

# Glebe Academy



## **DISADVANTAGED PUPIL FUNDING EXPENDITURE IMPACT REVIEW 2017-18**

## Disadvantaged Pupil Funding Expenditure and Extending Opportunities - Report to Parents 2017-18

Dear Parents and carers,

In 2010 the Government identified that pupils classed as “socially disadvantaged” achieved less well at school compared to their peers. To address this national issue all schools since April 2011 have been allocated additional funding based on the disadvantage measure of pupils. The amount of additional disadvantage funding received by each school varies depending on their pupil and geographical data. **The additional income received by Glebe Academy for Pupil for 2017-18 is £108,240.00 and we had no pupils classed as Looked After Children (LAC) and under the care of the Local Authority.**

Pupil Premium is allocated to schools for pupils entitled to free school meals (FSM) or who have been entitled to free school meals in the previous six years, known as Ever 6; pupils previously looked after (post LAC) by the Local Authority but now no longer in need of LA care and pupils from Service Families. The funding for pupils in care is held by the Virtual School for each Local Authority.

- Pupil Premium Rates for FSM/Ever six Primary pupils are £1320
- Pupil Premium Rates for Post LAC is £1900
- Pupil Premium Rates for Service Families is £300

Here at Glebe Academy all of the staff and Governors have unremittingly high ambitions for every child to achieve their full potential and as a school we are passionate about going even further than “catch up” programs for vulnerable pupils by using the additional income to assist us in creating an enriched learning environment of individual opportunities leading to fulfilled academic achievement.

In line with the guidance from the National Pupil Premium Champion John Dunford, the disadvantaged pupil funding is used to support:

- Whole School Strategies
- Strategies to accelerated progress for both disadvantaged and nondisadvantaged pupils.
- Specific individual strategies for disadvantaged pupils.

It is the responsibility of the Governing Body to report annually to parents how this funding has been spent and what it has achieved. We complete this during the first term of every academic year and published on our website. This report details the attainment and progress made by pupils who are covered by the additional funding and the invention methods that have been supported by the extra income.

Glebe Academy is proud to lead the way in tackling the attainment gap head-on, improving outcomes and results for all our pupils. Using the autonomous innovation gained from academy status, knowledge of stakeholders and reviewing high quality evidence of what works well we strive to provide an education where every child, of any background, can fulfil their potential and make the most of their individual talents.

Our aim with disadvantaged pupil funding is to create the right conditions and opportunities for learning to accelerate the progress of “socially disadvantaged” pupils to ensure that all pupils reach at least national average by the end of Key Stage 1 and are above national average by the end of KS2.

