



E-ACT

MANSFIELD GREEN E-ACT PRIMARY ACADEMY PUPIL PREMIUM ANALYSIS ACADEMIC YEARS - 2016-2017

Identified Need	Action Intervention	Brief summary of the intervention or action and relevant timescales	Specific intended outcomes:	Monitoring	Actual impact:
<p>Embedding recent improvements to data; further targeting of PA's</p>	<p>Daily attendance monitoring: First day phone calls/follow up calls, monitoring.</p> <p>Home visits. Attendance Support Plans for families and pupil/s.</p> <p>Letters home to parents – targeting Persistent Absentees. Signposting or support i.e. school led including FCAF, or outside agency led i.e. Social, Health and Care.</p> <p>Spotlighting where appropriate.</p> <p>Expenditure £29,054</p>	<p>Year groups: All Purpose To improve PA and absence %.</p> <p>Support school in achieving this through home visits and support for families. Relevant follow up action to be taken.</p> <p>Timescales On-going throughout the year</p> <p>Spotlight: fast-track prosecution process used by Birmingham Local Authority for non-attendance of statutory school age children.</p>	<p>Intended outcomes PA % and attendance % to be in line with national averages.</p> <p>Attendance Support Plans referencing families with complex systemic barriers requiring sustained intervention combined with multi-agency involvement.</p> <p>Each agency tied to specific measurable outcomes to measure desired impact i.e. remove barriers to learning – all children achieve and make progress.</p>	<p>Pastoral Manager, PP Champion and Attendance Officer to monitor attendance daily, weekly, half-termly</p> <p>Referrals made as part of the dialogue within pastoral care team meetings - measure impact weekly and recorded within safeguarding file.</p> <p>First Day Phone Call system in place for early intervention and safeguarding or pupil.</p> <p>Behaviour observations - termly by Pastoral manager and/or AVP Lead Inclusion</p>	<p>End of year analysis</p> <p>96.23% Attendance at National (96%)</p> <p>Significant increase from 15/16 which was 94.2%</p> <p>PA 5.48% which is significantly below National (8.2%) and a dramatic improvement on 15/16 which was 17.5%</p>
<p>A member of staff who is the Pupil Premium Champion and monitors PP children to ensure the attainment gap closes – maintain high profile and to identify need for intervention more swiftly.</p>	<p>Pupil Premium Champion appointed (AVP Inclusion)</p> <p>Expenditure £6,154</p>	<p>Year groups: All (see progress data for targeted groups) Purpose To target PP children to either close the attainment gap through booster interventions. Targeted intervention now to include 'rapid graspers' to provide opportunities for accelerated learning. Timescales (See intervention overview and analysis data for Year groups/specific children)</p>	<p>Intended outcomes For all PP children to make good or better progress to ensure that the attainment gap is closed. Needs are identified swiftly and the PP Champion can hold staff to account within pupil progress meetings.</p>	<p>Half termly pupil progress meetings. PP Champion to be part of pupil progress meetings.</p> <p>Data analysis - closer tracking of PP children</p> <p>Ongoing – PP Champion to monitor attendance and response of pupils in each targeted group through regular (weekly) contact with Lead Staff and 'drop in' visits.</p>	<p>End of year analysis</p> <p>PP Champion role created.</p> <p>PP children made more progress than all children across the school in the majority of subjects and year groups.</p>
<p>Through data analysis - Year 6 PP pupils need intervention in all 3 areas in order to close the attainment gap. PP children are working at or below ARE.</p>	<p>Year 6 Reading Breakfast with x2 Teaching Assistants.</p> <p>Expenditure £3,589</p>	<p>Year groups: 6 Purpose To encourage a love of reading in the children, promote reading for pleasure and raise levels of attainment and achievement. Timescales - daily</p>	<p>Intended outcomes For all PP children to make accelerated progress.</p>	<p>SLT to monitor impact through half termly pupil progress meetings.</p> <p>Analysis of data</p>	<p>End of year analysis.</p> <p>14/15 Year 6 children made at least sufficient progress from End of Year 2 to End of Year 6.</p> <p>3 children made excellent progress going from a level 1 average in Year 2 to a SS of 107</p>

