



2017-18 Pupil Premium Review and Impact Evaluation

Reach Academy Feltham

Introduction

This report sets out our evaluation of the impact of our Pupil Premium spend last academic year.

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 pupils may face.

Pupil Premium is additional funding given to schools to address the current underlying inequalities between children eligible for free school meals (FSM) and their peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most. The pupil premium was introduced in April 2011 and is allocated to schools to work with pupils who have been registered for free school meals at any point in the last six years (known as 'Ever 6 FSM'). Schools also receive funding for children who have been looked after continuously for more than six months, and children of service personnel.

Ofsted have published two recent reports:

- [How schools are spending the funding successfully to maximise achievement](#)
- [How schools are using the pupil premium funding to raise achievement for disadvantaged pupils](#)

Some interventions have been adopted on a whole school basis and are not restricted to FSM registered pupils only. However, the implementation of some intervention programmes would not have been possible without the Pupil Premium. The majority of school strategies are targeted towards improvement in the attainment and progress of pupils. A number of these key strategies are resourced from the schools' main budget, including additional teachers across year groups, educational support staff and an intervention programme. We have allocated the additional Pupil Premium funding to specific initiatives to support the most disadvantaged pupils.

Ultimately, our objective has been to narrow and eliminate the gaps in achievement between different groups, particularly those eligible and not eligible for the PPG. In order to work towards this, 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.

Allocation

In the past year, Reach Academy Feltham received the following Pupil Premium allocation:

Year Group	Eligible Pupils	PPG	Year Group	Eligible Pupils	PPG
Nursery	15	£4,530	Year 7	28	£26,180
Reception	22	£29,040	Year 8	34	£31,790
Year 1	23	£30,360	Year 9	35	£32,725
Year 2	26	£34,320	Year 10	30	£28,050
Year 3	21	£27,720	Year 11	27	£25,245
Year 4	14	£18,480			
Year 5	19	£25,080			
Primary total	125*	£169,530	Secondary total	154	£143,990

* Excluding Nursery pupils

The whole school received £313,520

Our priorities in the use of the Pupil Premium were to:

- Raise the attainment of eligible pupils, reducing and ultimately eliminating gaps in attainment through eligible pupils to make rapid progress.
- Promote the social and emotional well-being of eligible pupils, so that they are able to make rapid academic progress.
- To create strong links with families and strengthen collaboration to support pupils to make rapid academic progress.

GCSE results

We have received our second set of GCSE results, and we are extremely happy that in many areas, the outstanding results from last year have been repeated. Our approach to the Pupil Premium is a long-term strategy and we continue to see high progress for our more disadvantaged pupils.

Headlines from the 2018 GCSE results are as follows:

- Almost half (48%) of the pupils were categorised as ‘disadvantaged’ and our ALPS Q18 score (which is an indicator of our Progress 8 score which will be released in October) for disadvantaged pupils was 1.12, compared to 1.14 for our advantaged pupils, meaning that we successfully closed the gap for these pupils over their time at Reach.

These results show that our investment in the Pupil Premium is yielding gap closure and excellent academic performance from disadvantaged pupils. We are confident that with continued hard work this pattern will continue.

Nursery Outcomes

To be entered at a later date.

Evaluation of Specific Activities

Year Group	Project / Item	Objective	Action	Cost	Rationale	Expected Outcomes	Evidence sought
N	Teach First trainee in Nursery	To ensure all pupils leave Nursery school-ready	Place two teachers to work with pupils in Nursery.	£3,200	Impact of high quality teacher is significant, additional capacity will raise attainment.	All pupils achieve 40-60 in GLD areas by end of year.	EYFS assessment outcomes.
N	Promoting Forest School	To ensure all pupils develop resilience and communication skills	Provide additional staff member to ensure ratios during Forest School sessions	£1,330	Forest School has had substantial impact for the past two years,	All pupils achieve 40-60 in GLD areas by end of year.	EYFS assessment outcomes.

especially on boys /
vulnerable pupils.

Our Pupil Premium children were exceeding the attainment of non Pupil Premium at the end of Cycle 2 with 66% on track to achieve their GLD.

Primary Outcomes

In Key Stage 1 and 2, we analysed the proportion of pupils working at the equivalent of a grade 5 (a strong pass) on our assessment model. These outcomes are taken from standardised tests, the PIRA and the PUMA.

