

# Ivingswood Academy

## Review of Pupil Premium Expenditure 2017-18

<b>Total PP budget</b>	£89,760
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### Expenditure Breakdown

Children and Families' Manager	£5,704
Additional support EYFS	£8,819
Additional support KS1	£19,074
1-1 and small group teaching support	£23,515
Additional support KS2	£23,755
Resources	£3,000
CPD	£2,000
Breakfast club	£2,000

Objective	Success criteria	Impact and Evaluation	Next Steps
<p>To diminish the difference in attainment between IA pupils, especially those who are eligible for the PP grant, and national averages for R,W and M.</p>	<p>Attainment and progress data will identify diminished differences- the gap will close, in line with the school improvement plan.</p> <p>Targets set:</p> <ul style="list-style-type: none"> <li>• EYFS overall Good Level of Development: 70%</li> <li>• Yr 1 overall Phonics: 83%</li> <li>• Yr 2 overall phonics:100%</li> <li>• End of KS1 overall ARE: Reading 68%, Writing 65%, Maths 71%</li> <li>• End of KS 1 GD: Reading:19%, Writing:19%, Maths:19%</li> <li>• End of KS2 overall ARE: Reading 78%, Writing 67%, Maths 78%</li> <li>• End of KS 2 GD: Reading:27%, Writing:19%, Maths:23%</li> <li>• End of KS2 R,W,M combined: 61%</li> <li>• The percentage of PPG pupils at ARE or above in R, W ,M to increase in every class group</li> </ul>	<ul style="list-style-type: none"> <li>• EYFS overall Good Level of Development: 59% <b>Success Criteria not met.</b> Attainment of PP pupils (50%) was below that of their peers and below national average.</li> <li>• Yr 1 overall Phonics: 83% <b>Success Criteria met.</b> Attainment of PP pupils (82%) had risen from 2017 and was in line with peers and with national average.</li> <li>• Yr 2 overall phonics: 96% <b>Success Criteria not met (by one child).</b> PP attainment (80%) was below the 100% of peers, but percentages are misleading as there was only one child in the cohort who did not meet the standard- they are in receipt of PP.</li> <li>• End of KS1 overall ARE: Reading 69%, Writing 62%, Maths 65%</li> <li>• End of KS 1 GD: Reading:15%, Writing:12%, Maths:12% <b>Success Criteria met for: Reading ARE</b> <b>Success Criteria not met for: Writing ARE (by one child), Maths ARE, GD- all subjects</b> Attainment of PP pupils was below that of their peers in every subject except Reading ARE. PP attainment had risen substantially from 2016 to 2017 but dipped in 2018 and was below national average.</li> <li>• End of KS2 overall ARE: Reading 69%, Writing 77%, Maths 69%</li> <li>• End of KS 2 GD: Reading: 8% Writing:4% Maths:19%</li> <li>• End of KS2 R,W,M combined: 58% <b>Success Criteria met for:</b></li> </ul>	<ul style="list-style-type: none"> <li>• Permanent teachers recruited for all year groups in 2017-18</li> <li>• End of 2019 pupil-level targets set, with children identified to make accelerated progress</li> <li>• Inclusion Manager appointed from January 2019</li> <li>• Improved approach to assessment, tracking and Pupil Progress Meetings, including close tracking of each child's progress towards their end of year target</li> <li>• Objective to continue via 2018-19 PP strategy</li> </ul>

