



Fishtoft Academy

Pupil Premium

Provision & Impact Report

2014 - 2015



Pupil Premium Provision and Impact 2014-15

Year	Name	Total	Provisions
R		29 %	1. Additional Class Teacher 2. Year 6 Intervention Teacher (3 mornings per week) 3. Year 3,4,5,6 Art teacher (1 afternoon per week)
1		22 %	4. Attendance Officer and Learning Mentor- 1 day per wk 5. SEN Teacher X 1 day per Week 6. 32 hrs Specialist Teaching Support
2		30 %	7. Y2 / 3 Music teacher x 1hr to broaden experiences and build aspirations 8. HLTA x4 hrs per wk to deliver RWI in smaller groups 9. TA hours to deliver 1:1 reading and phonic interventions in the afternoon
3		45 %	10. TA hours for sm Gp support in class maths- Y2,3,4,5 11. Y6 Easter School to engage children with their learning 12. After School Y6 Support Club 13. Access to breakfast Club 14. Free Uniform
4		13%	15. Supplemented Enrichment days and trips -Rand Farm /Animal Antics /Life Wise /Willoughby Foods /Music Trio 16. Behaviour, Punctuality, Attendance Termly rewards 17. RWI Training-to ensure effective delivery
5		27 %	18. Extra-curricular Clubs- Sports /Languages /Music /Film /Playground Leaders /Sports Ambassadors /Summer Term Sport Club and Coach Led PPA cover 19. Purchasing Resources- ICT software /Art and craft equipment /Maths resources /Reading /Research Books/Library audit
6		33 %	

Number on Roll	76
Number Of Eligible Children	21 (28%)
Total Grant	£25,200

The Pupil Premium at Fishtoft Academy

Fishtoft Academy is committed to enabling all children to gain an outstanding education. We recognise that children from disadvantaged backgrounds can face particular challenges and welcome the Pupil Premium as an important way to support them.

Our approach ensures that all aspects of school life support children, by providing further targeted support when it is needed. When examining the progress of every child, teachers, leaders and governors look in detail at the development of children from disadvantaged backgrounds as well as those with other needs. It is by providing excellent teaching tailored to the needs of every child, and specific support to enable children to catch up quickly or for those who are excelling to be challenged further, that each child can reach their full potential.

We recognise that to enable children to flourish, wider skills, talents and experiences, participating in clubs and school visits play an important role and should be accessible to all. Therefore, we use some Pupil Premium money to pay for and subsidise these activities for those who would not otherwise be able to afford them. We monitor the progress of each child and use this to inform the type of support needed.

