

Pupil Premium Review Year 2016-17

Four Acres Academy 2016-17	
Total number on roll	257 (315 with Nursery)
Number of pupils eligible for PP funding	189
Total PP budget	£237,318

Evidence of School Performance	
<p>Summary of schools performance at end term 6 2016-17</p>	<p>Four Acres Academy disadvantaged pupils end KS2 SATs pupils at expected level: Reading: 62% Grammar: 62% Maths: 69% Writing: 73%</p> <p>Bristol disadvantaged pupils end KS2 SATs at expected level: Reading: 57% Maths: 60% Writing: 64%</p> <p>National ALL PUPILS end of KS2 SATs at expected levels Reading: 71% Grammar: 77% Maths: 75% Writing: 76%</p> <p>Awaiting National disadvantaged pupil end of KS2 SATs at expected level.</p> <p>End of KS2 SATs results show disadvantaged pupils at Four Acres attaining at a higher level than disadvantaged pupils in Bristol LA in reading (+5%), maths (+9%) and writing (+9%). At the time of writing there is no comparison with national disadvantaged pupils. When compared with ALL PUPILS nationally attainment is below in all areas: reading (-9%), grammar (-15%), Maths (-6%) and writing (-3%). The data shows that while there is a smaller difference in attainment between disadvantaged pupils at Four Acres and those in Bristol LA, there is ground to be made up with all pupils nationally, especially in grammar.</p> <p>Internal teacher assessment for KS2 (Y3-5) shows average pupils attainment for disadvantaged pupils below ALL academy pupils in reading, writing and maths but in line with all pupils expectation at demonstrating level. The greatest difference in attainment was writing in Y4 and maths in Y5.</p>

	<p>The national end of KS1 SATs results have not been released at the time of writing.</p> <p>Disadvantaged pupils at expected or above attainment at end of KS1 SATs: Reading: 74% Writing: 68% Maths: 76%</p> <p>All pupils at expected or above attainment at end of KS1 SATs: Reading: 81% Writing: 67% Maths: 81%</p> <p>The data shows in reading and maths disadvantaged pupils performing better than all pupils and writing in line. However, the small number of not disadvantaged pupils must be taken into account and comparison with All Pupils Nationally is the true test.</p> <p>Phonics Check Y1 percentage of pupils passing the test: Disadvantaged pupils: 71% All Pupils (Four Acres): 71% There are currently no national comparisons.</p> <p>Phonics Check Y2 percentage of pupils passing the test: Disadvantaged pupils: 85% All Pupils (Four Acres): 82% There are currently no national comparisons.</p> <p>At the end of EYFS % Disadvantaged children achieving ELG PSED: 86% Communication & Language: 88% Literacy: 69% Mathematics: 71%</p> <p>% All Children (Four Acres) achieving ELG PSED: 86% Communication & Language: 88% Literacy: 72% Mathematics: 72% There are currently no national comparisons.</p>
<p>Schools PP strategy statement beginning of 2016-17</p>	<p>Barriers to Learning Sept 2016-17</p> <p>Low baseline levels in EYFS upon entry to school particularly in PSED, communication and language (Oct 2015) only a small number of pupils scoring in 7/30 areas of learning at 30months-60 months beginning</p> <p>Oral language used is restricted adversely affecting reading and writing (combining words and phrases, word alternatives, functions of sentence and spelling)</p>

