



Pupil Premium – Impact report 2017/2018

The Government allocates Pupil Premium money to schools in order to improve the outcome for children on Free School Meals (FSM).

Nationally there is a large gap between these children's attainment and children who do not receive Free School Meals.

Barriers to learning for Dudley pupils are:

- Reading and phonics skills - these are supported with additional support and resources at the academy.
- Language and vocabulary development – this is supported with assessments and provision through Language Link and additional Teaching Assistant focus.
- Emotional support for pupils who lack confidence and self-esteem – this is supported through the Thrive provision and Therapeutic storytelling.
- Access to wider curriculum learning supported through help with funding trips and other activities.

Expenditure 2017.2018

At Dudley Infant Academy this money (£42,100) was allocated to support Pupil Premium children in the following ways:

- Reading intervention Teaching Assistants to support Reading and Phonics 1:1 in small groups daily.
- Small group interventions to target misconceptions and undertake overlearning.
- Additional home learning opportunities through the reading programme Bug Club.
- Computing resources laptop resources and iPads to engage and support learners.
- Curriculum enrichment opportunities through the use of specialists visiting the academy such as 'Jaws and Claws'.
- Support for academy trips.
- Additional pastoral support to enhance the emotional wellbeing and learning outcomes for children including a Thrive Support Assistant.
- Funding & resources for afterschool clubs to support health and wellbeing.
- Education Futures Trust support for learning, including Shore Academy, Therapeutic Storytelling, Forest School and alternative teaching provision.
- Additional specialist support for children including educational psychologist and speech link to target pupil needs and support curriculum access.
- Additional practical resources to support learning.

We measure the impact of these funds to ensure the children on Free School Meals are making improved progress and attainment.

Our data shows in 2018, the Pupil Premium Pupils (referred to nationally as 'disadvantaged' pupils) make the following attainment and achievement.

Impact of Pupil Premium funding 2017.2018

Foundation stage

80% of **ALL** pupils have met the Good Level of Development (GLD) in 2017.2018.

82.2% of Non-Pupil Premium and **73%** of Pupil Premium Pupils met the Good Level of Development (GLD) at Dudley. This **9.2%** difference represents a **4.6%** narrowing of the gap internally since last year.

Impact

- Therapeutic story telling has developed confidence and engagement for some pupils as shown in teacher and child feedback.
- Targeted, small group intervention supported children to develop key skills.

- Speech Link and Language Link assessments and further support has improved children’s language and supported the further access and referral required for the Speech and Language Therapy Team (SALT)
- The gap was monitored termly throughout the year to plan further support and intervention
- Ofsted graded EYFS as **GOOD** in March 2016 inspectors commented:
‘Children eligible for support provided by pupil premium funds make the same good progress as others.’

Nationally in 2018 **72%** of pupils met GLD. Pupils at Dudley Infant Academy exceed the national expectations as did Pupil Premium children.

Key Stage 1 - Year 1
Phonics

In the Year 1 screening check **92%** of the Year 1 cohort met the required threshold, an increase of **15%** on the previous year. Nationally this was **83%** in 2018. Dudley pupil data exceeded the national figure. **75%** of Pupil Premium pupils met the phonics screen threshold. The national figure for Non Pupil Premium children was **85%**. This represents a **-10%** gap.

Impact

- Additional support was given to these pupils daily from term 2. There was effective impact from this as assessments showed all children improving their skills in screening tests during the year.
- A higher number of pupils met the check this year a **15%** increase on 2017 outcomes.
- The pupil premium gap within the school has narrowed during the year as a result of daily phonics interventions.
- Teaching assistant support for daily reading for Pupil Premium pupils has supported children to move through book bands.
- A new online phonics tracking system was effectively used to analyse learning gaps and inform targeted provision.

Key Stage 1 Year 2
Data for 2018 (see below)

	Pupil Premium Pupils at Dudley	Non Pupil Premium children nationally	Gap
KS1 Reading expected standard	60%	79%	-19%
KS1 Writing expected standard	60%	73%	-13%
KS1 Maths expected standard	67%	79%	-12%

Impact

- A far greater number of Pupil Premium Pupils achieved ARE in all key subjects. In reading, there was an increase of 14% in reading from the previous year, 24% in writing and 31% in maths.
- Additional support for reading and phonics has enabled year 2 pupils to make significant progress. Of the whole cohort, 97% met the phonics screening threshold and 78.3% were at or above ARE for reading.

- The Pupil Premium gap by the end of the key stage remains a focus for 2018.2019. Although there has been significant increase in the amount of both Pupil Premium and Non-Pupil Premium children attaining at ARE (Age Related Expectations) or above, there remains a gap in all areas of learning.
- Thrive support for disadvantaged pupils has supported emotional development and preparation for transition to the junior school.

Impact is reported and reviewed with the Local Board Members

The Pupil Premium Governor is **Hazel Burgess**

The date for the next Pupil Premium Strategy Review is in November 2018 at the Local Board Meeting

Sustaining the impact of pupil premium expenditure

The academy will continue to have impact on progress through the following

- Ongoing training for staff to maintain skills and develop these further
- Termly use of assessment data to track and support progress.
- Use of assessment to plan for further learning to meet pupils learning needs.
- Systematic budgeting for replacement and enhancement of learning resources.