Pupil Premium Provision and Impact 2014-15

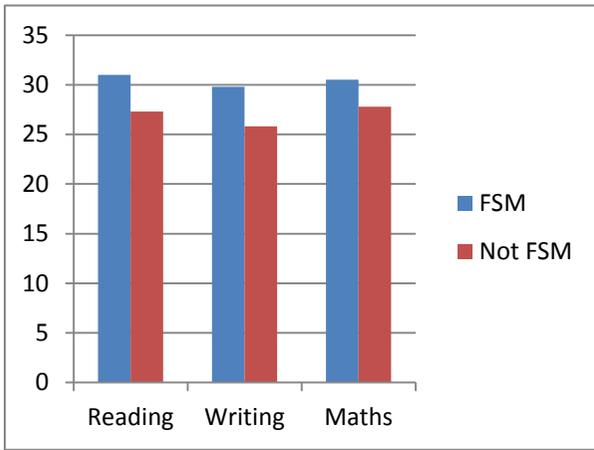
Nature of Provision	Cost	Proposed Impact	Evaluation
1. Additional Class Teacher		To create 4 smaller classes instead of 3 large for morning learning. To facilitate precision teaching and support for targeted group/individuals. 4th teacher allows greater flexibility to deliver targeted support to Y5/6 in afternoon learning. Including focus on G&T.	25% of cohort achieved L5 which is an increase upon the 2013/14 KS2 results.
2. Year 6 Intervention Teacher (3 mornings per week)	£13,000	Engage reluctant learners and improve attitude towards learning and striving to achieve their next steps. This will further improve progress with reading, writing and maths attainment. Personalised teaching and target setting and developed use of AfL to improve attainment and progress. 1:1 writing conferences with vulnerable children to explore attitudes to writing and recognise achievements or address misconceptions at point of need.	Children skilled at using a reader. Small group means prompts can be delivered regularly to keep children on task. Identified areas of support are delivered at point of need. Children making good to outstanding progress. 100% 2 levels progress for R and W.
3. Year 3,4,5,6 Art teacher (1 afternoon per week)		Good-outstanding teaching of a skilled subject to support children to develop curriculum aspirations beyond core subjects. Raise self-esteem, develop self-confidence. This to translate positively across to other curriculum areas.	Most noticeable impact is improved confidence and self-esteem to actively participate. Attitudes to learning visibly improved.
4. Attendance Officer and Learning Mentor (1 day per week)		Improve the attendance of identified individuals and reduce the number of persistent lates. As a result the progress of eligible pupils improves and supports closing the gap attainment. Raise self-esteem. Pupils develop confidence and life/social skills which will positively affect attitude towards learning.	PA attendance last academic year has received targeted support to improve attendance from below 86%. Attendance for last academic year was 96 %. PuP achievement is in line with Non-PuP and in many cohorts exceeding ARE.
5. SEN Teacher (1 day per week)	£5,880	Monitor eligible children and improve the teaching and learning opportunities to accelerate progress and attainment of vulnerable groups.	Interventions for vulnerable groups are being monitored closely. Teachers being supported to develop effective teaching and learning to meet needs of individuals.
6. 32 hrs Specialist Teaching Support	£2,000	Specialist Teaching assessments of vulnerable individuals carried out to support teachers to deliver effective teaching and learning to improve access to the curriculum and close the attainment gap.	Children access services. Suggestions within reports followed by teachers.
7. Y2 / 3 Music teacher (1hr per week)	£650	To broaden experiences and build aspirations whilst improving social skills and developing the 'whole' child.	Most noticeable impact is improved confidence and self-esteem to actively participate and perform in front of peers. (All children)

8. HLTA (x4 hrs per week)		By enabling the delivery of RWI in smaller groups, targeted 1:1 reading and phonic interventions in the afternoon and small group support in class maths- Y2,3,4,5 we will see accelerated progress to increase the % of children achieving end of year expectations.	Number of children following RWI has reduced with all Y3 children now off the programme and accessing class literacy sessions. All children were at ARE for RWI.
9. TA hours (pm)			Targeted intervention for RWI saw all Y3 children plus some Y2 complete RWI programme at the end of Spring Term2. Additional 1:1 reading support has seen reading fluency improve. March FSM APS is above cohort. Progress for FSM is above non FSM.
10. TA hours (x5 am)			Despite maths curriculum change bringing point scores down in February, progress for FSM is above non FSM.
11. Y6 Easter School to engage Y6 children with their learning	£400	Personalised teaching and target setting and developed use of AfL to improve attainment and progress. 1:1 writing, reading and maths conferences with vulnerable children to explore attitudes to learning and recognise achievements or address misconceptions at point of need.	Target setting discussions which took place are being implemented within daily classroom practice independently by children.
12. After School Y6 Support Club	£0	Small group precision teaching and support for target curriculum areas and individuals.	Children received precision teaching for key areas. Class work evidences that this learning is now being applied with greater independence.
13. Access to breakfast Club		Ensure children have had breakfast before the start of the school day to enable them to access learning effectively.	Eligible children attend on a regular basis. This has a positive impact upon behaviour for the day. The breakfast club routine and social aspect enables a more positive frame of mind. Also calms any pre-school situation which may have occurred.
14. Free Uniform		Provide free uniform to eligible children to boost self-esteem and confidence.	All children feel included and part of Fishtoft Academy. All children wear the appropriate school uniform and potential financial barriers have been removed.
15. Supplemented Enrichment days and trips	£1,200	Eligible children have access to school visits to enrich their curriculum, provide first hand experiences with the removal to the potential finance barrier.	Quality of children's writing has improved as a result of the 'Phoenix 500'. Animal Antics week encouraged maximum attendance. Phoenix Den provided opportunities for children to apply learning to real life context.
16. Behaviour, Punctuality, Attendance Termly rewards	£120	Develop independent participation with school attendance and behaviour rewards systems. Foster self-responsibility to attend school punctually.	Whole school attendance was 96% in line with NA.

