

# Pupil premium grant expenditure: Report to parents: 2015/16



**CWA Academy Trust**  
Collaboration Support Excellence

## Overview of the school

<b>Number of pupils and pupil premium grant (PPG) received</b>	
Total number of pupils on roll (not including Nursery)	335
Total number of pupils eligible for PPG	130
Amount of PPG received per pupil	£1,320 FSM £300 Forces £1,900 LAC
<b>Total amount of PPG received</b>	<b>£171,600</b>

## Nature of support 2015/16

### Aims:

- Continue to support our Speech and Language Teaching Assistant who works with disadvantaged cohort throughout the school to develop communication and language skills.
- Provide children coming into Year R with learning bags to bridge the summer holiday gap and communicate expectations to parents.
- Supporting Teaching Assistants to be trained alongside Vice Principal in mentoring and coaching for the disadvantaged cohort.
- Contribute to supporting the creation of single age classes throughout Key Stage 2 in order to further accelerate learning within the Key Stage.
- Continue to support the post of Attendance/Admissions/Exclusions Manager to improve the attendance of vulnerable learners.
- Continue to support Family Support Worker to focus on family support for vulnerable learners and co-ordinate support needed.

- Funding for trips and general activities to widen pupil's experiences.
- Senior Leadership Team strategic release time to interrogate data, monitor progress, moderate and share best practice with other academies/schools.
- Catch Up Maths provision for accelerating progress in KS2.
- Catch Up Literacy provision for accelerating progress in KS2
- Supporting the purchase of resources for the mastery curriculum.
- Continued support of Breakfast Club for relevant families.

### Record of PPG spending by item/project 2015/16

Item/project	Cost	Objective	Outcome
Continue to support our Speech and Language Teaching Assistant who works with disadvantaged cohort throughout the school to develop communication and language skills.	<b>£15593</b>	To bridge the gap in communication and language skills for disadvantaged children using 1:1 and small groups sessions.	Most children's communication and language skills improved to help them make progress across the curriculum. This was noted by teaching staff, parents, and Speech and Language Therapists (where children are directly known to the Speech and Language Therapy service).
Update Speech and Language resources.	<b>£250</b>		
Purchase I Pads (4) to support learners with communication and speech difficulties	<b>£796</b>		
Purchase assessment tools.	<b>£100</b>		
Attending Speech and Language specific training linked to use of ICT to enhance provision.	<b>£150</b>		
Provide children coming into YR with learning bags to bridge the summer holiday gap and communicate expectations to parents.	<b>£150</b>	Language of learning shared with parents and equipment/resources not normally accessed by children provided.	Children settled into YR very easily and parents were engaged from the beginning. 65% of disadvantaged children achieved a 'Good Level of Development' (GLD) putting them on a par with their peers in school as the whole cohort achieved 65% GLD.
Supporting Teaching Assistants to be trained alongside Vice Principal in mentoring and coaching for the disadvantaged cohort.	<b>£4290</b> (Vice Principal Sept-Dec)  <b>£4841</b> (TA Jan)	Train Teaching Assistants to work 1:1 with children focussing on a mentoring and coaching approach which will empower the children to become more reflective about their own work and recognise how they can use feedback from their teacher to	Vice Principal/TAs worked with 2 children per class for weekly sessions throughout the year. This also included regular meetings with parents to ensure parental engagement. All children responded well to the 1:1 approach and having quality, focussed time to talk about their work, their successes and their next steps in order to continue to make progress.

