

## Partington Central Academy

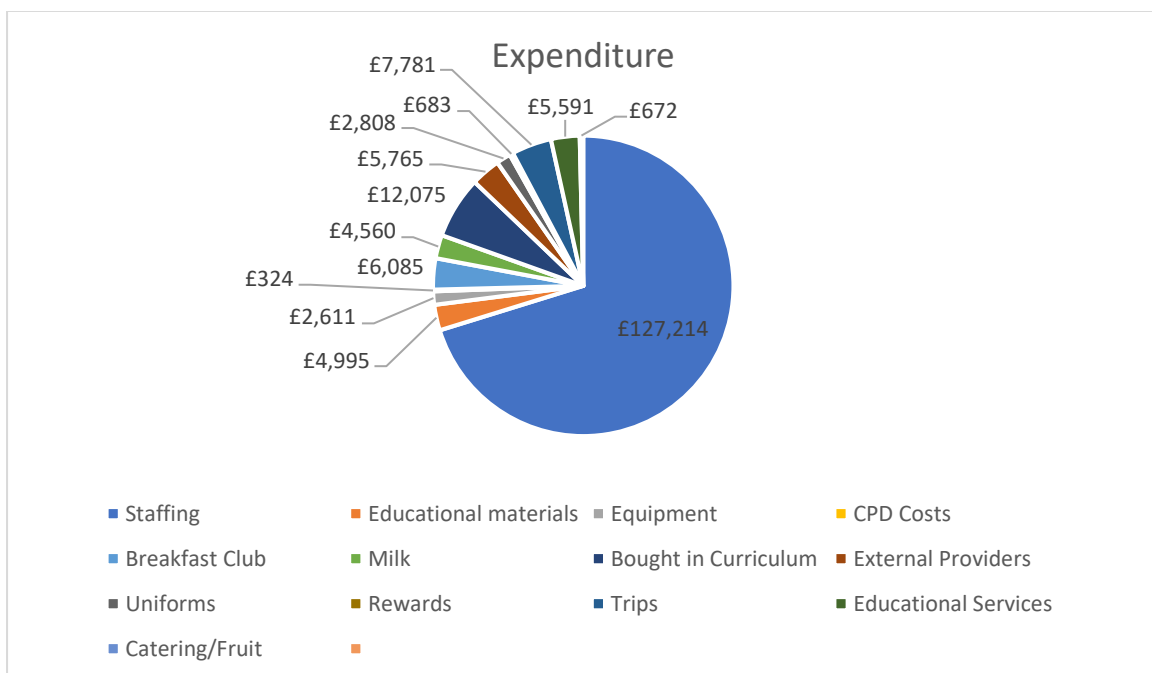
### The Pupil Premium Grant

In 2019-20, the Pupil Premium allocation to was £207,240 which equates to 157 pupils and was worth £1320 per pupil aggregated over the financial year.

The year group breakdown for the % of PP and Non-PP in each year group is as follows:

Year Group	PP	Non PP
Rec	25.5%	74.5%
(47)	(12)	(35)
Y1	51.7%	48.3%
(60)	(30)	(30)
Y2	53.7%	46.3%
(41)	(22)	(19)
Y3	52.5%	47.5%
(40)	(21)	(19)
Y4	54.0%	46.0%
(50)	(27)	(23)
Y5	55.2%	44.8%
(58)	(32)	(26)
Y6	51.1%	48.9%
(47)	(24)	(23)

### Breakdown of Total Spend



The above chart shows 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.

In 2019-20, the school faced partial closure for the period between March-July due to the Coronavirus pandemic. During this time, planned services/activities were suspended which have created an underspend of £26,077. One of the main contributing factors to the underspend was the funding allocation for enrichment opportunities. During the pandemic no children could attend trips and visitors were not permitted in schools. Other contributory factors to the underspend included rewards, uniforms and equipment. The pandemic meant that few children attended school. Between March and June only Key Worker children attended, followed by partial attendance by Reception, Y1 and Y6.

### **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 2019-20**

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

In 2019-20 the school recorded 94.8% attendance (Sept 2019-March 2020) with a persistent absentee rate of 9.56%. These percentages represent only part of the academic year due to the pandemic and subsequent partial school closure. The percentages compare favourably to the same period in the previous year. Our predictions indicated higher levels of attendance and fewer persistent absentees by the end of the year. This is because the annual attendance patterns show that spring term 2 and the summer term historically are better attended with fewer illnesses recorded.

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 in recent years. This has been a year-on-year improvement. 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 worker (Social Care in Partnership with Schools) 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. Trips / visits / visitors were suspended in March 2020 for the remainder of the academic year due to the pandemic.

### **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 were introduced (such as Read Write Inc Phonics) which has shown impact. This is reflected in our data. All results were teacher assessed due to all statutory testing being cancelled in 2020.

The results below were agreed as part of a rigorous cycle of moderation and challenge. Judgements were based on the triangulation of spring term test results, pupil books/evidence and teacher assessment. This information was discussed alongside each child's rate of progress between the autumn to spring terms before a final judgement was reached.

