



Pupil Premium Report 2015-16

At Richmond Academy we aim to improve both the attainment and achievement of all our pupils regardless of their circumstance. Raising the aspiration, attainment and self-esteem of our least financially advantaged students is a major priority of the school.

Context

- The Coldhurst ward of Oldham is in the **top 5% of the most deprived** wards in England (63% of pupils live in the most deprived 3%)
- **Free School Meals is high** at 22% but many parents decide not to take up their entitlement. This has changed significantly since the introduction of Universal Infant Free School Meals.
- **Percentage of pupils eligible for the deprivation premium is 47%**
- **Indicators of acute deprivation** include - adults without qualifications, health issues, high level of social disadvantage where English is not the functional language.

The pupil premium is a fund designed to raise the aspirations, attainment and self-esteem of our least financially advantaged pupils. At Richmond we aim to improve both the attainment and achievement of our pupils regardless of their circumstance. The information below details how the pupil premium has been allocated.

We have taken into account research papers by the DFE, Sutton Trust and Ofsted on how to use funding to raise achievement for disadvantaged pupils. This has enabled us to consider use of the funding and how to ensure best practice.

Enhancement of Provision

- Interventions for lowest attaining pupils delivered by funded staff
- Social skills intervention for Key Stage One pupils to develop confidence and self esteem
- Learning Mentors focus on attainment, behaviour for learning, self-esteem, confidence, attendance and punctuality
- Breakfast provision – to ensure pupils are in school on time and are fed and ready to learn.
- Attendance and Pastoral support – ensuring our most vulnerable children and families are getting the support they need from school and additional agencies.
- Curriculum Innovation – Curriculum Weeks, First Hand Experiences to give experience and opportunities.
- Residential Visits in Y5 to develop self-esteem and confidence
- Trips and Visitors – significant contribution to cost funded by school enabling all children to attend
- Extra-Curricular Clubs after school and at lunchtimes at no-cost to parents

All class teachers are aware of who their Pupil Premium children are and of their individual needs. They set challenging targets for all pupils based on prior attainment and age related expectations.

Pupil Premium Funding Allocation 15-16

This year our allocated funding is £307,560 (£327,600 2014-15) Which is based on Eligible 'Ever6.' *This is any pupil who is or has been eligible for FSM in the past 6 years. Our current Percentage = 54.6%*

• Additional teacher in Year 6 to ensure pupils make at least good progress	£50,000
• Additional teacher in Year 2 (0.5) to raise pupil attainment and the number of pupils meeting expected standard	£25,000
• Portion 14 x L3 Teaching Assistants to provide targeted support for underachieving pupils	£100,000
• 3 TA Apprentices to provide additional support and interventions	£12,000
• Additional teaching assistant in Nursery to ensure early intervention and improve language and communication	£20,000
• Part share 2 Learning Mentors to develop confidence, self-esteem and attainment of vulnerable pupils	£33,000
• EAL Interventions to support early language intervention	£4,000
• Leadership and Management (portion AHT – analysis and evaluation)	£4,000
• Part funding for Attendance and Pastoral support worker – vulnerable families	£6,000
• Subsidised Curriculum enhancement such as visits to the theatre, museums and outdoor education enabling all children to participate	£6,000
• Fully funded Year 6 Residential to Robinwood (confidence and self-esteem)	£7,000
• Subsidised visits and visitors so that all children have access to the curriculum	£15,000
• Part share contribution to breakfast club staffing	£2,000
• Yoga Classes to develop well-being and calming techniques	£1,800
• Development of KS2 Mentoring Room for provision	£5,000
• Contribution to Curriculum enrichment – Brass, Drama, Music	£10,000
• Part contribution to improve Reading – bookbags for all children, reading diaries, rewards system, improved library facilities	£20,000
• Introduction of attendance rewards system and prizes	£1000
• New technologies for vulnerable pupils, PCs and 'IamLearning' and Abacus Online (portion)	£6,000
Total	£327,800

Early Years Pupil Premium Funding Allocation 15-16

This year our allocated funding was around £3000. This is based on £300 per pupil, 10 pupils were eligible.

It is thought that this figure should be higher but has been depreciated by the introduction of Universal Infant Free School Meals.

