

Oxclose Primary Academy



Forward Together, Together We Succeed

Pupil Premium Grant (PPG) Impact Review of 2014-2015

During the academic year 2014-2015 (April 2014) Oxclose Primary Academy received a total of £136,569. This was based on 104 pupils (48%).

2014-2015 EXPENDITURE

This money was spent on providing:

- A)** An additional teacher in Year 6 to reduce class size and implement an intervention group for all English and Mathematics lessons
- B)** A full time teaching assistant in Year 6 to ensure pupils have additional support for English and Mathematics basic skills
- C)** An additional teacher in Year 2 to reduce class size and implement an intervention group for English and Mathematics lessons including phonics for three mornings each week
- D)** An additional teacher in Year 1 to reduce class size and implement an intervention group for English and Mathematics lessons including phonics for three mornings each week
- E)** A part time HLTA for Early Years to lead intervention groups
- F)** CPD which will enable all staff to target eligible pupils for both quality first teaching and intervention groups to provide high-impact learning
- G)** Additional admin support to improve attendance procedures that are rigorous, including prompt first day response
- H)** Funds to subsidise disadvantaged pupils for small group music tuition
- I)** Funds to subsidise educational visits throughout school
- J)** Additional curriculum teaching assistant in Year 2 to ensure pupils have additional support for English and Mathematics basic skills
- K)** Broadband and IT equipment to enable pupils to have access to Galaxy Tablets in class and intervention groups
- L)** Purchase of educational resources and equipment to improve learning experiences

2014-2015 IMPACT

The results on pupil attainment, progress and other areas have been:

- The percentage of our Y6 pupils achieving Level 4 or above in Reading, Writing & Maths combined is 79%. This is compared to Year 6 pupils nationally who achieved 80%. The number of disadvantaged pupils achieving Level 4 in R, W and M combined increased from 67% (2014) to 68% (2015)
- Progress at KS2 shows -

Expected and More Than Expected Progress

- Reading – Disadvantaged pupils making expected (2 levels) of progress is 84% compared to school other pupils 100% and other pupil nationally 92%.
- Reading – Disadvantaged pupils making more than expected (3 levels +) of progress is 42% compared to school other pupils 50% and other pupil nationally 33%.
- Writing – Disadvantaged pupils making expected (2 levels) of progress is 89% compared to school other pupils 100% and other pupil nationally 95%.
- Writing – Disadvantaged pupils making more than expected (3 levels +) of progress is 47% compared to school other pupils 75% and other pupil nationally 37%.
- Maths – Disadvantaged pupils making expected (2 levels) of progress is 89% compared to school other pupils 100% and other pupil nationally 91%.
- Maths – Disadvantaged pupils making more than expected (3 levels +) of progress is 26% compared to school other pupils 63% and other pupil nationally 37%.

Closing the Gaps at Key Stage 2 Trends – Disadvantaged Pupils

Maths

- Pupils who achieved W at KS1 outperformed other pupils nationally when making more than expected progress.
- Pupils who achieved L2 and L3 at KS1 outperformed other pupils nationally when making expected progress. However they did less well than other pupils nationally when making more than expected progress.

Reading

- Pupils who achieved L2 and L3 at KS1 outperformed other pupils nationally making expected progress and L3 also outperformed other pupils nationally when making more than expected progress.

Writing

- Pupils who achieved W at KS1 outperformed other pupils nationally when making more than expected progress.
- Pupils who achieved L1 and L2 at KS1 also outperformed other pupils nationally when making expected progress.

- A significant increase in the number of pupils achieving the expected standard in the Y2 Phonics Screening Check Re-take, with results rising from 0% in 2014 to 33% in 2015.
- Attainment at KS1 is still below National. However the 2015 KS1 cohort had a wide variety of specialist needs and if results are taken for those pupils working on, and being assessed at, the National Curriculum only then results are either in line or above National.
- A significant increase in the number of pupils achieving the expected standard in the Y1 Phonics Screening Check, with results rising from 60% in 2014 to 77% in 2015 meaning school is now in line with National. The number of disadvantaged pupils achieving the expected standard increased from 53% (2014) to 69% (2015).
- An improvement in the number of pupils achieving a Good Level of Development (GLD) when exiting Early Years (Reception) from 61% in 2014 to 66% in 2015. The number of FSM pupils achieving GLD increased from 50% (2014) to 58% (2015).
- High quality CPD for all staff is having an impact on the quality of teaching throughout school. At the end of the academic year 2014-2015 no teaching was judged to be other than good or above.
- Attendance is improving with attendance standing at 95% for all pupils and disadvantaged pupils at 94%.
- All pupils who wanted to learn how to play an instrument were able to do so. The number of pupils eligible for the PPG who accessed music tuition was 12 out of the 39 pupils accessing lessons (31%).
- 100% of pupils attended all relevant educational visits, throughout the school year, regardless of whether a voluntary contribution had been paid for by parents/carers. This therefore ensured a wide variety of opportunities were accessed by all pupils which enabled us to complement our school curriculum and give all pupils a stimulus for their work within school. In addition to this it gave school the opportunity to take pupils to places and activities they had never been to, or accessed before.
- The school environment and resources have improved dramatically with the whole school now wirelessly connected so that all pupils can access IT at any time.