



drb Ignite Multi Academy Trust Pupil Premium Report 2017/18

Outstanding
pupil experience

Excellence
in education

Impactful
teaching

Effective
partnerships



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Pupil Premium Strategy Report 2017 -18

What is Pupil Premium Funding?

Pupil Premium Funding represents a significant proportion of the Trust’s budget and trustees are committed to ensuring it is spent to maximum effect

Every year, schools in the Trust receive additional money called ‘Pupil Premium’ which is allocated on the basis of the number of children who are entitled to ‘Free School Meals’ (FSM) at any time over the last six years. The money enables Trust Schools to meet the diverse needs of this specific cohort of pupils in order that they make the best possible progress in school and that no child is left behind.

Pupil Premium Allocation 2017-18

| | Audley | PThorpe | Wychall | Jervoise | Beechwood | Hob Green | The Oval | Bromley Pensnett | Trust £ Total |
|--------------------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|------------------|------------------|
| NOR (all pupils) | 833 | 180 | 432 | 212 | 210 | 287 | 703 | 271 | 3121 |
| | 59 Nursery | | | | | | 73 Nursery | | ex Nursery |
| No of PP eligible pupils | 410 | 107 | 256 | 119 | 122 | 88 | 304 | 126 | 1532 (49%) |
| | | | | | | | 19 N | | |
| Amount per PP Pupil | 1320 | 1242 | 1682 | 1320 | 1320 | 1320 | 1382 | 1527 | 1389 Average |
| Total PP Allocation | 541,200 | 133,000 | 430,745 | 157,080 | 161,040 | 116,460 | 420,355 | 192,500 | 3,257,325 |

The Governance role of Trustees

Trustee responsibilities to Pupil Premium pupils include:

- ✓ Supporting the development of and subsequent annual reviewing of the overall Trust's Pupil Premium strategy
- ✓ Ensuring the expenditure is clearly articulated and consistently applied
- ✓ Ensuring a Pupil Premium Leader is in post at each school within the Trust
- ✓ Naming a Trustee at local Learning Hub level with responsibility for Pupil Premium (appointed by the Trust Board)
- ✓ Ensuring access to the expenditure and impact available to all stakeholders
- ✓ Ensuring that provision for Pupil Premium pupils is of a high standard and that Pupil Premium funding is being used to ensure pupils are fully involved in all aspects of school life

The Learning Hub Trustee for Pupil Premium will do the following to ensure Pupil Premium funding is being spent effectively:

- ✓ Contact Pupil Premium Leaders in Hub Schools on a termly basis to receive updates on Pupil Premium pupils within each School
- ✓ Support Hub Schools with the decision-making process about Pupil Premium spend
- ✓ Acts as a 'critical friend'. Keep up to date with new developments in Pupil Premium
- ✓ Visit Hub Schools to observe provisions and interventions in place for Pupil Premium pupils (yearly)
- ✓ Support the Hub Schools in reporting to the Trust Board

Provision

- ✓ The Trust encourages Schools to tailor approaches to the pupils in receipt of Pupil Premium. Throughout the year, the Trust identifies the barriers and emerging needs of the pupils and works with its Schools to find solutions to ensure that every pupil achieves their potential
- ✓ A variety of strategies to meet the needs of Pupil Premium pupils are used which include:
 - Bespoke intervention programmes i.e. REAP Programme
 - Staffing to support implementation of precision interventions
 - Focused booster groups in Writing, Reading and Maths
 - Curriculum enrichment to improve aspiration
 - Financial support for trips and residentials
 - After school SATs boosting classes
 - Attendance initiatives

- ✓ The Trust monitors the effectiveness of strategies used in the previous years and then continues to provide the most effective provision for pupils. In future years, provision will continue to be monitored to ensure that funding is being spent effectively and new initiatives will be introduced where necessary.

Reporting arrangements

The Trust CEO will produce an annual report for the Trustees. This will cover:

- ✓ The progress made towards diminishing the educational gaps in progress and educational outcomes, by year group, for socially disadvantaged pupils.
An outline of the provision offered in each Trust school
An evaluation of the cost effectiveness, in terms of the progress made by the pupils receiving particular provision, when compared with other forms of support.
- ✓ The Governance at Learning Hub level will ensure that there is an annual strategy produced by each school to demonstrate to parents and carers how the PP funding has been used to address the issue of 'narrowing the gap' for disadvantaged pupils. This will be published annually on each school's website.

