



## Review of Carr Lodge Academy Pupil Premium Spending 2017-2018

### **Rationale**

Carr Lodge Academy recognises that all pupils, regardless of their background, should have equal access to a curriculum which will enable them to reach their potential. The pupil premium is a Government initiative that targets extra money to pupils from deprived backgrounds, which, research shows; underachieve, compared to their peers.

The Government have used pupils entitled to Free School Meals (FSM) as an indicator for deprivation, and have deployed a fixed amount of money to schools per pupil, based on the number of pupils eligible for FSM. Looked After Children are also eligible for this increased funding. The Government are not dictating how schools should spend this money, but are clear that schools will need to employ the strategies that they know will support these pupils to increase their attainment, and 'narrow the gap' between their attainment and the attainment of other pupils.

The amount of funding allocated per pupil is £1320 in 2017-2018, all pupils who had been eligible for Free School Meals in the last 6 years are also included in the funding calculation.

In addition to the Pupil Premium Funding, from 2015 schools, have been given up to £302.10 for every 3- and 4-year-old from a low-income family who take up a full time education place of 570 hours . The Early Years Pupil Premium is designed to narrow the attainment gap between young children from low-income families and their peers, setting them on a path to a more successful future. The Early Years Pupil Premium Funding plan is included at the end of this document.

### **Monitoring Pupil Premium Funding Spend**

Thorough evaluation of the progress of pupils helps us to identify where there is need for intervention and strategies to promote improvement. Action Plans and Audits are completed before funding is allocated and evaluations take place at scheduled points throughout the year as part of the academy monitoring timetable. Interventions are adapted and changed if they do not meet the needs of the pupils.

A wide range of evidence is used to assess the impact of the Pupil Premium Funding spend.

Assessment data is collected, monitored and analysed at least once each half term to inform the attainment and progress of pupils.

- Attendance data is collated and analysed half termly.
- Teaching staff attend regular pupil progress meetings.
- Observations, learning walks occur frequently.
- Parent/pupil/staff voice informs evaluations of projects.
- Records are used to evaluate the impact of pastoral interventions.

This year our Pupil Premium Budget is: £33,000

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| <b>The allocation of Pupil Premium Funding will be spent on:- Learning in the Curriculum</b> |
| Reading book collection- loan service  |
| Same Day Intervention- English, Maths  |
| 1:1 Reading Books  |
| <b>Social, Emotional &amp; Behaviour</b>   |
| Counselling  |
| SEMH Interventions Resources   |
| <b>Enrichment Beyond the Curriculum</b>  |
| Revised charges for Extra-Curricular Clubs   |
| Revised charges for Educational and Residential Visits                                       |
| Music Tuition  |

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| <b>Families/Community</b>                   |
| Access to before and after-school childcare |
| Parenting Courses                           |

### Attainment 2017/18

The table below shows the end of year attainment children achieving ARE PP vs Non PP

|        | Reading         |        |            | Writing         |        |            | Maths           |        |            |
|--------|-----------------|--------|------------|-----------------|--------|------------|-----------------|--------|------------|
|        | PP              | Non-PP | Difference | PP              | Non-PP | Difference | PP              | Non-PP | Difference |
| Year 1 | 63.6%<br>(7/11) | 89.6%  | 25.9%      | 45.5%<br>(5/11) | 87.5%  | 42%        | 63.6%<br>(7/11) | 85.4%  | 21.8%      |
| Year 2 | 66.7%<br>(4/6)  | 73.6%  | 6.9%       | 66.7%<br>(4/6)  | 73.6%  | 6.9%       | 66.7%<br>(4/6)  | 81.1%  | 14.5%      |
| Year 3 | 60%<br>(%)      | 88.9%  | 28.9%      | 60%<br>(%)      | 74.1%  | 14.1%      | 75%<br>(¾)      | 96.3%  | 21.3%      |
| Year 4 | 71.4%<br>(5/7)  | 61.1%  | -10.3%     | 57.1%<br>(4/7)  | 55.6%  | -1.6%      | 71.4%<br>(5/7)  | 61.1%  | -10.3%     |
| Year 5 | 33.3%<br>(2/6)  | 77.8%  | 44.4%      | 33.3%<br>(2/6)  | 81.5%  | 48.1%      | 33.3%<br>(2/6)  | 88.9%  | 55.6%      |
| Year 6 | 50%<br>(½)      | 89.5%  | 49.5%      | 50%<br>(½)      | 94.7%  | 44.7%      | 100%<br>(2/2)   | 94.7%  | -5.3%      |

As numbers of PP children are so low in some classes it makes attainment data difficult to analyse for impact of pupils. Also some children with PP in the academy also have SEND or are working on a lower curriculum year group so in year progress shows a clearer measure of impact over attainment.

