



## Firbeck Academy Pupil Premium Strategy – 2018-2019

### 1. Summary information

|                               |                     |   |          |   |                        |
|-------------------------------|---------------------|---|----------|---|------------------------|
| <b>School</b>                 | Firbeck Academy     |   |          |   |                        |
| <b>Academic Year</b>          | 2018/19             | <b>Total PP budget</b>                  | £104,280 | <b>Date of most recent PP Review</b>                  | 20.01.2017             |
| <b>Total number of pupils</b> | 185 + 18<br>Nursery | <b>Number of pupils eligible for PP</b> | 71       | <b>Date for next internal review of this strategy</b> | Wk. begin<br>7.01.2019 |

### 2. Current attainment (KS2 results 2018)

| <i>17 Disadvantaged + 8 Other = 25 children in cohort</i> | <i>% of pupils eligible for PP in school who got scaled score 100+ (out of 9)</i> | <i>% of pupils NOT eligible for PP in school who got scaled score 100+ (out of 21)</i> | <i>All pupils</i>             | <i>National All</i> |
|---|---|--|-------------------------------|---------------------|
| <b>% Achieving R/W/M</b>                                  | 11.1%   | 28.6   | 23.3%                         | 64                  |
| <b>% At Expected Reading</b>                              | 33.3%   | 61.9%  | 53.3%<br>Progress Score -2.86 | 75                  |
| <b>% At Expected Maths</b>                                | 11.1%   | 33.3%  | 26.7%<br>Progress Score -2.07 | 76                  |

|                              |       |       |                              |    |
|------------------------------|-------|-------|------------------------------|----|
| <b>% At Expected Writing</b> | 33.3% | 76.2% | 63.3%<br>Progress Score -0.8 | 78 |
|------------------------------|-------|-------|------------------------------|----|

### 3. Barriers to future attainment (for pupils eligible for PP including high ability)

#### **In-school barriers** (*issues to be addressed in school, such as poor oral language skills*)

**A.** Language (including oracy and phonics) skills in the early years are lower for pupils eligible for PP than for other pupils. This slows language development and consequently reading progress in subsequent years.

**B.** The difference between PP and nonPP, particularly by the end of KS2 is too large. PP children are over-represented in terms of lack of engagement.

#### **External barriers** (*issues which also require action outside school, such as low attendance rates*)

**C.** Attendance rates for pupils eligible for PP are below non PP children. This reduces their school hours and causes them to fall behind on average.

### 4. Outcomes

|           | <i>Desired outcomes and how they will be measured</i>                                    | <i>Success criteria</i>  |
|-----------|--|--|
| <b>A.</b> | Improve oral language and phonics skills for pupils eligible for PP in EYFS/KS1 classes. | Pupils eligible for PP in EYFS classes make rapid progress from baseline by the end of the year (particularly in CLL) so that all pupils eligible for PP meet age related expectations.  |
| <b>B.</b> | Higher rates of progress across KS2 for pupils eligible for PP.                          | Pupils eligible for PP make more progress than 'other' pupils across Key Stage 2 in maths, reading and writing. Measured in Y3, 4, 5 and 6 by teacher assessments/testing and successful moderation practices established across the multi- academy trust (MAT). |
| <b>C.</b> | Increased attendance rates for pupils eligible for PP.                                   | Overall PP attendance improves from 93.68% to 96% in line with 'other' pupils nationally.  |

