

Pupil Premium Strategy Statement and review

1. Summary information					
School	Ebor Gardens Academy				
Academic Year	2017-18	Total PP budget	£283,800	Date of most recent PP Review	Dec 17
Total number of pupils	422	Number of pupils eligible for PP	202	Date for next internal review of this strategy	April 18

2. Current attainment			
	Pupils eligible for PP (your school)		Pupils not eligible for PP (national average)
	2016/2017	2017/2018	2016/2017
Proportion achieving expected attainment or above in reading, writing & maths	9%	35%	67%
Average progress score in reading	-3.44	+0.9	+0.33
Average progress score in writing (TA)	-4.10	-0.2	+0.17
Average progress score in maths	-5.32	-1.8	+0.28

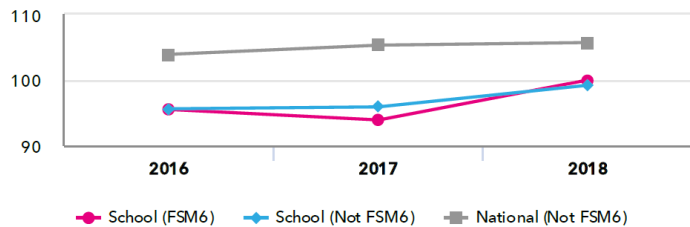
3. Barriers to future attainment (ie an increased <i>likelihood</i> that pupils eligible for PP will exhibit these factors)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Higher expectations for school performance and historic underperformance have widened gaps in understanding basic concepts, leading to poor outcomes for progress and attainment for eligible pupils against in school data and versus National.
B.	Attendance and persistent absence inhibiting access to quality first teaching for identified groups (eg, PP and SEN).
C.	Large percentage of pupil premium children also identified as either or/and SEN and EAL leading to issues with poor initial language skills, acquisition, home to school liaison.

D.	Inconsistent use of funding in previous years has led to a number of pastoral and educational initiatives not accurately or robustly tracked and evaluated for sustained impact
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
E.	Family- and home-related issues (eg emotional and relationship difficulties, lower academic aspiration, housing and transport challenges, etc) for a small but significant groups of children
F.	Reduced home reading and mathematical opportunities
4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)	
A.	<p>Diminishing average achievement difference between 'Disadvantaged' and 'Other' pupils in all year groups as identified in classroom monitor analysis. (<i>ASP, PUMA and PIRA summative testing, class provision maps, statutory data</i>).</p>
	<p>Success criteria</p> <p>Internal data to show diminishing differences between 'Disadvantaged' and Other pupils throughout the school, taking into account individual pupils' varied starting points and cognitive ability.</p> <p>Statutory outcomes at ELG, Phonics Year 1 check, Phonics Year 2 re-check, KS1 attainment, KS2 attainment and KS2 progress show significant uplift towards NA – as outlined in targets in SDP.</p>

Disadvantaged pupils

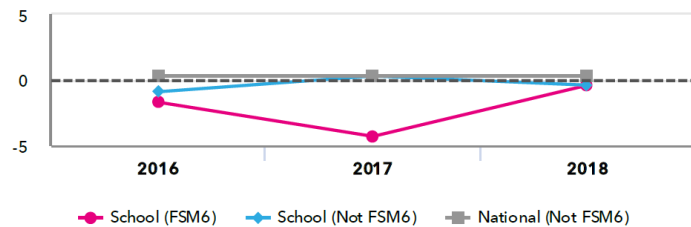
KS2 attainment for disadvantaged pupils 2018

Average Scaled Score (Re, Ma)



KS2 progress for disadvantaged pupils 2018

Average Scaled Score (Re, Ma)



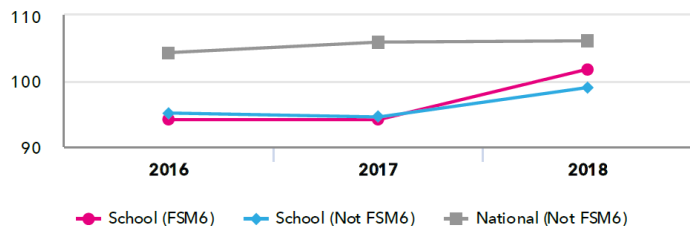
% of all pupils reaching the expected standard (RWM) – 32%

