

Brownhill Co-operative Academy Pupil Premium Grant Report 2016-17

Spending Plan 2016-17

Aspect	Spending area 2016-17	Purpose and impact	Cost inc on-costs
<p>The purpose of all teaching interventions is based on the understanding that in order to narrow the gap between disadvantaged pupils and non-disadvantaged pupils nationally, pupils need access to high quality teachers and a personalised curriculum.</p>			
Teaching	Additional teaching capacity to provide intervention groups in literacy and maths (3 x f/t one of whom enables SENCo to be non-class based)	Children will work in smaller groups for English and maths which will increase personalised learning and accelerate progress.	£104,000
	EAL Step up teaching and support (0.6 of FT teacher)	Pupils at the early acquisition of English are provided with specialist support which increases speed of acquisition and ability to access their age appropriate curriculum leading to increased attainment	£33,000
Total teaching staffing			£137,000
<p>The purpose of all pastoral support and intervention is based on the understanding that for children to be successful, and therefore to narrow the achievement gap, they need their physical, social and emotional needs to be met.</p>			
Pastoral	Speech and Language therapy 2 days per week	Early intervention for pupils with communication difficulties will lead to improved outcomes	£21,000
	Senior Lead on Behaviour	To ensure all staff are well trained and supported to ensure appropriate provision and support for children with behavioural difficulties	
	Behaviour Support Worker	To increase in-class support for children with emotional and behavioural difficulties.	£64,000
	Attendance and family support adviser Safeguarding and family support adviser EAL and family support adviser	Capacity to carry out preventative and reactive response to families with poor attendance Vulnerable children are protected and close relationships with outside agencies minimises the risk of children being missed New arrivals receive tailored induction to ensure they understand the British education system. Support and signposting provided.	£75,000
	Attendance incentives	To promote high attendance as the key to success	£4,000
	Breakfast Club	To provide healthy breakfast and pastoral support that allows children to have a positive start to the day.	£4,500

	Free milk for all FS and KS1	To boost calcium intake and hydration in order to increase concentration.	£8,000
Total Pastoral			£176,500
Resources	Rosetta Stone Language Programme	To provide additional opportunities for children to develop and practice their acquisition of English language.	£4,100
Total resources			£4,100
Education al visits	Y6 residential Supply cover Y5 residential supply cover	To extend pupils' experiences and increase confidence	£9,500 £840 £2,100
	Educational day visits	To enhance the curriculum and give children real experiences in order to help contextualise their learning	£10,500
Total visits			£22,940
TOTAL PROJECTED EXPENDITURE			£340,540
TOTAL PROJECTED PPG INCOME 2016/17			£333,300

(see over for Impact Report 2016-17)

Impact of Pupil Premium Grant 2016-17

When evaluating the effectiveness of the Pupil Premium Grant it is important to take into account the complexities of the school cohort. For example the 2017 end of Key Stage 2 cohort included 16 out of 59 (27%) pupils who did not have Key Stage 1 data as they were new to the country in KS2. The progress of this significant group is therefore not included in the published progress measure. Internal data shows that the majority of these pupils make accelerated progress from very low starting points but do not reach the National Standard and therefore have a negative impact on the school's attainment data.

End of Foundation Stage

The percentage of disadvantaged pupils reaching Good Level of Development (GLD) decreased from 49% to 29%. The school is clear that the 2016 -17 Reception cohort was extremely complex with significant numbers of pupils joining midyear having no previous educational or social experiences and the vast majority being at the early stages of English Language acquisition. Overall outcomes in GLD also decreased in 2017. In terms of the impact of Pupil Premium funding, the impact cannot be evidenced in this cohort however the school is confident that ongoing intervention and support (funded by PPG) will narrow the gaps for this cohort.

Phonics Year 1

The percentage of disadvantaged pupils passing the phonics check increased from 47% to 61%.

End of Key Stage 1

The percentage of disadvantaged pupils reaching the expected standard in reading decreased by 5% in 2016, increased by 3% in writing and 1% in maths.