| <b>5. Planned expenditure</b>  |  |   |  |                   |   |
|--|--|---|--|-------------------|---|
| <b>Academic year</b>   | <b>2018/19: £104,280</b>   |   |  |                   |   |
| The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies. |  |   |  |                   |   |
| <b>i. Quality of teaching for all</b>  |  |   |  |                   |   |
| <b>Desired outcome</b>   | <b>Chosen action / approach</b>  | <b>What is the evidence and rationale for this choice?</b>  | <b>How will you ensure it is implemented well?</b>   | <b>Staff lead</b> | <b>When will you review implementation?</b> |
| Improved Literacy and numeracy progress in EYFS/KS 1 and KS 2  | 1:1 and small group Literacy and numeracy lessons to take place during the school day and after school | 1 to 1 and small group sizes has been reviewed on the EEF as having a high impact on achievement +5 Months.   | Monitoring of achievement data and rigorous planning to ensure pupils who require support get the support. Observations of intervention and tracking 3 weekly progress   | Senior leaders    | Each assessment point 4 x per year          |
|  | The effective use of resources and interventions.  | The use of a new resource in order to support teachers in the delivery of the mastery curriculum (which EEF has shown can add 5 months). Also in terms of allowing teachers extra time to focus on assessment, enrichment, etc. | Regular monitoring (as part of existing monitoring cycle). Pupil progress. CPD related directly to the use of different resources and interventions designed to improve rates of progress.   | Senior leaders    | Each assessment point 4 x per year          |
|  | Assessment to inform: 1 teacher, 2 pupil   | Effective feedback to pupils and specific targeting of pupils using well-informed assessment can both add up to 8 months according to EEF research.   | Pupil progress meetings, as well as regular data points, will be a way of ensuring teachers are using assessment information effectively. Regular CPD and monitoring will ensure that feedback is effective and not a potential waste of time. | Senior leaders    | Each assessment point 4 x per year          |
|  | Targeted work with small group or individual pupils with EAL (over represented within PP cohort)       | This kind of support is offered both in terms of 1 to 1 and small group support for our EAL pupils. EEF research suggests +4-5 months benefit.  | Regular monitoring (as part of existing monitoring cycle). Pupil progress.   | Senior leaders    | Each assessment point 4 x per year          |

|                                  |   |  |  |                |                                    |
|----------------------------------|---|--|--|----------------|------------------------------------|
|                                  | Booster classes across school (initially focusing on SATs years)        | Pupil progress in Year 6 historically, as well as research (EEF + 3 months) suggests this is a well evidenced method of accelerating progress.   | Regular monitoring (as part of existing monitoring cycle). Pupil progress.   | Senior leaders | Each assessment point 4 x per year |
| Improved behaviours for learning | Nurture time. A whole school focus on improved behaviours for learning. | Nurture has proven to aid pupils' self-regulation within the classroom. CPD to support effective behaviours for learning in class improve achievement. EEF shows that behaviour intervention increases attainment by +4 Months.  | Review of behavioural incidents on SIMS. Classroom observations will have a 'behaviours for learning' focus. LGB learning walks. | Senior leaders | Half termly review                 |
|                                  | Counselling   | The introduction and assimilation of a new counselling system to replace the REACH. EEF shows that behaviour intervention increases attainment by +4 Months.   | A specific analysis of behavior, progress and attendance of children who are accessing Counselling regularly.                    | SENCo          | Termly review                      |
|                                  | CPD and external support  | The use of external providers, like Behaviour Support, Educational Psychologists, CAMHS, etc to support some of our most vulnerable and challenging pupils.<br><br>A regular and relentless focus on the highest of expectations and strategies to improve Behaviours for Learning in class, through staff meetings, mentoring, coaching, etc. | Behavior monitoring., both on an individual level, Thinking time, SIMS and exclusions.   | Senior leaders | Termly review                      |
| <b>Total budgeted cost</b>       |   |  |  |                | £71,000                            |
| <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? |
|-----------------------------------|---|---|---|--------------------|--------------------------------------|
| Improved Phonics in EYFS and KS 1 | Consolidation of Read, Write Inc. phonics scheme, particularly with new staff.                                    | EEF shows impact of phonics increases attainment in reading by +4 Months  | Half termly tracking of phonics scores and phases to demonstrate impact   | English leads      | Each assessment point 4 x per year   |
| Improved Speech and Language EYFS | Communication and language approaches i.e. specific in class strategies to improve the quality of spoken language | EEF shows impact of SP & Language intervention increases outcomes by +5 Months  | Half termly tracking of progress from start point. Monitoring of classroom practice focusing primarily of those strategies that are being used that are aimed at improving language i.e. effective questioning, modelling language, book discussion, etc. | Deputy Headteacher | Each assessment point 4 x per year   |
| Improved attainment in Years 6    | Booster classes in Year 6   | Pupil progress in Year 6 currently, as well as research (EEF + 3 months) suggests this is a well evidenced method of accelerating progress. | Regular monitoring (as part of existing monitoring cycle). Pupil progress.  | Senior leaders     | Each assessment point 4 x per year   |
| <b>Total budgeted cost</b>        |   |   |   |                    | £18,000                              |
| <b>iii. Other approaches</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? |