<p>Through data analysis - intervention to close the attainment gap. Most PP children are working at or below ARE.</p>	<p>Intervention staff across Years 2 - 6 to have Targeted, focusing on Reading, Writing and Maths.</p> <p>Graduate Teaching Assistants based in Year 3, 4 and 5.</p> <p>Additional teacher in Year 2 in order to have Targeted Teaching Groups for English and Maths.</p> <p>Expenditure £73,436</p>	<p>Year groups: 2 - 6</p> <p>Purpose There is a need for targeted intervention to close the attainment.</p> <p>Timescales - weekly for each year group.</p>	<p>Intended outcomes For all PP children to make accelerated progress.</p>	<p>SLT to monitor impact through observation – ongoing informal/formal along with half termly pupil progress meetings and performance management - mid-point review/end of year.</p> <p>Analysis of data</p> <p>Pupils work - PP children book scrutiny.</p>	<p>End of year analysis.</p> <table border="1" data-bbox="1780 119 2101 478"> <thead> <tr> <th rowspan="2">Year Groups:</th> <th colspan="2">Writing</th> <th colspan="2">Reading</th> <th colspan="2">Maths</th> </tr> <tr> <th>All Children</th> <th>PP Children</th> <th>All Children</th> <th>PP Children</th> <th>All Children</th> <th>PP Children</th> </tr> </thead> <tbody> <tr> <td>N</td> <td>2.3</td> <td>5</td> <td>4.3</td> <td>5.5</td> <td>4.6</td> <td>5.9</td> </tr> <tr> <td>R</td> <td>5.4</td> <td>5.1</td> <td>5.4</td> <td>5.2</td> <td>6.3</td> <td>5.8</td> </tr> <tr> <td>1</td> <td>3.6</td> <td>3.8</td> <td>5.7</td> <td>5.9</td> <td>4.8</td> <td>5.3</td> </tr> <tr> <td>2</td> <td>2.7</td> <td>2.8</td> <td>4</td> <td>4.1</td> <td>3.5</td> <td>3.4</td> </tr> <tr> <td>3</td> <td>3.6</td> <td>4</td> <td>2.8</td> <td>3.3</td> <td>2.6</td> <td>3.1</td> </tr> <tr> <td>4</td> <td>4</td> <td>3.7</td> <td>3.4</td> <td>2.7</td> <td>3</td> <td>2.6</td> </tr> <tr> <td>5</td> <td>3.3</td> <td>4.4</td> <td>4</td> <td>3.9</td> <td>3.2</td> <td>3.3</td> </tr> <tr> <td>6</td> <td>3.7</td> <td>4.3</td> <td>3.6</td> <td>3.7</td> <td>2.8</td> <td>2.9</td> </tr> </tbody> </table> <p>Each point is equivalent to a terms progress - therefore over an academic year a child needs to make at least 3 points progress.</p>	Year Groups:	Writing		Reading		Maths		All Children	PP Children	All Children	PP Children	All Children	PP Children	N	2.3	5	4.3	5.5	4.6	5.9	R	5.4	5.1	5.4	5.2	6.3	5.8	1	3.6	3.8	5.7	5.9	4.8	5.3	2	2.7	2.8	4	4.1	3.5	3.4	3	3.6	4	2.8	3.3	2.6	3.1	4	4	3.7	3.4	2.7	3	2.6	5	3.3	4.4	4	3.9	3.2	3.3	6	3.7	4.3	3.6	3.7	2.8	2.9
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<p>Through data analysis – PP pupils need intervention in all 3 areas in order to close the attainment gap. PP children are working at or below ARE. Often these children need support to complete homework.</p>	<p>Year group Homework Club with HLTA and mentor.</p> <p>Expenditure £10,002</p>	<p>Year groups: 2 - 5</p> <p>Purpose To ensure that homework is completed on time, to encourage the children to take responsibility for their learning and meet deadlines and to develop their social and emotional resilience.</p> <p>Timescales - daily (Each year group once a week)</p>	<p>Intended outcomes For all PP children to make accelerated progress.</p>	<p>SLT to monitor impact through half termly pupil progress meetings.</p> <p>Analysis of data</p>	<p>End of year analysis. This intervention had mixed success due to poor attendance from some year groups. So where there was excellent attendance (Year 2) the children made on average of 3.8 terms of progress compared with 3.4 terms for all children in year 2. Years 4 and 5 also had more than 3 terms of progress for the children who attended homework club, on average. Year 3 had the least attendance and only made 3 terms of progress typically.</p>																																																																					
<p>Children not reading regularly at home or accessing maths resources.</p>	<p>Access to Bugclub, My Maths and SATs Interactive. (SATs interactive – Y6).</p> <p>Expenditure £2,394</p>	<p>Year groups: All</p> <p>Purpose / Summary To ensure every child has access to a wide and enriched curriculum. To ensure that no child is denied their rights to extended learning opportunities. Provide a rich and varied reading and maths environment in and out of school.</p> <p>Timescales On-going throughout the year</p>	<p>Intended outcomes To offer a range of reading and mathematics materials. Extended learning opportunities. Enriched curriculum. Application of skills & knowledge. Raised self-esteem.</p> <p>Success Raised attainment Accelerated progression Extended purposeful learning opportunities. Enriched curriculum opportunities. Raised self- esteem.</p>	<p>Regular monitoring by class teacher. Half term monitoring - leadership team and ICT technician. Pupil progress meeting. Pupil data.</p>	<p>End of year analysis. Online websites purchased and promoted throughout the school as appropriate. Improved access to resources outside of school.</p>																																																																					