What are the main barriers to educational achievement across the Trust?

All the Trust's Schools are situated in recognized areas of high social deprivation. Across the Trust the percentage of pupils eligible for free school meals is significantly higher than the national average. This brings some complex challenges. The Trust Board is fully committed to ensuring that these challenges are mitigated so that all pupils can reach their full potential.

The Trust has ambition and aspiration for all pupils. It believes that there is no 'one size fits all' so it is essential that individual barriers and risk factors are recognised in order to provide personalised targeted support and interventions that secure:

- Inclusion
- Safety
- Timely and precise interventions
- Appropriate educational challenge – pitch, pace, expectation
- Consistency of quality teaching across all phases
- Equality of access to educational opportunities and experiences
- Equity
- Effective partnership approaches with parents

When making decisions about using Pupil Premium Funding, the Trust and its Schools fully consider the context of individual pupils, families, Schools and the communities served. Collated evidence from our **Annual Risk Survey 2017/18** suggests that common barriers include:

- Levels of attainment on entry to school are lower for FSM pupils. This mirrors the national trend
- Limited support at home for academic learning
- Poor early language and communication skills
- Poor self-regulation and emotional development
- Early stages of English acquisition
- Poor self-confidence and personal resilience
- Attendance and punctuality issues
- Complex family issues that prevent children from flourishing
- Physical health issues that prevent children from flourishing
- Financial hardship that can limit pupils' life experience

Soft data suggests that over the period 2017/18 there has been an increase in teacher concern about the following contextual areas for a significant number of Pupil Premium pupils. All these are considered to impact on learning readiness, attention and focus.

- The impact of family poverty and austerity
- Sleep deprivation and bedtime routines
- Lack of behavioural boundaries in the home
- Lack of access to outdoor activities out of School
- Parental and family mental health
- Child anxiety and stress

Pupil Premium Guidance References

Pupil premium conditions of grant:

<https://www.gov.uk/government/publications/pupil-premium-conditions-of-grant-2017-to-2018/pupil-premium-conditions-of-grant-2017-to-2018>

The Education Endowment Foundation (EEF) use the pupil premium effectively to support disadvantaged pupils:

<https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit>

Trust External Pupil Premium Review January to March 2018

Over the period January to March 2018, the Trust commissioned an External Pupil Premium Review for all Schools. This was led by an External Pupil Premium Champion and NLE commissioned through the Severn Teaching School Alliance, Telford. Below is a summary of findings:

1. Full website compliance before review

| SCHOOL WEBSITE | Full Compliance | Missing information |
|--------------------------|-----------------|--|
| Bromley Pensnett Primary | x | Summary of the main barriers to learning for Pupil Premium pupils. Date of next review of the Pupil Premium strategy. |
| Wychall Primary | x | Explanation of how Pupil Premium funding will be spent to overcome barriers to learning. How the effect of spend/intervention will be measured. |
| Jervoise School | x | How the effect of spend/intervention will be measured. Date of next review of the Pupil Premium strategy. |
| The Oval School | x | How the effect of spend/intervention will be measured. |
| Princethorpe Infants | ✓ | |
| Audley Primary | x | None of the Pupil Premium statutory requirements met. |
| Hob Green Primary | | |
| Beechwood C.E. Primary | x | Summary of the main barriers to educational achievement faced by eligible pupils at the school. How to measure the effect of the pupil premium. Date of the next review of the school's pupil premium strategy. |

