

# 2013-14 Pupil Premium Spend and Evaluation



At Reach Academy Feltham we believe that every one of our pupils is capable of excellent academic outcomes and the opportunity to go to university if they so choose. We welcome the pupil premium as a further resource to ensure that there is no disparity of opportunity within our community. We want every child to flourish at Reach, and are committed to this being the case regardless of deprivation or any other challenge.

This reports sets out how we have spent the Pupil Premium in the past year and evaluates its impact on eligible pupils' progress and attainment.

The Pupil Premium was introduced in April 2011 to provide additional support for looked after children and those from low income families. It comes in the form extra funding which is offered to schools to help them narrow the attainment gap that still exists between pupils from disadvantaged backgrounds and those from more affluent ones. .



Last year, we used a range of research that suggested that young people growing up in more deprived communities experience less access to language and literacy-rich activities at home and in the community; that they are also more likely to have emotional, social and behavioural difficulties; and are more likely to experience physical hardship and neglect. The interventions that we implemented sought to redress this balance and the impact we had was very positive in terms of the impact on pupils.

The positive outcomes in 2012-13 encouraged us to continue with a similar focus this year. We have therefore prioritised Pupil Premium Spending around the following:

- Interventions Addressing Emotional, Social and Behavioural Needs
- Interventions Addressing Educational Support Needs

We have sought to engage parents more deeply in the spending of the Pupil Premium through a parent-driven spend of a part of the Pupil Premium, of which more below.

Between September 2012 and March 2013, Pupil Premium has been allocated by the DfE at a level of £623, and from April 2013, at a level of £900. In the school year 2013-14 there were 16 pupils eligible in Primary, or 13% of the cohort and 49 pupils in Secondary, or 50% of the cohort.

The income to Reach Academy from the Pupil Premium was £54,012, with £42,313 allocated to Secondary and to support pupils in Year 7 and year 8, and £11,699 to Primary and to pupils in Reception and Year 1.

## Interventions addressing emotional, social and behavioural needs

In Primary:

	PP expenditure
<b>Place2Be (counselling support)</b>	£1,780
<b>Subsidised attendance at Breakfast Club and After School Club</b>	£570
<b>Mentoring from CY volunteers</b>	£1200
<b>Parental support from Family Support Officer</b>	£2,000

In Secondary:

	PP expenditure
<b>Place2Be (counselling support)</b>	£2670
<b>1:1 support from Senior Staff</b>	£4500
<b>Parental support from Family Support Officer</b>	£4,000
<b>Mentoring from CY volunteers</b>	£800

Through **Place 2 Be** we have access to an integrated, in-school counselling service. Our School Project Manager works with teachers, parents and pupils to identify pupils who would benefit from 1:1 support. Of the 16 pupils who have benefited from this support this year, two of them have been PP eligible pupils in Primary and three in Secondary. These pupils have benefited from weekly counselling from a qualified counsellor and in each case we have seen substantial progress emotionally and in their academic results.

In Secondary we have had pupils with substantial emotional and social needs in receipt of the Pupil Premium and have offered them substantial **1:1 support from two senior teachers** with the greatest experience and expertise in this area.

We judged that three of our eligible pupils would benefit from additional opportunities to build relationships with peers and enjoy additional structured and unstructured learning time and so we have subsidised their attendance at our **Breakfast** and **After School Clubs**, which we have subsidised.



As in our first year, we have been fortunate to have a team of **City Year volunteers** working in school throughout this year. Several of the pupils eligible for Pupil Premium have received mentoring from the team, notably during break and lunchtimes, as well as in the classroom. This mentoring from the four volunteers working with Primary pupils has helped pupils to build strong relationships with peers and for Reception pupils has supported their transition into formal schooling. In Secondary the mentoring has been focused on supporting pupils with homework and building self-esteem.

We believe passionately in the power of working closely with families and in particular in working with families in their own home. We have made use of Pupil Premium Funding to support the work of our

**Family Support Officer**, who has worked closely with a number of Pupil Premium-eligible pupils in both Primary and Secondary. This has included mentoring parents, supporting them to access key services and parenting support. Our officer has also supported our teachers to work closely with eligible pupils and in several cases, teachers have done multiple home visits that have identified and addressed barriers to learning.