Year Group	Gap in Cycle 1	Gap in Cycle 2	Gap in Cycle 3	Overall Gap Closure
Year 1				
Mathematics	24%	27%	20%	Reduced by 4%
Reading	6%	16%	19%	Increased by 13%
Year 2				
Mathematics	24%	17%	10%	Reduced by 14%
Reading	30%	30%	13%	Reduced by 17%
Year 3				
Mathematics	1%	11%	11%	Increased by 10%
Reading	11%	11%	21%	Increased by 10%
Year 4				
Mathematics	19%	17%	38%	Increased by 19%
Reading	23%	20%	23%	Stayed the same
Year 5				
Mathematics	33%	15%	27%	Reduced by 6%
Reading	40%	21%	13%	Reduced by 27%

Last year, we identified this Year 5 cohort as being the only cohort who had seen an increase in the gap between PP and non PP and it is pleasing to see that the work done to narrow this gap is seen here, particularly in Reading.

In other year groups, there is a mixed picture, with some cohorts (Year 2 in particular) closing the PP gap by double digits, but others seeing some increase (Year 3). This can be partly explained by some changed in cohort throughout the year, but has also allowed us to refocus our strategies for the coming year on individual classes and pupils.

Activities to raise pupils' attainment

Year Group	Project / Item	Objective	Action	Cost	Rationale	Expected Outcomes	Evidence sought
ALL	Coaching for teachers	To provide quality first teaching throughout the school	All teachers to have a weekly drop in and weekly feedback session to improve teaching	£31,000	Teacher is the biggest determinant of pupil outcomes – need them to be as effective as possible.	All teaching consistently good or outstanding according to internal and external monitoring	Internal monitoring External monitoring
Over the course of the year teaching improved so that at the end of the year the school's SEF judges it to be outstanding. External monitoring identified coaching to be a particular strength of the school.							
R-2	Read Write Inc	To ensure all pupils pass the Phonics Screen	Provide an experienced middle leader to coach and develop trainees	£8,500	Effective phonics is a critical part of pupils becoming effective readers, which is essential to future success.	90% + pass Phonics Screen in Year 1; 100% pass Phonics Screen in Year 2; 50% of pupils exceeding ELG and 90% at ELG in Reception. Close gap in Writing progress in Year 2	EYFS Assessment; Phonics Screen. Summative termly assessment
87% of the pupils in Year 1 passed the Phonics Screen. The writing gap was closed to just one child in Y2 SATS, The management of RWI was owned by just one teacher this year, and the quality of teaching has improved significantly.							
1	Place Teach First trainee in Year 1	To ensure that pupils catch up and achieve expected standard by end of year.	Place a trainee teacher with significant RAF experience in Year 1 to add capacity.	£12,000	Impact of high quality teacher is significant, confidence that trainee will be teaching 'good' lessons by Christmas.	90% + pass Phonics Screen in Year 1; All pupils achieve Grade 5 OR progress by one grade.	Phonics Screen. Summative termly assessment
This trainee was able to make excellent relationships with the cohort well and added value to the year group, especially working with the most vulnerable pupils, and particularly with maths. There were significant AEN and SC needs within the year group which added to some instability.							

3	Place Teach Flrst trainee in Year 3	To ensure that pupils catch up and achieve expected standard by end of year.	Place a trainee teacher with significant RAF experience in Year 3 to add capacity.	£12,000	Impact of high quality teacher is significant, confidence that trainee will be teaching 'good' lessons by Christmas.	All pupils achieve Grade 5 OR progress by one grade.	Summative termly assessment
The trainee worked very well with a challenging year group, although the Pupil Premium gap opened over the year.							
ALL	Talk Boost and other S&L Intervention	To accelerate pupil progress by ensuring that speaking and listening are not a barrier to learning	Provide capacity for Assistant SENDco to work directly with prioritised pupils with S&L barrier to learning.	£12,000	Talk Boost has delivered significant impact over the last three years.	All pupils to achieve ELG in Communication or make accelerated progress; Non-Reception pupils show growth on Talk Boost pre- and post- assessment.	EYFS; Talk Boost assessment.
To come							
5	Provide specialist teaching in reading through RWI and Book Club	To close PP gap in English	Provide more personalised learning opportunities through a progression from RWI to Book Club with a lead teacher	£7,000	Significant gap in attainment for reading within Year 5 between PP and non PP, seeking to offer a more individual approach to avoid falling further behind.	Close gap in attainment and progress	Summative termly assessments
The gap in reading decreased by 27%							
3 & 4	Specialist Literacy support for prioritised pupils	To enable pupils currently behind to close gap.	Provide capacity for SEND specialist to work weekly with prioritised pupils where Reading is below expected level	£7,000	Pupils have had access to a range of support and programmes to raise attainment, seeking to provide specialist expertise for this group	All pupils progress by one grade in reading.	Summative Termly assessments
ALL	Personalised approach to PP spending for high-need pupils in each year group	To enable more dynamic and individualised approach to PP pupils who are significantly underperforming	Identify pupils who are high need within each year group (below target in both Eng&Ma as a minimum) and collaborate with	£12,000	While many PP are making progress, there are a small number in each year, for whom an external barrier is preventing them from succeeding, and	Up to lowest 5 pupils identified at the start of the year in each year group close the gap on their PP peers	Summative Termly assessments