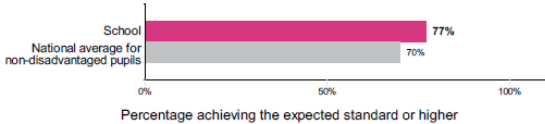
Suzanne Oakes-Smith  
Principal

## Glebe Academy disadvantage Pupil Expenditure Summary and Review – 2017/18

### Summary of Expenditure: Eligible pupils = based on 90 eligible pupils

| Area of Focus   | Budget allocation | Overview   | Lead/Monitored by   |
|---|-------------------|--|---|
| Attendance Awards and additional attendance support from SLT  | £1,000            | Additional support and end of year celebration awards  | <p>Disadvantaged pupils attendance for 2017/18 - 93.63% of which 4.90% was authorised, 1.48% was unauthorised and late marks 0.63%; this is a 0.2 % increase from 2016/17.</p> <p>Non-disadvantaged pupil attendance for 2017/18 - 95.53% of which 3.12% was authorised, 1.35% was unauthorised and 0.31% late marks.</p> <p>Pupil attendance continues to be a key area of improvement for the academy as we aim to reach the national benchmark of 96%.</p> <p>At time of writing, national pupil attendance figures and LA figures for 2017/18 were not available.</p>   |
| After school homework and booster sessions  | £2,000            | Resources and Staffing   | See Key Stage attainment and progress summary below.  |
| Behaviour for learning awards   | £1,000            | Rewards to support the “Dojo” points behaviour scheme  | There were 0 permanent exclusions for the year.   |
| <p>Whole school attendance at inter-school INSET conferences throughout the year aimed at raising standards, embedding ambitious expectations, developing a partnership culture of school collaboration and access to a network of best practice.</p> <ul style="list-style-type: none"> <li>- Feedback and Visible Learning</li> <li>- Learning Behaviours and language for learning</li> <li>- Middle leadership development</li> </ul> | £5,000            | <p>Greater school collaboration to share best practice and improve outcomes for all and the development of a highly ambitious culture across school.</p> <p>Improved quality of marking across school.</p> <p>Improve quality of feedback across school.</p> <p>Develop the “learning” skills of pupils.</p> <p>Improve strategies to question, challenge and engage learners.</p> <p>Embed a culture of professional debate, lesson observations, and sharing of good practice.</p> <p>Programmes aimed at G &amp; T pupils</p> | <p>All teachers, educational support staff and SBL participated in interschool best practices and ideas for raising attainment to ensure that ambitious outcomes for all pupils were achieved.</p> <p>See results below:</p> <p><b>Key Stage 1 Disadvantaged Pupil Outcomes</b></p> <p><b>Reading</b><br/>Reading attainment for disadvantaged pupils at Glebe Academy was 67% compared to national averages for ALL pupils which was 75% and non-disadvantaged pupils which was 79%.<br/>Disadvantaged pupils at Glebe Academy did better than other disadvantaged pupils both locally and nationally.</p> <p><b>Writing</b><br/>Writing attainment for disadvantaged pupils at Glebe Academy was 66.7% compared to national averages for ALL pupils which was 70% and non-disadvantaged pupils which was 74.0%.<br/>However disadvantaged pupils at Glebe Academy did better than disadvantaged pupils both locally and nationally.</p> <p><b>Maths</b></p> |

|   |                |   |   |
|---|----------------|---|---|
| <p>- G &amp; T focused CPD</p>  |                |   | <p>Maths attainment for disadvantaged pupils at Glebe Academy was 66.7% compared to national averages for ALL pupils which was 75% and non-disadvantaged pupils which was 80%. However disadvantaged pupils at Glebe Academy did better than disadvantaged pupils both locally and nationally.</p>  |
| <p>Weekly CPD opportunities for Education Support Practitioners on effective intervention strategies in raising attainment, supporting pupils identified as underachieving and increased opportunities to discover best practice by collaborative working within the academy and other schools.</p> | <p>£8,000</p>  | <p>Effective deployment of Support Staff. Targeted intervention strategies for specific pupils/groups. Greater structure to literacy, numeracy and speaking and listening sessions. Raise accountability of support staff and increase expectations of their role to their roles on pupil improving pupil achievement.</p>  | <p>All teaching and educational support staff took part in a weekly one hour CPD sessions to support with pupil progress, regular reviews take place of the impact of targeted interventions to raise achievement and ensure a sound return on the continuous high investment made by the academy both in teaching and educational support staff. Once again the disadvantaged pupils at Glebe Academy out performed nondisadvantaged pupils both locally and nationally by the ned of KS2 across subjects for both the expected attainment measure and their progress.</p> |
| <p>Targeted specialist support in Foundation Stage and Year 1 to support the transition into school and later from the Foundation Stage into KS1 (x 2 posts). Specialist knowledge and experience of delivering Read, Write Inc phonics program to vulnerable pupils</p>                            | <p>£18,000</p> | <p>EYFS additional support programs across the curriculum. EYFS additional phonics support. Additional staffing ratios in EYFS to support the transition of pupils into the schools and the formation of stronger more personal links with parents to engage them with their child's learning. Literacy and Numeracy Interventions for individual and targeted groups of pupils<br/>Increase the adult/pupil ratio to support teaching and emotional wellbeing of children.<br/>Smooth transition of pupils across Key Stages and preparing children to develop the skills to access the national curriculum.<br/>Accelerate the overall progress made by pupils in EYFS and early KS1 to narrow the gaps on entry earlier.</p> | <p>57.1% of disadvantaged children achieved a good level of development (GLD) by the end of EYFS. This was in line with local authority averages for disadvantaged pupils. Disadvantaged pupils are making more than expected progress.</p>   |

