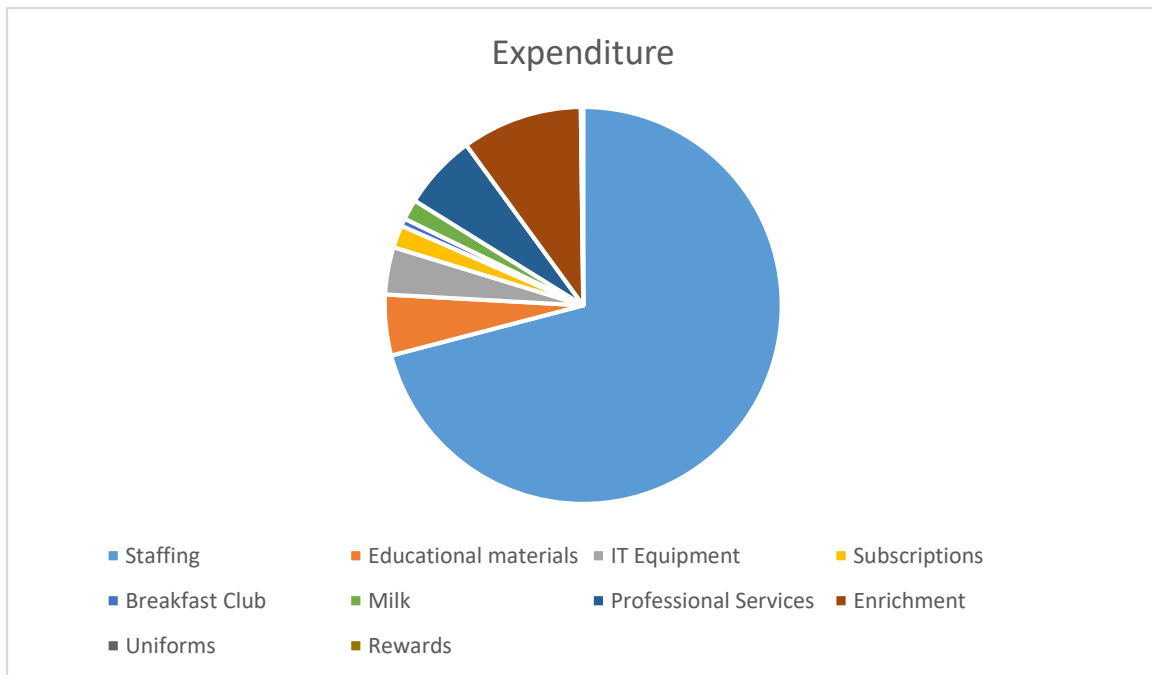


## Partington Central Academy

### The Pupil Premium Grant

In 2017-18, the Pupil Premium allocation was £225,280 which equates to 170 pupils and was worth £1320 per pupil aggregated over the financial year.

### Breakdown of Total Spend



The above charts show the breakdown of the funding spend.

The Pupil Premium is grant funding and is in addition to the School's Delegated Budget. It is allocated to children from low-income families, children who are in local authority care, children adopted from local authority care and children with parent(s) in the Armed Forces. Pupil Premium Funding is used to raise attainment, promote social skills, independent learning and positive behaviour in order to increase pupil progress.

### The Purpose of the Pupil Premium Grant

The Government believes that the Pupil Premium, which is additional to main school funding, is the best way 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.

It is for the school to decide how the Pupil Premium is spent. However, schools will be held accountable for how they have used the additional funding to support pupils from low-income families.

At Partington Central Academy we target additional support strategies to enable every pupil, however financially disadvantaged, to:

- Improve their levels of progress and attainment
- Close attainment gaps relative to school averages
- Improve levels of attendance and engagement
- Have full access to the curriculum
- Access opportunities to widen their educational experiences
- Access extra-curricular provision
- Access behavioural, social and emotional support
- Access appropriate learning support

Funding has been directed to support this through funding allocations relating to:

- Staffing (Educational welfare support, learning support)
- Uniforms & Kit
- Breakfast Club and milk
- Educational Materials
- IT Equipment
- Professional Services (Healthy Young Minds, Longford Park)
- Student Rewards
- Enrichment Opportunities (Trafford Music Services, coaching)

The impact of this funding has been to support and enhance our existing intervention strategies for pupils who would otherwise have been disadvantaged and has allowed them to experience the full range of opportunities offered.