% of PP pupils reaching the expected standard (RWM) – 35% (not PP 33%)

Disadvantaged pupils

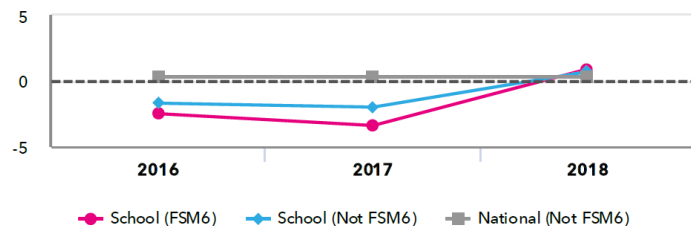
KS2 attainment for disadvantaged pupils 2018

Scaled Score Reading



KS2 progress for disadvantaged pupils 2018

Scaled Score Reading



% of all pupils reaching the expected standard (R) – 46 %

% of PP pupils reaching the expected standard (R) – 55% (non PP 42%)

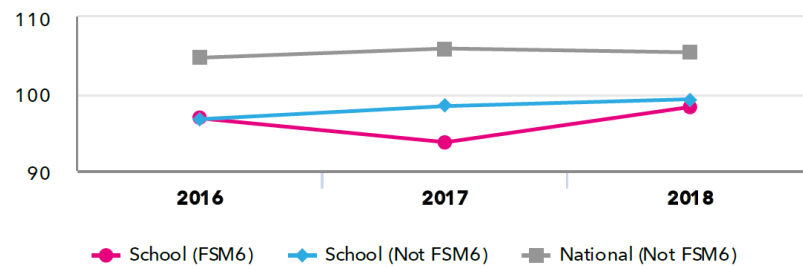
Ebor Gardens Primary Academy

2018 KS2 VA

Disadvantaged pupils

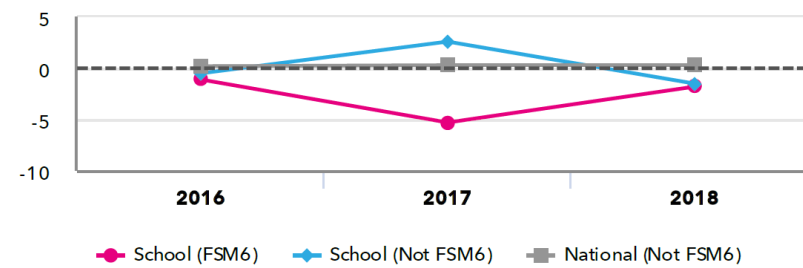
KS2 attainment for disadvantaged pupils 2018

Scaled Score Maths



KS2 progress for disadvantaged pupils 2018

Scaled Score Maths



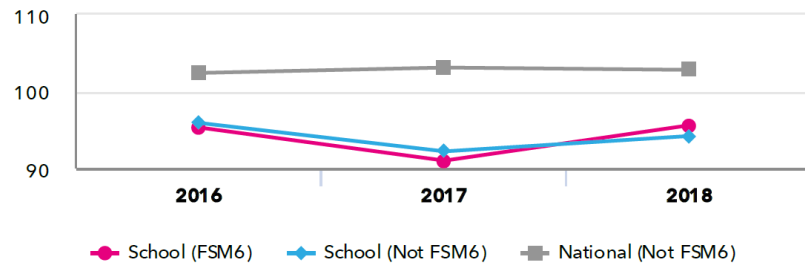
% of all pupils reaching the expected standard (M) – 44 %

% of PP pupils reaching the expected standard (M) – 45% (non PP 50%)

Disadvantaged pupils

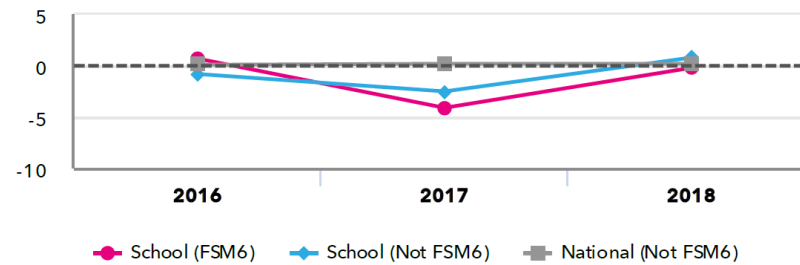
KS2 attainment for disadvantaged pupils 2018

Scaled Score Writing



KS2 progress for disadvantaged pupils 2018

Scaled Score Writing



% of all pupils reaching the expected standard (W) – 54%

% of PP pupils reaching the expected standard (W) – 58% (non PP 58%)

B.