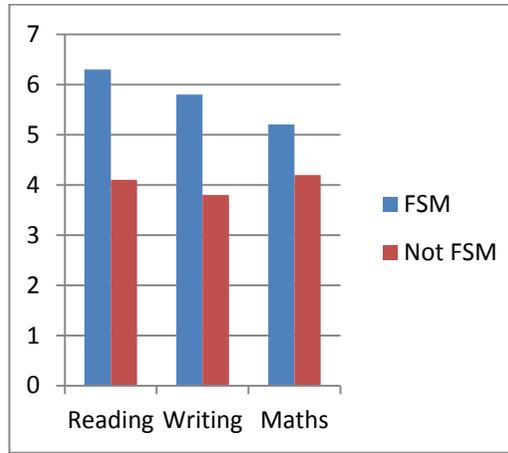
17. RWI Training-to ensure effective delivery	£600	Teacher and TA's delivering RWI are worked with closely to refine lesson delivery and ensure teaching and learning opportunities for children are consistently good to outstanding. This will ensure that children reach ARE. Y1 children achieve expected standard for Phonics screening check.	By focussing on the initial 10 minutes of a session TA's now deliver good-outstanding inputs. More children are moving up through the stages of RWI and off the programme entirely.
18. Extra-curricular Clubs- Sports /Languages /Music /Film /Playground Leaders /Sports Ambassadors /Summer Term Sport Club and Coach Led PPA cover	£140	Develop confidence and social skills. Broaden first hand experiences to develop aspirations for the future.	Increased participation numbers for eligible children with after school clubs.
19. Purchasing Resources- ICT software / Maths resources Reading /Research Books/Library audit	£3,000	Maths software to enrich children's learning, improve speed of mental recall for facts and encourage the application of skills. Library audit to identify areas where further resources would create access to a wider variety of quality texts. Additional counting resources purchased to support practical nature of the new maths curriculum and support visual learning strategies.	Internal Teacher assessments show that mental recall of facts is improving.
	£26,870		

Vulnerable Groups Data Analysis 2015

Year 6 APS



Year 6 PP



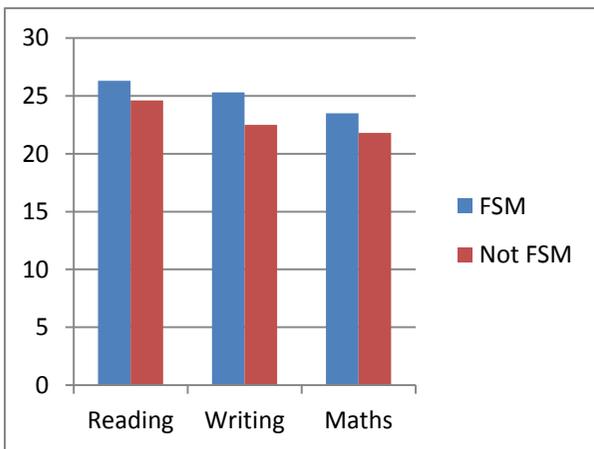
APS:

- FSM children performing beyond peers.

