

The logo for Academy Transformation Trust, featuring three overlapping, curved, light blue shapes that resemble a stylized 'A' or a series of waves.

Academy
Transformation
Trust

Kingsmoor Academy Pupil Premium Review 2017-18

Improving Education Together.

1. Summary information

Academy	Kingsmoor Academy				
Academic Year	2017/18	Total PP budget	£102960	Date of most recent PP Review	
Total number of pupils	231	Number of pupils eligible for PP	76	Date for next internal review of this strategy	Every half term
Total number of LAC pupils	0	Link governor for PP	Jo Gasson	Lead teacher for PP	Alev Ozten

2. Current attainment (add performance measures) – as of July 2017

	<i>All pupils</i>	<i>Pupils eligible for PP (your academy)</i>	<i>Pupils not eligible for PP (national average)</i>
Reception	GLD – 74%	GLD – 60%	
Year 1	R – 67% W – 60% M – 73%	R – 68% W – 31% M – 68%	
Year 2	R – 78% W – 74% M – 60%	R – 50% W – 33% M – –	
Year 3	R – 46% W – 35% M – 46%	R – 48% W – 24% M – –	

Year 4	R – 58% W – 77% M –	R – 58% W – 43% M –	
Year 5	R – 79% W – 61% M –	R – 67% W – 48% M –	
Year 6	R – 70% W – 81% M –	R – 62% W – 77% M –	

3. Barriers to future attainment (for pupils eligible for PP including high ability)

In-school barriers *(issues to be addressed in school, such as poor oral language skills)*

- | | |
|-----------|---|
| A. | A significant number of pupils arrive below baseline in Nursery and Reception |
| B. | Speak language and communication skills are low on entry |
| C. | To remove any gaps in the pupils acquirement of basic skills, due to historic data for all groups |

External barriers *(issues which also require action outside school, such as low attendance rates)*

- | | |
|-----------|---|
| D. | High number of pupils needing counselling due to external factors |
| E. | Parents affected by addiction or mental health issues |
| F. | General poverty leading to poor nutrition, lack of sleep and poor living conditions |

4. Outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	To remove any gaps in the pupils acquisition of basic skills. To allow the more able pupils to extend their learning.	More children achieving reading ELG. An increase in the proportion of disadvantaged pupils who are able to make better than expected progress and or close all gaps in their learning. At least 80% of all pupils, including disadvantaged pupils should be at age related expectation in reading, writing and mathematics. 75% of all Y6 pupils to be "secondary ready" in RWM
B.	Children become more aware of the world outside of Harlow Essex	Children able to ask more thoughtful, considerate and appropriate questions about the world. Better prepared to understand more sophisticated text that are read.
C.	More homework/intervention/Energisers booster clubs before and after school	More children actively learning outside of school hours
D.	Family support staff actively involved with families and support parents alongside the relevant agencies	Children and families who need bespoke interventions e.g. counselling have their needs met
E.	Improved speech and language skills for pupils in EYFS, KS1 and casual admissions	Embedded Early years language development package WellComm and ELKLAN through training and implementation *LSA delivery of sessions including 5 minute box, Well Comm & Talk Boost
F.	Employ parents from the local community and offer work experience to local parents, to promote ambitious thinking	Children ready for secondary education and leave with future aspirations and the desire to do well.

5. Planned expenditure

Academic year

2017/18

The three headings below enable academies 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	Cost	When will you review implement action?
<p>To remove any gaps in the pupils acquirement of basic skills. To allow the more able pupils to extend their learning.</p> <p>Sustaining in class support and interventions for PP pupils.</p>	<p>Quality first teaching</p> <p>Effective CPD for all staff to ensure measurable outcomes from a baseline</p> <p>Targeting PP children.</p> <p>Providing quality interventions on a daily basis.</p>	<p>More children achieving reading ELG.</p> <p>An increase in the proportion of disadvantaged pupils who are able to make better than expected progress and or close all gaps in their learning.</p> <p>At least 80% of all pupils, including disadvantaged pupils should be at age related expectation in reading, writing and mathematics.</p> <p>75% of all Y6 pupils to be "secondary ready" in reading, writing and mathematics.</p>	<p>Use INSET days to deliver training. Programmes for intervention and whole class teaching</p> <p>Lessons from training embedded in quality first teaching.</p> <p>Data drop analysis, progress meetings.</p>	Assistant Principal /Senco	£35,000	Sept 2017
<p>Children become more aware of the world outside their immediate area</p>	<p>To motivate pupils by creating an engaging curriculum to stimulate the children's growth mindset</p>	<p>Our PP children do not leave Harlow and therefore have little experience of the outside world. By taking children out both on daily and residential visits and subsidising PP children this enables them to have a wider range of experiences to draw on.</p>	<p>New curriculum, KLP lead who will monitor all children with a focus on PP students.</p> <p>New leaders of learning will monitor all children with a focus on PP students.</p> <p>Pupil Progress Meetings take place every half term and focus on PP children.</p> <p>Subsidy for all visits, including residential</p>	Leaders of learning and assistant principal	<p>£15,000</p> <p>£6,000</p>	July 2018
Sub total of budgeted cost						£56,000