## Interventions addressing educational support needs (including Literacy and Maths)

In Primary

	PP expenditure
1:1 reading support by City Year volunteers	£800
Talk Boost and other Speech and Language Small group provision	£1944
1:1 support with reading development by qualified teacher and subject specialist	£1800

In Secondary

	PP expenditure
Masterclasses from subject specialist teachers in Maths and English	£2,340
Small group tuition in Maths and Science by a Tutor Fellow	£5,078
Small group tuition in Phonics and Literacy by a Support Assistant	£1,618
In-class support from Teach First English teacher	£5,304
Small group tuition in Humanities by a Tutor Fellow	5.059

Our investments of the pupil premium aimed at raising attainment in Literacy and Maths have been focused on providing additional learning opportunities outside class, alongside additional support in class to ensure that pupils maximise the impact of their lessons.



We have ensured that as much as possible pupils have access to one of our outstanding teachers for the small group and 1:1 support, and that has been available to prioritised pupils in Secondary and Primary. We have seen substantial impact from this intervention.

The small group tuition in Secondary has been delivered by three Tutor Fellows / Support Assistants who are subject specialists and in each case are

moving into teacher training this year, and so are highly qualified and effective at providing these interventions.

In the case of the in-class support from the Teach First teacher, this has involved the staff member working alongside the class teacher to assist with differentiating and personalising the learning for Pupil Premium eligible pupils.

Many of our Primary Pupil Premium-eligible pupils have Speech and Language needs which we have invested heavily to address. We have run several rounds of a Talk Boost intervention for pupils which has supported developing conversational skills, particularly in Reception pupils, and have also developed a range of Receptive Speech and Language Interventions which have run across Reception and Year 1 and which will continue in the year ahead.

We have instituted a robust programme of **1:1 reading**, largely driven by our City Year team, which pupils in receipt of the Pupil Premium have benefited from. We have been delighted that more and more of our parents are volunteering to read with pupils and we look forward to this expanding in the year ahead.

We have also used the **Talk Boost** speaking and listening intervention, which will continue to be used in years to come and has already had a marked impact on several pupils, particularly those in receipt of the pupil premium.

The academy prioritises in depth, sustained **1:1 support** from qualified teachers to support pupils at risk of falling behind. This year in Primary this has focused on phonics and broader reading intervention, including before school and after school and working alongside parents to ensure that they are able to continue to support the child at home. In Secondary, this has been a programme of masterclasses to support pupils to make accelerated progress regardless of their starting point.

## Parent-driven spend

As mentioned above, we have sought to invest parents more deeply in the opportunity provided by the Pupil Premium and have worked alongside parents to spend a proportion of their child's Pupil Premium collaboratively, a total of £2,600 in Primary and £9,400 in Secondary. We hosted an information event in the first instance, sharing the rationale for the Pupil Premium and how the school was spending it, and then introduced a range of suggestions for how part of the money could be spent, although parents were invited to make additional suggestions.

Parents in Primary opted to spend the money as follows:

- Outside school additional tuition in reading
- Putting towards a computer loan;
- Joining a sports club which meets several times a week;
- Book tokens; and
- Vitamin supplements.

In Secondary, the spend was as follows:

- Book tokens;
- Subsidising residential trip and trip to Paris;

- Computer loan;
- Kindle;
- Joining a sports club;
- Vitamin supplements; and
- University visit for the whole family

Several of these came at the behest of the parents, for example one parent had a cousin who had benefited from additional tuition at a local centre and wanted her daughter to have this opportunity, alongside the additional support she got in school. In Secondary, a pupil really wanted to take his family to a Science conference at University, and the Pupil Premium was able to pay for the family to travel and stay overnight.

This initiative has brought about much higher engagement from parents – several parents were shocked when they found out what the national gap was in achievement for Pupil Premium eligible pupils. The collaborative spend has given parents additional ownership and several have already expressed ideas about how the funds could be spent in 2014-15.

## Impact

The key factor in determining the effectiveness of our investments in the past year are the levels of progress made by Pupil Premium eligible pupils. We are an outstanding school where our pupils are achieving at a high level and we are anxious to ensure that our most vulnerable pupils are making as much progress and achieving at the same level as the cohort average. Below we set out the outcomes for Pupil Premium eligible pupils in 2013-14.

### Reception

There is a small Pupil Premium eligible cohort in Reception (7 pupils), who made excellent progress in their first year in the school, with 100% of the eligible pupils achieving a Good Level of Development, ahead of the whole cohort average of 84%, and of the national level, around 60%.



nationally expected progress (6 APS).