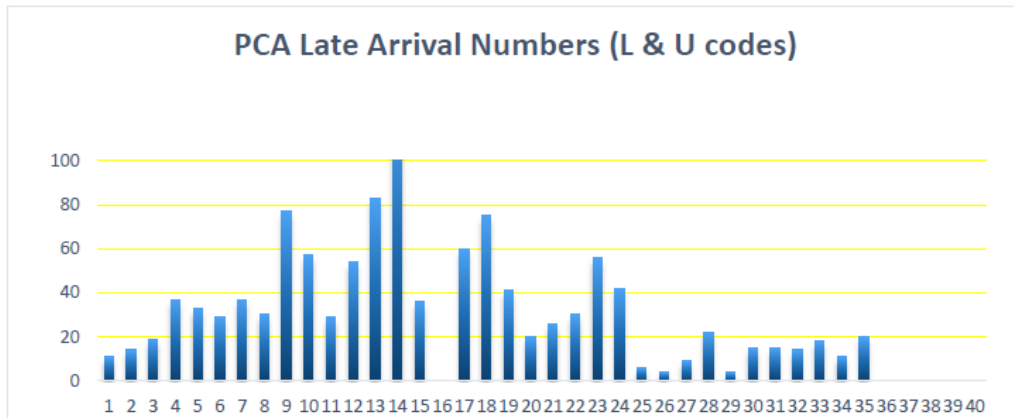
## **Pupil Premium Expenditure and Impact 2017-18**

### **Attendance, Behaviour and Inclusion**

In 2017-18 the school recorded 94.8% attendance with a persistent absentee rate of 15.7%. One of our key strategies was targeted at breaking the culture of poor attendance and punctuality so that all children, especially those funded by Pupil Premium, attended school every day.

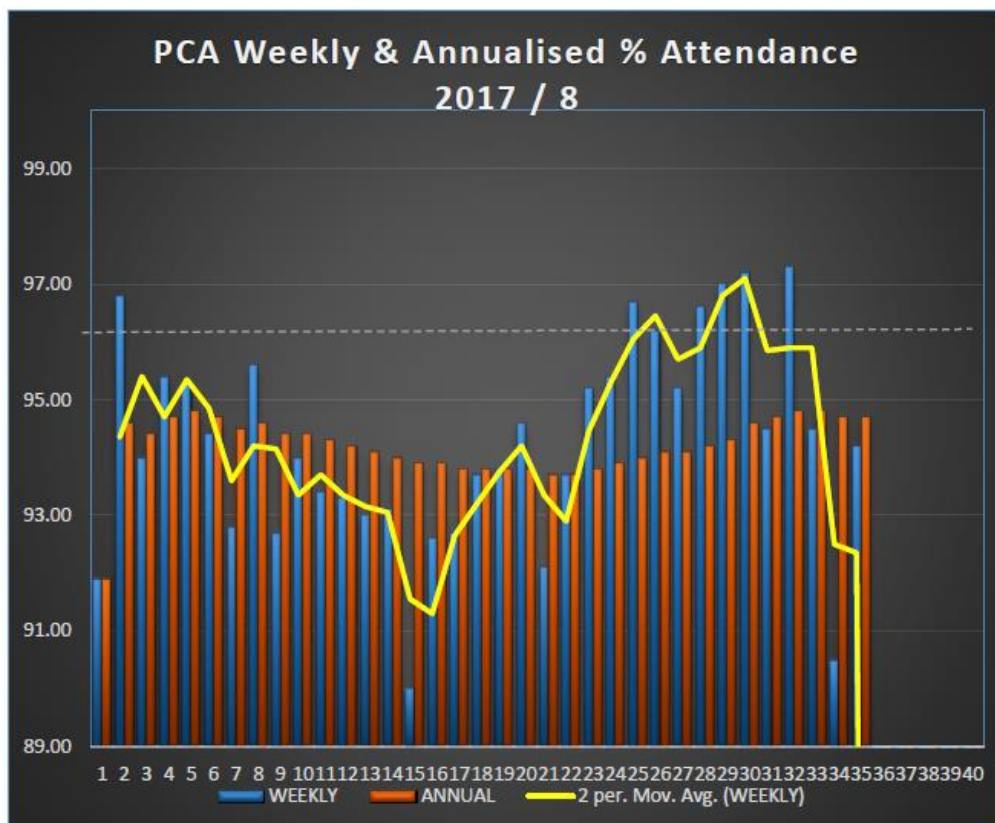
Our tracking data shows that the appointment of an Education Welfare Officer has enabled us to make an impact on these key areas. The EWO appointment was made (and post commenced) at week 17 and the graphs below clearly indicate significant improvements after that date. The punctuality graph shows a substantial reduction in the number of lates recorded after this strategy was launched and the attendance graph indicates improving rates throughout the latter part of the year.