		<p>Writing ARE Success Criteria not met for: Reading and Maths ARE GD- all subjects RWM Combined</p> <p>Attainment of PP pupils was below peers and below NA in all subjects. 40% of PP pupils attained the expected standard in RWM, compared to 69% of other pupils in the school and a NA of 64%.</p> <ul style="list-style-type: none"> <li>The percentage of PPG pupils at ARE or above in R, W, M to increase in every class group Increases seen in R, W, M in Year 2 and Year 6 and in Reading only in Year 4. From Summer 2017 to Summer 2018, the percentage of PP pupils In Years 2-6 making at least expected progress was higher than their peers in each of Reading, Writing and Maths. In Year 1 (measured separately) progress was low overall, and especially so for PP pupils.</li> </ul>	
<p>To deliver quality first teaching across the school so that all pupils, but especially those receiving the PP grant make at least expected progress, with the needs of those requiring rapid progress catered for.</p>	<ul style="list-style-type: none"> <li>Lesson observations, drop-ins and work scrutiny evidence good teaching, some with outstanding aspects, which engenders at least expected progress for those on track, and rapid progress for those who lag behind.</li> <li>Tracking data, triangulated with other relevant information, show a steady increase in the progress and attainment of pupils</li> <li>End of Year data show the gap diminished</li> <li>Evaluation of extra provision demonstrates a positive impact for pupils</li> </ul>	<ul style="list-style-type: none"> <li>Turbulence in staffing and leadership during the year, including staff absence, significantly affected this objective and during 2017-18 teaching overall was less than good overall, despite some pockets of good practice.</li> <li>Although some staff did benefit from targeted support (from colleagues and external providers) to improve their teaching, under-performance was not addressed rigorously enough.</li> <li>Monitoring was insufficiently rigorous and did not systematically address areas for improvement.</li> <li>See above re. Data.</li> <li>Some pupils did benefit from high quality 1-1 or small group teaching. However, overall extra provision was sporadic, due to staffing difficulties (including absence of support staff). The impact of extra provision was not thoroughly evaluated.</li> </ul>	<ul style="list-style-type: none"> <li>Permanent staff appointed to all classes from Sept 18</li> <li>New Headteacher in place from Sept 18, with structured support via the MAT</li> <li>School Statement of Action in place (agreed by HMI) detailing actions to improve the quality of teaching and learning</li> <li>Improved, regular monitoring in place (quality assured), linked to CPD</li> <li>Inclusion Manager from Jan 19 addressing extra provision</li> <li>Objective to continue via 2018-19 PP strategy</li> </ul>

<p>The needs of PPG + SEND pupils to be effectively identified and addressed, leading to rapid progress and improved attainment. This is to include social and welfare support, assistance with trips and visits, provision of breakfast and early morning club.</p>	<ul style="list-style-type: none"> <li>Tracking data clearly identifies the barriers to learning for individual pupils</li> <li>All staff are aware of pupils with additional needs and barriers to learning</li> <li>Lesson planning is informed by individual need</li> <li>Lesson observations evidence differentiation by task and resource/support</li> <li>The regular and diagnostic evaluation of targeted support/intervention leads to positive outcomes for pupils</li> <li>Half-termly data shows improving outcomes for pupils, with milestones reached</li> </ul>	<ul style="list-style-type: none"> <li>Detailed tracking was started but not updated regularly. Not enough was done with this information to inform provision.</li> <li>Staffing difficulties (changes to staffing and some staff competency) meant that there were inconsistencies in the use of pupil-level information to inform lesson planning. Although there were examples of children making rapid progress as a result of effective, targeted teaching this was not the case across the school.</li> </ul>	<ul style="list-style-type: none"> <li>Inclusion Manager from Jan 19 addressing the need to systematically identify and address pupils' barriers to learning and the need for extra provision to be coordinated and quality assured, with aligned CPD for staff</li> <li>Objective to continue via 2018-19 PP strategy</li> </ul>
<p>Attendance and punctuality overall, and of PPG pupils, in particular, to improve. Differences between school and national averages diminished</p>	<ul style="list-style-type: none"> <li>Overall attendance and punctuality data shows improvement in line with government benchmark</li> <li>Attendance data of PPG pupils shows improvement in line with government benchmark</li> <li>Punctuality of pupils eligible for grant improves, and any gaps narrow, to meet government benchmark</li> <li>Parents understand the school's systems for attendance and punctuality. All absence which falls below expectation is notified and followed up.</li> <li>Newsletters, school displays, celebration etc. promotes the importance of good attendance</li> <li>Pupils show awareness of and understand the importance of good attendance.</li> </ul>	<ul style="list-style-type: none"> <li>The attendance figures for 2017-18 show that the average attendance for PPG pupils was broadly in line with Non PPG pupils, although at 92%, still below the National average.</li> <li>Attendance of PPG pupils did not improve in 2017-18, although this reflects the decrease in overall school attendance which may be attributed in part to the instability in staffing and leadership during this academic year.</li> </ul>	<ul style="list-style-type: none"> <li>Attendance included in school's Statement of Action</li> <li>Attendance of higher profile within the school, including via assemblies, display and newsletters</li> <li>Objective to continue via 2018-19 PP strategy</li> </ul>