	<p>Higher order reading skills – predicting what might happen from details stated or implied</p> <p>Retention of number facts and their rapid application in problem solving</p> <p>High incidents of pupils with social, emotional and mental health issues. Many pupils struggle with resilience and confidence.</p> <p>Parental engagement and support for learning is weak</p> <p>Experience of the wider world is low many children having limited experience of the world beyond the immediate community</p> <p>Attendance rate low often heavily affected by sickness of both child and family members</p> <p>A small proportion of SEND unable to maintain the learning pace of mainstream classes – need for modified provision/curriculum</p>
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Summary of Support/impact	
Switch On- 1:1 reading programme Y1-Y5	<p>55 number of pupils were supported during the year. A small number of younger pupils had 2 blocks of support (usually 10 weeks support 3x 0.5 hours a week). This support continues to be successful with pupils making an average 8 levels progress in their reading, as measured by PM Benchmarking, averages were higher in KS1 (average level increase of 10). The average PM Benchmarking levels across the school is 4 without specific reading interventions. Delivery of the programme has been monitored throughout the year with TAs new to the programme gaining in competence and confidence.</p> <p>All staff, parents and pupils have commented upon its success. Pupils who received this support made very good progress, particularly in KS1, however, many failed to make age related expectations but made huge progress from very low starting points to just below age expected. This continues to be a very successful intervention.</p> <p>Barriers to its effectiveness are; selection of pupils ready for the programme, ability to consistently provide the support, pupil's attitude to reading (1 pupil) and pupils bringing back the familiar read books from home.</p>
Higher Ability Comprehension Groups (Inference)	<p>18 pupils were supported during the year in years 3, 4 +5 in small groups (1:4/5) for 30mins 3x per week. This programme has been delivered by HY, CC who were trained in 2016-15. The programme includes pupil discussion, detective work, pupil questioning and the writing of linked sentences and headlines. This has been a positive and enjoyable experience for the pupils helping pupils to "read between the lines". Monitoring and pupil comments were always positive and progress during sessions was observed</p>

	<p>within the group. Some pupils involved were EAL which also helped with conceptual understanding. A quiet place was essential, usually the library.</p> <p>44% of pupils diminished the gap and are above age related expectations, 39% maintained their progress either at age related expectations or higher, 17% (3) were assessed lower than the previous year (gap widening) but still at age related.</p>
Higher Ability Comprehension Groups (Read Write Inc) Y2	<p>10 pupils were supported during the year 3x 30mins a week. This was monitored and team teaching took place regularly. Y2 pupils who were reading well developed their comprehension skills by referring to the text, self-checking they had answered the question and scanning the page for key words. 100% of the pupils achieved expected level or above in Y2 teacher assessment June 2017, with 90% above age expected (PM Benchmarking assessments July 17). (81% of the Y2 PP funded pupils at age related or above).</p>
Reading groups Y6 (SATs revision and comprehension work)	<p>26 pupils were supported during the year in groups of reduced size. 38% of the group diminished the gap to age related or above, 46% maintained the gap but all achieved age related expectation or above, for 12% (3) of this group the gap widened and 3% of the group (1) widened the gap from greater depth to secure age related expectations (teacher assessment). 64% passed the Y6 SAT reading paper with 12% at greater depth. (class teacher based work)</p>
Small group/1:1 spelling/handwriting/punctuation/hold a sentence/ short burst write	<p>81 pupils were supported during the year, mostly, in small groups 1:1-1:4 2x 30mins per week for a 10 week period. Pupils ranged in ability levels and a variety of teaching assistants and teachers provided the additional support.</p> <p>KS1 – 39 pupils supported, 9 pupils made accelerated progress reaching age related or above, 13 maintained progress at age related but did not diminish the gap further. Therefore, for 23% of pupils in this group, the gap at or above age related was significantly reduced with 56% at age related or above. 43% of the pupils in this group maintained their level but remain below the age expected levels. Unfortunately, for 8% of pupils in this group, 3 gap widened between age expected levels and the level they achieved.</p> <p>LWR 2 - 19 pupils supported age related + 7(37%)</p> <p>UPKS2 – 23 pupils supported, 13 pupils achieved age related+ 56%</p>
Short Burst Writing	<p>11 pupils were supported during the year 2x 30 mins per week (10 weeks) in groups 1:4. This provision was given at the end of the academic year</p> <p>Lower Key Stage 2- 7 pupils were supported 3 pupils made good progress and diminished the gap reaching age related, 1 child remained her position at age related, 1 child maintained their position but was unable to diminish the gap to attain age related and for 2 pupils the gap widened.</p>

