



Brookfield Academy

Disadvantaged Fund Impact Statement 2016/17

Last year, the Brookfield Academy received £106,000 from the Pupil Premium initiative. The funding was used to support 4 key areas as outlined below.

Supporting the Whole Child - Academic
<ul style="list-style-type: none"> Use of additional adults to facilitate more responsive interventions, same day interventions and pre-learning tasks, including targeted CPD to develop quality first teaching.
<ul style="list-style-type: none"> Purchase of focused Maths intervention 'success@arithmetic' and '1stclass@number'.
<ul style="list-style-type: none"> Focussed wave 3 literacy interventions Fischer Family Trust Literacy programme and Better Reading Support partners.
<ul style="list-style-type: none"> High quality texts and resources purchased, access to Bug Club resources on line.
<ul style="list-style-type: none"> Rotherham Library Service used to access high quality texts.
Supporting the Whole Child – Enrichment and Engagement
<ul style="list-style-type: none"> Pantomime performance
<ul style="list-style-type: none"> Subsidised Educational visits
<ul style="list-style-type: none"> Music lessons/ resources
<ul style="list-style-type: none"> Subsidised extra- curricular clubs
<ul style="list-style-type: none"> Curriculum experience groups
Supporting the Whole Child – Well Being
<ul style="list-style-type: none"> Inclusion Manager, Thrive training
<ul style="list-style-type: none"> Attendance initiatives
<ul style="list-style-type: none"> Behaviour awards
<ul style="list-style-type: none"> Nurture Groups
<ul style="list-style-type: none"> Behavioural Support

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			
	2014-2015	2015-2016	2016-2017
% of Disadvantaged pupils achieving Phonic Standard Year 1	65% <i>66%</i>	67% <i>70%</i>	78% <i>70%</i>
% of all pupils achieving Phonic Standard Year 1	75% <i>80%</i>	90% <i>83%</i>	78% <i>81%</i>

(National figures)

- 2017 outcomes for disadvantaged pupils have improved from 2016; the three-year trend shows that the % of disadvantage children achieving Phonic Standard in Year 1 is increasing – with an 11% increase in 2017 and was in line with outcomes for all pupils. The gap to national figures has also narrowed and was only 3% in 2017. A number of pupils joined the Academy mid-year who were in receipt of disadvantaged funding and these pupils did not meet the expected standard. Daily phonics and targeted small group intervention was used to raise the achievement of disadvantaged pupils in phonics, with 5 out of 9 targeted pupils achieving the expected standard.

Performance of Disadvantaged Pupils at end of KS1				
		2014-2015	2015-2016	2016-2017
Reading	APS/% of Disadvantaged pupils achieving Expected Standard	13.7 15.2	56% 78%	69% 76%
	APS/% of all pupils achieving Expected Standard	15.4 17.1	82% 78%	73% 76%
	Gap	-1.7 -1.9%	-24% 0%	-4% 0%
Writing	APS/% of Disadvantaged pupils achieving Expected Standard	12.9 14	38% 70%	62% 68%
	APS/% of all pupils achieving Expected Standard	14.4 15.8	64% 70%	73% 68%
	Gap	-1.5 -1.8	-26% 0%	-11% 0%
Maths	APS/% of Disadvantaged pupils achieving Expected Standard	14.6 15.1	38% 77%	69% 75%
	APS of all pupils achieving Expected Standard	14.6 16.9	73% 77%	79% 75%
	Gap	0 -1.8	-35% 0%	-10% 0%

(National figures)

- % of Key Stage 1 disadvantaged pupils meeting the expected standard in reading increased as a result of targeted intervention: this group is now closing the gap towards national and all pupils (-4% gap).
- % of Key Stage 1 disadvantaged pupils meeting expected standard in writing still below national and all pupils. However the outcomes of this group of pupils has increased significantly from 2015-2016 as a result of same day intervention and additional, targeted support within class.
- % of Key Stage 1 disadvantaged pupils meeting expected standard in mathematics has significantly increased from 2015-16 and although remains below national, the gap is closing. This is as a result of same day intervention and impact of 'firstclass@number', a structured mathematics intervention.

Performance of Disadvantaged Pupils at end of KS2				
		2014-2015	2015-2016	2017-2018
Reading	% of Disadvantaged pupils achieving Expected Standard	85% 83%	8% 71%	36% 71%
	% of non Disadvantaged pupils achieving Expected Standard	93% 92%	31% 66%	46% 71%
	Gap	-8% -9%	-23% -5%	-10% 0%
Writing	% of Disadvantaged pupils achieving Expected Standard	85% 79%	8% 79%	43% 76%
	% of non Disadvantaged pupils achieving Expected Standard	87% 90%	28% 74%	61% 76%
	Gap	-2% -11%	-20% -5%	-18% 0%
Maths	% of Disadvantaged pupils achieving Expected Standard	92% 80%	25% 75%	21% 75%
	% of non Disadvantaged pupils achieving Expected Standard	87% 90%	47% 70%	29% 75%
	Gap	+5% -10%	-22% -5%	-8% 0%

(National figures)

- The overall performance of all children was significantly below national figures in 2016-2017
- The overall performance of all children in reading and writing improved in 2016-2017
- The gap between disadvantaged and all pupils narrowed in 2016-2017, but leaders recognise there is still further improvements to be made.

Attendance

	2014/15	2015/16	2016/17
Disadvantaged Pupils	No data available	92.7%	89.6%
Whole School	No data available	93.7%	93.1%

- Overall Attendance for Disadvantaged pupils is not improving - the impact of Disadvantaged pupils attending on a part time basis has impacted on the overall 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

	2015- 2016	2016- 2017
Number of Exclusions	5 days (1 child)	51.5 days (5 children)

- Behaviour incidents requiring restorative practise across school have reduced
- Exclusions increased significantly due to pupils with significant additional needs – three of these pupils are now accessing specialist provision
- A graduated response with support from Social, Emotional and Mental Health team and Educational Psychologist is supporting the other 2 children

Extra –curricular clubs

- 37% of disadvantaged children accessed at least 1 extra-curricular activity providing access to wider opportunities including sporting or creative activities.

Year 6 booster club

- 60% of disadvantaged children accessed Year 6 booster lessons after school.
- 100% of disadvantaged children accessed Year 6 breakfast club during SATS week

School visits

- 77% of Year 6 disadvantaged children took part in a 5-day residential visit to Kingswood
- 100% of disadvantaged children accessed Year 6 breakfast club during SATS week
- 100% of disadvantaged pupils accessed school visits to enrich the curriculum and experienced a Pantomime in school

