

2014-15 Pupil Premium Spend and Evaluation

September 2015

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.



We have continued our policy of focusing on language, literacy, pupils' emotional needs and physical well-being. This has been grounded in research evidence that suggests 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 we have continued to see a positive impact on progress.

The positive outcomes in 2013-14 encouraged us to continue with a similar focus this year, as is set out below. In addition to a focus on language and literacy, and on emotional, social and behavioural support, 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.

The school received £80,006 in the past year, with £57,163 allocated to Secondary to support pupils in Years 7, 8 and 9, and £22,833 to Primary and to pupils in Reception, Year 1 and Year 2.

The funding has been allocated as follows:

Interventions addressing emotional, social and behavioural needs

In Primary:

	Total spend	Proportion of spend on PP eligible pupils	PP expenditure
Place2Be (counselling support)	£20,466	Two Primary pupils	£2,000
Subsidised attendance at Breakfast Club and After School Club	£1,000	Three pupils	£570
Mentoring from CY volunteers	£4.00 per hour	400 hours	£1,600
Parental support from Family Support Officer	£23,000	20%	£4,600

In Secondary:

	Total spend	Proportion of spend on PP eligible pupils	PP expenditure
Place2Be (counselling support)	£20,466	Four Secondary pupils	£4,000
1:1 support from Senior Staff	£45 per hour for 10 hours	For ten pupils	£4,500
Parental support from Family Support Officer	£20,000	20%	£4,600
Mentoring from CY volunteers	£4.00 per hour	300 hours	£1,200

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 four 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 performance.

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**.

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. This year, for the first time, we have run the Family Links Nurturing Programme for more than 30 families, with half of them the families of Pupil Premium eligible pupils. The feedback from the courses has been excellent

Interventions addressing educational support needs (including Literacy and Maths)

In Primary

	Total spend	Proportion of spend on PP eligible pupils	PP expenditure
1:1 reading support by City Year volunteers	£4 ph x 29 per week	420 hours	£1,680
Small group reading support	£13 ph for 8 hours	304 hours	£3,952
Talk Boost and other Speech and Language Small group provision	£18 ph x180	60%	£1,944
1:1 support with reading development by qualified teacher and subject specialist	£30 ph x 120	100%	£3,600

In Secondary

	Total spend	Proportion of spend on PP eligible pupils	PP expenditure
Masterclasses from subject specialist teachers in Maths and English	£30 ph x220	100%	£6,600
Small group tuition in Maths and Science by three Tutor Fellow	£13 ph x 260 x 3	100%	£10,140
Small group tuition in Phonics and Literacy qualified teacher	£30 ph x 117 hours	100%	£3,510
In-class support from qualified English teacher	£30 ph x 117	100%	£3,510
Small group tuition in Humanities by a Tutor Fellow in two year groups	£14 ph x 350 x2	100%	£9,800

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 with 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 £2,400 in Primary and £7,400 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:

- Buying a telescope to pursue an interest in astronomy;
- Outside school additional tuition in music;
- Putting towards a computer loan;
- Joining a sports club which meets several times a week; and
- Book tokens

In Secondary, the spend was as follows:

- Book tokens;
- Subsidising residential trip and trip to Paris;
- Computer and kindle loan;
- Membership of outside sports clubs; and
- University visit for the whole family

This initiative has continued to promote engagement from parents.. The collaborative spend has given parents additional ownership and several have already expressed ideas about how the funds could be spent next year.

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 2014-15

Reception

There is a small Pupil Premium eligible cohort in Reception (9 pupils) who made excellent progress in the past year. Across the whole cohort, 80% of pupils achieved the Good Level of Development. The number was lower amongst this cohort, with four of the nine pupils achieving that level, but this was a result of lower on entry levels, pupils made rapid progress throughout the year.

In the Prime Areas, which was the school's area of focus in the Foundation Stage last year, all pupils made more than expected progress across Making Relationships, Self-Confidence and Self-Awareness, Moving and Handling, Listening and Speaking. More than 80% of pupils did so in the other areas of learning, Managing Feelings and Behaviour, Health and Self-Care and Understanding. All pupils also made accelerated progress in Number and Shape, Space and Measure.

The gap in attainment across the individual learning areas was very small in the Prime Areas, less than 3% points (one pupil) in four of the 7 areas and never more than 14%.