Progress from Start of Year Baseline to Summer End of Term

3 Points Progress -PP vs Non-PP

|        | Reading      |                | Writing      |                | Maths        |                |
|--------|--------------|----------------|--------------|----------------|--------------|----------------|
|        | PP           | Non-PP         | PP           | Non-PP         | PP           | Non-PP         |
| Year 1 | 73%<br>8/11  | 83%<br>40/48   | 73%<br>8/11  | 85%<br>41/48   | 81%<br>9/11  | 83%<br>40/48   |
| Year 2 | 100%<br>6/6  | 92.5%<br>49/53 | 100%<br>6/6  | 94.3%<br>50/53 | 100%<br>6/6  | 94.3%<br>50/53 |
| Year 3 | 100%<br>3/3  | 96.3%<br>26/27 | 100%<br>3/3  | 77.8%<br>21/27 | 100%<br>3/3  | 100%<br>27/27  |
| Year 4 | 85.7%<br>6/7 | 88.9%<br>16/18 | 71.4%<br>5/7 | 77.8%<br>14/18 | 85.7%<br>6/7 | 83.3%<br>15/18 |
| Year 5 | 83.3%<br>5/6 | 81.5%<br>22/27 | 83.3%<br>5/6 | 85.2%<br>23/27 | 83.3%<br>5/6 | 88.9%<br>24/27 |
| Year 6 | 100%<br>2/2  | 100%<br>19/19  | 100%<br>2/2  | 100%<br>19/19  | 100%<br>2/2  | 94.7%<br>19/19 |

The progress table shows that children classed as disadvantaged are making in year progress in line or above their peers in most cohorts. The exception here being Year 1- Reading and Writing below by 10-12%- Early Reading and Writing intervention for Year 1 needs to be a priority in Pupil Premium spending for 2018/19.

The data shows that disadvantaged children are clearly making good progress in line with their peers, however this is not reflected in the number of pupils achieving ARE in the end of year attainment summaries. Academic intervention in core subjects and basic skills needs to continue to be a priority in 2018/19 Pupil Premium spending to accelerate progress of disadvantaged pupils in order for them to close the gap with their peers in terms of achieving ARE.

Improving attendance and persistent absence will also be a priority for 2018/19 as this is having a detrimental impact on some pupils from both PP and Non-PP groups in their learning with significant lost learning time.

| Focus Area  | Actions  | Predicted Expenditure | Estimated Impact  | Lesson Learned  | Actual Expenditure |
|---|--|-----------------------|---|---|--------------------|
| <b>Learning in the Curriculum:</b><br>Use of SENCO and TAs to Same Day Intervention in Maths and English. | SENCO and TAs to support R,W, M every afternoon to prepare children for the next day's learning and close the gap. | £ 22,500              | There have been children from all groups PP and non-pp have made progress based on the impact of TA SDI intervention. | This had most impact when the TA who worked in the class in the morning session lead the intervention in the afternoon e.g. there was less impact in Year 1 as it was not their class TA running the intervention compared to Year 2 whose own TA led the intervention. This is the same picture is KS2 where the Y4 class had their own TA leading the intervention. | £24,549            |
| Reading- Develop a reading collection for 1:1 reading intervention.                                       | SENCO to purchase a suitable scheme to support   | £2,000                | Reading resources have been purchased and implemented into school.  | Specifically trained reading intervention now needs to take place to maximise the impact of reading interventions.  | £750               |

