

# Churchill Gardens Primary Academy

## Pupil Premium Grant Expenditure Report 2014-15-16

### Pupil Premium Grant Spending Aims

At Churchill Gardens Primary Academy, we aim to improve outcomes for our disadvantaged pupils, with the expectation that they will leave primary education having made accelerated progress from their lower entry points, and with attainment in line with their peers.

We maximise the impact of our Pupil Premium through implementation of Future Academies Primary School's Pupil Premium Policy.

## Expenditure Report 2014-15

### Summary of Pupil Premium Grant 2014-15

Total number of pupils on roll	284 (inc. nursery)
Total number of pupils eligible for PPG	142
Amount of PPG received per pupil	£1300
Total amount of PPG received	199,419

### Percentages of Pupils Eligible for PPG (2014-15) by Year-Group

Reception	23%	Year 4	50%
Year 1	52%	Year 5	64%
Year 2	43%	Year 6	89%
Year 3	56%	Overall	54%

### Pupil Premium Grant Expenditure 2014-15 - Summary

	Percentage
Teaching	94%
Projects or Special Events	3%
Enrichment Activities	0%
Extended Day Provision	3%

Scope	Item	Provision	Aim	Impact	Cost	Cost efficiency
Year 6	Maths and English subject teaching	Reading, Writing and GPS taught by Assistant Principal (also RWI lead teacher); Maths taught by experienced class practitioner	FSM APS as good as, or better than Non-FSM for Maths, Reading, Writing, GPS.	The proportion of disadvantaged pupils making expected progress is higher than the <b>expected progress</b> for non-pupil premium:	27,000	High cost, high impact. <b>Reading: +7 months</b>

Year 6	Individual maths tutor	Weekly 1-2-1 tutoring sessions	Year 6 pupils targeted to reach targets in KS2 Maths assessment.	<b>Reading:</b> PPr: 27.6; non PPr: 25.8 <b>Writing:</b> PPr: 26.2; non PPr 24.6 <b>Maths:</b> PPr 28.6; non PPr 28.2	4,000	<b>Writing:</b> +6 months  <b>Maths:</b> +2 months  Further refinement of impact measurement required to identify which strategy yielded best outcomes, or indeed, whether the combination of each year 6 approach contributed to overall effectiveness.
Year 6	Problem solving maths workshops	Weekly small group maths workshops	Year 6 most able pupils targeted to exceed end of key stage targets		4,000	
Year 6	Early morning booster Catch up teaching sessions	Early morning Numeracy and Reading catch up lessons	Year 6 pupils targeted to reach targets in KS2 SATs.	This is also true of the proportion of disadvantaged children making <b>better than expected progress (with the exception of maths):</b>	1500	
Year 6	Holiday booster Catch-up teaching sessions	Easter and half term holiday booster	Year 6 pupils targeted to reach targets in KS2 SATs.	<b>Reading:</b> 34% PPr; 25% non-pupil PPr <b>Writing:</b> 21% PPr; 0% non-pupil premium <b>Maths:</b> 45% PPr; 50% non-pupil PPr	3,000	
Year 6	Reading Club	Weekly after school reading club for year 6 pupils	Promote reading for pleasure among reluctant readers.	In Raiseonline the progress of disadvantaged pupils is <b>statistically significant</b> .(100.7 in all subjects; 101.5 in maths)  <b>N.B: Non-PPr pupils = 4 pupils. We acknowledge the statistical significance of smaller groups when analysing data.</b>	750	
Year 5	Raising standards teacher (.6)	Additional teacher to support in Reading, Maths and Writing.	FSM SAS as good as, or better than Non-FSM for Maths and English.	The gap between disadvantaged and non-disadvantaged is narrowing. Based on June 2015 Progress in Maths Tests, the standardised age scores for each group is: <b>PPr:</b> 91.0 <b>Non pupil PPr ;</b> 91.8 <b>Gap:</b> -0.8  The gap is marginally wider in English progress tests: <b>PPr:</b> 96.7 <b>Non- pupil PPr:</b> 98.6 <b>Gap:</b> 1.9  <b>N.B Average mean for standardised age score = 100</b>	21,000	High cost, moderate impact. Unable to sustain gains throughout the year due to recruitment and retention challenges.
Year 3 and Year 4	Raising attainment teacher	Additional teacher to support in Reading, Maths and Writing.	FSM SAS as good as, or better than Non-FSM for Maths and English.	<i>Additional teaching provision across the year was patchy as a result of recruitment and retention challenges.</i>  Based on our Progress in Maths (PTE) and Progress in English (PTE) standardised tests, the gap between PPr and Non PPr in year 4 is narrowing in reading and widening in maths:  <b>Reading:</b> 97.4 PPr; 98.5 non-pupil PPr	35,000	As above

