

**Mersey Primary Academy Pupil Premium Impact and Evaluation Report  
Academic Year 2016/2017**

**Context of Academy**

Mersey Primary Academy is part of School Partnership Trust Academies (SPTA), after converting in October 2013. The last Ofsted inspection was carried out in 23<sup>rd</sup> June 2015; the academy was graded as good with leadership and management as outstanding.

The academy is a smaller than average, catering for pupils from Foundation, through Key stage 1 into Key stage 2. There are currently 206 pupils on roll, including 27 part time Nursery pupils.

The school is located in the east of the city of Hull, in an area of deprivation 0.37 on the school deprivation measure which is well above the National Average of 0.24. Pupil Premium eligibility has increased and is 38.6% which is above the National average of 26.7%.

The vast majority of pupils are of White British ethnicity (93.2%), there has been an increase to 6.8% of pupils whose first language is not English. Pupils enter the school 'Slightly Below' that expected of a typical pupil.

**Objectives of Pupil Premium Spending**

Our key objective in using the pupil premium grant is to narrow the gap between pupil groups. Through targeted intervention and support measures we are working to eliminate barriers to learning and progress.

- To continue to provide all children with high quality learning experiences.
- To continue to use targeted intervention and support to close the attainment gap.
- To develop the curriculum to engage all learners, develop independence, resilience, collaboration and provide challenge.
- To provide a range of quality first hand experiences to raise aspirations, engage children in their learning and expose them to the world around them.
- To provide support to ensure that the children are ready to learn.

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 Learning***

We will strive to ensure that all children across the school receive good learning opportunities, with increasing percentages of outstanding learning 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

***What is our Strategy?***

Our strategy is that...

- Due to children coming into the academy low attaining, we spend the majority of the PPG funding in the younger year groups in order to diminish any differences earlier.
- As children move up the academy, we then use PPG funding to ensure more disadvantaged children achieve higher levels.

<b>Amount of Pupil Premium Grant (PPG) Received</b>	
<b>Amount of PPG Allocation for Academic Year 2016/2017</b>	
Total number of pupils on roll	<b>180</b>
Total number of eligible for pupil premium grant	<b>65</b>
Total amount of PPG received 01/09/2015 – 31/08/2016 (£1300 per pupil)	<b>£84,500</b>
Total number of pupils eligible for EYFS pupil premium grant	<b>14</b>
Amount EYFS PPG received (£300 per pupil)	<b>£4200</b>
Total amount of PPG and EYFSPP received	<b>£88,700</b>

<b>Summary of PPG spending academic year 2015/2016</b>
<p>The impact of the emotional wellbeing officer and behaviour and attendance officer has resulted in PA falling in 2016 and attendance rising to 96.4%.</p> <p>The addition of an extra teacher to support interventions and small focused learning groups. The Impact is evident in the percentage of children at KS2 making in-year accelerated progress these pupils make across KS2.</p> <p>A tutor was appointed to work with children predominantly in writing as this was a key priority of the academy. The impact was evident in the percentage of children reaching the expected standard.</p>

Amount of PPG Allocation for Academic Year 2015/2016	
Total number of pupils on roll	<b>180</b>
Total number of eligible for pupil premium grant	<b>67</b>
Total amount of PPG received 01/09/2015 – 31/08/2016 (£1300 per pupil)	<b>£88,400</b>
Total number of pupils eligible for EYFS pupil premium grant	<b>18</b>
Amount EYFS PPG received (£300 per pupil)	<b>£5400</b>
Total amount of PPG and EYFSPP received	<b>£93,800</b>

Record of PPG Spending Academic Year 2015/2016			
Item/Project	Cost	Objective	Outcome
<p>Target: To increase the amount of PP children making better than expected progress to above the national average in KS2.</p>			
Additional class teacher KS2	£15,500	An raise achievement in KS2 to support targeted interventions, 1:1 and group support	<p><u>Diminishing differences:</u> Y6 Reading – 14% attained National expectations. However a further x3 pupils had scaled scores of 98+ therefore this would have been 57% - higher than non-PPG pupils.</p> <p>Y6 Maths –PPG pupils a further 2 pupils had scaled scores of 98 and 99 which would have meant 71% PPG attainment – higher than non PPG pupils.</p>
Emotional well-being officer and attendance officer	£29,146	To provide support for vulnerable families in developing positive learning attitudes and raising attendance	<p><u>Diminishing differences:</u> P/A children reduced by 75% over the course of the year.</p>