	- July)	make progress.																	
Contribute to supporting the creation of single age classes throughout Key Stage 2 in order to further accelerate learning within the Key Stage.	<b>£30000</b>  <b>£10000</b>	Part funding of 2 class teacher salaries to increase number of classes.  Classroom set up including furniture, ICT and resources for 2 new classes.	Rates of progress in Year 5 and Year 6 were outstanding. However, in Year 3 and 4 progress was not as good due to difficulties with recruiting permanent full time members of teaching staff.  Appropriate equipment and resources purchased.																
Continue to support Attendance/Admissions/Exclusions Manager to improve the attendance of vulnerable learners.	<b>£23822</b>	Fund Attendance Manager's salary; working closely with outside agencies and parents of vulnerable learners in improving attendance of vulnerable learners.	Our attendance figures have again improved over the year. <b>Pupil Premium Pupils Attendance Data</b> <table border="1"> <thead> <tr> <th></th> <th>2013/2014</th> <th>2014/2015</th> <th>2015/2016</th> </tr> </thead> <tbody> <tr> <td>Forces Pupils</td> <td>94.7%</td> <td>93.6%</td> <td>95.26%</td> </tr> <tr> <td>LAC</td> <td>88.7%</td> <td>98.1%</td> <td>99.48%</td> </tr> <tr> <td>FSM</td> <td>93.6%</td> <td>95.3%</td> <td>95.9%</td> </tr> </tbody> </table>		2013/2014	2014/2015	2015/2016	Forces Pupils	94.7%	93.6%	95.26%	LAC	88.7%	98.1%	99.48%	FSM	93.6%	95.3%	95.9%
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Continue to support Family Support Worker to focus on family support for vulnerable learners and co-ordinate support needed.	<b>£13756</b>	Fund FSW salary; FSW working closely with SENCO and other agencies on accessing and providing best support for vulnerable learners – pastoral role.	Engagement with vulnerable families has continued to improve. The Family Support Worker is working in partnership with outside agencies and Downham Market Academy to support families across the two schools.																
Notional budget to support disadvantaged learners with funding for trips and general activities to widen pupil's experiences.	<b>£29352</b>	Funding of educational trips and opportunities for disadvantaged learners.	Involvement of all in extra curricula activities. Engagement of families and parents as well as pupils in embedding the ethos of the school. Providing funding for transport to access trips and activities e.g. Adapted Sports Sessions in King's Lynn.																
Senior Leadership Team strategic release time to interrogate data, monitor progress, moderate and share best practice with other academies/schools with a focus on accelerated progress of disadvantaged cohort.	<b>£10000</b>	Senior leaders to have regular non-contact time to enable them to carry out leadership roles and responsibilities including monitoring of teachers within their phase, moderation and peer reviews with staff from other Primary academies within the Trust.	Senior leaders were able to develop a robust system of monitoring which enabled them to support the strategic development of members of their phase teams. Senior leaders were able to work with colleagues across the Trust, within the Cluster and with schools in the Norwich area in order to moderate work and share good practice. This was especially helpful linked to the removal of National Curriculum levels and assessment without levels.																
Catch Up Maths provision for accelerating progress in KS2	<b>£5500</b>	TA to deliver Catch Up Maths to KS2 learners who need to make accelerated progress. Part fund salary.	Progress in Maths across Year 4,5 and 6 accelerated.  Narrowing or closing of disadvantage gap.																

Catch Up Literacy provision for accelerating progress in KS2	<b>£5500</b>	TA to deliver Catch Up Literacy to KS2 learners who need to make accelerated progress. Part fund salary.	Progress in Literacy across Year 4,5 and 6 accelerated.  Narrowing or closing of disadvantage gap.
Supporting the purchase of resources for the mastery curriculum.	<b>£7500</b>	Each class to have a £500 budget to use to enhance provision to support embedding the mastery curriculum.	Class teachers liaised with phase leaders to purchase resources in a cost effective manner.
Continued support of Breakfast Club for relevant families.	<b>£10000</b>	Fund 2 members of staff to run Breakfast Club. Provide breakfast food and drink. Update resources. To provide high quality breakfast club provision to enable children to come into school and be prepared for the school day. Support for working parents to enable them to return/remain in employment.	The number of vulnerable families accessing Breakfast Club has increased, This has helped to support getting children into school in a timely manner and hence they are ready for the school day ahead. Behavioural difficulties have decreased and there has been a linked improvement in attendance.

### Performance of disadvantaged pupils

At the Nelson Academy we aim for all disadvantaged children to achieve the same level of academic progress as their non-disadvantaged peers and hence there should be 'no gap'.

The progress made by these two cohorts of children differs by less than 10% in Reading, Writing and Maths across the school. The only exceptions to this are the Reading expected progress level in Year 2, the Reading better than expected level in Reception and the Writing better than expected progress level in Year 6. In many areas the disadvantaged children have made greater progress than their non-disadvantaged peers; Reading expected level in Year 1 and Year 5, Reading better than expected progress in Year 1, Year 4 and Year 5, Writing expected level in Year 1, Year 4 and Year 5, Writing better than expected progress in Year 1 and Year 5, Maths expected progress in Year 2 and Year 4, and Maths better than expected progress in Year 2, Year 4, Year 5 and Year 6.

Despite these achievements it remains a high priority for all disadvantaged children to make progress at least in line with their non-disadvantaged peers, and ultimately we

aspire for all children for whom the school receives Pupil Premium funding to make accelerated progress.

**Progress during the academic year 2015-2016**

% Non-Disadvantaged Cohort	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
% Disadvantaged Cohort							
Reading – Progress	92%	87%	84%	50%	43%	84%	96%
Expected Level	88%	84%	72%	47%	42%	87%	94%
Reading – Progress	67%	19%	61%	7%	10%	51%	71%
Better than Expected	53%	34%	61%	0%	16%	51%	71%
Writing – Progress	88%	64%	87%	60%	60%	90%	91%
Expected Level	82%	65%	79%	50%	63%	91%	82%
Writing– Progress	65%	23%	70%	15%	17%	58%	71%
Better than Expected	59%	35%	63%	13%	16%	64%	53%
Maths – Progress	92%	91%	87%	66%	62%	84%	96%
Expected Level	88%	88%	90%	57%	63%	83%	94%
Maths – Progress	77%	34%	65%	12%	17%	47%	76%
Better than Expected	71%	29%	68%	10%	21%	52%	77%

Where progress 'gap' is more than 10%

Where disadvantaged children have made greater progress than non-disadvantaged peers