|  |   |       |   |  |   |
|--|---|-------|---|--|---|
|  | reading.  |       |   |  |   |
| Reading Book Loans                       | Build up a collection of library books that can be taken home with children in a 'loan' capacity for children who don't have access to books or Bug Club at home in order to develop a love of reading. | £2000 | Children have been able to access books to take home and read for pleasure.   | As reading for pleasure has been a focus across school % of children reading at home in all classes has improved not just for PP children.   | £3700   |
| <b>Social and Emotional: Counselling</b> | Release time for DHT to train as counsellor.<br>Cost of Training.   | £400  | This service did not become available in Doncaster.   | Look for external training in the future.  | £0  |
| <b>Thrive</b>                            | Cost of maintaining Thrive Space, CPD.  | £1000 | All children were screened for Thrive and intervention programs put in place.   | Employ a Learning Mentor specifically in 18/19 to run mentoring sessions such as Horizons and restorative practice sessions as this became the greater necessity over Thrive in 17/18. | £800  |
| <b>Thrive Sessions</b>                   | Learning Mentor employed to run afternoon Thrive sessions 3 afternoons per week.  | £2700 | Restorative practice was also implemented in the academy.<br><br>Incidences of recorded behaviour have dropped in school by 64% from the average of the first 3 months of the year compared to the average of the last 3 months | Parenting support has also become much more evident as an area where support is needed in a TAF and Early Help support   | £2632.50<br><br>£972 (morning mentoring role) |

|   |                              |       |   |  |       |
|---|------------------------------|-------|---|--|-------|
|   |                              |       | <p>of the year.</p> <p>The learning mentor role needed to be expanded into 3 morning sessions a week for the summer term to support the needs of PP pupils joining the academy.</p>   | <p>approach over or in addition to Thrive sessions.</p>  |       |
| <b>Enrichment Beyond the Curriculum :</b><br>School trips | Revised charges for trips.   | £1000 | All PP children were able to access all school trips and benefit from the real-life experiences these provided included attending the Y6 residential.   | The Y6 residential in particular has a significant impact on a SEMH level  | £1295 |
| Extra Curricular Clubs                                    | Free or reduced cost places. | £1000 | <p>57% of children at Carr Lodge attended an after school club in 2017/18. Repeat bookings of after school clubs remain high of both paid for sports clubs and staff run free clubs.</p> <p>55% of PP children attended clubs this year.</p>  | <p>The Pupil Parliament shared that they would like more non-sporting clubs in addition to the sports coaches in 2018/19.</p> <p>Raise the profile of clubs and discounts for PP children with parents in 18/19.</p> | £735  |
| Music Tuition   | Free or reduced cost places. | £700  | Subsidised music lessons were offered to PP children to raise the profile of learning a skill. This was taken up by 20% of PP children who attended 35 music lessons each in piano, guitar, ukulele and drumming. Children have shown clear progress in their learning and have completed all | Raise profile further to increase number of PP children accessing instrumental lessons- consideration of instrument loans also needs to be considered in costings for 2018/19.                                       | £980  |

|   |   |         |   |   |            |
|---|---|---------|---|---|------------|
|   |   |         | 35 lessons.   |   |            |
| <b>Families/Community:</b><br>Breakfast and afterschool club. | Free or subsidised places for 'Kingfisher Care' | £1300   | PP children attending breakfast club had reduced incidences of lateness and attendance improved.  | Continue this provision for most vulnerable families linked with Persistent Absence as targeted support.  | £950       |
| Parenting Courses-Subsidised for free places                  | Cygnets Parenting Courses                       | £478    | Parents attending the course attended the whole course there was a 95% attendance rate and no drop outs of course members.<br><br>Parents felt they had created a good link with school and are now more open to ask for support and help from the learning mentor. | School Learning Mentor to lead Family Support Work in 2018/19 to be able to reach a wider field of parents.<br>Learning mentor Solihull parenting training.<br><br>Learning mentor to directly approach identified pupils and family. | £450       |
| <b>Total:</b>   |   | £35,078 |   |   | £37,813.20 |
| <b>PPG:</b>   |   | £33,000 |   |   | £33,000    |
| <b>Additional Funding from CLA Budget:</b>                    |   | £2,078  |   |   | £4,813.20  |