|  |  |  |  |                        |         |
|--|--|--|--|------------------------|---------|
| Improved esteem and improved mental health         | Counselling (The REACH)                            | Pupils need support with emotional well-being before meaningful attention can be given to closing attainment gap.  | Improved well-being – qualitative feedback from staff involved. Behaviour records.   | SENCo                  | Termly  |
| Children are happy and ready to learn              | Breakfast Club, After school clubs, uniform        | A large number of pupils come to school without breakfast or having eaten sweets   | Ongoing targeting of appropriate pupils with teaching and admin staff.<br>Ongoing analysis of who currently accesses Breakfast Club, amongst others. | Senior leaders         | Termly  |
| Raise attendance for pupil premium students to 96% | Review roles and strategies of attendance officer. | Attendance will be more closely monitored for PP students.<br><br>A range of tasks and strategies will be implemented to improve attendance overall and specifically for PP pupils. Examples are:<br>- Rewards and incentives<br>- Targets<br>- Clearer expectation around term time holidays<br>- Where necessary fines, follow up. | Pupil premium attendance figure will become in line with non-pupil premium figure of 96%. Less cases of persistent absence will be recorded.         | Attendance officer/HoS | Termly  |
| <b>Total budgeted cost</b>                         |  |  |  |                        | £15,000 |

# Pupil Premium Impact Review: 2017-2018

## Summary information

|                               |                  |   |          |                                       |         |
|-------------------------------|------------------|---|----------|---------------------------------------|---------|
| <b>School</b>                 | Firbeck Academy  |   |          |                                       |         |
| <b>Academic Year</b>          | 2017/18          | <b>Total PP budget</b>                  | £112,180 |                                       |         |
| <b>Total number of pupils</b> | 204 + 31 Nursery | <b>Number of pupils eligible for PP</b> | 71       | <b>Date of this impact assessment</b> | 24.9.18 |

## Quality of teaching for all

| <b>Desired outcome</b>  | <b>Chosen action / approach</b>  | <b>How will you ensure it is implemented well?</b>   | <b>Staff lead</b> | <b>When will you review implementation?</b> |
|---|--|--|-------------------|---|
| Improved Literacy and numeracy progress in EYFS/KS 1 and KS 2 | 1:1 and small group Literacy and numeracy lessons to take place during the school day and after school | Monitoring of achievement data and rigorous planning to ensure pupils who require support get the support. Observations of intervention and tracking 3 weekly progress   | Senior leaders    | Each assessment point 4 x per year          |
|   | The effective use of resources and interventions.  | Regular monitoring (as part of existing monitoring cycle). Pupil progress. CPD related directly to the use of different resources and interventions designed to improve rates of progress.   | Senior leaders    | Each assessment point 4 x per year          |
|   | Assessment to inform: 1 teacher, 2 pupil   | Pupil progress meetings, as well as regular data points, will be a way of ensuring teachers are using assessment information effectively. Regular CPD and monitoring will ensure that feedback is effective and not a potential waste of time. | Senior leaders    | Each assessment point 4 x per year          |

|  |  |  |                |                                    |
|--|--|--|----------------|------------------------------------|
|  | Targeted work with small group or individual pupils with EAL (over represented within PP cohort) | Regular monitoring (as part of existing monitoring cycle). Pupil progress. | Senior leaders | Each assessment point 4 x per year |
|  | Booster classes across school (initially focusing on SATs years)                                 | Regular monitoring (as part of existing monitoring cycle). Pupil progress. | Senior leaders | Each assessment point 4 x per year |
|  |  |  |                |                                    |