Proposed Spend

Part share of SLCN Teaching Assistant to assess all nursery and reception pupils using Wellcomm Language Assessment and follow up intervention using the Elklan Language Tool	£3,000
Total	£3,000

IMPACT

- A wide range of appropriate **teaching and learning strategies** contribute to the quality of pupils' work and learning. Feedback and Marking constructively contribute to children's learning.
- Almost all pupils demonstrate high levels of interest, enthusiasm and engagement in teaching and learning across the curriculum. (Pupil Questionnaires)
- **Additional support** is used very effectively to enhance the quality of learning and progress of pupils with SEN and FSM (Attainment Data)
- **Effective deployment of staff and the targeting teachers /support staff / HLTA/ mentors** to key groups is a strength of the school.
- **Excellent resources** including ICT are used well to promote good learning.
- **The school has a very effective policy, systems and strategy for assessing, recording and reporting pupils' progress that meets the needs of all.**
- **Vulnerable Families** received excellent support and have an improved attitude and awareness of the importance of education.

Comparisons with regard to Pupil Attainment

Early Years Foundation Stage

Early Years Foundation Stage Early Learning Goals																			
Pupils	Pupils		Minimum Steps progress in Reception (all AoLs)			Communication (Max 9)		Physical (Max 6)		Personal (Max 9)		Combined Prime AoLs (Max 24)		Combined Specific AoLs (Max 27)		All Combined AoLs (Max 51)		% at 34+ inc 6+ in Com & PSE	% at Good Level of Development
	No.	%	% at 4+	% at 5+	% at 6+	% at 6+	Avg Score	% at 4+	Avg Score	% at 6+	Avg Score	% at 16+	Avg Score	% at 18+	Avg Score	% at 34+	Avg Score		
All Pupils	58	100.0	0.0	0.0	0.0	50.0	4.5	56.9	3.1	55.2	4.4	50.0	12.0	46.6	12.7	46.6	24.8	46.6	50.0
Males	28	48.3	0.0	0.0	0.0	42.9	5.0	57.1	3.4	53.6	4.9	42.9	13.2	39.3	13.4	39.3	26.5	39.3	42.9
Females	30	51.7	0.0	0.0	0.0	56.7	4.1	56.7	2.8	56.7	4.1	56.7	10.9	53.3	12.2	53.3	23.1	53.3	56.7
In Care	0	0.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
FSM	10	17.2	0.0	0.0	0.0	70.0	5.1	70.0	3.5	70.0	5.2	70.0	13.8	50.0	15.4	50.0	29.2	50.0	70.0
Not FSM	48	82.8	0.0	0.0	0.0	45.8	4.4	54.2	3.0	52.1	4.3	45.8	11.6	45.8	12.2	45.8	23.8	45.8	45.8
Pupil Premium	8	13.8	0.0	0.0	0.0	87.5	5.6	87.5	3.8	87.5	5.6	87.5	15.0	62.5	16.5	62.5	31.5	62.5	87.5
Not Pupil Premium	50	86.2	0.0	0.0	0.0	44.0	4.3	52.0	2.9	50.0	4.3	44.0	11.5	44.0	12.1	44.0	23.7	44.0	44.0

8 pupils were eligible for the Pupil Premium. 88% achieved a good level of development this was higher than non FSM pupils. This was also better than the schools prior attainment of 47% in 2015.

Year One Phonics

Year 1 Phonics 2016 - Results by Pupil Premium (Disadvantaged)						
LEA (Disadvantaged)	1012	Disapplied or Absent	75.5		24.5	
School	School Cohort		School	LEA	School	LEA
			% Met expected phonic decoding standard		% Not met expected phonic decoding	
Disadvantaged Pupils	23	0	91.3	87.8	8.7	32.2
Other Pupils	46	0	73.9	78.6	26.1	21.4

Disadvantaged pupils performed better than other pupils within school and within the local authority. Of the two disadvantaged pupils who did not meet the expected standard one was new to the UK and one had additional needs in SLCN.

Key Stage One

Key Stage 1: Reading - 2016

EXPECTED	School			LA				National	
	2016 Cohort	2016	2016 Gap	2016	2016 Gap	Gap Diff	Diff to LA	2016	Diff to Nat
All Pupils	72	69.4		66.7			2.7	74.0	-4.6
Boys	41	63.4	14.0	62.3	8.9	5.1			
Girls	31	77.4		71.2					
Disadvantaged	20	55.0	20.0	57.2	13.9	6.1			
Non Disadvantaged	52	75.0		71.1					
FSM (Ever 6)	20	55.0	20.0	57.0	14.0	6.0			
Not FSM (Ever 6)	52	75.0		71.0					
Other Pupil Premium				57.1	14.0				