One area of focus for us in 2015-16 will be in the performance of this cohort of pupils and the new Reception cohort is in Literacy. Pupils eligible for the Pupil Premium performed less well in this area in the past year, with only 56% of the cohort achieving the ELG in Reading and 44% in Writing, lower than the cohort average. Progress was still accelerated for these pupils, particularly in Reading, where all pupils made accelerated progress.

We have closed the gap that existed in the on-entry data for our Reception Pupils Premium-eligible pupils and will continue to prioritise this in the coming year.

Year 1

The Year 1 eligible pupils attained extremely well in 2013-14 and their attainment remains strong. All eligible pupils are working at at least a Level 1b in Maths (national expectations), and all but one of the eight eligible pupils working at at least a Level 1b in Writing and Reading. Indeed, five of the eight are working at a Level 2 in Reading, as are three in Maths and two in Writing.

There is, however, a gap in attainment with the non-Pupil Premium cohort, where 59% are at a Level 2 in Maths, 78% in Reading and 58% in Writing. This reflects that the cohort as a whole is attaining at a high level but does represent a priority for the coming year as pupils complete Key Stage 1, to ensure that the eligible cohort attains at as high a level as possible.

Year 2

In Year 2 the eligible cohort is seven pupils and a number of them have Additional Educational Needs. This means that there is a gap in their attainment with the rest of the cohort. However, all pupils achieved a Level 2 in Maths and five of the seven pupils achieved a Level 2b in Reading and Writing. Three of the seven pupils achieved a Level 3 in Maths.

As in Year 2, there is a gap in attainment in Reading and Writing – 51% of non-eligible pupils achieved a Level 3 in Reading and 24% in Writing, while none of the eligible pupils did. Closely this gap in attainment will be a significant priority in the coming year, and substantial resources have been allocated to support this.

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 far exceeds national expectations, with pupils on track to achieve between 4 and 5 levels of progress between KS2 and KS4.

78% and 71% of eligible pupils have met or exceeded progress expectations in English and mathematics respectively. This compares with 91% of non-eligible pupils in maths, but only 84% in English. 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 science and PE, where they are exceeding the progress of their peers.

Attainment of the pupil premium cohort is excellent. Average attainment is a 5c or above in all cases except French (where the average level is a 4a), and in English, mathematics and science this rises to a 5b. 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 28 eligible pupils in the year 8 cohort, 47% of the cohort. Progress and attainment in this year group follow a similar trend to year 7, with progress at greater than 5 sublevels since KS2 in both English and maths; differences between eligible and non-eligible pupils' progress are negligible. In year progress in all English Baccalaureate subjects is meeting or exceeding the national expectation of 1.8 sub levels.

Compared with their peers, eligible pupils are outperforming in English, and drawing level in maths; 90% of eligible pupils have made expected progress in English, compared with 84% of non-eligible pupils. In maths, 83% of eligible pupils met national expectations compared with 84% of non-eligible pupils. History and geography have seen eligible pupils making better or comparable progress with their peers. In the remaining subjects, differences are not more than 0.5 sublevels.

There maintains a small gap in attainment in year 8, as in year 7, in the core subjects; eligible pupils are consistently working one sub level below their peers in English, mathematics, science and French. However, the gap has closed with attainment equal in the humanities, art and PE.

Year 9

There are 20 pupil premium eligible pupils in our frontier cohort (42%). Average progress of eligible pupils in all subjects between KS2 and the end of KS3 has met national expectations.

The small gap identifiable in the previous year for this cohort is closing; comparisons of eligible and non-eligible groups show equal progress in maths, and a difference of less than half a sublevel in English. Differences in all other subjects are negligible at less than 0.2 sublevels. Furthermore, the percentage of pupils meeting national expectations amongst the eligible cohort is higher than or equal to their peers in every subject.

Attainment of this year group further suggests that the gap is closing. Attainment averages are level in mathematics, the humanities, French and PE, while in science and history eligible pupils have higher average attainment than their peers.

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 closing the gap in English in year 9, following the encouraging trend of higher attainment in other subjects. We will be supporting years 7 and 8 to maintain their outstanding levels of progress, ensuring that parity between eligible and non-eligible pupils remains.