				<p><b>Maths:</b> 98.4 PPr; 101.5 non-pupil PPr</p> <p>Based on our Progress in Maths (PTE) and Progress in English (PTE) standardised tests, the gap between PPr and Non PPr in year 3 is narrowing in maths and widening in reading:</p> <p><b>Reading:</b> PPr 101.8; non – PPr 103.3  <b>Maths:</b> PPr 102.1; non –PPr 103.9</p>		
Year 1	Raising standards teacher	Additional teacher to raise standards in reading (year 1 phonics screening check)	FSM APS as good as, or better than Non-FSM for Maths, Reading, Writing.	86% PPr pupils achieved the year 1 phonics screening threshold, compared to 94% of non-pupil premium.	35,000	<p><b>Year 1 phonics screening</b>  High cost, high impact.  The proportion of disadvantaged pupils achieving phonic screening threshold increased by 33%.</p>
Year 2	UPS teacher specialising in Literacy	Additional teacher to raise standards in reading and writing	FSM APS as good as, or better than Non-FSM for Writing.	<p><b>Reading:</b> 16.2 PPr; 15.2 non –pupil PPr  <b>Writing:</b> 14.8 PPr; 14.9 non-pupil PPr  <b>Maths:</b> 16.5 PPr; 15.6 non –pupil PPr</p>	47,515	<p><b>Year 2</b>  High cost, moderate impact.  <b>Reading:</b> +3 months  <b>Writing:</b> 0  <b>Maths:</b> +3 months</p> <p>Further investigation required to identify why gains in reading and maths were not replicated in writing. We recognise that in some cohorts, there are high proportions of pupils who are both SEN <i>and</i> PPr . This can make data trends unreliable, and mask the impact of PPr strategies on achievement</p>
Whole School	Parent Group	Coffee mornings, guest speakers, releasing staff to keep parents	Increased parental engagement. Parents kept informed about curriculum content and	Ineffective methods for measuring impact and isolating PPr pupils.	£8000	Moderate cost, low impact

		informed of curriculum initiatives and ways to support learning at home	provided with strategies to support home learning.	Attendance at parent workshops increased from 8 – 12 parents, although not every parent belonged to the disadvantaged group.		Improved parent participation, but inconsistent outcomes.															
Whole School	Breakfast club	Daily breakfast provision For pupils in year 1-6	Attendance and punctuality records	The current gap between pupil premium attendance and non pupil premium attendance is: PPr: 96.09% Non PPr: 95.04%	£6236	Moderate cost, high impact. PPr children exceeded national attendance target (95%)															
Whole School	Specialist teachers	Computing, Music, Geography, specialist teachers providing Outstanding teaching.	Outstanding curriculum provision.	From September to June 2015 the proportion of good or better lessons was as follows: <table border="1"> <tr> <td></td> <td>2014</td> <td>2015</td> </tr> <tr> <td>Grade 1</td> <td>17%</td> <td>25%</td> </tr> <tr> <td>Grade 2</td> <td>50%</td> <td>42%</td> </tr> <tr> <td>Grade 3</td> <td>0</td> <td>25%</td> </tr> <tr> <td>Grade 4</td> <td>33%</td> <td>8%</td> </tr> </table>		2014	2015	Grade 1	17%	25%	Grade 2	50%	42%	Grade 3	0	25%	Grade 4	33%	8%	£15,600 £40,950 £6,000	High cost, (in time) high impact  In September 2014 we laid the foundation for an innovative restructure of teaching – i.e. subject teaching specialists. We do not expect to see an immediate transformation but over time our expectation is that at least 70% of teaching will be outstanding and reflected in excellent outcomes.
	2014	2015																			
Grade 1	17%	25%																			
Grade 2	50%	42%																			
Grade 3	0	25%																			
Grade 4	33%	8%																			
<b>Total PPG Expenditure</b>					<b>£259 551</b>																

Impact - Key Stage 2 - 2015 Disadvantaged Pupils Achievement										
	Overall		Maths		Reading		Writing		GPS	
	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat
% achieving L4+ (compared to Non FSM)	77% (60%)	70%	83% ((80%)	80%	83% (80%)	89%	80% (60%)	79%	80% (80%)	71%
% achieving L5+ (compared to Non FSM)	7% (20%)	13%	43% (40%)	43%	30% (20%)	28%	10% (20%)	22%	63% (40%)	43%
% achieving expected progress at KS2 (compared to Non FSM)			97% (85%)	91%	97% (85%)	92%	93% (75%)	95%		
% achieving better than expected progress at KS2 (compared to Non FSM)			45%	37%	34%	33%	21%	37%		