**Late Arrival Graph**



*This graph shows the incidence of late arrival at school each week. In the autumn term the numbers were typically between 40 and 60 incidents each week. From week 28 onwards there have never been more than 20 late arrivals at school.*

**Weekly and Annual Attendance Rates**



*This graph shows the weekly attendance rates (blue bar) and tracks the running annual year to date attendance rate (orange bar). The dotted line represents the national average of 96.2% attendance. There is clear improvement in attendance rates in the second half of the year.*

Systems and procedures have been set up to monitor attendance and punctuality more stringently and reward incentives to improve attendance are in place. Targeted children work

towards weekly "100% Club" stickers for themselves and a class certificate, half termly family rewards and termly attendance badges. Reward systems have impacted positively on children's attendance and engagement within lessons. In particular, the weekly celebration and awards assemblies are a positive focal point for the pupils.

Pupil Premium pupils had an absence rate of 6.3% compared to 5.2% for all pupils and 4.3% for non PP pupils. Overall, this indicates an improvement of 0.4% for PP pupils on the previous year.

The gap has narrowed between PP and non PP children from 2.7% in 2016-17 to 2.0% in 2017-18.

The % gap of PP children classed as 'persistent absentees' has compared to the same children nationally has been reduced from 6.3% in 2016-17 to 6.0% 2017-18.

To address the social and emotional needs of pupils a Healthy Young Minds worker (previously CAMHS service) provided targeted support for named children. This has been instrumental in facilitating appropriate support from a multi-agency viewpoint and engaging parents in the process. The HYM worker has supported several Pupil Premium eligible families in depth over the last school year and is available each weekly for drop in sessions for any of the Pupil Premium families to access support and advice.

A service level agreement with Longford Park outreach support services provided emotional and behaviour management support for groups of children. This provided pupils with strategies to manage their own emotions in difficult situations.

JD Therapy provided counselling and therapy support for targeted pupils who were dealing with challenging circumstances or personal trauma.

### **Trips, Visitors and Enrichment Opportunities**

The school has funded a number of social & cultural visits for identified pupils, linked closely to their termly learning topics. These have been carefully selected to match accordingly with the curriculum. Pupil and staff surveys reveal positive feedback on all these events. The costs associated with social/cultural visits, which provide vital cultural, social and enrichment experiences for pupils, are often a barrier to those pupils with free school meals or from low income families. Pupil Premium funding has enabled these costs to be subsidised for eligible pupils, thus allowing greater access to the same high quality and exciting opportunities offered by these experiences.

### **Equipment, IT & Resources**

Topics are thoroughly resourced and guided reading books are now more appropriate for our children and reading engagement and standards have improved as a result. Software, subscriptions and books ensure that we have better resources directly aimed at children's needs. New strategies that were introduced (such as cursive handwriting, Talk for Writing, guided reading and maths mastery) have shown impact which is reflected in our data outlined below.

