



Risdene Academy Pupil Premium 2016-17

The school received Pupil Premium funding of £163,680. Details of the allocation of this budget are listed below, alongside the outcomes and evaluation of each strategy.

The school's results for pupils eligible for Pupil Premium in 2016-17 are as follows:

Key Stage 2 Performance Data for pupils eligible for Pupil Premium 2016-17

KS2 Performance for disadvantaged pupils 2017



Pupils				Attainment			Progress		
				Average Scaled Score (Re, Ma)			Average Scaled Score (Re, Ma)		
		FSM6	Not FSM6	FSM6	Not FSM6	Gap	FSM6	Not FSM6	Gap
Summary	All Pupils	25	23	97.7	100.9	-3.2	-3	-1.5	-1.5
Gender	Male	11	13	97.9	98.3	-0.4	-4.4	-2.1	-2.3
	Female	14	10	97.5	104.4	-6.9	-1.9	-0.7	-1.2
Prior Attainment	Higher attainers	5	3	105	109	-4	-5.1	-2.3	-2.8
	Middle attainers	6	10	101.9	103.4	-1.5	-1.9	-0.6	-1.3
	Lower attainers	14	9	93.3	95.1	-1.8	-2.7	-2.2	-0.5
SEN Group	SEN Support	8	5	91.3	93	-1.7	-6	-5.4	-0.6
	EHC Plan	1	1	102	99	3	-10.4	-6.6	-3.8
	No SEN	16	17	100.6	103.4	-2.8	-1	0	-1

Key Stage 1 and Early Years Performance Data for pupils eligible for Pupil Premium 2016-17

	% GLoD in EYFS *	%ARE+ Phonics Y1*	%ARE+ Phonics Y2*	% ARE + Reading KS1*	% ARE + Writing KS1*	% ARE + Maths KS1*
National 2016	69.3	81	91	74	65	73
2017 whole cohort	61	62	87	63	49	53
DA/FSM	33	35	88	47	35	83
Non-DA/FSM	66	79	88	70	55	55

