

Partington Central Academy

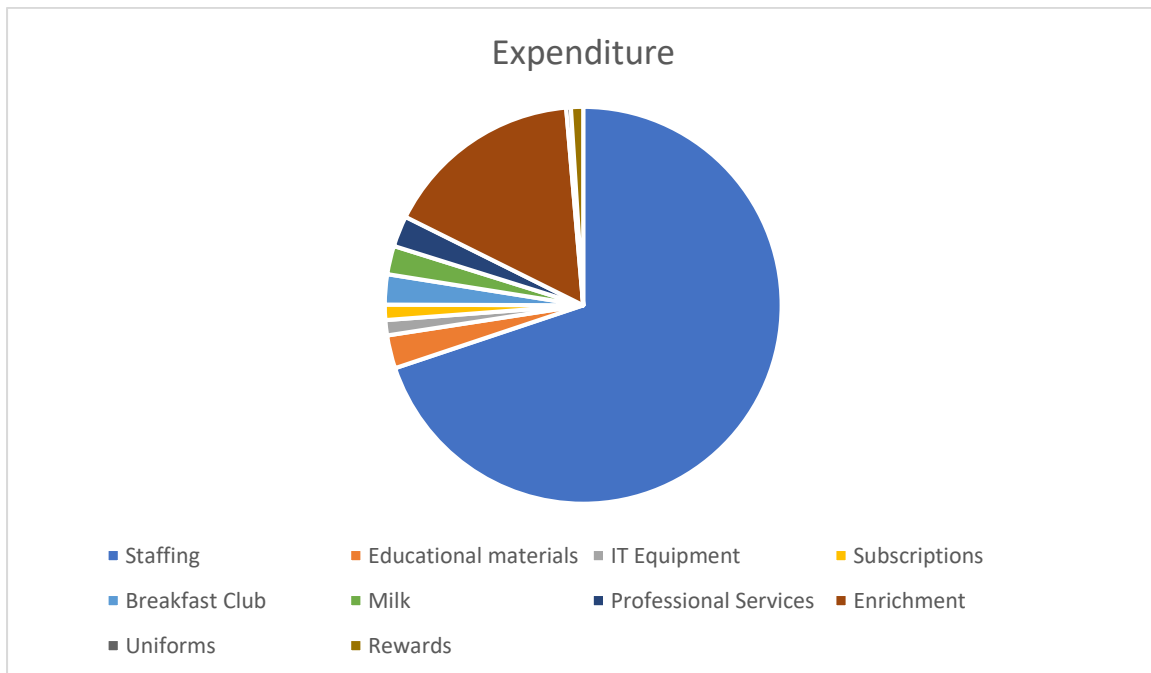
The Pupil Premium Grant

In 2018-19, the Pupil Premium allocation to was £204,600 which equates to 152 pupils and was worth £1320 per pupil aggregated over the financial year.

The Year group breakdown for PP and non PP children is as follows:

Pupil Premium (At and Above) Year Group	Numbers & Percentage in Group	
	PP	Non PP
Year 2	32.50% (13/40)	67.50% (27/40)
Year 3	46.94% (23/49)	53.06% (26/49)
Year 4	38.46% (20/52)	61.54% (32/52)
Year 5	53.19% (25/47)	46.81% (22/47)
Year 6	61.82% (34/55)	38.18% (21/55)

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 2018-19

Attendance, Behaviour and Inclusion

In 2018-19 the school recorded 95.4% attendance with a persistent absentee rate of 10%. 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. The attendance rate has increased and now sits slightly below national average which is 96.2%. The impact of the pupil premium funding in this area has been significant with attendance rising for the last 2 years and persistent absenteeism being substantially reduced.

Systems, incentives and procedures are in place to promote good attendance and punctuality more stringently. There is a systematic approach to tracking data and this is shared with all school partners. 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.

To address the social and emotional needs of pupils a Scips worker has been employed (through a Service Level Agreement) to provide support to vulnerable children and their families and identify those that need early help. In addition, we secured further outreach services such as Longford Park (Service Level Agreement) to provide behaviour and emotional support for individual children. This has been instrumental in facilitating appropriate support from a multi-agency viewpoint and engaging parents in the process. The Scips (Social Care in Primary Schools) worker has supported several Pupil Premium eligible families in depth over the last school year and are available each week 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 individuals and groups of children. This provided pupils with strategies to manage their own emotions in difficult situations.

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 reading materials are now more appropriate for our children and reading engagement has 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 2018-19, 63% of children achieved the expected standard in reading with 25% achieving the higher level. The higher-level achievement compared very favourably with the national average at 27%.

In writing, 70% of pupils achieved the expected standard with 13% achieving greater depth. This compares favourably between the school and national data with a national average of 78% of pupils achieving the expected standard in writing with 20% achieving greater depth.

In maths, 73% of pupils achieved the expected standard which is only 6% lower than the national average which stands at 79%. AT PCA, 20% achieved the higher-level standard which compares favourably to 27% nationally.

In Early Years, 72% of children achieved a Good Level of Development.

In Y1, 85% passed the phonics screening checks.

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.

The school's own internal data shows the following:

Pupil Premium (At and Above) Year Group	Reading	
	PP	Non PP
Year 2	46.15% (6/13)	70.37% (19/27)
Year 3	56.52% (13/23)	69.23% (18/26)
Year 4	55.00% (11/20)	81.25% (26/32)
Year 5	76.00% (19/25)	86.36% (19/22)
Year 6	84.71% (22/34)	80.95% (17/21)

In 2018-19, OTrack data shows that in reading the gap is narrower in Y3 and Y5 than in other year groups.

Pupil Premium (At and Above) Year Group	Writing	
	PP	Non PP
Year 2	23.08% (3/13)	66.67% (18/27)
Year 3	56.52% (13/23)	69.23% (18/26)
Year 4	50.00% (10/20)	81.25% (26/32)
Year 5	68.00% (17/25)	86.36% (19/22)
Year 6	50.00% (17/34)	76.19% (16/21)

In 2018-19, OTrack data shows that in writing the gap is narrower in Y3 and Y5 than other year groups.

Pupil Premium (At and Above) Year Group	Maths	
	PP	Non PP
Year 2	30.77% (4/13)	70.37% (19/27)
Year 3	78.26% (18/23)	80.77% (21/26)
Year 4	70.00% (14/20)	87.50% (28/32)
Year 5	80.00% (20/25)	95.45% (21/22)
Year 6	52.94% (18/34)	76.19% (16/21)

In 2018-19, OTrack data shows that in maths PP children achieved very well in Y3 and Y4.

EYFS: Children achieving a Good Level of Development has shown a trend of improvement in the last 3 years. In 2018-19, 72% of children achieved a Good Level of Development which is in line with national, despite entering school well below expectations.

In Y1, 85% of children passed the phonics screening check in 2018-19. This is a significant improvement on the previous year.

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 2019-2020?

For 2019-2020 Partington Central Academy intends to continue to fund similar interventions to those used in 2018-19 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 2019-20

Please refer to separate Pupil Premium Strategy Plan (2019-20)

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.