End of Key Stage 2

Average progress for disadvantaged pupils in reading, writing and maths

[▶ Help with progress scores](#)

	Reading Explore data in detail	Writing Explore data in detail	Maths Explore data in detail
Progress score for disadvantaged pupils	+1.68	+3.19	+2.92
Confidence interval 	-0.41 to +3.77	+1.15 to +5.22	+1.02 to +4.81
National average for non-disadvantaged pupils 	+0.33	+0.17	+0.28
Number of disadvantaged pupils	34	34	34

When compared to National non-disadvantaged pupils, Brownhill disadvantaged pupils have made significantly greater progress in reading, writing and maths.

When comparing the progress of disadvantaged pupils from their prior attainment groups it can be seen that all attainment groups in all subjects Brownhill the progress score is higher than for non-disadvantaged children nationally except for low prior attainers in reading where there is a difference of -0.32.

Average progress in reading by prior attainment

Prior attainment	Low ?		Middle ?		High ?	
Group	All	Dis	All	Dis	All	Dis
Number of pupils	9	8	32	23	3	3
Score	-0.64	0.15	2.12	2.26	1.32	1.32
National average	0.00	0.47	0.00	0.34	0.00	0.28
Difference ?	-0.64	-0.32	2.12	1.92	1.32	1.03
Confidence interval ?	-4.71 to +3.43	-4.16 to +4.47	-0.04 to +4.28	-0.29 to +4.80	-5.73 to +8.36	-5.73 to +8.36

Average progress in writing by prior attainment

Prior attainment	Low ?		Middle ?		High ?	
Group	All	Dis	All	Dis	All	Dis
Number of pupils	9	8	32	23	3	3
Score	5.09	5.41	2.65	2.26	4.35	4.35
National average	0.00	0.47	0.00	0.17	0.00	0.13
Difference ?	5.10	4.94	2.64	2.10	4.35	4.22
Confidence interval ?	+1.14 to +9.04	+1.22 to +9.60	+0.55 to +4.74	-0.21 to +4.74	-2.50 to +11.19	-2.50 to +11.19

Average progress in maths by prior attainment

Prior attainment	Low ?		Middle ?		High ?	
Group	All	Dis	All	Dis	All	Dis
Number of pupils	9	8	32	23	3	3
Score	0.20	0.71	4.14	3.38	5.19	5.19
National average	0.00	0.58	0.00	0.30	0.00	0.20
Difference ?	0.20	0.13	4.15	3.08	5.19	4.99
Confidence interval ?	-3.48 to +3.87	-3.18 to +4.61	+2.20 to +6.09	+1.09 to +5.68	-1.18 to +11.55	-1.18 to +11.55

Progress at the end of Key Stage 2 for disadvantaged pupils has improved compared to 2015 from Q4 to Q2 in reading, Q2 to Q1 in writing and Q2 to Q1 in Maths.

This was also the outcome for 2016 which indicates an emerging trend that, overtime, pupil premium funding is impacting positively disadvantaged pupils' outcomes.

[Q5 being the bottom 20% nationally and Q1 being top 20% nationally as per Inspection Dashboard p4]

Attendance

The attendance of disadvantaged pupils (inc Nursery and reception) has increased from 93.6% in 2015/16 to 94.3% in 2016/17

Speech and Language

72 pupils received additional support for communication and language difficulties.

Pupil Premium Grant Plan for 2017-18

The school expects to receive £330,300 grant. Having evaluated the impact in 2016-17, the school knows it needs to continue to use the funding effectively in order to continue to narrow the attainment gap between disadvantaged pupils and other pupils nationally.

To ensure that all disadvantaged pupils receive high quality teaching from qualified teachers, the school plans to use nearly half the Pupil Premium Grant to provide additional teachers. Whilst it is well documented that smaller classes alone do not raise attainment, increasing the number of teachers allows additional support for those children at risk of underachieving.

The school is fully committed to narrowing the gap between disadvantaged pupils and non-disadvantaged pupils nationally and as such monitors individual progress of all pupils to ensure disadvantaged pupils with low, middle or high prior attainment are provided with appropriate challenge in their learning.

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