	<u>Y6 Results</u>	<u>Y2 Results</u>	<u>EYFS</u>
	<u>(TA)</u>	<u>(TA)</u>	
<b>Reading, Writing, Maths Combined</b> %	<b>58%</b>		<b>67% GLD</b>
<b>(EXPECTED STANDARD)</b>	50% (2019) 65% (NA 2019)		71% (2019) 71.8% (NA 2019)
<b>Reading, Writing, Maths Combined</b> %	<b>7%</b>		16% (2019)
<b>(HIGHER STANDARD)</b>	5% (2019) 11% (NA 2019)		
<b>%100+ Reading</b>	<b>71%</b>	<b>58%</b>	73% (2019)
	63% (2019) 73% (NA 2019)	65% (2019)	
<b>%110+ Reading</b>	<b>15%</b>	<b>20%</b>	22% (2019)
	25% (2019)	14% (2019)	

	27% (NA 2019)		
<b>% Expected Writing</b>	<b>67%</b> 70% (2019) 78% (NA 2019)	<b>63%</b> 65% (2019)	71% (2019)
<b>% Greater depth Writing</b>	<b>9%</b> 13% (2019) 20% (NA 2019)	<b>13%</b> 8% (2019)	20% (2019)
<b>%100+ SPAG</b>	<b>61%</b> 77% (2019) 78% (NA 2019)		
<b>%110+ SPAG</b>	<b>5%</b> 18% (2019) 36% (NA 2019)		
<b>%100+ Maths</b>	<b>67%</b> 73% (2019) 79% (NA 2019)	<b>68%</b> 80% (2019)	80% N (2019)
<b>%110+ Maths</b>	<b>7%</b> 20% (2019) 27% (NA 2019)	<b>23%</b> 14% (2019)	27% N (2019)
<b>Reading (Avg Scaled Scores)</b>	102.5 104.4 (NA 2019)		
<b>SPAG (Avg Scaled Scores)</b>	104.3 106.3 (NA 2019)		
<b>Maths (Avg Scaled Scores)</b>	103.4 105 (NA 2019)		

## KS2

In 2019-20, 58% of Y6 pupils achieved reading, writing and maths with 7% of children achieving the higher standard.

In reading, 71% of children achieved the expected standard in reading with 15% achieving the higher level.

In writing, 67% of pupils achieved the expected standard with 9% achieving greater depth.

In maths, 67% of pupils achieved the expected standard with 7% achieving the higher-level standard.

### KS1

In reading, 58% of children achieved the expected standard in reading with 20% achieving the higher level.

In writing, 63% of pupils achieved the expected standard with 13% achieving greater depth.

In maths, 68% of pupils achieved the expected standard with 23% achieving the higher-level standard.

### Phonics

In Y1, 85% passed the phonics screening check (based on the spring term mock test taken by the children). This reflects the direct impact of the implementation of the Read Write Inc phonics programme.

In Dec 2020, the Y2 children sat the Y1 Phonics Screening Check (delayed due to Covid). 83% of pupils passed.

### EYFS

In Early Years, 67% of children achieved a Good Level of Development.

## **Uniform & Kit**

Partington Central Academy helped provide students with school sweatshirts, polo shirts, book bags and planners to ensure they were 'school ready' and felt part of the school community. We aim for all children to start on an even footing. All new Pupil Premium entrants are offered these free uniform items 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 run throughout the year 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 are 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. We have received training support (CPD) and quality assurance visits from a lead maths specialist from the Turing NW Maths Hub. Staff have also received Read Write Inc training for the phonics programme. This has had

significant impact on the quality of delivery and implementation of the scheme. 83% of Y2 pupils passed the phonics screening check in autumn 2020.

### **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. In 2019-20, not statutory tests took place resulting in no national data. Schools were closed to most pupils from the end of March and all pupils didn't return until the following Sept. This means that school data is minimal and there is no national data for comparisons. Internal data was collected during the spring term 2020. No further data is available during that academic year.

The school's own internal data (spring 2020) shows the following:

	Reading	Writing	Maths	Combined
PP	55%	48%	53%	40%
Non-PP	77%	65%	75%	64%

In spring term 2020, there remained gaps between PP and non-PP children. However, due to the interruption to the school year pupils did not complete their interventions and catch-up programmes as intended.

In reading and maths, there is a gap of 22% between PP and non-PP children with 55% of PP children achieving age-related expectations by the spring term.

In writing, this is smaller with a 17% gap. This results in a gap of 24% between PP and non-PP children achieving age-related expectations in reading, writing and maths combined.

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 2020-2021?**

For 2020-2021 Partington Central Academy intends to continue to fund similar interventions to those used in 2019-20 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.

Due to the partial closure of schools in 2019-20, a recovery curriculum will be implemented in the autumn term 2020 and fluency plans in maths will be introduced to ensure all children have the opportunity to address the lost learning from the previous year. Gap analysis will drive the curriculum during 2020-21 in response to pupils not being able to finish the curriculum in their previous academic year. The Pupil Premium spending plan will also be coordinated with the school's Covid Catch-Up Plan to maximise the impact of funding streams.

## **Planned spend 2020-21**

Please refer to separate Pupil Premium Strategy Plan (2020-21)

### **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.