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	Cost	When will you review implementation?
Sustaining in class support and interventions for PP pupils.	Targeting PP children. Providing quality interventions on a daily basis. To ensure no PP child is left behind and makes at least expected progress.	Outcome lead targeted PP children. Providing quality, measurable interventions on a daily basis.	Data drop analysis, progress meetings.	SLT	£65,000	January 2018
To run 'Energisers' (Booster)/homework /intervention/ extra-curricular clubs after school	To boosttargeted children across the school especially in years 5 and 6 due to of historic data	PP children do not access any extra activities once out of school. Poverty limits the amount of money PP parents have to spend on such activities. Tuition for those PP children who need more extensive intervention than can be provided for during the school day.	Registers, tracking data to look for impact of tuition.	SLT	£28,500	July 2018
Sub total of budgeted cost						£93,500

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	Cost	When will you review implement action?
To improve attendance to be 97% or better	Rewards for good attendance/attitude/effort	To reduce the number of persistent absentees among pupils eligible for PP in order to be in line with or above national (96%) Overall PP percentage of Reception and Key Stage 1 combined improves from 96.5% to 97%	Rewards for good attendance/ attitude/ effort	Natasha Winter	£2,000	July 2018
To enable vulnerable pupils to have bespoke intervention	Home school support (2 hours x38 weeks) EWO (x2 hours x30 weeks) £1,350 Counselling (2 hours x38 weeks) £2,368	Personalised learning will improve pupils' attitudes to learning and increase levels of resilience and develop growth mind-set, in order to accelerate progress and improve outcomes for disadvantaged pupils who will close the gap compared with their peers in school and vulnerable/SEN/ disadvantaged pupils nationally	Home school support (2 hours x38 weeks) Counselling (4 hours x38 weeks) EWO (x2 hours x30 weeks)	Alev Ozten Jo Gasson	£3990 £4736 £1350 <u>T:£9986</u>	Ongoing. Bespoke and adaptable to needs
Sub total budgeted cost						£11986
Total budgeted cost						£161486

6. Review of expenditure

Number of pupils and pupil premium grant (PPG) received 2016-2017

Total number of pupils on roll (not including nursery)	201
Total number of pupils eligible	99 pupils (49%)
Amount PPG received per pupil	£1360
Total amount of PPG received	£134,160

Item/ project	Cost	objectives	Desired outcomes	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. Lessons learned (and whether you will continue with this approach)
Employ outstanding intervention teachers	£35,000	To remove any gaps in the pupils acquirement of basic skills. To allow the more able pupils to extend their learning.	An increase in the proportion of disadvantaged pupils who are able to make better than expected progress and or close all gaps in their learning. At least 80% of all pupils, including disadvantaged pupils should be at age related expectation in reading, writing and mathematics. 75% of all Y6 pupils to be "secondary ready" in reading, writing and mathematics.	Continue with this strategy. Class teachers and phase leaders will become more involved in targeting support, through bespoke data analysis.
Non class based Inclusion SENCO (x1 day PP, x2 days SEND)	£30,000	To improve learning outcome for pp and SEND pupils	Improved results of disadvantaged pupils Bespoke identification	This was needed as 40% of children in Y6 were PP. Their attainment was low due to historic underachievement. This approach for Y6 will be needed again this year. Energisers have been particularly successful with all groups of children.
Subsidy and commission of off-site school trips and visits.	£6,000	To motivate pupils by creating an engaging curriculum to stimulate the children's growth mindset	Disadvantaged pupils will develop a greater love of learning through participation in extracurricular activities, which will improve the pupils' attitudes to learning as well as increasing their levels of attainment.	Continue with this strategy. It is essential that we continue this approach to children open up the children's mind to the world beyond Kingsmoor and Harlow.
*Early years language development package 'WellComm'	£320	To Improve speech and language skills for pupils in Reception	An increase in the proportion of disadvantaged pupils that are able to make more than expected progress in reception and Key Stage 1, so that they close the attainment gap with their peers in school and nationally. Staff training on speech, language and communication as a whole area of need across the curriculum and year groups. To deepen understanding of each area of S&L and encourage all children to make progress.	Continue with this strategy. The needs of our SEN and PP children are predominately speech and language needs in order to communicate effectively. This has been a great success and will be continued.
*ELKLAN training and implementation	£15,000	To Improve speech and language skills for pupils in Year 1/2		
*LSA delivery of sessions including 5 minute box, Well	£6,279			