2. Pupil Premium - Individual school strengths and areas for development

| School | Main Strengths | Areas for development |
|--------------------------|--|--|
| Bromley Pensnett Primary | <p>Ambitious targets for Pupil Premium pupils.</p> <p>Determination of HT.</p> <p>HT uses the latest research and analysis of data to identify areas of need.</p> <p>Pupil Premium funding is used appropriately.</p> <p>Behaviour is well managed due to efficient systems and good leadership.</p> | <p>Attendance- persistent absence rates</p> <p>Inconsistency in practice and expectation impacting on teaching and learning</p> <p>Recruitment and retention of teachers</p> <p>Use of STOP</p> <p>Review of nurture group costs against impact</p> |
| Wyhall Primary | <p>New leadership team are very clear of the strengths and areas for development.</p> <p>Ambitious in their targets.</p> <p>Acting quickly to address issues for Pupil Premium pupils.</p> <p>Positive atmosphere to learning across the school.</p> <p>Good standards of behaviour- pupils are polite and courteous to visitors.</p> <p>Very strong relationships between pupils and adults.</p> | <p>Attendance-persistent absence</p> <p>Pupil Premium Strategy needs rewriting</p> <p>Leadership and management of EYFS</p> <p>Inconsistency in practice and expectation impacting on teaching and learning</p> <p>Use of STPO-accuracy of data and staff understanding of ARE</p> |
| Jervoise School | <p>HT uses the latest research and analysis of data to identify areas of need.</p> <p>Pupil Premium funding is used appropriately.</p> <p>Leaders are swift to act and deploy resources effectively</p> <p>Positive atmosphere to learning across the school.</p> <p>Good standard of behaviour-pupils are polite and courteous to visitors.</p> <p>Very strong relationships between pupils and adults.</p> | <p>Attendance-persistent absence</p> <p>Recruitment and retention</p> <p>Leadership and management of EYFS</p> <p>Inconsistency in practice and expectation impacting on teaching and learning</p> <p>Use of STPO-accuracy of data and understanding of ARE</p> |

| | | |
|-----------------------------|---|---|
| <p>The Oval School</p> | <p>Strong leadership from the two newly appointed Acting Headteachers. Strong EYFS. Strong cross Schools leadership of numeracy (although maths data the weakest at KS2). Behaviour across the School generally very good.</p> | <p>Formative assessment-consistency of approach. Disparity between work seen in books and assessment data. Expectations at transition points - EYFS to year 1/ Year 2-3. Attendance - persistent absence. Interventions - highest paid and skilled members of staff/ 1:1 intervention etc. Recruitment and retention of teachers.</p> |
| <p>Princethorpe Infants</p> | <p>Pupils are polite and courteous. Attendance officer has very good relationships with parents.</p> | <p>Rapid Action Planning to address low data and low aspirations. Triangulation of data does not reflect the projected performance figures at KS1 in particular – improved analysis required. Accuracy of data inputted to SPTO system. Interventions are not measured for impact. Early Years - lack of vision and approach. Attendance - persistent absence Inconsistency in practice and expectation impacting on teaching and learning.</p> |

| | | |
|--------------------------|--|---|
| <p>Audley Primary</p> | <p>Senior leaders know the School well - strengths and areas for development are clear and plans are in place to address priority improvements. Strong relationships between adults and pupils. Range of strategies in place for Pupil Premium pupil funding - good mix of educational and social and emotional opportunities.</p> | <p>Pupil Premium strategy needs to be written to ensure compliance Interventions - measured for impact and evaluated to inform ongoing practice. Large discrepancies between the attainment of Pupil Premium pupils against other pupils in Yr 1,3,4 and 5. Inconsistency in practice and expectation impacting on teaching and learning. Website not complaint or user friendly.</p> |
| <p>Hob Green Primary</p> | <p>21% PA now down to 11% and falling towards target of 7%. New policy in place that is very clear to parents- this is good practice and should be shared with other schools. Since December staffing has stabilised following a number of maternity leaves. Expectation for progress - Use of APS expect 1.5 points progress each term to ensure swift progress. Previously 20% attendance at parents evening now up to 80+%. Parent workshops well attended- 60%. Working on pupils being able to articulate their learning and knowing next steps, particularly strong in year 5 and 6.</p> | <p>Year 1 and 2 Pupil Premium attainment in reading, writing and maths need improvement. Interventions need to be more specific for identified children. Specific interventions need to be evaluated for impact from baseline to end of intervention in order to evidence rapid progress and value for money. Address maths misconceptions by recording workings and methods in books rather than whiteboards. Develop pupils understanding of reasoning. Higher order questioning needs to be added to planning to support and prompt CTs.</p> |