N.B 30x PPr pupils – 3% per pupil

5x Non PPr - 20% per pupil

## Proposed Expenditure 2015-16

### Summary of Pupil Premium Grant 2015-16

Total number of pupils on roll	259
Total number of pupils eligible for PPG	38%
Amount of PPG received per pupil	£1300
Total amount of PPG received	188,640

### Percentages of Pupils Eligible for PPG (2014-15) by Year-Group

Reception		Year 4	58%
Year 1	47%	Year 5	47%
Year 2	59%	Year 6	74%
Year 3	46%	Overall	42%

### Identified Gaps in Attainment between Ever 6 FSM and Non-FSM Pupils (end of 2014-15) based on PTE and PTM Age standardised scores

Class	Maths	Reading	Writing (in APS scores)
Year R	Baseline assessment: <b>PPr: 86.2</b> Non PPr: 82.4		
Year 1	<b>94.4 (PPr)</b> 101.2 (non PPr)	<b>84.5 (PPr)</b> 88.9 (non PPr)	<i>Awaiting term 1 writing assessment judgements</i>
Year 2	<b>109.3 (PPr)</b> 111.5 (non PPr)	<b>108.9 (PPr)</b> 108.2 (non PPr)	<b>9.6 (PPr)</b> 9.9 (non PPr)
Year 3	<b>98.6 (PPr)</b> 95.9 (non PPr)	<b>100.7 (PPr)</b> 98.9 (non PPr)	<b>14.9 (PPr)</b> 14.5 (non PPr)
Year 4	<b>102.1 (PPr)</b> 103.9 (non PPr)	<b>101.8 (PPr)</b> 103.3 (non PPr)	<b>18.8 (PPr)</b> 19.0 (non PPr)
Year 5	<b>98.4 (PPr)</b> 101.5 (non PPr)	<b>97.4 (PPr)</b> 98.5 (non PPr)	<b>21.1 (PPr)</b> 20.7 (non PPr)
Year 6	<b>91.0 (PPr)</b> 91.8 (non PPr)	<b>96.7 (PPr)</b> 98.6 (non PPr)	<b>24.0 (PPr)</b> 24.5 (non PPr)

### Proposed Spend for 2015-16

	Description	Predicted Cost
Teaching	Daily ACTION time - immediate catch-up and intervention for Maths and English teachers	£60,000
Booster provision	Holiday booster Catch-up teaching sessions Easter and half term holiday booster for targeted year 6 pupils	£3000
Projects or Special Events	Year 5/6 boys self-esteem project	£500
Parent engagement	Targeted parent work; - Reception weekly phonics workshops	£4000

	<ul style="list-style-type: none"> <li>- Year 1 parent reading classes</li> <li>- Year 2-4 family library sessions</li> <li>- working with individual parents to support home learning in reading and maths</li> </ul>	
English Speaking Board (ESB) Examinations	Speaking and listening programme to promote oracy, public speaking and presentation skills. The programme is offered to all pupils in order to raise standards in spoken communication and develop cultural literacy, factors often attributed to prohibiting social mobility.	£6000
Enrichment Activities	<p><b>Subsidised Residential programme:</b> 2-5 day residential visits. For many of our pupils it is the first experience of independence away from home, and visiting the countryside. PPr students would otherwise not be able to access the developmental opportunities (independence, resilience, cooperation and team work, problem solving) that the residential programme offers.</p> <p><b>Year 2:</b> Sayers Croft  <b>Year 3+4:</b> The Old Malthouse  <b>Year 5:</b> Cumbria  <b>Year 6:</b> Sayers Croft</p> <p><b>Cost of PPr subsidy for trips</b>  In order to ensure PPr children have fair and equal access to trips, we subsidise trips that may otherwise have been inaccessible.</p>	<p>£15,000</p> <p>£2000</p>
Extended Day Provision	Subsidised after school club places available for PPr children to broaden enrichment opportunities and thereby raise aspirations. Includes: Latin club Film club Music Technology Spanish club GCSE Arabic club Creative writing club Library club Science club	£15,000
Homework room	Dedicated homework space where pupils have access to resources (including teaching support) in order to finish homework punctually and to the highest standards. PPr children are targeted to attend in recognition that they may not always have the space and resourcing necessary to effectively complete homework tasks.	£3000
Breakfast provision	Subsidised breakfast club provision for PPr children to encourage a healthy start to the day, and also improve attendance and punctuality.	£4000
Saturday Music school	Saturday music school is a Future Academies cross primary provision aimed at introducing pupils to playing a musical instrument. We offer subsidised places to PPr children to learn an orchestral instrument, which they might otherwise be unable to afford.	£3000
Sub Total		<p>£115,000</p> <p><i>£73,640 contingency funding to allow response to assessment evaluations taking place in February.</i></p>