In 2016-17 41% of disadvantaged pupils achieved the expected standard in reading, writing and maths combined. With 0% achieving higher level attainment. In 2017-18, this has risen to by 26% to 67% for the combined expected standard and 4% for higher level attainment. This means that the gap has narrowed from 26% to 7% when comparing school disadvantaged pupils to the national average for non-disadvantaged pupils.

## Uniform & Kit

Partington Central Academy helped provide students with school sweatshirts, polo shirts, book bags, planners to ensure they were 'school ready' and part of the school community. All new Pupil Premium entrants are offered free uniform on enrolment.

## Extended Services (Breakfast Club)

Individually identified families were given access to Breakfast Club through funded places to support good attendance and punctuality. This was provided to establish good school routines and readiness for the school day.

## Achievement

(Staffing, Intervention, Training & Assessment)

A wide range of focused interventions are now in place and this continues to increase the performance of Pupil Premium children. Support needs are fully addressed by closely monitored interventions and deployment of staff. Extra staff were employed to ensure all Pupil Premium children had additional support in the classroom. Staff have completed specific maths and English training to ensure that all lessons are delivered to meet children's specific needs.

## Impact of Pupil Premium on Achievement

The impact of Pupil Premium is measured in a number of ways.

Firstly, we compare the performance of pupils eligible for Pupil Premium Funding against the performance of those who are not eligible. We also compare the performance against National Expectation and 'other' children.

ASP, alongside the school's own tracking and data systems, indicates that year on year progress is improving throughout the key stages for disadvantaged children.

- EYFS: In 2016-17 the percentage of children achieving a good level of development was 58% and this increased in 2017-18 to 64%. For PP children this has risen from 38% in 2016-17 to 45% in 2017-18.
- In KS1, the gap narrowed between PP children and 'other' pupils in both writing and maths. In 2016-17, there was a gap of 39% in writing which reduced to 15% in 2017-18. In maths this narrowed from 35% in 2016-17 to 13% in 2017-18.
- In KS2 reading, the gap between the achievement of PP pupils and 'other' pupils has narrowed from **14%** in 2016-17 to **8%** in 2017-18 for children achieving the expected standard. In higher level attainment this has been reduced from **24%** in 2016-17 to **8%** in 2017-18.
- In KS2 writing, the gap between the achievement of PP pupils and 'other' pupils has narrowed from **35%** in 2016-17 to **16%** in 2017-18 for children achieving the expected standard. In higher level attainment this has been reduced from **33%** in 2016-17 to **18%** in 2017-18.

- In maths, the achievement of PP pupils outperformed 'other' pupils by **10%** in 2017-18 for children achieving the expected standard and the number of children achieving the higher level standard rose from 3% to 11%.

We also measure the impact of Pupil Premium through the range and quality of the activities or interventions that we provide. Each intervention is measured by entry and exit data and all information is shared between teachers and teaching assistants to ensure all barriers to learning are addressed. Timetables for enrichment were changed termly to provide a vast range of opportunities throughout the year and also to reflect the interests of children.

## **What projects will run in 2018-2019?**

For 2018-2019 Partington Central Academy intends to continue to fund similar interventions to those used in 2017-18 to ensure our Pupil Premium pupils have full access to all the opportunities available at Partington Central Academy. Additional strategies will be introduced to target further gaps that have been identified.

## **Planned spend 2018-19**

Please refer to separate Pupil Premium Strategy Plan (2018-19)

## **Pupil Premium Review**

Tracking, monitoring and intervention for identified individual needs of Pupil Premium learners is under the remit of the Senior Leadership Team. All teachers have cohort characteristic documents in their planning files to ensure they target the appropriate children and provide support and challenge for PP children. They are accountable to the Director of Academies and develop the higher level strategy of the Pupil Premium spend. The full annual review occurs in the final half term of the academic year and is completed in September each year, when pupil outcomes are confirmed to ensure impact evidence of activities is assessed accurately.

Partington Central Academy's Pupil Premium Strategy Statement document can be found on our website.