	<p>KS1 – 4 pupils were supported 3 pupils reached age appropriate levels with 1 child making significant progress in reaching this. 1 child did not manage to reduce the gap and remained just below age related expectations.</p>
<p>SPAG support (Y6/Y5)</p>	<p>In Y6 7 pupils were specifically targeted for support in this area, 2 pupils maintained expected progress at or above age related expectations, with 2 pupils who narrowed the attainment gap on last year to above expected levels, unfortunately 3 failed to narrow the gap and remained below age expected in writing. However, only 2 pupils out of this group passed their SPAG test at the end of year.</p> <p>In Y5 8 pupils had additional support teacher writing assessments, 3 pupils diminished the gap and are now at age expected, 4 pupils maintained their level of progress at age related and 1 child was unable to maintain the progress from last year and the gap has widened to just below age related. (programme followed – class teacher led support)</p>
<p>Small group maths support</p>	<p>104 pupils were supported during the year. Most support was linked to class based work, decided upon by the class teachers.</p> <p>KS1 overall – 33 pupils supported 10 pupils maintained their progress and reached the expected level of attainment (were demo and are still demo). 4 pupils made accelerated progress and reached the age related attainment level. 4 pupils diminished their attainment gap increasing their progress but still fall below age related expectations. 14 pupils still failed to reduce the attainment gap remaining below age related levels i.e. were developing last year and remain at developing in 2016-17.(class teachers provided/suggested work)</p> <p>KS2 maths – 71 pupils supported, 18 pupils diminished the gap reaching age related or better level of attainment, 38 pupils maintained progress attaining age related or better, 10 pupils failed to narrow the gap remaining at just below age related, 5 pupils gap in attainment to age related increased.</p> <p>In Y2, 19 pupils were supported (5 SEND) of the pupils receiving small group extra support 89% made expected or above in their Y2 maths SAT, only 1 out of the 5 SEND pupils achieved age related in the SAT.</p> <p>Y6 –17 pupils received support in groups (not including higher ability – see below), 5 pupils reduced the gap and attained expected levels or above-demo+, 5 pupils maintained progress and age related attainment, 4 pupils failed to diminish the gap from the previous year remaining just below age related expectation and 3 pupils gap widened attaining below age related expectations. 9 pupils in this group attained the pass mark in their SATs.</p>

Higher Ability Maths Support y6+5	<p>Y5 – 4 pupils supported 75% accelerated progress from mastering to exceeding with 1 pupil maintaining the previous progress/attainment at mastering.</p> <p>Y6 10 pupils supported– all pupils maintained their existing progress from the previous year with 4 pupils accelerating progress and attaining higher than age related or greater depth (exceeding). All 10 pupils passed their maths SAT with 3 pupils, possibly, at greater depth.</p>
Springboard maths support	<p>19 pupils were supported during the year 1:1 – 1:3, using materials from the Springboard programme in Y3 and 4. 14 (74%) pupils maintained expected progress and attainment or higher. 4 (21%) still remain below age expected and unable to diminish the gap, 1 child remained at age related but was unable to maintain the progress made the previous year (mastering but now demonstrating). This could be a useful resource, however, at the beginning of the year class teachers felt that it was not impacting upon attainment in class.</p>
EYFS 2 Phonics/Reading	<p>1:3 per week 20 mins recapping phonics sounds, writing and forming the letters correctly. 24 pupils received additional support, 23 pupils made at least expected progress (96%), 20 pupils made good progress or more 83% and 14 (58%) made exceptional progress.</p>
EYFS 2 Writing	<p>1:3 per week blending and writing CVC words and HA sentence writing. RWInc activities used and adapted for individuals as needed.</p> <p>24 pupils received additional support, 15 made their ELG (63%) 23(96%) pupils made expected progress, 19 (79%) made good or better progress, 11 (46%)pupils making significantly better than expected progress.</p>
EYFS 2 Number	<p>1:3 focusing upon recognition of numbers, 1 more 1 less, 1:1 correspondences, using apparatus, reinforcing class number. 24 pupils had additional support, 23 pupils made at least expected progress (96%). 20 made good progress or better 83% and 14 pupils made exceptional progress (58%).</p>
EYFS 2 PSED	<p>4 pupils were supported with confidence/attention building activities e.g. puzzles, story sack, puppet theatre. Pupils were able to speak to adults and beginning to work independently after the support ended in term 3.</p>
EYFS 1 Speaking, Listening and Attention	<p>6 pupils received additional support all made progress with 3 making poor progress. 4 are just below expected levels and 1 child being very low at 22-36months developing.</p>
EYFS 1 Number	<p>2 children were given additional support with extremely low starting points, unfortunately they still remain very low having made little progress.</p>
EYFS 1 Writing	<p>4 pupils had additional support with writing all started from a low starting point (3 at 0-11months) all made good</p>