Pupil Premium Expenditure and impact 2016-17

Area of support	Outcome	Evaluation																																		
<p>Pupil Premium Champion, 1:1 interventions and supporting resources</p> <p>£89,680</p>	<p>The school provided a range of 1:1 and group interventions, including online maths tutoring for year 6, Cracking Comprehension, Read Write Inc 1:1 tuition, reduced group size phonics lessons, Speech and Language, Toe by Toe reading and spelling, 123 Maths, Speed up and PenPals handwriting.</p> <p>The school purchased a range of reading material that were 'High Interest, Low Reading Age'.</p> <p>PP progress 38% of pupils eligible for PP achieved the expected level in reading, 31% in writing and 38% in maths</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th colspan="3">Academic Year 2015/2016</th> <th colspan="3">Academic Year 2016/2017</th> </tr> <tr> <th></th> <th>Reading</th> <th>Writing</th> <th>Maths</th> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>Overall</td> <td>-2.94</td> <td>1.28</td> <td>-5.00</td> <td style="background-color: #00FF00;">-1.6</td> <td>-1.8</td> <td style="background-color: #00FF00;">-3</td> </tr> <tr> <td>PP</td> <td>-5.20</td> <td>0.32</td> <td>-6.61</td> <td style="background-color: #00FF00;">-2.64</td> <td>-3.33</td> <td style="background-color: #00FF00;">-3.40</td> </tr> <tr> <td>Non PP</td> <td>-1.00</td> <td>2.07</td> <td>-3.62</td> <td style="background-color: #00FF00;">-0.48</td> <td>0.02</td> <td style="background-color: #00FF00;">-2.55</td> </tr> </tbody> </table> <p>PP Phonics In a February assessment, 6% of PP pupils were on track for meeting the expected level – this increased to 35% by the end of the year.</p> <p>The school provided training for staff on Read Write Inc 1:1 tuition and Sensory Circuits</p> <p>A range of emotional support programmes were implemented, including Play Buddies, Play Therapy, Nurture and Drawing and Talking. There has been a reduction in the number of exclusions for most pupils that have had the provision. Nurture provision was stopped at Christmas as it was not having an impact back in class.</p>	Academic Year 2015/2016			Academic Year 2016/2017				Reading	Writing	Maths	Reading	Writing	Maths	Overall	-2.94	1.28	-5.00	-1.6	-1.8	-3	PP	-5.20	0.32	-6.61	-2.64	-3.33	-3.40	Non PP	-1.00	2.07	-3.62	-0.48	0.02	-2.55	<p>26 children in year 6 were eligible for PP. Of these 26, 11 also had special educational needs. A positive impact was seen in KS2, with a narrowing of the gap between pupils eligible for pupil premium and non pupil premium. This needs to move closer to non PP national next year.</p> <p>The school will continue this provision focussing on identified children and linking with 1:1 and small group intervention.</p> <p>Reduced phonics group sizes and 1:1 tuition will be continued as the impact of this was seen from February onwards.</p> <p>Training has had a positive impact on both areas and provision will continue for small groups and individuals.</p> <p>Emotional support programmes will continue and the school will improve the provision further as we have been accepted as a TAHMS school (Targeting Mental Health in School).</p>
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	Funding was also used to support reduced class sizes, thereby increasing teacher/pupil time.	Inconsistencies in the quality of teaching and staff changes reduced the impact of reduced class sizes. This strategy is not being continued.
Family support, including attendance officer and transport £42,000	Attendance as a school for 2016-17 was 96.5% with persistent absence levels of 8.5%. PP attendance was 95%. The PA figure for PP was affected by exclusion rates but maintained at 11% as per 2015-16, which is significantly below the national PA PP figure of 21.6%, but the school recognises this has not narrowed the gap to non PP pupils. HMI July 2017 recognised that the coherent approach to managing pupils who achieve additional support for specific emotional and behavioural needs enabled pupils to participate in lesson well where teaching is effective. Over 60% of the pupils worked with by the Family Support Team are eligible for Pupil Premium.	First day response is consistent and ensures all absence is followed up immediately. This role will be continued. Persistent absence and exclusion rates impacted on the overall attendance figure for PP pupils. Pastoral support has been effective, and with an improvement in the quality and consistency of teaching, as recognised by HMI July 2017, this can be even more effective and will be continued. The Family Support Team will become part of the Inclusion Team and led by the Pupil Premium Lead to ensure allocation of resources is as effective as possible.
Breakfast Club £10000	Children are ready to learn with better concentration and improved punctuality and attendance rates. Attendance rates for PP pupils who attend breakfast club are 96.74%	The positive impact on attendance of breakfast club is noted, but next academic year, progress data needs to be evaluated as well. This provision will continue and wider range of extended provision will be utilised to increase the impact on progress and attainment .
Music lessons £1000	The intention of PP funding for raising aspirations was limited, and impact on progress and attainment was minimal.	Due to the limited impact, this will be discontinued next year, but will be considered for targeted support for individual pupils.
Enrichment activities £5000	All children were able to attend an enrichment activity or event. Impact on data was negligible.	Funding allocation for trips, enrichment and visits will be reviewed on a case by case basis to ensure its allocation impacts effectively on progress and attainment.

<p>External agency support</p> <p>£7000</p>	<p>THRIVE Occupation Health Therapist programmes of work were provided and staff trained in their use. This was to improve the self-regulation of the children. Further staff development was provided.</p> <p>Positive impact was seen in the use of individualised programmes to meet the needs of targeted children, with a reduction in behaviour incidents for some pupils and increased engagement in lessons.</p>	<p>The use of the individualised programmes will continue.</p> <p>The whole school approach has not been continued.</p>
<p>Provision of school uniform</p> <p>£600</p>	<p>This has been reduced as the year has gone on, as the impact on outcomes is limited.</p>	<p>This will not be continued next year. The school has a surplus of school uniform that could be used for individual cases.</p>
<p>Tracking and analysis of impact</p> <p>£8400</p>	<p>Training for staff and tracking systems were introduced to improve the quality of tracking and evaluation of Pupil Premium Funding. This has enabled a better evaluation and planning for next year.</p>	<p>Pupil Premium expenditure has been evaluated and plans for next year based on evidence.</p>