



Brookfield Academy Disadvantaged Fund Impact Statement 2015/16

Last year, the Academy received £129,360 from the Pupil Premium initiative. The funding was used to support 4 key areas as outlined below.

Learning in the Curriculum
Use of additional adults to facilitate more responsive interventions and pre-learning tasks, including targeted CPD to develop quality first teaching.
Purchase of additional class iPads to; - provide enhanced learning opportunities to capture evidence of high need children's learning
Allocated non-teaching time SENCO to further develop the provision and teaching of High Priority Needs children.
Release time for Deputy Head Teacher to further develop and monitor quality learning and teaching throughout school.
Targeted intervention for most able pupils.
Social, Emotional & Behaviour
Nurture Group Provision – staffing, facilities & resources
Employment of Inclusion Manager
CPD to develop quality support for High Needs Pupils
Enrichment Beyond the Curriculum
Revised charges for music lessons.
Wider opportunities music provision.
Visits to support/stimulate learning, including visiting artists.
Families/Community
Inclusion Manager
Support with Uniform costs
Remissions for Visits and educational enrichment

At the end of the last academic year, we were able to review how well the money had been spent. The information below shows how the progress of our Pupil Premium children compares to national averages and to non-pupil premium children.

Performance of Disadvantaged Pupils at Phonic Check			
	2013-2014	2014-2015	2015-2016
% of PP pupils achieving Phonic Standard Year 1	56% <i>63%</i>	65% <i>66%</i>	67% <i>70%</i>
% of all pupils achieving Phonic Standard Year 1	76% <i>78%</i>	75% <i>80%</i>	90% <i>83%</i>

(National figures)

- 2016 results have improved from 2015, the three-year trend shows that the % of disadvantage children achieving Phonic Standard in year 1 is increasing – the increase in 2016 was small. The gap to national figures has also narrowed. A number of pupils joined the Academy mid-year who were in receipt of disadvantaged funding and these pupils did not meet the standard. Daily phonics targeted small group intervention was used to raise the achievement of disadvantaged pupils in phonics. Seven of the children achieved the phonics screening check at year 1 and two children achieved a score close to the score needed (29/30). Tracking and monitoring of intervention supported these children to make progress.

Performance of Disadvantaged Pupils at end of KS1				
		2013-2014	2014-2015	2015-2016
Reading	APS/% of PP pupils achieving Expected Standard	14.6 15	13.7 15.2	56% 78%
	APS/% of non PP pupils achieving Expected Standard	16 17	15.4 17.1	82% 78%
	Gap	-1.4 -2	-1.7 -1.9%	-24% 0%
Writing	APS of PP pupils achieving Expected Standard	13.7 13.7	12.9 14	38% 70%
	APS of non PP pupils achieving Expected Standard	15.3 16.6	14.4 15.8	64% 70%
	Gap	-1.6 -2.9	-1.5 -1.8	-26% 0%
Maths	APS/% of PP pupils achieving Expected Standard	13.9 15	14.6 15.1	38% 77%
	APS of non PP pupils achieving Expected Standard	16.6 16.7	14.6 16.9	73% 77%
	Gap	-2.7 -1.7	0 -1.8	-35% 0%

(National figures)

Performance of Disadvantaged Pupils at end of KS2				
		2013-2014	2014-2015	2015-2016
Reading	% of PP pupils achieving Expected Standard	72% 82%	85% 83%	8% 71%
	% of non PP pupils achieving Expected Standard	95% 92%	93% 92%	31% 66%
	Gap	-23% -10%	-8% -9%	-23% -5%
Writing	% of PP pupils achieving Expected Standard	50% 76%	85% 79%	8% 79%
	% of non PP pupils achieving Expected Standard	89% 89%	87% 90%	28% 74%
	Gap	-39% -13%	-2% -11%	-20% -5%
Maths	% of PP pupils achieving Expected Standard	78% 78%	92% 80%	25% 75%
	% of non PP pupils achieving Expected Standard	89% 90%	87% 90%	47% 70%
	Gap	-11% -12%	+5% -10%	-22% -5%

(National figures)

- The overall performance of all children was significantly below national figures in 2015/2016
- The gap between pupil premium and non-pupil premium has widened significantly following improvements in previous years

Attendance

	2013/14	2014/15	2015/16
PP Pupils	No data available	No data available	92.7%
Whole School	No data available	No data available	93.7%

- Attendance for PP pupils is close to the whole school attendance

A robust system for monitoring and supporting attendance has now been implemented and a whole school target of 97% has been set with rewards and intervention built in

Behaviour

	Autumn 2015	Spring 2016	Summer 2016
Number of Exclusions	1 day (1 child)	1.5 days (1 child)	2.5 days (1 child)

- Behaviour incidents requiring restorative practise across school have reduced
- Exclusions did increase at the end of the year in relation to one child with very complex needs

Extra –curricular clubs

- 74% of pupil premium children accessed at least 1 extra-curricular activity providing access to wider opportunities including sporting or creative activities

Year 6 booster club

- 60% of pupil premium children accessed year 6 booster lessons after school
- 100% of pupil premium children accessed Year 6 breakfast club during SATS week