 |
| Writing | 3.36 |
| Mathematics | 1.46 |

| Attendance | | 2017/18 | 2018/19 |
|--------------------|----------|---------|---------|
| Overall absence | School | 4.7% | |
| | National | 4.2% | |
| Persistent absence | School | 11.1% | |
| | National | 9.6% | |

Strategies and the impact from the money allocated:

- The Trust English Lead Practitioner coached and mentored KS1 with guided reading and embedded reading into writing in KS2. The approach of teaching and assessment of reading continues to be a priority within the academy. The impact of its development to date is shown below.

- This priority will continue in 2019/20 in order to further improve both attainment and progress rates in reading. Case studies and analysis of the 2019 reading paper show that fluency had an adverse effect on the number of children who were fully able to access the reading test.

| Subject | 2015/16 | 2016/17 | 2017/18 | 2018/19 |
|---------------------------|---------|---------|---------|---------|
| Reading progress measures | -3.17 | -2.23 | -0.64 | -0.50 |
| Reading attainment | 51% | 56% | 70% | 71% |

- The additional DHT who was appointed to lead on teaching and learning during the 2017/18 academic year demonstrated a significant increase in the attainment and progress of vulnerable children. See table above.
- The continuation of 1:1 reading for children who do not read at home is in place to ensure that children comprehend what they read, both fiction and non-fiction as well as having the opportunity to read with an adult. Next steps are now to increase fluency of identified children so that they are fully able to access the Key Stage 2 reading tests.
- Enrichment activities have been made available through educational visits, residential visits, cultural, music, choir and extended school activities and performances. A residential visit took place in September 2018 to Lordstones Country Park. Subsidised places enabled all disadvantaged children to take part. The visit increased confidence, self-esteem and independence with children participating in a variety of outdoor and adventurous activities. It also enabled a team approach to Year 6 and laid the foundations for the year. Educational visits throughout the year have been subsidised and a variety of after school clubs have been provided free of charge through a combination of pupil premium and sports premium funding. This has removed any financial barriers to access extended activities and increase skills and confidence.
- Relationships built and developed with Pastoral Team and Lead. Helping families feel comfortable in approaching the academy when they need support with financial or emotional difficulties. Pastoral staff are able to signpost families toward appropriate authorities. Staff CPD has been focused on understanding vulnerabilities in families, the barriers some children are living with and how to deal with situation that may have occurred even before the day begins. These values are also emulated throughout the academy council. Regular supervision is in place for pastoral staff to identify vulnerable children. Disadvantaged children are a focus, and all incidents are recorded using the CPoms database. The pastoral team continue to work with identified vulnerable groups of children, with a particular focus on attendance, punctuality and safeguarding. A variety of rewards, trophies and prizes are used effectively to ensure that all children are rewarded for their participation and effort throughout the school year. The academy believe that it is as

important for our children to learn resilience and also how to take part in competitive sport where the focus is not on winning but on the taking part.

- The Trust continues to employ a pupil counsellor to support vulnerable learners and parents and the academy believes this provision is a necessity to support the mental well-being of our pupils and families.
- Educational Psychologist has provided support to vulnerable groups of children and assessed children for EHCPs as well as supporting staff development for the SENDCo and practice in classrooms.
- Continued leadership development for four middle leaders across the academy who successfully completed NPQML accreditation with another three enrolling this academic year. Their research-led case studies including phonics and spelling have led to increased teacher knowledge and progress in these areas. Middle leaders were given time with SLT to enhance their understanding of whole school data and the associated action required to impact on whole school improvement. Middle leaders involved in the writing of development plans allowing them to be accountable for their actions and the progress rates of children. Working with the trust improvement leader, NQT's and RQT's have received a bespoke training package to enable consistently good teaching allowing children to make good progress. Data from the Lexia programme has shown significant progress rates across the academy and as such will be used again in the following academic year. Further successful subscriptions have included Spelling Shed, Marvellous Me and times-tables apps.
- Focused intervention and nurture groups across the academy have continued which allowed vulnerable, targeted children to receive personalised intervention in smaller groups each morning to accelerate their progress using the PIXL approach.
- Funding used to further develop and raise the profile of the academy student council. Developing children as leaders and making an important contribution to academy decision making, as well as extending the contextual understanding of British values
- Heavily subsidised Breakfast club provision continues to promote opportunities to develop social skills and increase readiness for school. It has had a positive impact upon reducing poor attendance and persistent lateness amongst disadvantaged pupils.
- Given the 27% improvement of combined measures outcomes in KS2 from 2017- 2019, as well as being 4% above national average benchmark in 2019, the process of identifying asymmetric learners as part of the PIXL programme will now be implemented across the academy into KS1 and EYFS, in order to continue to narrow the gap and raise combined attainment in all key stages.
- We aim to further embed the reading into writing approach to identify PP children and to raise standards across the academy, focusing on fluency and comprehension skills. Children are identified in half termly pupil progress meetings in order to implement timely interventions so that pupils with the potential to make accelerated progress in reading, writing and maths, as well as vulnerable learners, achieve the best possible outcomes. Interventions are timetabled for all vulnerable learners across the academy and this led to KS2 outcomes being in line with national expectations. Progress scores in KS2 have increased

year on year. KS1 outcomes were in line with the predictions made by leaders and the teaching staff.

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- Based upon the 2018-19 data, the Academy priorities are reading into writing (with a focus on fluency and stamina.) Also combined measures (predominately GDS and moving towards FFT 20), the development of a rich curriculum which will allow our children a rich, broad and balanced curriculum and ensuring attendance is above 95% this academic year.