	across multiple subjects	family and teachers about the best way to support that child.	require a more individual approach to support them. E.g. Attendance issues could be supported by a bike / breakfast club
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Specific pupils in Phases 1 and 2 received added support. This was mostly directed at family support due to ages of children.

Y3,4,5	Subject specific approach to spending to raise cultural capital and support aspiration	To raise aspirations for PP pupils who historically underperform in MFL/Humanities subjects at Secondary level	Identify trips and experiences that can add value and cultural capital to Primary PP pupils.	£5,000	In Secondary, we have consistently found that PP pupils underperform in MFL/Humanities subjects. By focusing on these experiential learning opportunities earlier, we hope to raise attainment and interest in these subjects earlier.	Close gap in attainment and progress	Summative Termly assessments
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A range of trips, and speakers were used to support this. As of yet, without data, the impact is difficult to measure accurately.

Activities to support social and emotional development

Year Group	Project / Item	Objective	Action	Cost	Rationale	Expected Outcomes	Evidence sought
ALL	Place2Be	To provide high quality counselling accessible to all	Continue to partner with Place2Be to have a high quality counselling service.	£8,300	Strong evidentiary base for excellent social and emotional support generally and P2B in particular. Long-standing partnership.	All pupils accessing the service to make progress on SDQs & for 80% in academic progress.	SDQs Termly Summative Assessment

Place2Be provided one-to- one counselling for 20 eligible pupils, which amounts to over 400 individual sessions in 2016-2017. 100% of children or young people who received one-to- one counselling from Place2Be in 2016-2017 have improved mental health according to their teachers. According to parents, 78% of children or young people who had one-to-one counselling had improved mental health. Children and young people reported an improvement for themselves, with 100% showing an improvement in their overall clinical score.

4/5	Substantial Social & emotional support through 1:1s and focused group sessions with the input of an additional Pupil Support Worker	To address barriers to learning for prioritised pupils	Use members of the Inclusion team to provide interventions for prioritised pupils and hold regular 1:1s/group sessions with pupils	£15,000	Using a coaching model has worked well in Secondary, and will support pupils with the move to Phase 3, especially those with a range of emotional needs and some insecure attachment.	All pupils make progress on SDQ questionnaire All pupils make at least expected academic progress	SDQs Summative Termly assessments
ALL	Subsidise wrap-around attendance for prioritised pupils	To raise self-confidence, resilience and social skills	Provide free access to Breakfast and After School Club where it would benefit prioritised pupils	£6,700	Has had significant impact in past years, can help mitigate challenges at home and provide a different type of experience at school	All pupils make progress on SDQ questionnaire	SDQs
For key families, this was crucial to support the family in times of crisis - either through medical needs, or social care involvement.							
ALL	Family Service Dining	To create a warm, positive dining environment for all pupils	Have teaching staff eating with pupils daily to nurture social communication and a rich experience	£6,000	Children eat healthily and benefit from adult interaction and modelling of conversation.	All pupils make expected academic progress	

This is an important element of the school's culture and one that is frequently remarked upon. We are confident it yields value for money although it is difficult to measure.

Activities to promote strong links with families

Year Group	Project / Item	Objective	Action	Cost	Rationale	Expected Outcomes	Evidence sought
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ALL	Support from Family Support worker	For prioritised parents to receive support to enable them to effectively support their children	Employ a Family Support worker with a case-load and also running programmes like Family Links Develop this point further	£13,000	Clear evidence that high quality parental engagement accelerates pupil progress	Progress in SDQs Parents report greater confidence Family Links questionnaires show progress.	SDQs Parent survey Family Links evaluation
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The work of our family support worker is a significant investment and one which we are committed to. This investment enables parents to access 1:1 support, and our Family Support Worker worked with 20+ families intensively in the last year. It also gives lighter touch opportunities through a toddlers group and opportunities to attend the Family Links parenting programme.