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| | <p>Parent workshops well attended - 60%. However, homework is not supported by parents - School has adapted ideas from other Schools and is beginning to bridge the home/ School relationships. Invested in cheap tables and bought 'Timestable Rockstars'. Accelerated reader is now in place and is starting to have an impact.</p> | <p>Non-negotiables to be separated into areas e.g. one for what is expected for teaching and learning / expectations for marking and feedback, one for environments etc. to make it easier for teachers to refer to.</p> |
| <p>Beechwood C.E. Primary</p> | <p>New leadership team know the School well and have reviewed the curriculum. Staffing is relatively stable but senior leadership post advertised for Easter - no applicants. Senior leadership team evaluate well. Key Stage 1 and EYFS are strong. Behaviour is good across School. Significant positive change in parent / School relationships - Very good parental support due to regular parent forums to inform them of the progress of the School from special measures baseline. School Office has been relocated so Staff plan together. Assessment systems are well embedded and robust. Class teachers have a good understanding of ARE in each year group.</p> | <p>Ensure desired outcomes relate to the raising of attainment and progress for Pupil Premium pupils. Outcomes to be more measurable so that impact can be evaluated by adding attainment and progress data. Focus on specific barriers to learning rather than generic strategies e.g. training for teachers / TAs, the use of interventions etc. linked to the current whole School / Pupil Premium data e.g. to improve rates of attendance for Pupil Premium pupils from -% to -%. Use internal and external data to fine tune and identify specific priorities in relation to aspects of teaching and learning e.g. Pupil Premium maths in year 3, 4 etc. that could be addressed through additional resourcing, staffing and so on in order to diminish the difference. 2017 data suggests the largest gaps are in maths and writing.</p> |

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| | | <p>Ensure Pupil Premium plan can be evaluated to prove that things such as CPD for teachers and TAs has a direct impact on diminishing the gap between Pupil Premium and other pupils.</p> |
|--|--|--|

3. Ten important improvement priority areas from Review Findings

- ✓ Leadership and management of Early Years
- ✓ Analysis and triangulation of assessment data i.e. SPTO data against book trawl and learning walk evidence
- ✓ Moderation of pupil work
- ✓ Development of understanding of drivers of behaviour and development of self-regulation and independent learning strategies
- ✓ Common approach to testing and provision of precision interventions against gap analysis
- ✓ Full School website compliance
- ✓ Consistency of approach- non-negotiable practice across each School
- ✓ Recruitment and retention of teaching staff
- ✓ Persistent absence rates
- ✓ Consistency of parent partnership approaches

Revised Pupil Premium Strategy 2017-2018

RAPID ACTION PLAN

March to September 2018

7 X Cross Trust Improvement priorities

| | Interventions to May 2018 | Intended Impact | Impact and cost analysis |
|---------------------------------|--|--|--------------------------|
| 1. Early Years Provision | <ul style="list-style-type: none"> ✓ ECERS and STTEW to provide baseline for EY RAPs ✓ EYFS Leads group to share effective assessment and moderation practice more openly (use Beechwood best practice) ✓ Consistency of teaching – focus for further SN reviews ✓ REAP Phase 3 Focus Working with parents to understand self-regulation | <p>ECERS and STTEW will provide baseline data and evidence from which to plan interventions and compare Schools.</p> <p>Moderation improved in terms of ARE. Assessments more accurate and reflected in Learning Journals and pupil books.</p> <p>Build on success of Phases 1 and 2 by involving parents directly with strategies to support themselves and help their child.</p> | |
| 2. Persistent absence | <ul style="list-style-type: none"> ✓ Sharing of strategies from most successful schools – see Hob Green ✓ Visits to STSA schools to consider practice | <p>Hob Green policy and procedures to be shared across Trust.</p> <p>Persistent absence rates are more in line with National Averages.</p> | |

| | | | |
|---|--|---|--|
| | <ul style="list-style-type: none"> ✓ Closer analysis of attendance data ✓ Focus on persistent absentees – bespoke strategies | <p>Most difficult cases have bespoke attendance plan and work is taking place with parent(s).</p> | |
| <p>3. Assessment and use of SPTO</p> | <ul style="list-style-type: none"> ✓ Review training provision with SPTO Training partner ✓ SLF to monitor accuracy of assessments across Trust | <p>Further training of all staff ensures assessments are accurate when triangulated with other evidence, particularly book scrutiny.</p> | |
| <p>4. Triangulation of data and evidence</p> | <ul style="list-style-type: none"> ✓ Improvement to moderation processes across all phases ✓ Better use of triangulated approaches and evidence collation ✓ Greater focus on book trawls and match to other data | <p>SI Lead and Directors of Learning have clearer overview of moderation processes across Schools. Moderated work is shared more widely with teachers and can demonstrate improved standards in books for English and maths at KS1 and KS2.</p> <p>See above re: book scrutiny.</p> | |