Key Stage 1: Writing - 2016

EXPECTED	School			LA				National	
	2016 Cohort	2016	2016 Gap	2016	2016 Gap	Gap Diff	Diff to LA	2016	Diff to Nat
All Pupils	72	63.9		59.0			4.9	65.5	-1.6
Boys	41	53.7	23.7	51.8	14.4	9.3			
Girls	31	77.4		66.2					
Disadvantaged	20	55.0	12.3	48.7	15.0	-2.7			
Non Disadvantaged	52	67.3		63.7					
FSM (Ever 6)	20	55.0	12.3	48.7	14.8	-2.5			
Not FSM (Ever 6)	52	67.3		63.5					
Other Pupil Premium				42.9	20.8				

Key Stage 1: Maths - 2016

EXPECTED	School			LA				National	
	2016 Cohort	2016	2016 Gap	2016	2016 Gap	Gap Diff	Diff to LA	2016	Diff to Nat
All Pupils	72	73.6		64.3			9.3	72.6	1.0
Boys	41	73.2	1.0	62.8	2.9	-1.9			
Girls	31	74.2		65.7					
Disadvantaged	20	60.0	18.8	54.4	14.4	4.4			
Non Disadvantaged	52	78.8		68.8					
FSM (Ever 6)	20	60.0	18.8	54.1	14.6	4.2			
Not FSM (Ever 6)	52	78.8		68.7					
Other Pupil Premium				60.0	8.8				

Disadvantaged pupils did not perform as well as their peers in Reading, Writing and maths in 2016. Analysis of individual pupil data and the cohort profile shows that a number of disadvantaged pupils also have Special Educational Needs. Progress analysis shows that

Raising the attainment of all pupils and groups at Key Stage One especially those who are classed as disadvantaged is of high priority to the school.

Key Stage Two

Key Stage 2: Reading - 2016

EXPECTED	School			LA				National	
	2016 Cohort	2016	2016 Gap	2016	2016 Gap	Gap Diff	Diff to LA	2016	Diff to Nat
All Pupils	70	37.1		57.8			-20.5	66.0	-28.9
Boys	40	32.5	10.8	54.9	5.5	5.3			
Girls	30	43.3		60.4					
Disadvantaged	45	46.7	-26.7	48.0	16.3	-43.0			
Non Disadvantaged	25	20.0		64.3					
FSM (Ever 6)	45	46.7	-26.7	48.1	15.9	-42.6			
Not FSM (Ever 6)	25	20.0		64.0					
Other Pupil Premium				46.2	18.1				

Key Stage 2: Writing - 2016

EXPECTED	School			LA				National	
	2016 Cohort	2016	2016 Gap	2016	2016 Gap	Gap Diff	Diff to LA	2016	Diff to Nat
All Pupils	70	84.3		67.6			16.7	74.0	10.3
Boys	40	77.5	15.8	61.0	13.2	2.6			
Girls	30	93.3		74.2					
Disadvantaged	45	86.7	-6.7	61.3	10.6	-17.3			
Non Disadvantaged	25	80.0		71.9					
FSM (Ever 6)	45	86.7	-6.7	61.9	9.4	-16.1			
Not FSM (Ever 6)	25	80.0		71.3					
Other Pupil Premium				43.6	28.3				

Key Stage 2: Maths - 2016

EXPECTED	School			LA				National	
	2016 Cohort	2016	2016 Gap	2016	2016 Gap	Gap Diff	Diff to LA	2016	Diff to Nat
All Pupils	70	72.9		66.9			6.0	70.0	2.9
Boys	40	62.5	24.2	66.7	0.4	23.8			
Girls	30	86.7		67.1					
Disadvantaged	45	75.6	-7.6	57.6	15.8	-23.4			
Non Disadvantaged	25	68.0		73.4					
FSM (Ever 6)	45	75.6	-7.6	57.8	15.1	-22.7			
Not FSM (Ever 6)	25	68.0		72.9					
Other Pupil Premium				48.7	24.7				

Attainment in Reading, Writing and Maths is better for disadvantaged pupils in key stage two. Over time the gap has narrowed between disadvantaged pupils and their within school peers. In writing and maths disadvantaged pupils perform better than their national peers.

Raising attainment in Reading is of paramount importance to the academy for all pupils.