ALL	Parent-driven spend	For parents to reflect on what would enrich their child's experience.	All parents to allocate £100 of their child's PP spend.	£12,500	This has been used by a number of schools and has supported a great conversation with parents.	All parents to use the allocation and report positively on its impact.	Parental questionnaire.
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Several of these investments have had an (anecdotally) significant impact on the children concerned, particularly in the case of the Y4/5 residentials.. These have included access to extra-curricular activities and investments in books and educational games for children and their families.

Secondary Strategy

Year Group	Gap in Cycle 1	Gap in Cycle 2	Gap in Cycle 3	Overall Gap Closure
Year 7				
Mathematics	13%	8%	8%	Reduced by 5%
English	0%	+2%	+2%	Increased by 2%
Year 8				
Mathematics	29%	26%	28%	Reduced by 1%
English	3%	31%	20%	Increased by 17%
Year 9				
Mathematics	18%	4%	8%	Increased by 10%

English Lang Year 10	1%	14%	29%	Increased by 28%
Mathematics	19%	22%	9%	Reduced by 10%
English Lang	5%	26%	33%	Increased by 28%

It is clear from the above data that significant work needs to be done in raising the attainment of PP pupils, especially in English. Our PP strategy is a long-term strategy, and both sets of GCSE data suggest that by the end of Year 11, we have closed the gap (and in the case of the results in 2018, actually reversed the gap). However, significant work on reading and literacy across the curriculum is required this year to better support this progress.

The Secondary allocation was spent as follows:

Activities to raise pupils' attainment

Year Group	Project / Item	Objective	Action	Cost	Rationale	Expected Outcomes	Evidence sought
ALL	Coaching for teachers	To provide quality first teaching throughout the school	All teachers to have a weekly drop in and weekly feedback session to improve teaching	£25,000	Teacher is the biggest determinant of pupil outcomes – need them to be as effective as possible.	All teaching consistently good or outstanding according to internal and external monitoring	Internal monitoring External monitoring
Coaching has continued to support teachers to develop their practice, and we judge the quality of teaching to still be Outstanding across the school.							
10 & 11	Additional Maths Groups	To support all of our pupils to achieve excellent Maths GCSE outcomes	Allocating additional staff so that cohorts have three classes and greater opportunity for personalisation	£11,225	Adding teaching capacity to these classes enables effective differentiation and promotes best outcomes.	Excellent GCSE Maths results for Year 11 in 2017 and Year 10 in 2018.	GCSE results
Maths outcomes for Year 10 are very positive, with our Maths ALPS grade for Year 10 already at a 2, placing those results in the top 10% in the country. We have been able to use the three groups dynamically, with pupils moving between them to support individuals differently throughout the year. PP pupils in Year 11 also performed very well - again in the top 10% in the country, and with only a marginal difference to non-PP, suggesting that we closed the gap in Maths teaching. Just 2 of the Year 11 pupils did not achieve their ALPS target grade in the exams.							
ALL	Masterclasses & personalised support	To provide space for teachers to work with small groups to raise attainment	Teachers given extra space in TTs to prioritise working with individuals and	£16,000	Ensures that staff with the greatest subject knowledge and knowledge of the pupils are working with them.	Pupils progressing towards a Grade 5 at end of Key Stage 3 and a Grade 6 at the end of Key Stage 4	Termly Summative Assessments

small groups based on pupils' progress

A strategically planned intervention programme was implemented from March targeting pupils working below their target grade and the progress 8 score is predicted to be similar to last year, suggesting that this was successful.

ALL	Homework Club	To provide support for pupils with Homework	Supervised space for pupils to do homework where they can get help if needed	£5,000	Helps to ensure that all pupils are completing their homework.	Attendance at Homework Club & reductions in number of pupils in Homework Catch-Up	HWCU Data Registers
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Anecdotally, this hugely supported some of our pupils who needed extra homework support.

Year 10	Enhanced Curriculum Offer (Cookery and Music)	To provide a wider curriculum range within GCSE options.	Allocating additional GCSE classes in Music and Food and Cookery	£9,000	Ensures that pupils have the option to do a broader range of subjects for GCSE	Excellent GCSE results expected in 2018.	Termly Summative Assessments
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The Year 10 Music class have made phenomenal progress and have performed at multiple school events; half of these pupils are PP. As the Year 10 cohort had never take Cookery classes before, they struggled to spend the requisite amount of time on catching up, and so the school decided to support these pupils in masterclasses with English and Maths teachers instead of Cookery. We hope that this means that for these under-achieving pupils, they are more likely to be successful in their exams next year.