Not only did eligible pupils achieve at a high level, but they also made accelerated progress in Reception, as follows:

- In reading, eligible pupils made 12.3 APS of progress, ahead of non-eligible pupils at 11.9 and double nationally expected progress;
- In writing, pupils made 8.5 APS of progress, one APS behind non-eligible pupils who made 9.65 but ahead of

Overall they progressed at the same level of APS in Making Relationships, Self-confidence and Self-awareness, Listening, Understanding, Moving and Handling, Health and Self-care and Number. In all

areas of the EYFS, they progressed at a quicker rate than is nationally expected and their average attainment was never less than the level of the ELG.

We are delighted with the progress and attainment of eligible pupils in Reception.

### **Year 1**

There is a similarly small cohort of eligible pupils in Year 1 (7 pupils), several of whom also fall into our cohort of pupils with more severe Special Educational Needs and for whom English is an Additional Language.

In terms of average attainment, eligible pupils had average attainment of a Level 2c in Reading and Maths, and a Level 1b in Writing. With National Expectations at a Level 1b for the end of year 1, this puts them ahead of, or in line with this, although behind non-eligible pupils in Reading and Writing (2b and 2c respectively) and at the same level in Maths (2c). Over half of eligible pupils are working at a Level 2 or above in Reading and Maths, putting them on track to be working at a Level 3 at the end of Year 2, where they will be on track to achieve a Level 5 at the end of Key Stage 2. However, there is a gap compared to non-eligible pupils, of whom 87% in Maths and 79% in Reading are working at a Level 2.

In Writing, only one eligible pupil is working at a Level 2, compared to 60% of non-eligible pupils and across Maths and Reading there is a gap in the proportion of pupils working at a Level 1a and at Level 2. This represents a significant priority for this cohort in 2014-15.

In terms of progress, the cohort made 3 sub levels of progress on average in Maths, with all but one pupil making the expected 3 sub-levels of progress. In Reading average progress was 2.57, and only 4 out of 7 made expected progress, and in Writing the average was 2.28 sub-levels and only 2 of the seven made expected progress.

While we are pleased to see that eligible pupils are performing at or above national expectations in terms of attainment, we are disappointed with the level of progress shown by this group and by the gap compared to non-eligible pupils. This is despite very substantial intervention and support. We have reviewed our investment of the Pupil Premium and a number of aspects of our curriculum design and method of delivery and the progress and attainment of this cohort will be a top priority in 2014-15.

#### **Primary Case Study – Investment and Impact**

Osman (name changed) is a pupil in Year 1 who failed to attain the Early Learning Goals across the board at the end of Reception. He is eligible for the Pupil Premium and also has Additional Educational Needs and is not a native English speaker. At the end of the year his levels were a 1b in Reading and Maths, and a 1c in Writing.

In order to support him to make accelerated progress and avoid a growing gap in attainment with his peer group, the school offered the following additional support to him as a result of Pupil Premium investment.

#### **Literacy and Maths Support**

In addition to high quality differentiation on the carpet, Osman received 2:1 Read Write Inc support

designed to meet his reading needs precisely and support his phonics, comprehension and begin to develop his writing. This intervention was 45 minutes daily and was taught by a senior teacher who has since moved on to work for Read Write Inc, because Osman's development was such a priority.

Osman also had 1:1 reading daily with his class teacher and 1:1 Maths support from one of our City Year volunteers in class.

### **Emotional, Behavioural and Social Support**

In order to set Osman up to be able to learn effectively, we needed to do a lot of work to support him emotionally and socially. As a result Osman received 1:1 counselling from Place2Be, which, according to Place2Be acclaimed evaluation process, had a significant impact. Osman also had attendance at Aft School Club subsidised to give him a further forum to build relationships with his peers.

The final support offered to Osman came from our Family Support Worker has been critical in setting up his family to support him in the coming year. We conducted around ten home visits over the course of last year to support parents with developmentally appropriate play and learning support for Osman and his younger sister, who is not yet a pupil at the school.

There is still work to do for Osman to catch up with his peers but the gap has closed since he joined the school in September 2012 and the Pupil Premium has provided the means to offer the individualised support that has helped to make this happen.

### **Year 7**

There are 27 eligible pupils in the year 7 cohort (46%). Progress and attainment of this group is excellent across the range of subjects, and is very comparable with their non-eligible peers.



In terms of progress, pupil premium pupils are making excellent progress in English and mathematics. Average progress is almost twice the national expectation, at over 3 sub levels in one year. This puts the group on track to make 5 levels of progress across the two Key Stages.