Comm & Talk Boost				
Learning Mentor	£11000	To support early intervention and identification of underperformance	Early identification of underperformance of disadvantaged pupils and effective interventions to raise attainment across the school	Continue with this strategy in order to be successful in early identification of children's needs, gaps and underperformance.
LSA Intervention support	£39,000	To close gaps in attainment in reading and mathematics	An increase in the proportion of disadvantaged pupils to make better than expected progress, leading to at least 80% of all pupils being at age related expectations in reading, writing and mathematics.	Continue with this strategy in order to fill the gaps in the children's learning especially in years 5 and 6 to address historic underperformance and ensure the children are truly secondary ready
LSA additional Early Years (x3 days)	£13,000	To close gaps in prime areas attainment	The extra early years practitioner will impact on the child's future attainment and ensure they raise their full potential in the prime areas	Continue with this strategy. As the children come in at low starting points it is essential that we bring the children to their 'ARE' as early as possible
After school/lunchtime clubs/enrichment activities Judo, Karate, 'Kumon maths', sports with specialist coaches/teachers, including art weeks	£10,000	To enable disadvantaged pupils more access to activities outside of the school day.	Disadvantaged pupils will develop a greater love of learning through participation in extracurricular activities, which will improve the pupils' attitudes to learning as well as increasing their levels of attainment.	It is essential to continue this approach as our children have limited exposure to life experiences outside their immediate environment. More money needs to be spent on this crucial area.
Alternative provision place X1 at Aspire Academy	£6,650	To enable a disadvantaged pupil to have bespoke intervention prior to secondary school	Early intervention and appropriate provision will impact on the child's future attainment and ensure they raise their full potential	This was successful and led to full reintegration into main stream and the child is maintaining this at their secondary school. Provision not required next year.
Rewards for good attendance/attitude/effort	£2,000	To improve attendance to be 97% or better	Reduce the number of persistent absentees among pupils eligible for PP to be in line with or above national (96%) Overall PP percentage of Reception and Key Stage 1 combined improves from 96.5% to 97%	Continue with this strategy. Attendance maintained at 96.5
Educational Psychologist (x3 extra days)	£450	To enable disadvantaged pupils to have bespoke intervention	Personalised learning will improve pupils' attitudes to learning and increased levels of resilience and growth mind-set, in order to accelerate progress and improved outcomes for disadvantaged pupils who will close the gap compared with their peers in school and SEN/disadvantaged pupils nationally.	This will continue but will be funded from the school budget next year.

Improving Education Together.

EWO (x2 hours x30 weeks)	£1,350	To improve attendance for all pupils be 97% or better	Attendance to be 97% or better Reduce persistent absences to below 5.	Continue with this strategy. Attendance maintained at 96.5
Home school support (2 hours x38 weeks)	£3,990	To enable vulnerable pupils to have bespoke intervention	Personalised learning will improve pupils' attitudes to learning and increase levels of resilience and develop growth mind-set, in order to accelerate progress and improve outcomes for disadvantaged pupils who will close the gap compared with their peers in school and vulnerable /SEN/disadvantaged pupils nationally	This will continue but will be funded from the school budget next year.
Counselling (2 hours x38 weeks)	£2,368	To enable vulnerable pupils to have bespoke intervention and develop greater resilience	Personalised learning will improve pupils' attitudes to learning and increase levels of resilience and growth mind-set, in order to accelerate progress and improve outcomes for disadvantaged pupils who will close the gap compared with their peers in school and vulnerable/SEN/disadvantaged pupils nationally	This will continue but will be funded from the school budget next year.
Consultant 1 day a week for the autumn term to ensure accelerated progress is made for the more able pupil premium pupils. Training for all staff in Maths	£7,000	To enable disadvantaged pupils to make accelerated progress in mathematics.	An increase in the proportion of disadvantaged pupils to make better than expected progress, leading to at least 80% of all pupils being above age related expectations in mathematics.	Continue with this strategy. EYFS, KS1 and KS2 results were all above National.

Recommendation and action from Principal reviewing the spend:
As quality first teaching for all has developed across the school it is evident that in EYFS, KS1 and KS2 (years 3 and 4), have little or no gaps as they are addressed through consistent high quality teaching over time. PP money is declining so it is important to target children at their entry points.

Improving Education Together.