ALL	Personalised approach to PP spending for high-need pupils in each year group	To enable more dynamic and individualised approach to PP pupils who are significantly underperforming across multiple subjects	Identify pupils who are high need within each year group (below target in both Eng&Ma as a minimum) and collaborate with family and teachers about the best way to support that child.	£12,000	While many PP are making progress, there are a small number in each year, for whom an external barrier is preventing them from succeeding, and require a more individual approach to support them. E.g. Attendance issues could be supported by a bike / breakfast club	Up to lowest 5 pupils identified at the start of the year in each year group close the gap on their PP peers	Summative Termly assessments
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We have worked with individual children to support them through various needs, including buying mobile phones for pupils in year 11 whose smartphones were distracting them from work. The benefits from this have been anecdotal.

Y,7,8,9	Subject specific approach to spending to raise cultural capital and support aspiration	To raise aspirations for PP pupils who historically underperform in MFL/Humanities subjects at Secondary level	Identify trips and experiences that can add value and cultural capital to PP pupils.	£5,000	In Secondary, we have consistently found that PP pupils underperform in MFL/Humanities subjects. By focusing on these experiential learning opportunities, we hope to raise attainment and interest in these subjects.	Close gap in attainment and progress	Summative Termly assessments
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We used a whole school Team Reach day focused on Bastille Day to raise cultural capital across the school. We are already seeing the benefits of this through significantly improved MFL and Hums results in the GCSEs this year, as well as the Year 10 end of year results.

Activities to support social and emotional development

Year Group	Project / Item	Objective	Action	Cost	Rationale	Expected Outcomes	Evidence sought
ALL	Place2Be	To provide high quality counselling accessible to all	Continue to partner with Place2Be to have a high quality counselling service.	£8,365	Strong evidentiary base for excellent social and emotional support generally and P2B in particular. Long-standing partnership.	All pupils accessing the service to make progress on SDQs & for 80% in academic progress.	SDQs Termly Summative Assessment
ALL	Substantial Social & emotional support through 1:1s and focused group sessions with the input of an additional Pupil Support Worker	To address barriers to learning for prioritised pupils	Use members of the Inclusion team to provide interventions for prioritised pupils and hold regular 1:1s/group sessions with pupils	£12,000	Continued support of pupils, especially those with a range of emotional needs and some insecure attachment.	All pupils make progress on SDQ questionnaire All pupils make at least expected academic progress	SDQs Summative Termly assessments

ALL	Subsidise After-School Clubs	To raise self-confidence, resilience and social skills	Provide free access to After-School Clubs in sport, music, art and drama to broaden pupils' experience	£8,000	Has had significant impact in past years, can help mitigate challenges at home and provide a different type of experience at school	Attendance at clubs from prioritised pupils equal to whole cohort	Registers
ALL	Range of other support strategies and external agencies used to support pupils	To address specific barriers for prioritised pupils	Partner with Hounslow Borough for CAMHS, LAC and School Nursing Support	£1000	Improved offer of support to pupils with a specific barrier to success	All pupils make progress on SDQ questionnaire All pupils make at least expected academic progress	SDQs Summative Termly assessments
ALL	Family Service Dining	To create a warm, positive dining environment for all pupils	Have teaching staff eating with pupils daily to nurture social communication and a rich experience	£6,000	Children eat healthily and benefit from adult interaction and modelling of conversation.	All pupils make expected academic progress	

Activities to promote strong links with families

Year Group	Project / Item	Objective	Action	Cost	Rationale	Expected Outcomes	Evidence sought
ALL	Parent-driven spend	For parents to reflect on what would enrich their child's experience.	All parents to allocate £100 of their child's PP spend.	£15,400	This has been used by a number of schools and has supported a great conversation with parents.	All parents to use the allocation and report positively on its impact.	Parental questionnaire.
ALL	Support from Family Support worker	For prioritised parents to receive support to enable them to effectively support their children	Employ a Family Support worker with a case-load and also running programmes like Family Links	£10,000	Clear evidence that high quality parental engagement accelerates pupil progress	Progress in SDQs Parents report greater confidence	SDQs Parent survey

Family Links
questionnaires
show progress.

Family Links
evaluation

Total spend = £116,175 (Surplus £27)