**IMPACT:**

**WHOLE SCHOOL**

**Pupil Premium** progress across whole school:

- Maths = +2.99 points
- Reading = +3.03 points
- Writing = +3.02 points

**Non-Pupil Premium** progress across whole school:

- Maths = +3.23 points
- Reading = +3.31 points
- Writing = +3.26 points

**Pupil Premium** progress across whole school (**excluding Focus Provision pupils**):

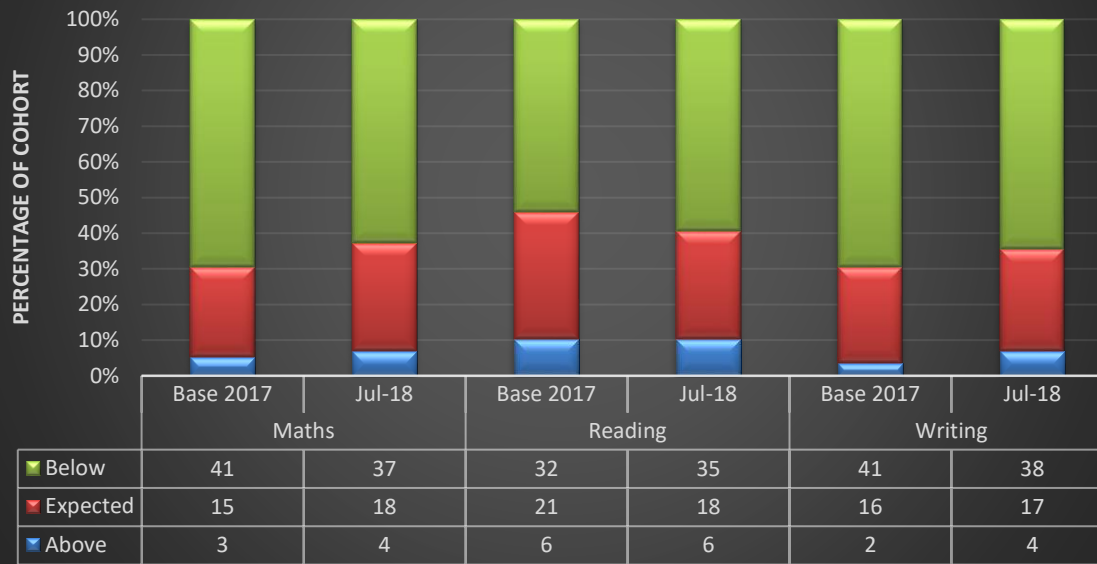
- Maths = +3.16 points
- Reading = +3.28 points
- Writing = +3.31 points

While progress of disadvantaged pupils could not be characterized as greater than expected (defined on EAZMAG as 3.49 or more), it is in line with non-PP children – at least it is once those children who are both EHCP and disadvantaged are taken out (The majority of our Deaf pupils are also classed as disadvantaged 75%).

In terms of attainment across school:



## Firbeck - PP6 attainment - % at ARE Summer 2 2018



## Firbeck - Whole school attainment - % at ARE Summer 2018



| Item   | Firbeck Academy (2005) | Local Authority - Nottingham, City of |       | NCER National |       |
|--|------------------------|---------------------------------------|-------|---------------|-------|
|  | Value                  | Value                                 | Gap   | Value         | Gap   |
| Good Level of Development <input type="checkbox"/> | 66.7%                  | 60.8%                                 | +5.9% | 57.3%         | +9.4% |
| Average Total Points                               | 32.0                   | 31.9                                  | +0.1  | 31.6          | +0.4  |

| Subject | Level | Firbeck Academy (2005) | Local Authority - Nottingham, City of |        | NCER National |
|---------|-------|------------------------|---------------------------------------|--------|---------------|
|         |       | Value                  | Value                                 | Gap    | Value         |
| Reading | ≥EXS  | 66.7%                  | 61.3%                                 | +5.4%  | 62.6%         |
|         | GDS   | 0.0%                   | 11.0%                                 | -11.0% | 14.1%         |
| Writing | ≥EXS  | 66.7%                  | 54.9%                                 | +11.8% | 55.6%         |
|         | GDS   | 11.1%                  | 6.9%                                  | +4.2%  | 7.8%          |
| Maths   | ≥EXS  | 66.7%                  | 63.7%                                 | +3.0%  | 63.1%         |
|         | GDS   | 0.0%                   | 10.6%                                 | -10.6% | 11.9%         |