<p>Recognition of the limited life experiences that the children have and how this impacts upon their creativity.</p>	<p>Trip subsidy, visitors to school, sports coaches</p> <p>Expenditure £6,863.</p>	<p>Year groups: All Purpose / Summary To ensure every child has access to a wide and enriched curriculum. To raise aspiration and to actively encourage a thirst for knowledge. Timescales Various trips/clubs offered throughout the year.</p>	<p>Intended outcomes Children are able to draw on enrichment activities as a means of improving their imagination, creativity, vocabulary etc. To attempt to create a 'level playing field' in terms of life experiences. Success Raised attainment Accelerated progression Extended purposeful learning opportunities Enriched curriculum opportunities. Raised self esteem</p>	<p>Pupil progress meeting - half termly</p> <p>Pupil data – half termly</p> <p>Evaluations - as and when trip/visitor happens</p> <p>Books scrutiny – half termly Attendance at after school clubs</p>	<p>End of year analysis. Children accessed a wide variety of trips including - Barry Island, 2 night Residential, Safari Park, Warwick Castle, Tamworth Castle, Think Tank, Clent Hills, Sea Life Centre and places of worship</p>																																																																					
<p>Intensity of support required to move children to ARE.</p>	<p>TA support.</p> <p>Expenditure £169,193</p>	<p>Year groups: All Purpose / Summary In class support to ensure all children access learning. To provide additional opportunities in the classroom. E.g. Intervention sessions in Reading, Writing, Maths and Phonics. Timescales On going Daily.</p>	<p>Intended outcomes All children in receipt of pupil premium making expected progress in the core areas of the curriculum. Success: Raised attainment. Accelerated progress. Extended purposeful learning opportunities. Raised self-esteem.</p>	<p>Half term monitoring - leadership team. Pupil progress meeting. Pupil data. Books scrutiny.</p>	<p>End of year analysis.</p> <table border="1" data-bbox="1780 486 2101 845"> <thead> <tr> <th rowspan="2">Year Groups:</th> <th colspan="2">Writing</th> <th colspan="2">Reading</th> <th colspan="2">Maths</th> </tr> <tr> <th>All Children</th> <th>PP Children</th> <th>All Children</th> <th>PP Children</th> <th>All Children</th> <th>PP Children</th> </tr> </thead> <tbody> <tr> <td>N</td> <td>2.3</td> <td>5</td> <td>4.3</td> <td>5.5</td> <td>4.6</td> <td>5.9</td> </tr> <tr> <td>R</td> <td>5.4</td> <td>5.1</td> <td>5.4</td> <td>5.2</td> <td>6.3</td> <td>5.8</td> </tr> <tr> <td>1</td> <td>3.6</td> <td>3.8</td> <td>5.7</td> <td>5.9</td> <td>4.8</td> <td>5.3</td> </tr> <tr> <td>2</td> <td>2.7</td> <td>2.8</td> <td>4</td> <td>4.1</td> <td>3.5</td> <td>3.4</td> </tr> <tr> <td>3</td> <td>3.6</td> <td>4</td> <td>2.8</td> <td>3.3</td> <td>2.6</td> <td>3.1</td> </tr> <tr> <td>4</td> <td>4</td> <td>3.7</td> <td>3.4</td> <td>2.7</td> <td>3</td> <td>2.6</td> </tr> <tr> <td>5</td> <td>3.3</td> <td>4.4</td> <td>4</td> <td>3.9</td> <td>3.2</td> <td>3.3</td> </tr> <tr> <td>6</td> <td>3.7</td> <td>4.3</td> <td>3.6</td> <td>3.7</td> <td>2.8</td> <td>2.9</td> </tr> </tbody> </table> <p>Each point is equivalent to a terms progress - therefore over an academic year a child needs to make at least 3 points progress.</p>	Year Groups:	Writing		Reading		Maths		All Children	PP Children	All Children	PP Children	All Children	PP Children	N	2.3	5	4.3	5.5	4.6	5.9	R	5.4	5.1	5.4	5.2	6.3	5.8	1	3.6	3.8	5.7	5.9	4.8	5.3	2	2.7	2.8	4	4.1	3.5	3.4	3	3.6	4	2.8	3.3	2.6	3.1	4	4	3.7	3.4	2.7	3	2.6	5	3.3	4.4	4	3.9	3.2	3.3	6	3.7	4.3	3.6	3.7	2.8	2.9
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<p>Raising aspirations, providing enriching activities and increasing resilient learning behaviour.</p>	<p>1. Violin tuition 2. Singing Tuition</p> <p>Expenditure £11,580</p>	<p>Year groups : Violin – Year 4 Singing - All Purpose/summary To enable pupils to access regular music tuition provided by Birmingham Music Service - increased opportunities for public performance. Timescales Once per week for 45 minutes.</p>	<p>Intended outcomes Raised self-esteem To broaden horizons and increased exposure to different types of music. Through learning to play an instrument/sing as part of a group to develop resilience.</p>	<p>Half term monitoring - leadership team Pupil progress meetings. Pupil data.</p>	<p>End of year analysis. All of year 4 were taught the Violin - 20 children elected to continue the Violin into year 5 Choir attended Children in Need and The Symphony Hall</p>																																																																					
	<p>Total Pupil Premium Expenditure for Academic year 2016-17 £312,265</p>																																																																									