Increased attendance and consistently positive behaviours for learning evident for the vast majority of targeted pupils. (*SIMS Attendance data, CPOMS*)

The difference between attendance data for PP and non-PP pupils continues to diminish over time. Attendance average for PP children is consistently (6 months +) above 95%

Persistent attendance (>10%) for the group FSM is reduced below 10%

Yr 6 Attendance

Context

Context · Year 6 · 2017 / 2018

		Pupils	Proportion	
			School	National
Summary	All Pupils	57	100%	100%
Gender	Male	36	63%	51%
	Female	21	37%	49%
Prior Attainment	Higher attainers	7	12%	31%
	Middle attainers	12	21%	35%
	Lower attainers	24	42%	29%
Pupil Premium	FSM (in last 6 years)	30	53%	30%
	Not FSM (in last 6 years)	23	40%	69%
FSM	FSM	17	30%	15%
	Not FSM	36	63%	85%
FSM Ever	FSM (ever)	30	53%	31%
	Not FSM (ever)	23	40%	69%

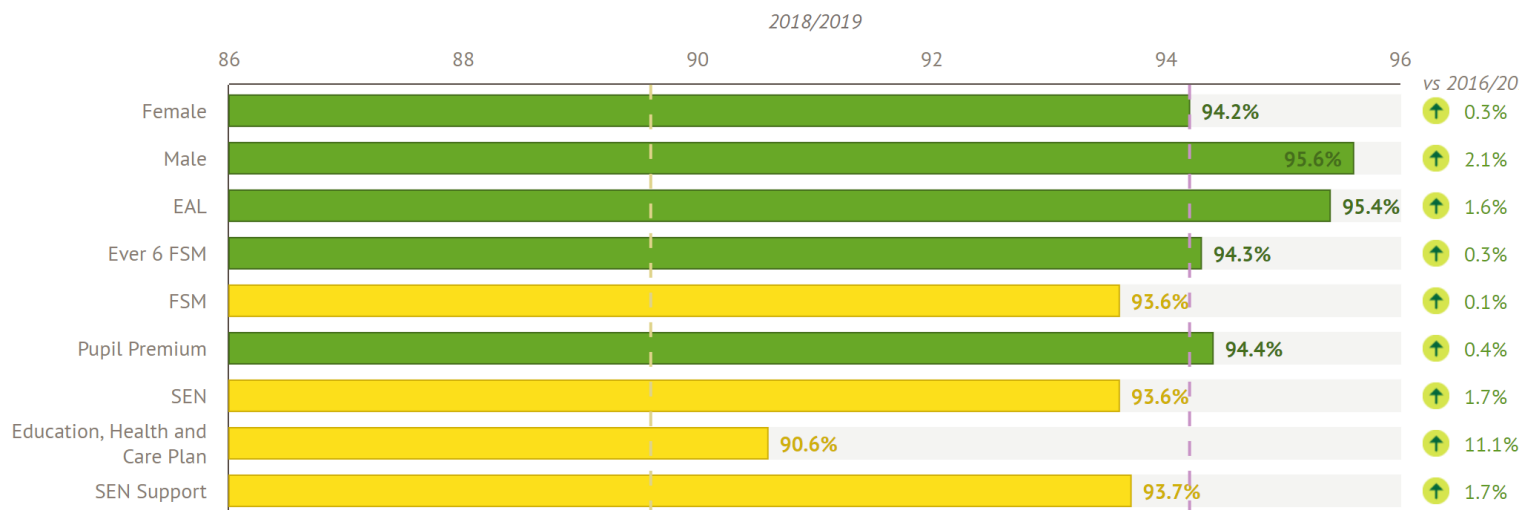
Absence · Year 6 · 2017 / 2018

		Pupils	Absence		Persistent absentees	
			School	National	School	National
Summary	All Pupils	57	4%	4%	6%	5%
Gender	Male	36	4%	4%	3%	6%
	Female	21	4%	4%	11%	5%
Prior Attainment	Higher attainers	7	3%	3%	14%	2%
	Middle attainers	12	3%	4%	0%	4%
	Lower attainers	24	5%	5%	4%	10%
Pupil Premium	FSM (in last 6 years)	30	4%	5%	3%	12%
	Not FSM (in last 6 years)	23	4%	3%	9%	3%
FSM	FSM	17	4%	6%	6%	16%
	Not FSM	36	4%	4%	6%	4%
FSM Ever	FSM (ever)	30	4%	5%	3%	11%
	Not FSM (ever)	23	4%	3%	9%	3%



