



**Mount Pellon**  
Primary Academy

# **Pupil Premium Statement 2015-2016**

# Mount Pellon Primary Academy

## Pupil Premium Funding Data for Mount Pellon Primary Academy 2015-2016

Number of Pupils and Pupil Premium funding (PPF) Received	
Total number of pupils on roll	525
Total number of pupils eligible for PPF	203
Amount of PPF received per pupil	£1320
Total amount of PPF received	£261,910

### Summary of PPF Spending in Academic Year 2015-2016

#### Objectives in spending PPF

- Raise standards for pupil premium children so that they make good progress from starting points
- Increase the number of pupil premium children who achieve GLD at the end of reception
- Increase the number of children who achieve the expected standard in the phonics screen in year 1 and year 2
- Close the gap between disadvantaged pupils and their non-disadvantaged peers by the end of key stage 1 in all areas
- Close the gap between disadvantaged pupils and their non-disadvantaged peers by the end of key stage 2 in all areas
- Maintain zero exclusions for disadvantaged pupils
- Increase the nurture and pastoral support for the most vulnerable disadvantaged children
- Focus on staffing to enable any interventions to be targeted at disadvantaged pupils identified at pupil progress meetings and delivered by high quality staff for maximum impact

#### Summary of spending and actions taken

- Maintained small numbers in reception so that children receive a more tailored approach to their learning by running 3 small reception classes of approximately 20 children each = 1x teacher full time = £27,860
- Release using nursery nurses for targeted disadvantaged children so that teachers delivered interventions based on phonics, reading, writing and maths = 5 hours of NN cover per week = £18135 per year
- Nursery Nurse trained in speech and language program to target children's communication and language needs = 2 hours of NN release = £7,254 per year
- Phonic training for all staff – 2hours x all teachers, Nursery Nurses and Cover Supervisors = £10,022
- Phonic training 'top up sessions' for identified staff led by Assistant Principal = 4 hours training = £1,248
- Experienced cover supervisors led phonic intervention for disadvantaged pupils daily = 10 hours weekly = £26,100 per year
- Assistant Principal delivered maths interventions across year 2 and year 3 = 4 hours weekly =

£31,200 per year

- Teachers released by cover supervisors to lead reading and writing interventions across year 2, 3 and 4 = 12 hours of cover supervisor per week = £26,100 per year
- 2 teachers employed for mornings only in year 5 and 6 to allow for more focused targeting of children including disadvantaged pupils = 2x 0.5 teachers = £41,653
- interventions in year 5 and 6 led by experienced teachers using cover supervisor to release them = 3 cover supervisor hours weekly = £6,525
- Improve structure within pastoral team by appointing advanced learning mentor to lead and develop the tem = £5,291 (difference between advanced role and substantive role)
- Appoint 2 more full time staff to the pastoral team to support 1:1 work and small group work as identified through the Pupil Support Overview meetings = 2 additional staff = £24,902
- Use of SLA with Specialist school to target behaviour needs including play therapy training sessions, large focus around CLA child = SLA = £3,500
- Attendance officer monitors attendance of disadvantaged pupils. Action is taken for poor attendance. Reward systems built in for good attendance. = weekly hours of sttendacne officer plus purchase of rewards including staff hours to supervise rewards = £19,000
- SLA with local authority EWO including home visits conducted specifically for disadvantaged poor attenders. = for disadvantaged pupils = £500
- Subsidising costs of school visits which enrich the curriculum and allow all children to participate = £15,000
- Targeting of disadvantaged pupils to attend clubs after school to broaden their experience and increase their participation =£5,000

Staff and raising standards costs

£269,290

#### Outcomes

- 63% of disadvantaged pupils achieved GLD which was a significant improvement on the previous year indicating the impact of phonic training, interventions which targeted the disadvantaged pupils specifically and the smaller class size to allow more personalised planning to the gaps of the children.
- 52% of disadvantaged pupils achieving the expected standard in phonics by the end of year 1.
- 87% of disadvantaged pupils achieved the expected standard in phonics by the end of year 2 which was in line with all children and their non-disadvantaged peers within the Academy. The gap was closed to the non-disadvantaged peers nationally over the year indicating the impact of the phonic interventions in place for these children.
- A similar % of disadvantaged pupils in year 2 achieved the expected standard. This was not sufficiently high even though the interventions impacted well for those children ensuring that gaps were closed effectively.
- By the end of year 6, disadvantaged pupils had performed as well or slightly better than all children within the Academy. However insufficient children reached the expected standard overall.
- No disadvantaged pupils were excluded showing the impact of the pastoral interventions and support.
- Attendance of disadvantaged pupils is broadly in line with their peers and persistent absenteeism is lower than their peers.

#### Next Steps 2016-2017

- Continue the phonic interventions for disadvantaged pupils using staffing identified as having a high impact
- Extend the phonic interventions in year 1 to include use of Reception staffing to target small groups of disadvantaged pupils specifically
- For end of year 2 outcomes, assess children at more regular intervals using test based materials to

**adapt intervention groupings**

- **Purchase test based materials to closely monitor all year groups alongside high quality, moderated and quality assured teacher assessments**
- **Book and work scrutiny to focus on disadvantaged pupils across the school specifically**
- **Disadvantaged children monitored more closely through a more regular standard testing regime to support rigorous teacher assessments**
- **Quality assurance of disadvantaged pupils progress and attainment by SLT to ensure progress is being made. Involvement of teacher at this point through release.**
- **Continue to use high quality teachers to complete interventions**
- **All disadvantaged children and especially those highlighted at pupil progress meetings to be included on all planning to maintain weekly focus on their outcomes.**
- **Interventions to focus on closing gaps from lessons – release teachers to complete this in the afternoon sessions.**