

**PUPIL PREMIUM IMPACT REPORT – 2017-2018**

1. Summary information								
School	La Fontaine Academy							
Academic Year	2017-18	Total PP budget	£34,320	Date of most recent PP Review	07/18			
Total number of pupils	273	Number of pupils eligible for PP	33	Date for next internal review of this strategy	09/18			
2. Current attainment								
	Pupils eligible for PP				Pupils not eligible for PP			
	2014-2015	2015-2016	2016-2017	2017-2018	2014-2015	2015-2016	2016-2017	2017-2018
% achieving GLD at the end of Reception	0%	100%	86%	83.4%	79%	91.2%	87%	90.4%
% passing Phonics Screening test at the end of Year 1	80%	100%	100%	100%	100%	100%	98.2%	96.3%
% achieving national standard (Reading) at KS1	-	75%	75%	100%	91%	100%	95%	86.8%
% achieving national standard (Writing) at KS1	-	75%	75%	80%	91%	96%	92.5%	89.7%
% achieving national standard (Mathematics) at KS1	-	75%	75%	80%	96%	100%	92.5%	89.7%
3. Barriers to future attainment (for pupils eligible for PP)								
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>								
A.	Need for extra support in core areas (English and Mathematics) to raise the attainment of Years 2-5 children.							
B.	PP children achieving Greater Depth in Reading, Writing, Mathematics is generally lower than non-FSM children.							
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>								
C.	Average attendance for PPG children in 2016-2017 was lower than non-FSM children. This reduces their school hours and has an impact on their emotional well-being.							

Desired outcomes					
<b>A.</b>	Narrow the gap between PPG and non-PPG children in English and Mathematics.	Students eligible for PPG make accelerated progress if necessary.			
<b>B.</b>	Improve Greater Depth outcomes for PPG children.	Students eligible for PPG reach greater depth in all year groups and make accelerated progress if necessary.			
<b>C.</b>	Improve attendance for PPG children	The gap – in attendance – between PPG and non-PPG children is narrowed.			
4. Planned expenditure					
Academic year		2017-2018			
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?
<b>A.</b> Narrow the gap between PPG and non-PPG children in English and Mathematics.	Staff training & CPD. SLT deployment.  Extra teacher in Years 4-5.	Quality-first teaching is key to raise standards.	Use CPD sessions to deliver training. Use PPA session to provide planning support. Co-teaching to ensure modelling from more experienced teachers. Support from STEP Head of T&L. Peer observations and feedback. Learning walks.	DHT AHT Subject Leaders	January 2018, June 2018
<b>B.</b> 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.	DHT AHT Subject Leaders	January 2018, June 2018

<b>B. Improve learning at Greater Depth</b>	Staff training on Greater Depth. CPD on teaching of depth skills. Planning support for teachers.	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.	Use INSET days to deliver training. CPD from Subject Leaders. Peer observations and feedback. Learning walks. Peer coaching to develop best practice and then share with others. Training from Maths Hub & STEP Head of T&L.	DHT AHT Subject Leaders	January 2018, June 2018
<b>Total budgeted cost</b>					Circa £35,000
<b>ii. Targeted support</b>					
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>C. Improve attendance of PPG children</b>	Close work with EWO to monitor attendance of PPG 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 + SBM + EWO	January 2018, July 2018
<b>Total budgeted cost</b>					£2,000

