



Rothwell Church of England Primary Academy 2016-2017 Pupil Premium Statement



The Pupil Premium is additional funding given to schools by the government so that they can support their disadvantaged pupils and close the attainment gap between them and their peers. The Pupil Premium funding for 2016-17 will be £1320 for primary-aged pupils who were in receipt of free school Meals as of January 2016 or who have been in receipt of free school meals in the last 6 years. Funding of £1900 is given for all looked after children, adopted children and children with guardians. Children recorded as having parents in the Services in January 2016 or in the previous 4 years receive funding of £300.

Key Priorities

Our core aim is to raise the attainment and progress of pupils eligible for pupil premium funding so that their performance compares favourably with Non-Pupil Premium peers. In doing this we will address inequalities in education of pupils from low-income families and raise attainment of these pupils.

Good teaching and learning is paramount to the progress of pupils from disadvantaged backgrounds. This remains a consistent and relentless Focus and is one that we are working with Achievement for All to deliver. In addition to this, targeted intervention and support strategies are deployed in order to:

- improve levels of attainment and progress;
- close attainment gaps relative to school averages;
- enhance reading, writing, mathematics and communication skills;
- engage and develop learning through extra-curricular provision;
- have a clear focus on all disadvantaged pupils, including those with SEND and more able pupils and
- support pupils in becoming aspirational, confident and successful learners through our “Growth Mindset” approach to learning

Management of Pupil Premium

The Academy’s strategy in relation to pupil premium support is coordinated by the Principal, Vice Principal and Inclusion Leader.

Data is analysed, issues are identified and priorities set.

Priorities are disseminated to the Phase Leaders who meet with individual class teachers, at termly pupil progress meetings, to evaluate progress and assign resources available to support.

The inclusion team meets half termly to:

- review all vulnerable pupils and
- review the strategies that are employed to ensure resources are targeted appropriately and in a timely fashion.

We currently review barriers to learning for pupil premium pupils associated with the following factors

- Attitudes to learning (KS2) Behaviour
- SEN



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- Children Looked After
- Attendance
- Generally underperforming pupils
- In addition we review those pupils that are performing at a higher level than their peers that do not generate pupil premium funding

We use the following opportunities to review attainment and achievement of pupil premium pupils:

- Data tracking briefings
- Pupil progress meetings
- Inclusion team meetings
- Behaviour tracking briefings
- PASS survey analysis.

Numbers Involved 2016/2017

Free School Meals: current 45

Children Looked After: current 1

Historical Pupil Premium: children (previously one of the above) 15

Total 61

This equates to 31% of our school population.

Pupil Premium Funding

Academic year £68,800 (Based on actual figures for April 16-March 17 and predictions from April 2017 onwards)

2016-17 Strategy

A small percentage of pupil premium children did not make expected of better progress on standardised tests last year and outcomes at the end of KS2 for PP children were lower than non-pupil premium because of other complicating barriers. There is therefore a need to identify:

- 1) The additional barriers to learning for this minority of PP children who have not accelerated progress
- 2) To implement additional strategies to overcome these barriers.



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Issue	Cost	Strategy	Impact
Leadership:	£12,000	<p>Clear leadership responsibilities based on the progress and accountability of pupil premium pupils, the role involves working with Achievement for All to:</p> <ul style="list-style-type: none"> • Lead and manage the intensive identification process and to target specific groups including those with more complex barriers to learning • Monitor quality first teaching and identify and share best practice • Rigorously track and monitor to ensure pupils who are not reaching their full potential have been identified and have appropriate intervention and support in place. • Review the impact of all provisions and interventions that are in place. • Lead whole school events for disadvantaged 	<p>Early Years: Average Points Progress from on entry baseline for PP pupils ranged from +4.6 in Writing +6 in Making Relationships. Progress for PP from low starting points was accelerated and therefore good.</p> <p>KS1 <i>Phonics:</i> The PP pass rate increased for the third year running 85.7% in W/M and the PP pass rate exceed that of all pupils <i>KS1 SATs.</i> From the end of EYFS, 92.3% of PP pupils made good or better progress in R and 85% of PP pupils made good or better progress in W/M. Of the small minority of pupils who didn't make expected progress 100% had exceptional circumstances. This represents good progress from PP Pupils from starting points.</p> <p>The % of PP Pupils meeting expected standard in RWM combined increased from 2016.</p> <p>KS2 Reading progress measures All children = -0.59 All pp children = -2.53</p>