	progress with 3 being just below expected and 1 child being above age related.
EYFS 1 Managing Feelings and Behaviour	4 pupils supported (1 left) 2 pupils made significant progress but still remain just below age related expectations, 1 child has made progress and is at age expected levels.
EYFS 1 Making Relationships	1 child needed support in this area made expected progress but is now just below age related expectations.
Nurture Group	12 children from years 1 to 4 have accessed our nurture room x4 pm per week over the year. Boxall Profile assessments, teacher, parent and pupil feedback have shown significant improvements in self-esteem, confidence, behaviour and independence.
Y1 SEN small group alternative curriculum – intensive support.	5 year 1 pupils had extensive academic and social and emotional support to maintain their mainstream placement at Four Acres. At the beginning of the year these pupils did not/were unable to engage in class activities. With 1:4 2 hours extra support in the mornings on a differentiated curriculum. This has significantly boosted their self-esteem and confidence, although still very below age related expectations (attainment) for the year group, they are now beginning to access, independently, their mainstream class activities. Attendance has improved by 2.2% (average) with 4 out of the 5 pupils having improved attendance.
Play therapy	8 pupils were supported during the year, 2 LAC left, 1 child left for special educational provision (no comparable data for these 3). 3 pupils behaviour scores improved, 3 pupils attendance improved (not the same 3 children). 3 pupils narrowed the gap in at least one subject area, 1 child maintained progress in all areas at age related, 1 child maintained exceeding progress in 2 subjects but fell to just above age related in 1 subject. This continues to be a useful provision however, next year perhaps more children could be supported with a timed number of sessions (2 pupils had support for the entire year).
Shakespeare	15 pupils took part in the Shakespeare drama group performing in the Tobacco Factory. Teachers were asked to rate the children on a scale of 1-5 regarding, confidence, ability, behaviour and friendships before and after the provision. 100% of pupils confidence levels improved or remained "5" at the end of the term 2. 53% of pupils ability levels were regarded as having improved, 48% staying the same. 80% of pupils' behaviour was judged better or the same. 100% of pupils were judged as maintaining or improving their friendship levels.
Social Skills Group	Y6 – 11 pupils supported attainment overall has either improved or maintained levels at age related (3 pupils in 3 subject areas have widened the gap 1 being below age related). Behaviour scores suggest that 64% of children improved or remained the same (these were pupils with

	<p>low or middling scores). 27% of this group improved their attendance compared to last year.</p> <p>Y5 – 4 pupils supported all children maintained or improved on their attainment from the previous year at age related or above. Unfortunately their behaviour scores were 3 out of the four pupils significantly improved their attendance this year, an average improvement of 7.5%.</p> <p>Y3/4 – 9 pupils supported (1left) all pupils maintained or improved their progress on last year, 2 children widening the gap in one subject each. 6 pupils behaviour scores improved compared to the beginning of the year. 4 pupils have improved their attendance compared to last year.</p>
Judo	<p>11 pupil premium participated often most of the year, 7 pupils narrowed the gap academically in at least 1 subject. 50% improved their attendance by an average of 5.2% . All pupils either improved their behaviour score or remained the same. Those with scores that remained the same were children with few behaviour concerns if any.</p> <p>Self esteem and attention/listening skills were definitely improved!</p>
Breakfast Club	<p>29 funded pupils were supported during the year (4 having left). 68% of children had improved attendance 26 pupils felt that attending breakfast gave them a positive start to the day and helped them to concentrate better in class. 86% of pupils narrowed the gap in at least 1 subject with 76% being at age related or above in reading, writing and maths.</p>
Family Support/Attendance	<p>There has been 98 family support contact sessions this year. As a result of initial family support contact further action taken may have resulted in the completion of referrals e.g. school nurse, early help (CP), first response (CP), Learning Partnership West etc. Providing information and support about specific issues such as bereavement, parenting, finance, counselling or sign posting to various agencies for further advice and support. The PSCO has worked with 6 children on individual cases.</p> <p>Many families have been contacted and supported with poor attendance (125 children). This contact has been successful for 65 children whose attendance has improved. The Education Welfare Service are now in working with 4 of these children due to irregular attendance. Children in Reception class having the most contact.</p> <p>Attendance improved for the whole school from 93.9% 2015-16 to 95% 2016-17.</p>
Trips and Visitors	<p>Trips, camps and visitors remain invaluable in extending the pupils enjoyment and experience of the wider world. In this area of the projected budget for Pupil Premium we have over spent by £1,800. Evaluation forms from pupils and staff continue to be monitored to ensure value for money.</p>