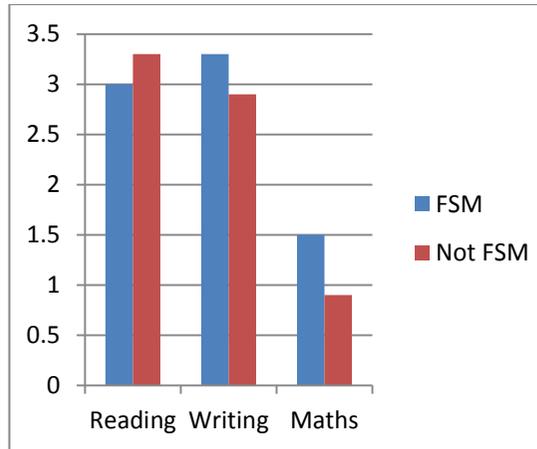
PP:

- FSM children performing beyond peers.
- Maths progress to be brought in line with R&W for FSM.

Year 5 APS



Year 5 PP



APS:

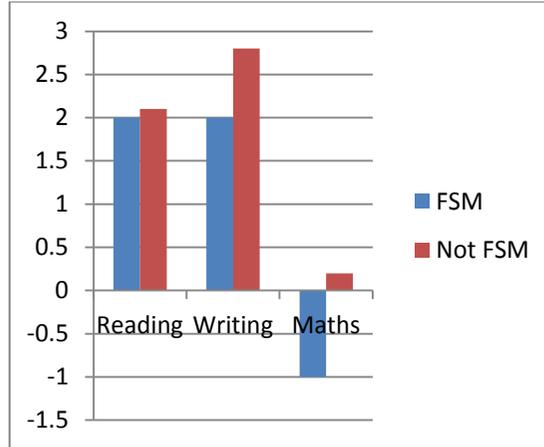
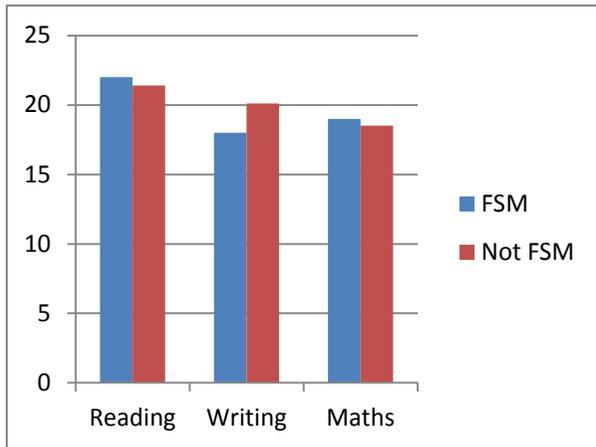
- FSM children attaining beyond peers.
- Maths-Gap between R&W is due to curric' change

PP:

- Reading progress to be addressed for FSM.
- Whilst reading PP is lower than W & M attainment was already high.

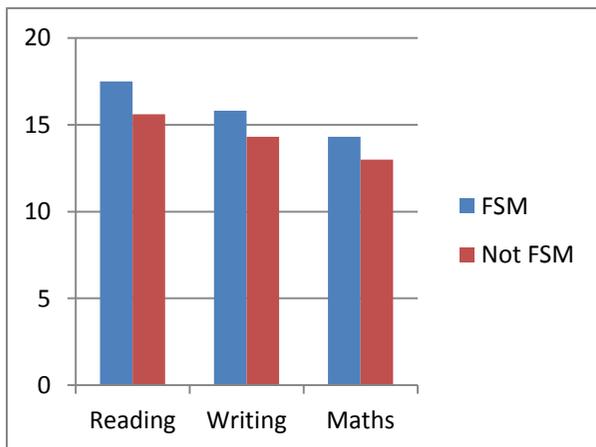
Year 4 APS

Year 4 PP



- APS:
- FSM children attaining in line with peers for R&M.
 - Maths-Gap between R&W is due to curric' change
 - Writing gap needs to be closed
- PP:
- Reading progress to be addressed for FSM.
 - Whilst reading PP is lower than W & M attainment was already high.
 - Writing PP needs to close gap with peers
 - Maths progress due to curric' changes still needs monitoring