Comparisons with regard to Pupil Achievement

	Reading				Writing				Maths			
	Number of Pupils	Progress Score	Significance	% of cohort with Progress ≥ 0	Number of Pupils	Progress Score	Significance	% of cohort with Progress ≥ 0	Number of Pupils	Progress Score	Significance	% of cohort with Progress ≥ 0
All Pupils	57	2.0	Sig +	68.4	57	9.1	Sig +	93.0	57	7.3	Sig +	94.7
<i>The school has met the floor standard</i>	Met Progress?	Yes			Met Progress?	Yes			Met Progress?	Yes		
Gender												
Boys	31	2.3	Sig +	71.0	31	10.3	Sig +	93.5	31	9.0	Sig +	100.0
Girls	26	1.7	-	65.4	26	7.7	Sig +	92.3	26	5.3	Sig +	88.5
Currently FSM Eligible												
Yes	20	3.6	Sig +	80.0	20	10.6	Sig +	95.0	20	7.9	Sig +	95.0
No	37	1.2	-	62.2	37	8.3	Sig +	91.9	37	6.9	Sig +	94.6
FSM Eligible in last 6 years												
Yes	39	3.1	Sig +	71.8	39	9.2	Sig +	92.3	39	7.8	Sig +	97.4
No	18	-0.2	-	61.1	18	8.9	Sig +	94.4	18	6.2	Sig +	88.9

Progress for disadvantaged pupils is good in Reading and outstanding in both Writing and Maths. This shows that although the cohort was significantly behind at Key Stage One, disadvantaged pupils have made accelerated progress and caught up with their peers during Key Stage Two.

(additional information to be added following Raise 2016 release)

Action Plan 2016-17

Objective	Action	Outcome	Who?
Ensure staff awareness of disadvantaged pupils and their vulnerabilities.	<ul style="list-style-type: none"> INSET session to develop staff awareness of pupil premium, FSM and impact in classroom Staff to produce class profile and seating plans – identifying needs of pupils RB to lead on identifying issues and vulnerabilities of FSM in school. JH/CR to analyse patterns of FSM and attainment Share information and findings with staff 	Staff aware of children in their class their attainment and progress	RBe-staff meeting
Assessment and Tracking for FSM pupils	<ul style="list-style-type: none"> Assess and track the progress of pupils known to be eligible for FSM. PP Cohort Tracking Sheets Use Class Profile and Cohort Profile sheets. Check whether FSM pupils also fall into other vulnerable groups for example: SEN, EAL Ensure all teachers have high expectations for all pupils especially those known to be eligible for FSM. Continually review and monitor the consistency and rigour of assessment and tracking. JH to report to staff and governors to raise awareness of the expected rate of progress of all pupils and within-school gap. Complete Pupil Premium report and ensure included on school website 	Children identified clearly, attainment and progress monitored, trends identified	JH – pupil progress meetings JH – data analysis JH – Report annually
Monitor and evaluate impact and analyse data	<ul style="list-style-type: none"> Rigorously analyse data of pupils known to be eligible for FSM – data review meetings with HT Use data to make decisions about provision. Data used so that Intervention based on identified need to help ensure FSM pupils make good progress. Ensure leaders and teachers and analyse and act on data analysis of FSM pupils. 	Data used to match intervention to need and monitor progress	JH analysis of data All staff
Provide the right provision for all FSM pupils	<ul style="list-style-type: none"> Instil the need for all staff to address potential underperformance of FSM pupils. Differentiate to match the needs of all learners. Use research to make informed choices with regard to intervention and provision, supplemented by professional judgements. Identify staff skills to provide additional provision for FSM pupils who are either underperforming or at risk of underperforming. Identify extra-curricular provision and ensure FSM pupils attend 	All children expected to make good or better progress. Staff deployed to match need.	SLT JH – staffing organisation
Ensure funding is allocated	<ul style="list-style-type: none"> JH to produce proposed spend documentation JH and Trust Board to monitor spending JH/RB to develop further detailed evidence of impact of PP Funding 		

Pupil Premium Funding Allocation 16-17 inc EYFS PP

This year our allocated funding is £279,180 (£307,560 2015-16, £327,600 2014-15) Which is based on Eligible 'Ever6' at £1320 per pupil. This is any pupil who is or has been eligible for FSM in the past 6 years. Our current Percentage = 47%

• Additional teacher in Year 6 to ensure pupils make at least good progress	£35,000
• Additional teacher in Year 2 to raise pupil attainment and the number of pupils meeting expected standard	£24,000
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Total	£317,000