

## **Pupil Premium Allocation 2014-15**



This year our Academy received £217 000. Each year, the Academy provides detail of how it spends this income, and evaluates the impact of funding received in the previous year.

### **Provision for 2014-15**

The Academy has re-evaluated its use of funding in light of last years underperformance. Five key areas have been identified and prioritised. They are:

- Improving pupil feedback (through ICT)
- Providing small group provision
- Enhancing services provided by the Child and Family Worker
- Investing in Early Intervention in Early Years
- Enabling all children to experience curriculum enrichment

#### **Improving pupil feedback (through ICT)**

Feedback is one of the areas to enjoy highest effectiveness in the Pupil Premium toolkit. The LT has experience of leading/working with other schools in the region to improve the achievement of PP children using ICT. As a result, the Academy has invested **£70 865** in a pilot programme in Y5/6. This has enabled 12:1 provision across the mini-school, and associated CPD. The intention is to enable teaching staff to be able to leave children personal feedback on a more regular basis through iPad use. This will be evaluated throughout the year, and, if successful, implemented throughout the school on a rolling programme.

#### **Providing small group provision**

Another area of impact according to the toolkit is the use of 'small group provision'. This has been achieved through the employment of an extra teacher in the Y1/2 team, Y3/4 team, and Y5/6 teams respectively. The total cost for this is **£99 140**. This teacher enables classes in core subjects on a morning to be reduced to such an extent that provision can be more personalised, ensuring more rapid gains. In the afternoon, the overstaffing model facilitates PPA provision and opportunities for interventions/more effective feedback to children.

#### **Enhancing services provided by the Child and Family Worker**

The Academy has a significant number of children/families who access the Child and Family Worker. This can be through services such as parenting programmes, multi-agency referrals, nurture or mentoring programmes, or support via her remit as Designated Person. The total cost for this and other associated services is **£18 536**. This facility also enables teachers to be able to receive instant support and advice, and to reduce the impact of meetings etc they would be required to attend during teaching time.

#### **Investing in Early Intervention in Early Years**

By making a long-term investment with some of the funding, the Academy aims to begin 'Closing the Gap' with it's most vulnerable children before they even enter school. The school contributes to the cost of an Executive EYFS lead who works across the trust. She provides CPD where necessary, supports with early identification of vulnerable children (including conducting home visits/forming links with pre-school providers). Such early intervention is another of the Pupil Premium toolkits' most successful use of PP funding. This costs the Academy **£14 794** for the current financial year.

#### **Enabling all children to experience curriculum enrichment**

One of the key areas in improving Bexhill's curriculum has been by providing enrichment/experience opportunities. This can take several forms, typically through a visit or visitors at the beginning of a term (to provide a 'hook' into learning, or at the end to celebrate their learning). To ensure all children are given these opportunities, and to support our most vulnerable families, **£16 000** has been identified to support in this area.

The total amount allocated to increase the attainment of Pupil Premium children through the above initiatives totals **£219 335**.

## Evaluating previous PP spending

Previously, pupil premium use appears to have had a very good impact. 'Value added' measures in both 2012 and 2013 showed Academy performance to be 'significantly above'<sup>1</sup> that of other schools when comparing the performance of disadvantaged pupils. In 2012 the figure was 103.9 (compared to national 99.7) while in 2013 it was 101.2 (national 99.8). In 2014 a number of factors resulted in the figure falling dramatically (98.2 vs national 99.7) prompting the review mentioned above. The Trust has taken several strategic actions in order to ensure the PP funding (and indeed all pupils, who's results fell comparatively) has the desired outcomes in future years.

There is evidence that the falling performance in KS2 statutory assessment is a direct result of this fall in performance of disadvantaged pupils. The gap between disadvantaged pupils and their peers in school has increased year on year for the last three years, as indicated in the table below.

	2012	2013	2014
<b>Disadvantaged pupils</b>	<b>28.8</b>	<b>27.4</b>	<b>24.0</b>
<b>Non-disadvantaged</b>	29.5	29.8	27.3
<b>School gap</b>	<b>-0.7</b>	<b>-2.4</b>	<b>-3.3</b>
<b>National all</b>	<b>28.9</b>	<b>29.1</b>	<b>29.4</b>

In order to arrest this decline, the school has undertaken two long-term improvement plans linked to the SDP, forming an integral part of the SSE.

Closing these gaps will be reported termly to Governors, and updated here accordingly. In order to do so effectively, the gap across school will be monitored, cohort by cohort. Autumn 2014 data is included in the table below to act as a benchmark for comparison purposes.

Cohort/ expected APS	Reading (D)	Reading (All)	Writing (D)	Writing (All)	Maths (D)	Maths (All)	Overall (D)	Overall (All)
<b>Y6 (25)</b>	25.6	27.4	22.3	24.1	22.3	25.6	23.4	25.7
<b>Y5 (22)</b>	21.4	22.4	18.3	19.1	20.2	20.3	20.0	20.6
<b>Y4 (19)</b>	18.8	20.8	16.8	18.8	18.7	19.5	18.1	19.7
<b>Y3 (16)</b>	16.2	17.9	12.6	13.9	16.0	17.1	14.9	16.3
<b>Y2 (12)</b>	13.6	13.5	11.4	11.6	14.0	13.8	13.0	13.0
<b>Y1</b>								

<sup>1</sup> As indicated by Raise Online 2014, p41.