Year 3 APS



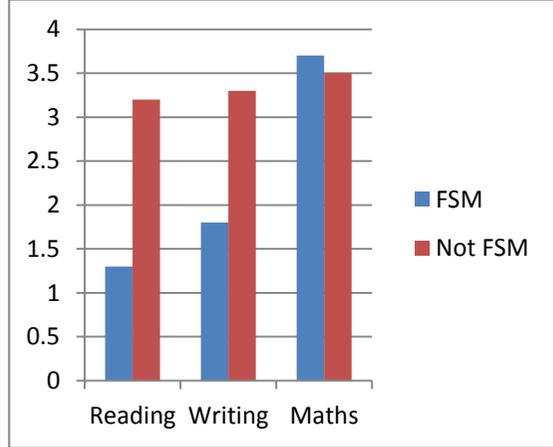
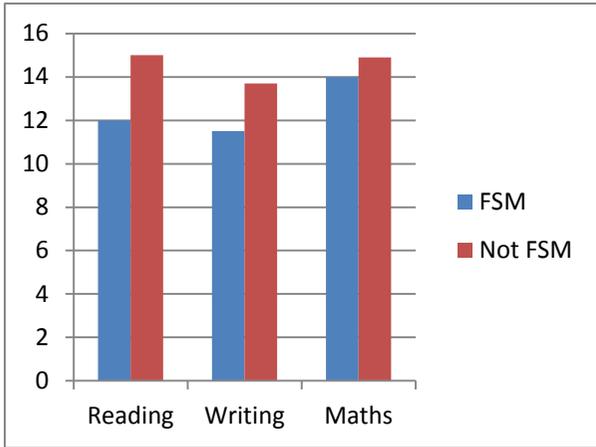
Year 3 PP



- APS:
- FSM children attaining beyond peers.
 - Maths-Gap between R&W is due to curric' change
 - W & M attainment to be raised in line with R
- PP:
- Maths progress below R&W- curric' change
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Year 2 APS

Year 2 PP



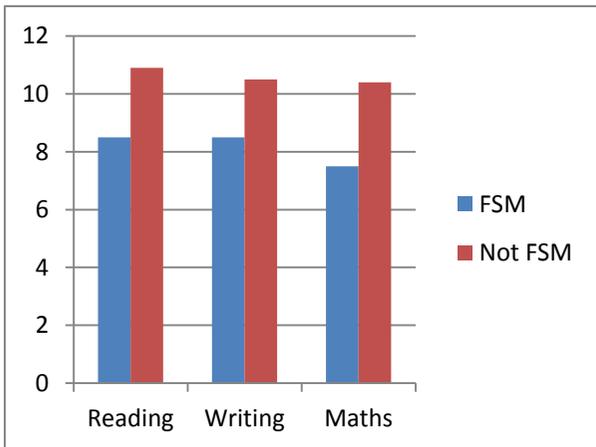
APS:

- FSM children attaining below peers. Need to close the gap

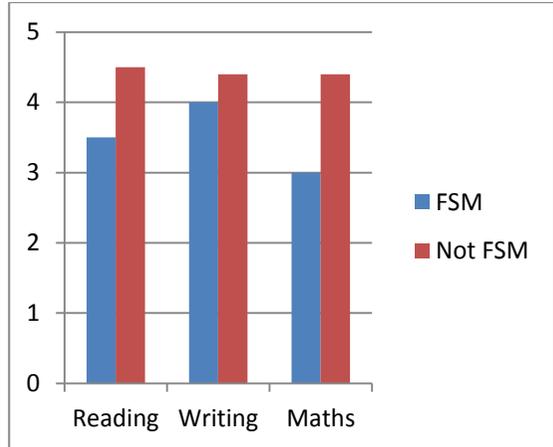
PP:

- R&W progress to be addressed for FSM.

Year 1 APS



Year 1 PP



APS:

- FSM children attaining below peers.
- Maths-Gap largest to close

PP:

- All areas to be addressed- maths priority and reading