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		pupils including parental engagement,.	Writing KS2 progress measures All children = -1.78 All pp children = -0.27
Teaching and Learning	£10,000	<p>Maintaining high quality teaching:</p> <ul style="list-style-type: none"> a) Half termly Pupil Progress Meetings b) Staff support c) Staff Training on feedback <p>A range of teaching and learning programmes that develop teacher skills and classroom practice to be accessed. These include:</p> <ul style="list-style-type: none"> a) SENCO Training: M Level b) SENCO Training: Local Training c) Learning Mentor Training d) Intervention programme training# e) Training of NQT 	<p>Maths KS2 progress measures All children = +0.62 All pp children = +0.8</p> <p>Therefore at KS2 W/M progress for PP increased significantly from 2016 and exceeded progress measures for all pupils. Reading progress remained similar to 2016 for PP pupils.</p> <p>In School Data (Based on Standardised Testing) Tested July 16 and retested July 17</p> <p>Reading Y4: 44% PP children with matched data made expected or better progress.</p>
Additional Teaching Hours/1:1 teaching	£10,000	Before/After school provision	Y5: 86% PP children with matched data made expected or better progress. 71% of pupils increased their standardised score representing accelerated progress.
Cluster Level Services	£2000	<p>The Rothwell Cluster provide family support, pupil counselling services, holiday activities, and AIP provision on a referral basis</p> <p>AIP £1400</p>	Y6: 100% PP children with matched data made expected or better progress. 67% of pupils increased



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<p>Interventions</p>	<p>£5000</p>	<p>A highly qualified Support for Learning team also plays a crucial role in the daily support for pupils.</p> <p>Training we intend to access e.g:</p> <ul style="list-style-type: none"> • Reciprocal reading • FFT reading • S&L support • Closing the Gap Maths • Same day intervention • Early EYFS intervention • Intensive phonics support • Homework Club 	<p>their standardised score representing accelerated progress.</p> <p>Maths Y4: 100% PP children with matched data made expected or better progress. 75% of pupils increased their standardised score representing accelerated progress.</p> <p>Y5: 83% PP children with matched data made expected or better progress. 67% of pupils increased their standardised score representing accelerated progress.</p>
<p>Learning Mentor</p>	<p>£11,000</p>	<p>One to one and group mentoring and nurture groups support pupils with emotional, behavioural, attendance and/or Personal problems.</p> <p>Parental support, Early Help delivery, attendance strategy etc.</p> <p>This support is delivered in the main by the school Learning Mentors. They are supported by other members of the inclusion team and support</p>	<p>Y6: 100% PP children with matched data made expected or better progress. 67% of pupils increased their standardised score representing accelerated progress.</p> <p>Pastoral Support Over the academic year the pastoral team worked with 96% of our pupil premium children and/or their families individually or in small groups.</p> <p>Interventions and Specialist provision 98% of PP pupils received</p>



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		staff	interventions and/or specialist provision
Specific Resources	£5,000	Budget allocated for the purchase of specific resources for pupils/ groups of pupils as a result of analysis of their individual needs	
Additional Teacher Summer Term	£10,000	To work alongside KS1 classes for small group intensive support	
Speech and Language Therapist	£3000	A Trust Speech and Language Therapist has been appointed 2015-16 to work with all pupils with S&L needs including those with PP funding	