93% and 97% of eligible pupils have made or exceeded expected progress in English and mathematics respectively. This compares with 100% of non-eligible pupils in English, but the same percentage in mathematics. Though

eligible pupils are making slightly less progress than their non-eligible peers in most subjects, in every subject where this is the case, the difference in the amount of progress is less than 0.5 sublevels. In addition, eligible pupils are excelling in French and mathematics, where they are exceeding the progress of their peers.

Attainment of the pupil premium cohort is excellent. In every subject, eligible pupils are matching their peers' attainment. Average attainment is a 5c or above in all cases except French (where the average level is a 4a), and in English and mathematics this level increases to a level 5a. This is particularly impressive given that government guidelines indicate an expectation of "a level 5 or 6" at the end of year 9.

## **Year 8**

There are 18 eligible pupils in the year 8 cohort, 46% of the cohort. Progress and attainment in this year group are not quite at the level of year 7, a trend across both eligible and non-eligible pupils. However, average progress still exceeds the national expectations: eligible pupils made 4.29 and 4.95 sub levels of progress in English and Maths respectively, and in year progress in all English Baccalaureate subjects at least meets the expectation of 1.8 sub levels.

Compared with their peers, eligible pupils are sometimes outperforming and sometimes underperforming. 73% of eligible pupils have made expected progress in English, compared with 77% of non-eligible pupils. In maths, the roles are reversed with 84% of eligible pupils meeting national expectations compared with 72% of non-eligible pupils. Science, art and geography have seen eligible pupils making better or comparable progress with their peers. In the remaining subjects, differences are not more than 0.7 sublevels.

In terms of average attainment, the eligible cohort is working at a level consistent with their peers in science, French, art and geography. However, in history, drama, English and mathematics, eligible pupils are working at one sub level lower on average than their peers. We will be looking to further increase the progress of eligible pupils in these subjects in order to close the established attainment gap.

In addition to these academic measures, we have seen improvements in attendance and punctuality of eligible pupils both within the academic year and, in the case of Secondary pupils, from their attendance and punctuality levels at their previous school

### **Secondary Case Study: Investment and Impact**

Sarah (name changed) is a pupil in Year 7 who arrived at the beginning of year 7 with low levels of prior attainment. Her KS2 maths and English levels were a 3b and 4b respectively, with an Average Point score across the two subjects at a 3a.

The allocated Pupil Premium funding allowed RAF to invest in the following additional support to ensure that Sarah was able to make excellent progress in her first year of secondary education.

#### **English and Maths Support**

Sarah received targeted one to one support from a Tutor Fellow in mathematics lessons, as well as after and before school Masterclasses from a Tutor Fellow or her mathematics teacher. Afterschool sessions were for 1 hour per week, focussing on pre-teaching topics to ensure that she could be successful in the whole class teaching. Morning sessions were dedicated to mental mathematics skills to improve the efficiency of her calculations. As a result of this intervention, Sarah made 4.2 sublevels of progress in mathematics, achieving a 4a at the end of year 7. This compares with an average of



3.44 sublevels across the cohort, thus demonstrating that the gap is closing in Sarah's case.

Sarah also benefitted from the availability of a Tutor Fellow in her English lessons, and afterschool Masterclasses with her teacher for half of the year. As a result, she was able to achieve a 5b+ at the end of the year.

**Emotional, Behavioural and Social Support.**

Sarah had had a negative experience of schooling prior to joining RAF, and was not motivated to learn. Her effort in lessons was limited, and her friendships began to further distract her from her subject work and cause deterioration in her behaviour. As a result, the school provided Sarah with a City Year mentor, who would check in with her daily and set weekly targets for success. As a result, Sarah made more progress in the second half of the year, and her behaviour and effort improved. This mentoring relationship has since developed into peer mentoring with an older student to continue the positive trend in Sarah's attitude to learning.

Finally, our Family Support Worker was able to support Sarah's father with challenges at home throughout the year. Providing support with finance and housing to ensure that Sarah was adequately cared for, as well as acting as liaison between Sarah's parents, allowed her to flourish in school despite the challenges she faced at home.

## Next year

In primary, our principle priority will be raising the attainment and accelerating the progress of eligible pupils moving into Year 2. We will continue to seek innovative ways to invest the Pupil Premium and will continue to involve parents to directing part of the investment.

In secondary, we need to direct our focus at those pupils in year 8 who are under-attaining, and seek to accelerate their progress, particularly in English and maths. The year 7 cohort will need support to maintain the excellent established record.