## ATTAINMENT & ASSESSMENTS

| Subject                                     | Level          | Firbeck Academy (2005) | Local Authority - Nottingham, City of |        | National (State-funded sch |
|---|----------------|------------------------|---------------------------------------|--------|----------------------------|
|   |                | Value                  | Value                                 | Gap    | Value                      |
| Reading (test), Writing (TA) & Maths (test) | ≥EXS/Exp.Std.  | 16.7%                  | 53.2%                                 | -36.5% | 52.5%                      |
|   | GDS/High Score | 0.0%                   | 3.8%                                  | -3.8%  | 4.6%                       |
| Reading                                     | ≥Exp.Std.      | 50.0%                  | 65.1%                                 | -15.1% | 66.2%                      |
|   | High Score     | 0.0%                   | 18.3%                                 | -18.3% | 18.3%                      |
| Writing (TA)                                | ≥EXS           | 50.0%                  | 69.3%                                 | -19.3% | 69.8%                      |
|   | GDS            | 0.0%                   | 10.2%                                 | -10.2% | 11.7%                      |
| Maths (test)                                | ≥Exp.Std.      | 16.7%                  | 67.2%                                 | -50.5% | 66.0%                      |
|   | High Score     | 0.0%                   | 15.1%                                 | -15.1% | 14.2%                      |

## PROGRESS

| Subject | Level            | Firbeck Academy (2005) | Local Authority - Nottingham, City of |      | National (State-funded sch |
|---------|------------------|------------------------|---------------------------------------|------|----------------------------|
|         |                  | Value                  | Value                                 | Gap  | Value                      |
| Reading | Avg. Prog. Score | -3.0                   | 0.3                                   | -3.3 | -0.5                       |
|         | Conf. Int.       | ±4.80 -7.80 to +1.80   | ±0.30 0.00 to +0.60                   | n/a  | ±0.00 -0.50 to -0.50       |
| Writing | Avg. Prog. Score | -1.2                   | 0.6                                   | -1.8 | -0.3                       |
|         | Conf. Int.       | ±4.60 -5.80 to +3.40   | ±0.30 +0.30 to +0.90                  | n/a  | ±0.00 -0.30 to -0.30       |
| Maths   | Avg. Prog. Score | -4.1                   | 0.6                                   | -4.7 | -0.4                       |
|         | Conf. Int.       | ±4.30 -8.40 to +0.20   | ±0.30 +0.30 to +0.90                  | n/a  | ±0.00 -0.40 to -0.40       |

Using the tables above:

1. Early Years
2. Key Stage 1
3. Key Stage 2

We can see that disadvantaged pupils at Firbeck Academy compare favourably to disadvantaged pupils in the Nottingham City as well as disadvantaged pupils nationally, except at KS2.

|                                 |   |  |                |                    |
|---------------------------------|---|--|----------------|--------------------|
| Improved behaviour for learning | Counselling   | A specific analysis of behavior, progress and attendance of children who are accessing Counselling regularly.                    | SENCo          | Termly review      |
|                                 | CPD and external support  | Behavior monitoring., both on an individual level, Thinking time, SIMS and exclusions.   | Senior leaders | Termly review      |
|                                 | Nurture time. A whole school focus on improved behaviours for learning. | Review of behavioural incidents on SIMS. Classroom observations will have a 'behaviours for learning' focus. LGB learning walks. | Senior leaders | Half termly review |

**IMPACT:**

*Exclusions have decreased over the last 3 years:*

- 2017/18: 8 fixed term exclusions, of which 1 was permanent.
- 2016/17: 17 fixed term exclusions, of which 1 was permanent.
- 2015/16: 15 fixed term exclusions.

*The counselling service run this academic year has not been as beneficial as it has been in recent years. Part of this is explainable through the use of a different provider, who has not established the relationships with parents and other members of staff as effectively as previously. 2018-2019 will be a return to the previous provider. Having said that the information and the ability to share with an impartial person has been enjoyed by some of our children.*

**Cumulative total of behavioural incidents recorded Sep 17 - July 18**

| Month  | Cumulative Total |
|--------|------------------|
| Sep-17 | 40               |
| Oct-17 | 45               |
| Nov-17 | 70               |
| Dec-17 | 115              |
| Jan-18 | 130              |
| Feb-18 | 160              |
| Mar-18 | 195              |
| Apr-18 | 205              |
| May-18 | 210              |
| Jun-18 | 210              |
| Jul-18 | 210              |

Over the course of the year the number of behavioural incidents recorded fell, which when combined with falling numbers of exclusions shows a positive impact with the regard to this aspect of the PP spend.