## IMPACT

RECEPTION					YEAR 1					YEAR 2				
PPG	Reading	Writing	Maths		PPG	Reading	Writing	Maths		PPG	Reading	Writing	Maths	
Pupils	4	4	4		Pupils	8	8	8		Pupils	5	5	5	
Total below	1	1	1		Total below	4	4	3		Total below	0	1	1	
<b>% below</b>	<b>25</b>	<b>25</b>	<b>25</b>		<b>% below</b>	<b>50</b>	<b>50</b>	<b>38</b>		<b>% below</b>	<b>0</b>	<b>20</b>	<b>20</b>	
total expected	3	3	3		total expected	0	2	3		total expected	3	3	2	
<b>% expected</b>	<b>75</b>	<b>75</b>	<b>75</b>		<b>% expected</b>	<b>0</b>	<b>25</b>	<b>38</b>		<b>% expected</b>	<b>60</b>	<b>60</b>	<b>40</b>	
total greater depth	0	0	0		total greater depth	4	2	2		total greater depth	2	1	2	
<b>% greater depth</b>	<b>0</b>	<b>0</b>	<b>0</b>		<b>% greater depth</b>	<b>50</b>	<b>25</b>	<b>25</b>		<b>% greater depth</b>	<b>40</b>	<b>20</b>	<b>40</b>	
total expected and above	3	3	3		total expected and above	4	4	5		total expected and above	5	4	4	
<b>% expected and above</b>	<b>75</b>	<b>75</b>	<b>75</b>		<b>% expected and above</b>	<b>50</b>	<b>50</b>	<b>63</b>		<b>% expected and above</b>	<b>100</b>	<b>80</b>	<b>80</b>	
<b>Non PPG</b>	Reading	Writing	Maths		<b>Non PPG</b>	Reading	Writing	Maths		<b>Non PPG</b>	Reading	Writing	Maths	
Pupils	54	54	54		Pupils	52	52	52		Pupils	38	38	38	
Total below	0	2	2		Total below	7	12	7		Total below	5	6	5	
<b>% below</b>	<b>0</b>	<b>4</b>	<b>4</b>		<b>% below</b>	<b>13</b>	<b>23</b>	<b>13</b>		<b>% below</b>	<b>13</b>	<b>16</b>	<b>13</b>	
total expected	36	35	34		total expected	31	28	29		total expected	16	21	15	
<b>% expected</b>	<b>67</b>	<b>65</b>	<b>63</b>		<b>% expected</b>	<b>60</b>	<b>54</b>	<b>56</b>		<b>% expected</b>	<b>42</b>	<b>55</b>	<b>39</b>	
total greater depth	18	17	18		total greater depth	14	12	16		total greater depth	17	11	18	
<b>% greater depth</b>	<b>33</b>	<b>31</b>	<b>33</b>		<b>% greater depth</b>	<b>27</b>	<b>23</b>	<b>31</b>		<b>% greater depth</b>	<b>45</b>	<b>29</b>	<b>47</b>	
total expected and above	54	52	52		total expected and above	45	40	45		total expected and above	33	32	33	
<b>% expected and above</b>	<b>100</b>	<b>96</b>	<b>96</b>		<b>% expected and above</b>	<b>87</b>	<b>77</b>	<b>87</b>		<b>% expected and above</b>	<b>87</b>	<b>84</b>	<b>87</b>	
YEAR 3					YEAR 4					YEAR 5				
PPG	Reading	Writing	Maths		PPG	Reading	Writing	Maths		PPG	Reading	Writing	Maths	
Pupils	5	5	5		Pupils	9	9	9		Pupils	2	2	2	
Total below	0	1	1		Total below	1	4	3		Total below	1	1	2	
<b>% below</b>	<b>0</b>	<b>20</b>	<b>20</b>		<b>% below</b>	<b>11</b>	<b>44</b>	<b>33</b>		<b>% below</b>	<b>50</b>	<b>50</b>	<b>100</b>	
total expected	4	3	2		total expected	7	5	4		total expected	1	1	0	
<b>% expected</b>	<b>80</b>	<b>60</b>	<b>40</b>		<b>% expected</b>	<b>78</b>	<b>56</b>	<b>44</b>		<b>% expected</b>	<b>50</b>	<b>50</b>	<b>0</b>	
total greater depth	1	1	2		total greater depth	1	0	2		total greater depth	0	0	0	
<b>% greater depth</b>	<b>20</b>	<b>20</b>	<b>40</b>		<b>% greater depth</b>	<b>11</b>	<b>0</b>	<b>22</b>		<b>% greater depth</b>	<b>0</b>	<b>0</b>	<b>0</b>	
total expected and above	5	4	4		total expected and above	8	5	6		total expected and above	1	1	0	
<b>% expected and above</b>	<b>100</b>	<b>80</b>	<b>80</b>		<b>% expected and above</b>	<b>89</b>	<b>56</b>	<b>67</b>		<b>% expected and above</b>	<b>50</b>	<b>50</b>	<b>0</b>	
<b>Non PPG</b>	Reading	Writing	Maths		<b>Non PPG</b>	Reading	Writing	Maths		<b>Non PPG</b>	Reading	Writing	Maths	
Pupils	56	56	56		Pupils	15	15	15		Pupils	26	26	26	
Total below	9	8	8		Total below	4	6	5		Total below	3	7	6	
<b>% below</b>	<b>16</b>	<b>14</b>	<b>14</b>		<b>% below</b>	<b>27</b>	<b>40</b>	<b>33</b>		<b>% below</b>	<b>12</b>	<b>27</b>	<b>23</b>	
total expected	19	25	25		total expected	5	2	5		total expected	17	12	11	
<b>% expected</b>	<b>34</b>	<b>45</b>	<b>45</b>		<b>% expected</b>	<b>33</b>	<b>13</b>	<b>33</b>		<b>% expected</b>	<b>65</b>	<b>46</b>	<b>42</b>	
total greater depth	28	23	23		total greater depth	6	7	5		total greater depth	6	7	9	
<b>% greater depth</b>	<b>50</b>	<b>41</b>	<b>41</b>		<b>% greater depth</b>	<b>40</b>	<b>47</b>	<b>33</b>		<b>% greater depth</b>	<b>23</b>	<b>27</b>	<b>35</b>	
total expected and above	47	48	48		total expected and above	11	9	10		total expected and above	23	19	20	
<b>% expected and above</b>	<b>84</b>	<b>86</b>	<b>86</b>		<b>% expected and above</b>	<b>73</b>	<b>60</b>	<b>67</b>		<b>% expected and above</b>	<b>88</b>	<b>73</b>	<b>77</b>	

DESIRED OUTCOME	ESTIMATED IMPACT	LESSONS LEARNED
<p><b>A.</b> Narrow the gap between PPG and non-PPG children in English and Mathematics.</p>	<p>See data above.</p> <p>Whilst there have been an impact on some areas of the school in terms of English and Mathematics, the picture is such that there is still a gap between non-PPG and PPG children.</p> <p>Teachers have been supported with provision mapping and key interventions have been successful. However, it is felt that a more systematic focus on planning support is required, something which will inform our strategy for 2018-2019.</p>	<p>Small group interventions work well, when planned systematically. This is something which will be looked at more systematically in 2018-2019.</p>
<p><b>B.</b> Improve learning at Greater Depth.</p>	<p>Most of the children in receipt of the PPG have needed consolidation of core learning this year. Rather than pushing them through to greater depth unwisely, we have focused on consolidating their foundations.</p>	
<p><b>C.</b> Improve attendance of PPG children.</p>	<p>The gap has narrowed.</p> <p>2015-16: 93.1%</p> <p>2016-17: 94.4%</p> <p>2017-18: 95.6%</p>	<p>A clear focus on building links with families has been successful. Likewise, having a dedicated EWO able to follow up on individual cases (e.g. phone calls, letters, etc.) has helped build a sense of urgency around the attendance of all children.</p>