Pupil reward points	£2000	To raise the level of attendance and learning behaviours	<u>Diminishing differences:</u> Learning behaviours judged as outstanding by an external Outstanding PRU. Attendance increased by 1%
Reading, writing, maths interventions in KS1 and KS2 during afternoons	£30594	The raise achievement and deliver personalised interventions through 1:1 support for reading, writing and maths across the school.	<u>Diminishing differences:</u> Y6 Reading – 14% attained National expectations. However a further x3 pupils had scaled scores of 98+ therefore this would have been 57% - higher than non-PPG pupils. Y6 Maths –PPG pupils a further 2 pupils had scaled scores of 98 and 99 which would have meant 71% PPG attainment – higher than non PPG pupils.
Edale residential London Learning experiences: Museum visits, Dinostar, Sam’s Safari, The Deep, Lab Rascals	£7,000	To provide opportunities for children to participate in extracurricular activities to widen their experiences and develop cultural opportunities.	<u>Diminishing differences:</u> Broadened experience base for pupils and widening of opportunities to take part in learning experiences that they wouldn’t ordinarily have had.
Breakfast club (no charge to parents)	£2000	To ensure children are healthy and well nourished. The academy will continue to provide breakfast club to ensure all children start the day ready to learn.	<u>Diminishing differences:</u> Linked in to attendance improvements – now in line with national.
SLT Support - Focus learning groups for PPG to improve GLD outcomes	£2,800	A continued focus on improving the outcomes of our youngest PP learners (FS1 and FS2) to make sure that their outcomes are in line with those of the Non-PP at the end of FS2.	<u>Diminishing differences:</u> 57% of PPG attained GLD. Of the 3 children that didn’t, two had EHCPs. The third PPG pupil was PA until the Summer term.
Additional SLT support – focused learning groups for PPG to improve Y2 outcomes	£2,800	To ensure the most vulnerable PPG children have access to life coaching to enable them to make appropriate choices and self-regulate feelings and behaviour	<u>Diminishing differences:</u> 67% of PPG pupils attained expected standard in reading – Of the remaining 4, 2 were EAL and none had attained GLD. All received wave 3 interventions. 73% attained in Maths of those that didn’t 1 pupil was mobile, the other EAL.

<b>Total PPG received</b>	<b>£93500</b>
<b>Total PPG expenditure</b>	<b>£91840</b>
<b>PPG remaining</b>	<b>£2340</b>

	2013/ 2014	2014/ 2015		2015/2016 Unvalidated
% PPG Level 4 combined	79%	90%	% of PPG Nat Expectation combined	14% including scaled scores of 98+ would have been 57%14%
% of PPG Children achieving level 4+ in reading	89%	100%	% of PPG Nat expectation in reading	14% including scaled scores of 98+ would have been 57%
% of PPG Children achieving level 4+ in writing	79%	95%	% of PPG Nat expectation in writing	71%
% of PPG Children achieving level 4+ in maths	95%	95%	% of PPG Nat expectation in maths	43% including scaled scores of 98 and 99 which would have meant 71% PPG
% of PPG Children making 2 levels progress in reading	89%	100%	% of PPG making expected progress in reading	-0.3
% of PPG Children making 2 levels progress in writing	89%	95%	% of PPG making expected progress in writing	+0.7
% of PPG Children making 2 levels progress in maths	89%	95%	% of PPG making expected progress in maths	+1.7

**Performance targets of PPG pupils in 2016/2017 (EYFS, KS1, KS2)**

	Predictions %
KS2 % of PPG children achieving ARE in reading	69%
KS2 % of PPG children achieving ARE in writing	62%
KS2 % of PPG children achieving ARE in maths	69%
KS2 % of PPG children achieving ARE in RWM	54%
KS1 % of PPG children achieving ARE in reading	56%
KS1 % of PPG children achieving ARE in writing	56%
KS1 % of PPG children achieving ARE in maths	56%
KS1 % of PPG children achieving ARE in RWM	56%
EYFS % of PPG children achieving GLD	100%

% of PPG Children making 3 levels progress in reading	13%	45%		
% of PPG Children making 3 levels progress in writing	13%	35%		
% of PPG Children making 3 levels progress in maths	25%	55%		

KS1 Diminishing differences				
	% at expected	% Difference in school	Summary Statement	
			11PP pupils 19 non PP.	
KS1 PP Combined				
KS1 NPP Combined				
KS1 PP Reading	64%	-20%	PP stable ( 11 )	64%
KS1 NPP Reading	84%		PP mobile ( 1 )	0%
KS1 PP Writing	64%	-15%		64%
KS1 NPP Writing	79%			0%
KS1 PP Mathematics	73%	-17%		73%
KS1 NPP Mathematics	90%			0%
A higher % of stable PP children attained the National standard.				
PPG with more than one component in reading included barriers: 2d and matching vocabulary				
KS2 Diminishing differences				
Attainment	% at expected	Scaled Score	Progress Score	Summary Statement
KS2 PP Combined	14%	94.65	-7.53	7 PP pupils and 13 non PP.
KS2 NPP Combined	53%	104.48	+7.37	