| | | | |
|---|---|--|--|
| <p>5. Precision interventions against gap analysis</p> | <ul style="list-style-type: none"> ✓ Enhanced provision of on desk pupil support resources ✓ Cross Trust use of NFER testing materials for English and Maths ✓ Gap analysis and provision of booster, precision interventions to may in Y2 and Y6 | <p>All pupils have access to appropriate desktop support resources to promote independent and resilient learning NFER Tests implemented across Trust – associated outcomes used to plan precise interventions re: gaps. Standards raised and evidenced through increase in number of children achieving ARE in Y2 and Y6 May 2018.</p> | |
| <p>6. Website compliance</p> | <ul style="list-style-type: none"> ✓ Non- negotiable review of website compliance. All websites to be fully compliant by end of Spring Term 2018 | <p>All websites fully compliant with statutory and Pupil Premium requirements.</p> | |
| <p>7. Teacher quality and consistency</p> | <ul style="list-style-type: none"> ✓ Recruitment needs for Sept 2018 to be audited across Trust and Recruitment Strategy developed | <p>SLF have agreed several strands of work to enhance recruitment of well qualified and high achieving teachers. All schools to have consistently high quality teaching in EYFS, Y2 and Y6 by September 2018</p> | |

Date of next review: end of June 2018

Appendix 1: Performance Impact July 2018

2018 % of pupils on track to meet and exceed National Expectations March 2018

| 2018 | Audley | Oval | PThorpe | Wychall | Jervoise | Beechwood | Hob Green | Bromley Pensnett | National 2017 |
|--------------|--------|------|---------|---------|----------|-----------|-----------|------------------|---------------|
| GLD | 50 | 69 | 65 | 65 | 70 | 70 | 73 | 65 | 71 |
| Y1 Ph | 70 | 81 | 70 | 70 | 80 | 79 | 82 | 80 | 81 |
| KS1 | | | | | | | | | |
| R | 65 | 75 | 65 | 65 | 80 | 70 | 69 | 70 | 76 |
| W | 60 | 70 | 55 | 65 | 74 | 70 | 72 | 68 | 68 |
| M | 65 | 74 | 73 | 65 | 84 | 70 | 72 | 76 | 75 |
| KS2 | | | | | | | | | |
| R | 60 | 74 | | 70 | 71 | 57 | 73 | 85 | 71 |
| W | 65 | 73 | | 68 | 84 | 67 | 73 | 81 | 76 |
| M | 58 | 74 | | 66 | 87 | 60 | 76 | 81 | 75 |
| SPAG | 60 | 81 | | 70 | 87 | 67 | 76 | 80 | 77 |
| Comb | | | | | | | | | 61 |

2018 % of Disadvantaged pupils meeting and exceeding National Expectations

| 2018 | Audley | Oval | PThorpe | Wychall | Jervoise | Beechwood | Hob Green | Brom Pensnett | National 2017 |
|-------|--------|------|---------|---------|----------|-----------|-----------|---------------|---------------|
| GLD | | | | | | | | | |
| Y1 Ph | | | | | | | | | |
| KS1 | | | | | | | | | |
| R | | | | | | | | | |
| W | | | | | | | | | |
| M | | | | | | | | | |
| KS2 | | | | | | | | | |
| R | | | | | | | | | |
| W | | | | | | | | | |
| M | | | | | | | | | |
| SPAG | | | | | | | | | |
| Comb | | | | | | | | | |

Appendix 2 – Cost of support

Approximate Cost of Support Hourly Rate of Staffing

| Staff | Hourly Rate £ |
|------------------|---------------|
| LSA/TA | 13.18 |
| HLTA | 21.44 |
| Learning Mentor | 17.60 |
| Speech Therapist | 27.96 |
| Teacher | 29.70 |