Comparison Monthly Trend Year on Year

Benchmark: Wellspring Academy Trust average (89.6%) Executive Victoria & Ebor average (94.2%)



C. Use of wrap around provision, nurture group, learning mentor and EWO to provide targeting of support and challenge for attendance and punctuality. (SIMS data, pre and after school club take up data)

All disadvantaged groups, including the most able, have strong provision that impacts on diminishing differences in attendance and punctuality as compared to other groups, regardless of ability to pay.

D.	Use of leadership capacity to ensure a thorough assessment of current and future provision and the desired impact – pastoral and educational.	Statutory achievements and attendance figures reflect greatly improved outcomes towards NA.
E.	Use of pastoral team to engage with hard to reach parents, encourage participation with pre and post school opportunities, improved attendance and engagement with school.	See above
F.	Increased out of school take up of Bug club, in-school reading for targeted pupils, fostering a love of reading and a greater likelihood of reading at home, either independently or with support from a family member. Increased IXL and TT rockstar take up leads to improved mathematical outcomes. <i>(Home reading data and outcomes from PIRA, PUMA, IXL TT rockstar and Bug club)</i>	Improved outcomes via internal tracking and statutory data for disadvantaged pupils, including the most able, leads to diminishing differences between disadvantaged pupils and those Nationally (where applicable) and those not Disadvantaged internally.

5. Review of expenditure

i. Quality of teaching for all (including evidence-based, focused group learning delivered by support staff)

	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost £
<ol style="list-style-type: none"> 1. Tutor Trust tuition (1:3) – support learning in small groups: provide targeted support 2. Tuition (1:1) 3. Maths support (Year 6) 4. Enrichment activities for all year groups to enhance the curriculum 5. Staffing/resourcing Breakfast club 6. Staffing costs – pastoral team 7. Full time learning mentor 8. Teacher and support teacher for EAL 9. IT resources 10. Clicker 7 and ½ day training 	<ol style="list-style-type: none"> 1. Increased attainment amongst (non specified) PP groups against non PP 2. Targeted support for (non specified) children for them to make progress in line with peers 3. Support maths in small groups – increased attainment for PP children vs Non PP 4. Extending experiences and building confidence – increased self-confidence, greater independence. 5. Provide free breakfast, increased attendance, reduction in lateness amongst PP children 6. Pastoral support (unspecified) for PP children and families – increased 	<p>Review of Pupil Premium action plan for 2017/18 shows that</p> <p>The % of children eligible for PP who attained reading writing and maths combined has risen from 9% (16/17) to 35%.</p> <p>Progress for children eligible for PP in reading risen from -3.43 (16/17) to +0.8 Vs +0.7 non PP for the school</p> <p>Progress for children eligible for PP in writing has risen from -4.1 (16/17) to 0.2 VS +0.8 non PP for the school.</p> <p>Progress for children eligible for PP in maths has risen from -5.31 (16/17) to -1.8 Vs -1.5 non PP for the school</p> <p>The average scaled score for PP children in reading has risen from 94.51 (16/17) to 101.8 Vs non PP at 99 for the school</p>	<ol style="list-style-type: none"> 1. 25,200 2. 7290 3. 5700 4. 31,928 5. 8,900 6. 66,138 7. 15,387 8. 35,346 9. 10,466 10. 850 11. 9,020 12. 1,132 13. 23,670 14. 17,384