KS2 Reading PP	14%	81.14	-5.52	As this data is unvalidated disapplied pupils are included.
KS2 NPP Reading	53%	96.05	+2.49	
KS2 PP Writing	71%	96.14	-1.48	
KS2 NPP Writing	92%	102.3/103	+1.91	
KS2 PP Mathematics	43%	99	-0.52	
KS2 NPP Mathematics	77%	97.76/105	+2.97	
KS2 PP GPS	43%	97.4		
KS2 NPP GPS	92%	105		

### Progress Summary Statement

The Emotional Well-being team continued to be led by a Level 3 staff member, who co-ordinated support and mentoring for vulnerable and disadvantaged children to promote better attendance and punctuality through develop good learning attitudes and higher self-esteem. **As a result, persistent absence remained below the national average. Additionally, a behaviour audit completed by an Outstanding Alternative Provision shows that the percentage of outstanding learning attitudes overall in classes has risen to 100% at least good, and 82% outstanding (June 2016)**

**Combined** – FFT progress rank is 36 as a whole cohort (50%). As PP combined is at 14%, it is below National

KS2: Progress for reading as a whole cohort (-0.3) is not significantly different to National. As PPG progress is -5.52, this is slightly below National. In writing, as a whole cohort progress (+0.7) is not significantly different to National. As PPG progress is -1.48, it is reasonable to assume this is broadly in line with National and in maths as a whole cohort (+1.7) is within the first 25% nationally. As PPG progress is -0.52, it is reasonable to assume that this is slightly above or in-line with National.

KS1: Over all attainment for the cohort (80%) is +4% above National. However, in the GPs tests, 36% of PPG and 79% of other children attained National Standard. Disadvantaged children (73%) in maths were 10% above National (63%). In phonics 73% of the cohort attained the level required, disadvantaged pupils outperformed other pupils by 10% at 63%. In writing PPG were 14% above National. **In terms of progress PPG pupil were 40% above National in RWM combined and ranked in the top 5% of the country.**

EYFS: There was no significant difference between disadvantaged and other children attaining a Good Level of Development. There was an increase to 69% of children attaining a GLD (2015 National all children 67%).



Narrowing the gap average scaled score between disadvantaged and other children in KS2					
	RWM	Reading	Writing	Maths	GPS
2016 Achieving average scaled score	94.65	81.14	96.14	99	97.4
2015 % achieving L4+	100	100	95	95	95
2014 % achieving L4+	64	89	79	95	
2016 % achieving higher National standard	0	0	0	0	0
2015 % achieving L5+	40	50	40	45	74
2014 % achieving L5+	27	45	36	27	

Record of PPG Spending Academic Year 2016/2017			
Item/Project	Cost	Objective	Outcome
Target: To increase the amount of PP children making better than expected progress to above the national average in KS2.			
Emotional well-being officer and attendance officer	£29,146	To provide support for vulnerable families in developing positive learning attitudes and raising attendance	

Pupil reward points	£2000	To raise the level of attendance and learning behaviours	
Casual teachers x2 for Y6 1:1 tutoring	£3583	To increase the % of PPG pupils attaining in Reading and Maths	
Reading and Maths Stars Intervention Team in KS1 and KS2 other year groups during afternoons	£30594	The raise achievement and deliver personalised interventions through 1:1 support for reading, writing and maths across the school.	
Edale residential London residential Day visits/ events	£7,000	To provide opportunities for children to participate in extracurricular activities to widen their experiences and develop cultural opportunities.	
Breakfast club (no charge to parents)	£4000	To ensure children are healthy and well nourished. The academy will continue to provide breakfast club to ensure all children start the day ready to learn.	
SLT Support - Focus learning groups for PPG to improve GLD outcomes	£2,800	A continued focus on improving the outcomes of our youngest PP learners (FS1 and FS2) to make sure that their outcomes are in line with those of the Non-PP at the end of FS2.	
<b>Total</b>	£83123		

<b>Total PPG received</b>	£88,700 (+ £2340 last year) =£91,040
<b>Total PPG expenditure</b>	
<b>PPG remaining</b>	<b>£7917</b>

#### Implications for Pupil Premium Spend in 2016/2017

Taken from Academy Development Plan 16-17

Ensure that PPG grant is effectively spent in order to improve PPG attainment by:

- Increase the % of higher scores / greater depth/ exceeding for PPG pupils.
- At KS2, increase PPG % at expected from low prior attainment band, in order to diminish the difference to National.
- At KS2, increase PPG% at expected especially in reading and maths in order to diminish the difference to National.
- Increase PPG % attainment in GPS, particularly spelling, in order to diminish the difference to National in both key stage 1 and 2.