

PUPIL PREMIUM ANALYSIS

2016-2017

Objectives of Pupil Premium spending

When making decisions about Pupil Premium spending, it is important to consider the context of the school and the subsequent challenges faced. There are some common barriers for our Pupil Premium pupils, which can include: less support at home, weaker language and communication skills, lack of confidence, attendance and punctuality issues and a negative attitude to learning.

As an Academy, our main objective is to close the gap between our Pupil Premium and non-Pupil Premium pupils so that all students across the Academy are making good or better progress.

We have identified some key priorities for the academic year 2016-2017, which form the basis of our Academy Improvement Plan. Our Pupil Premium funding will be used to support these key priorities in order to continue closing the gap for our Pupil Premium pupils.

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1. Summary information											
School	La Fontaine Academy										
Academic Year	2016-17	Total PP budget	£17,160	Date of most recent PP Review	07/16						
Total number of pupils	216	Number of pupils eligible for PP	24	Date for next internal review of this strategy	01/17						
2. Current attainment											
			Pupils eligible for PP			Pupils not eligible for PP					
			2014-2015	2015-2016	2016-2017	2014-2015	2015-2016	2016-2017			
% achieving GLD at the end of Reception			0%	100%	86%	79%	91.2%	87%			
% passing Phonics Screening test at the end of Year 1			80%	100%	100%	100%	100%	98.2%			
% achieving national standard (Reading) at KS1			-	75%	75%	91%	100%	95%			
% achieving national standard (Writing) at KS1			-	75%	75%	91%	96%	92.5%			
% achieving national standard (Mathematics) at KS1			-	75%	75%	96%	100%	92.5%			
		PP CHILD	NON PP CHILDREN			PP CHILD	NON PP CHILDREN				
YEAR 1 – READING (S1 AT THE END OF THE YEAR)		82%	100%	YEAR 3 – READING (S3 AT THE END OF THE YEAR)		89%	100%	YEAR 4 – READING (S4 AT THE END OF THE YEAR)		100%	86%
YEAR 1 – WRITING (S1 AT THE END OF THE YEAR)		87%	75%	YEAR 3 – WRITING (S3 AT THE END OF THE YEAR)		89%	83%	YEAR 4 – WRITING (S4 AT THE END OF THE YEAR)		100%	86%
YEAR 1 – MATHEMATICS (S1 AT THE END OF THE YEAR)		87%	100%	YEAR 3 – MATHEMATICS (S3 AT THE END OF THE YEAR)		78%	78%	YEAR 4 – MATHEMATICS (S4 AT THE END OF THE YEAR)		100%	83%
3. Barriers to future attainment (for pupils eligible for PP)											
In-school barriers (issues to be addressed in school, such as poor oral language skills)											
A.	PP children achieving Greater Depth in Reading, Writing, Mathematics at the end of KS1 is lower than non-FSM children.										
B.	% of FSM students attending clubs is lower than non-FSM children (7.6% compared to 92.4%).										
External barriers (issues which also require action outside school, such as low attendance rates)											

C.	Average attendance for FSM children in 2015-2016 was 93.05% (below the target for all students of 97.5%). This reduces their school hours and has an impact on their emotional well-being
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Desired outcomes		
A.	Improve Greater Depth outcomes for FSM children.	Students eligible for PPG reach greater depth in all year groups and make accelerated progress if necessary.
B.	Improve attendance of FSM children in clubs.	The gap – in attendance – between FSM and non-FSM children is narrowed.
C.	Improve attendance for FSM children	The gap – in attendance – between FSM and non-FSM children is narrowed.

4. Expenditure

Academic year	2016-2017
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i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. Improve learning at Greater Depth	Staff training & CPD. SLT deployment.	Quality-first teaching is key to raise standards.	Use CPD sessions to deliver training. Support from STEP Head of T&L. Peer observations and feedback. Learning walks.	AHTs	January 2017, June 2017

A. Improve learning at Greater Depth	Staff training on Bloom's. CPD on teaching of reading comprehension skills. SPAG support for teachers.	Want to invest money in long term change which will impact over time. EEF Toolkit indicates teaching reading comprehension skills is an effective way to improve attainment. SPAG support to develop good practice across the school and impact writing in general.	Use INSET days to deliver training. CPD from AHTs. Peer observations and feedback. Learning walks.	AHTs	January 2017, June 2017
A. Improve learning at Greater Depth	Staff CPD on stretch and challenge. Focused teaching on key reading and maths skills.	Gaps are still evident for PP students at greater depth. A higher percentage of all students need to attain 'greater depth'. By training a number of teachers in stretch and challenge practices, we will have models of good practice in place.	Peer coaching to develop best practice and then share with others. Courses carefully selected to best meet training needs. INSET days. Training from Maths Hub & STEP Head of T&L.	AHTs	January 2017, July 2017
Total budgeted cost					£14,521
ii. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
B. Improve attendance of FSM children in clubs	Develop an analysis of attendance for clubs.	Emotional well-being (which can be supported by attendance at clubs) is key in a child's holistic education.	Work with Clubs Officer to monitor attendance and target families if necessary.	SBM	January 2017, July 2017

C. Improve attendance of FSM children	Close work with EWO to monitor attendance of FSM children.	NFER school briefing identifies attendance as a next step. Students with low attendance do not attain as well as those with high attendance.	Work with Attendance Officer and EWO to monitor attendance and target families if necessary. EWO & Inclusion Manager work together to monitor absence & arrange early intervention. Standard Academy procedures to be followed.	SENDco and HT + EWO	January 2017, July 2017
Total budgeted cost					£6019.20

Appendices:

