

Mersey Primary Academy Pupil Premium Impact and Evaluation Report Academic Year 2014/15

Context of Academy

Mersey Primary Academy is part of School Partnership Trust Academies (SPTA). There has not been an Ofsted inspection since the school became an academy on 1st October 2013.

The school is a small sized school, catering for pupils from Foundation (F1 and F2), through Key Stage 1 into key stage 2. There are currently 200 pupils on roll, including 22 part time Nursery pupils.

The school is located in the east of the city of Hull, in an area of deprivation 0.29 on the school deprivation measure which is slightly above the National Average of 0.24.

Pupil Premium eligibility has increased and is 36.7% which is above the National average of 26.7%.

Mobility is in line with National levels with a stability measure of 85.2% (National 85.8%). The vast majority of pupils are of White British ethnicity (94.8%) with 2.2% of pupils whose first language is not English.

Objectives of Pupil Premium Spending

For children who start school with low attainment on entry, our aim is to ensure that they make accelerated progress in order to reach age related expectations plus, as they move through the school. We have analysed our data thoroughly to inform our decision making.

Our key objective in using the Pupil Premium Grant is to narrow the gap between pupil groups.

- Through targeted interventions (Reading and Maths Stars) we are working to eliminate barriers to learning and progress.
- An extra teacher has been appointed to ensure each year group has its own class in Key Stage 2
- A level 3 member of support staff is allocated to the Emotional Well Being Team
- In addition, the Academy is establishing a Pupil Reward scheme based on a revised Behaviour Policy which is targeted to increase attendance and punctuality (Target 96.5%).
- Training for support staff to increase attainment and progress: improving inclusive learning with a focus on Literacy including: Speech and Language and dyspraxia.

In addition to this we have identified some key principles (outlined below) which we believe will maximise the impact of our pupil premium spending.

Key Principles

Building Belief

We will provide a culture where:

- Staff believe in ALL children
- There are “no excuses” made for underperformance
- Staff adopt a “solution-focused” approach to overcoming barriers

Analysing Data

We will ensure that:

- All staff are involved in the analysis of data so that they are fully aware of strengths and weaknesses across the school
- Interventions are closely monitored against impact

Identification of Pupils

We will ensure that:

- ALL teaching staff are involved in analysis of data and identification of pupils
- ALL teaching staff are aware of who pupil premium and vulnerable children are
- ALL pupil premium children benefit from the funding, not just those who are underperforming
- Underachievement at all levels is targeted (not just lower attaining pupils)
- Children's individual needs are considered carefully so that we provide support for those children who could be doing "even better if....."

Improving Day to Day Teaching

We will strive to ensure that **all** children across the school receive good teaching, with increasing percentages of outstanding teaching achieved by using leaders to:

- Set high expectations
- Address any within-school variance
- Ensure consistent implementation of the non-negotiables, e.g. marking and feedback, 'Closing the Gap' sessions and whole class reading
- Share good practice within the school and draw on external expertise
- Provide high quality CPD
- Improve assessment through joint levelling and moderation

Amount of Pupil Premium Grant (PPG) Received

Amount of PPG Allocation for Academic Year 2014/15

Total number of pupils on roll	200
Total number of pupils eligible for pupil premium grant	57
Total amount of PPG received 01/09/2014 – 31/08/2015 (£1,300 per pupil)	£74,100.00

Summary of PPG Spending Academic Year 2013/14

The academy allocated extra support staff hours to deliver its Reading and Maths Stars programmes. The academy also developed Emotional Well Being support, and as a result:

Year 6 Pupil Premium pupils outperformed the 2014 National data for Level 5 writing, Level 4 and level 5 maths.

A higher percentage of Year 6 Pupil Premium pupils made more than expected progress in reading, writing and maths in 2013_14. The increase on the previous year, in the stable cohort Y6 Pupil Premium pupils making more than expected progress was significant: reading from 13% to 88%, writing from 13% to 50%, and maths from 25% to 38%)

A higher percentage of Year 6 Pupil Premium pupils made expected progress in writing (showing a rising trend).

The percentage of stable Year 6 Pupil Premium pupils making expected progress in reading was maintained.

Record of PPG Spending by item / project

Item / Project	Cost	Objective	Outcome
Additional Class Teacher	£39,368	To split mixed year group classes so that each year group have their own class	
EWB Level 3 TA	£15,715	To provide support for more vulnerable pupils in developing positive learning attitudes	
Pupil Points Reward Scheme	£2,000	To raise the level of attendance (target 96.5%)	
Third Space Learning	£2,700	To eliminate barriers to learning and progress through targeted interventions	
TAs to deliver Maths and Reading Stars x 2	£9,664	To eliminate barriers to learning and progress through targeted interventions (Reading and Maths Stars)	
Total	£69,447		

Total PPG Received	£74,100
Total PPG Expenditure	£69,447
PPG Remaining	£4,653

Performance Analysis of PPG pupils at the end of KS 2 (STABLE COHORT)

	2012/13	2013/14	Predictions 2014/15
% of PPG Children achieving level 4+ in reading	88%	82% (88%)	100%
% of PPG Children achieving level 4+ in writing	75%	63% (63%)	100%
% of PPG Children achieving level 4+ in maths	100%	96% (100%)	100%
% of PPG Children making 2 levels progress in reading	88%	82% (88%)	100%
% of PPG Children making 2 levels progress in writing	75%	82% (88%)	75%
% of PPG Children making 2 levels progress in maths	100%	82% (88%)	100%
% of PPG Children making 3 levels progress in reading	13%	45% (88%)	25%
% of PPG Children making 3 levels progress in writing	13%	36% (50%)	25%
% of PPG Children making 3 levels progress in maths	25%	27% (38%)	25%

Narrowing the Gap in Progress between FSM and other children

	Reading	Writing	Maths
2012/13	-12%	-15%	+10%
2013/14	-6% (0%)	-18% (-12%)	-18% (-12%)
2014/15	+/-	+/-	+/-

Other Supporting Evidence of Impact

Year 6 Pupil Premium pupils outperformed the 2014 National data for Level 5 writing, Level 4 and level 5 maths.

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Implications for Pupil Premium Spend in 2015/16

The academy will continue to allocate extra support staff hours to deliver its Reading Stars and Maths Stars programme.

The academy will maintain its Emotional Well Being support.

Training for support staff to increase attainment and progress.