**Targeted support**

| Desired outcome                   | Chosen action/approach  | How will you ensure it is implemented well?   | Staff lead         | When will you review implementation? |
|-----------------------------------|---|---|--------------------|--------------------------------------|
| Improved Phonics in EYFS and KS 1 | Consolidation of Read, Write Inc. phonics scheme, particularly with new staff.                                    |   |                    |                                      |
| Improved Speech and Language EYFS | Communication and language approaches i.e. specific in class strategies to improve the quality of spoken language | Half termly tracking of progress from start point. Monitoring of classroom practice focusing primarily of those strategies that are being used that are aimed at improving language i.e. effective questioning, modelling language, book discussion, etc. | Deputy Headteacher | Each assessment point 4 x per year   |
| Improved attainment in Years 6    | Booster classes in Year 6   | Regular monitoring (as part of existing monitoring cycle). Pupil progress.  | Senior leaders     | Each assessment point 4 x per year   |
|                                   |   |   |                    |                                      |
|                                   | <b><u>IMPACT:</u></b>   |   |                    |                                      |

| 2015  | 2016   | 2017   | 2018   | Trend |
|-------|--------|--------|--------|-------|
| 80.0% | 66.7%  | 60.0%  | 66.7%  |       |
| -     | -13.3% | -6.7%  | +6.7%  |       |
| 80.0% | 88.9%  | 60.0%  | 66.7%  |       |
| -     | +8.9%  | -28.9% | +6.7%  |       |
| 80.0% | 55.6%  | 50.0%  | 66.7%  |       |
| -     | -24.4% | -5.6%  | +16.7% |       |
| 80.0% | 55.6%  | 50.0%  | 66.7%  |       |
| -     | -24.4% | -5.6%  | +16.7% |       |

**Please note: Table shows 2015, 2016, 2017, 2018.**

*Early Years data shows that from last year there has been an upward trend and in some cases an upward trend over the last 2 years i.e. Literacy.*

*As seen previously results in KS2 were less than expected and certainly less than hoped for. Refer to plan for 2018-2019 for next steps.*

### Other approaches

| Desired outcome                                    | Chosen action/approach                             | How will you ensure it is implemented well?  | Staff lead             | When will you review implementation? |
|--|--|--|------------------------|--------------------------------------|
| Improved esteem and improved mental health         | Counselling (THINK CHILDREN)                       | Improved well-being – qualitative feedback from staff involved. Behaviour records.   | SENCo                  | Termly                               |
| Children are happy and ready to learn              | Breakfast Club, After school clubs, uniform        | Ongoing targeting of appropriate pupils with teaching and admin staff.<br>Ongoing analysis of who currently accesses Breakfast Club, amongst others. | Senior leaders         | Termly                               |
| Raise attendance for pupil premium students to 96% | Review roles and strategies of attendance officer. | Pupil premium attendance figure will become in line with non-pupil premium figure of 96%. Less cases of  | Attendance officer/HoS | Termly                               |

|   |  |                                      |  |  |
|---|--|--------------------------------------|--|--|
|   |  | persistent absence will be recorded. |  |  |
| <p><b><u>IMPACT:</u></b></p> <p><i>Attendance 2017/2018:</i></p> <ul style="list-style-type: none"> <li>- Pupil Premium =93.7</li> <li>- Non Pupil Premium = 94.55</li> </ul> <p><i>Attendance 2016/2017:</i></p> <ul style="list-style-type: none"> <li>- Pupil Premium =94.42</li> <li>- Non Pupil Premium = 94.82</li> </ul> <p><i>Attendance 2015/2016:</i></p> <ul style="list-style-type: none"> <li>- Pupil Premium =94.52</li> <li>- Non Pupil Premium = 95.83</li> </ul> <p><i>Attendance for PP children has not shown an increase over a 3 year period. One of the things that has impeded it in the 2017/18 year has been the fact that the Admin person responsible for attendance has changed. This has undoubtedly impacted some of the things that happen as a matter of attendance routine. Due to a reduction in Admin staff (i.e. a loss of 1 FTE member of staff), a greater workload has fallen on fewer staff. Training for the Admin person with responsibility for attendance has been occurring recently and will continue.</i></p> <p><i>Breakfast clubs and after school clubs have been well subscribed to and shown an increase in participation. This has also been noted in terms of the number of PP children attending these clubs. The school continues to subsidise some PP children on a case by case basis for these activities.</i></p> |  |                                      |  |  |