<p>11. Library resources, including NTE resources</p> <p>12. Achievements and incentives</p> <p>13. Specialist staffing costs (family support)</p> <p>14. Specialist staffing costs (early years)</p>	<p>7. Targeted and specialist mentor support with priority for PP children in LM time. Support for PP families</p> <p>8. Provide targeted and specialist mentor support</p> <p>9. Access to online resources – equalise access for PP and non PP – improved curriculum engagement, increased self confidence</p> <p>10. Increased attainment for PP children (presume writing but not specified) in line with non PP</p> <p>11. Increased reading attainment in EY, Year 2 and Year 6. Number of children reading at home increases</p> <p>12. Incentivise achievement – fewer incidents of poor behaviour recorded on CPOMS – improved attendance</p> <p>13. Targeted and specialist support for families – new to country, increased attainment and engagement</p> <p>14. Targeted and specialist support for EY pupils and parents</p>	<p>The average scaled score for PP in maths has risen from 93.7 (16/17) to 98.3 Vs non PP at 99.3 for the school</p>	
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EBOR GARDENS – Pupil Progress & Attainment including Pupil Premium

2017 / 2018

EYFS - GLD

	% Reaching Expected Standard		
	All	Non PPG	PPG
GLD	53	67	25

Expected progress = 2.5 points (internal data)

Key -

	Below	<2.25
	Expected	2.25 – 2.75
	Above	2.76+

Yr 1

	Progress – in year			% Reaching expected standard		
	All	Non PPG	PPG	All	Non PPG	PPG
	60	27	33	60	27	33
Phonics				66	67	65
Reading	2.98	3.1	2.8	70	68	70
Writing	2.66	2.5	2.8	60	61	63
Maths	3.06	3.1	2.9	75	70	67

PPG pupils are making similar rates of progress when compared to non-PPG pupils, all of which are greater than the expected rates of progress.

The % of PPG pupils reaching the expected standard are similar to non-PPG pupils

Yr 2

	Progress – in year			% Reaching expected standard		
	All	Non PPG	PPG	All	Non PPG	PPG
	58	24	34	58	24	34
Reading	2.6	2.7	2.5	62	62	60
Writing	2.95	3	2.9	57	58	53
Maths	2.65	2.7	2.6	66	65	66

PPG pupils are making similar rates of progress when compared to non-PPG pupils, all of which are greater than the expected rates of progress.

The % of PPG pupils reaching the expected standard are similar to non-PPG pupils

Yr 3

	Progress – in year			% Reaching expected standard		
	All	Non PPG	PPG	All	Non PPG	PPG
	58	28	30	58	28	30
Reading	2.8	2.66	2.96	60	58	60
Writing	2.5	2.5	2.44	55	56	53
Maths	3.08	2.8	3.1	60	62	58

PPG pupils are making greater rates of progress when compared to non-PPG pupils in Reading and Maths and similar in writing. Reading and Maths are greater than the expected rates of progress.

The % of PPG pupils reaching the expected standard are similar to non-PPG pupils

Yr 4

	Progress – in year			% Reaching expected standard		
	All	Non PPG	PPG	All	Non PPG	PPG
	59	20	39	59	20	39
Reading	2.8	2.69	2.81	70	68	70
Writing	2.8	2.66	2.8	62	56	60
Maths	2.6	2.5	2.6	62	64	60

PPG pupils are making greater rates of progress when compared to non-PPG pupils in Reading and Writing and similar in Maths. Reading and Maths are greater than the expected rates of progress.

The % of PPG pupils reaching the expected standard are similar or above compared to non-PPG pupils.

Yr 5

	Progress – in year			% Reaching expected standard		
	All	Non PPG	PPG	All	Non PPG	PPG
	52	21	31	52	21	31
Reading	2.68	2.54	2.84	65	62	67
Writing	2.5	2.5	2.68	55	51	55
Maths	2.76	2.65	2.9	65	60	63

PPG pupils are making greater rates of progress when compared to non-PPG pupils in Reading, Writing and Maths. All are greater than the expected rates of progress.

The % of PPG pupils reaching the expected standard are similar or above compared to non-PPG pupils.

Y6

	Progress – in year			% Reaching expected standard		
	All	Non PPG	PPG	All	Non PPG	PPG
	50	19	31	50	19	31
Reading	2.9	3	2.8	46	26	61
Writing	3.2	3.3	3	57	42	65
Maths	2.7	2.9	2.4	43	40	44
SPaG	3.2	3.3	3.1	47	43	62

PPG pupils made less progress when compared to non-PPG pupils, however in reading, writing and SPaG they made greater than the expected rates of progress.

The % of PPG pupils reaching the expected standard are similar, and in the majority of cases higher compared to non-PPG pupils.