|   |  | Continue high quality phonics teaching to ensure that pupils achieve above national average in the Year 1 phonics Screening.  |   |          |            |        |     |   |     |
|---|--|---|---|----------|------------|--------|-----|---|-----|
| Targeted Support in Years 4/5/6 to accelerate progress in KS2 | £26,000<br>Closing the Gap Practitioners | Accelerate the progress of a groups of children in Y4/5/6 at risk of under achieving and the achievement gap widening.<br>Boost pupils' confidence and accelerate progress of individuals with individual or small group interventions and pupil specific interventions / Read, Write Inc.<br>Targeted "stretch" sessions for higher achievers.<br>Specialist daily SEN Intervention sessions for those at risk of under achievement. | <p><b>KS2 Disadvantaged Pupil Outcomes 2018</b></p> <p><b>Reading, Writing, Maths combined:</b> 77% of disadvantaged pupils at Glebe Academy achieved the expected standard or higher in Reading, Writing and Maths. This is above the national average for ALL pupils which is 65%.<br/>This is also above the national average levels for non-disadvantaged pupils</p> <p><b>Reading, writing and maths combined</b><br/>Percentage of disadvantaged pupils achieving the expected standard or higher<br/>Number of disadvantaged pupils = 13</p>  <table border="1"> <caption>Percentage achieving the expected standard or higher</caption> <thead> <tr> <th>Category</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>School</td> <td>77%</td> </tr> <tr> <td>National average for non-disadvantaged pupils</td> <td>70%</td> </tr> </tbody> </table> <p><b>Reading:</b><br/>Reading attainment for disadvantaged pupils at Glebe Academy was 92.9% compared to national averages for ALL pupils which was 76% and non-disadvantaged pupils which was 80%.<br/>Reading progress points for disadvantaged pupils at Glebe Academy was 4.7 compared to national averages for ALL pupils which was 0.0 and non-disadvantaged pupils which was 0.3. Disadvantaged pupils made greater progress than no disadvantaged in reading in 2017/18 by the end of KS2</p> <p><b>Writing:</b><br/>Writing attainment for disadvantaged pupils at Glebe Academy was 84.9% compared to national averages for ALL pupils which was 79% and non-disadvantaged pupils which was 83%.<br/>Writing progress for disadvantaged pupils at Glebe Academy was 2.2 compared to national averages for ALL pupils which was 0.0 and non disadvantaged pupils of 0.2.</p> <p><b>Maths:</b><br/>Maths attainment for disadvantaged pupils at Glebe Academy was 84.6% compared to national averages for ALL pupils which was 76% and non-disadvantaged pupils which was 81%.<br/>Maths progress for disadvantaged pupils at Glebe Academy was 2.1 compared to national average for ALL pupils which was 0.0 and non-disadvantaged pupils national progress of 0.3.</p> | Category | Percentage | School | 77% | National average for non-disadvantaged pupils | 70% |
| Category  | Percentage                               |   |   |          |            |        |     |   |     |
| School  | 77%                                      |   |   |          |            |        |     |   |     |
| National average for non-disadvantaged pupils                 | 70%                                      |   |   |          |            |        |     |   |     |

|  |  |   |   |
|--|--|---|---|
|  |  |   | Disadvantaged pupils at Glebe Academy made greater progress than nondisadvantaged pupils in Reading and Maths in KS2 results in 2018.   |
| Targeted Support in Years 2/3 to accelerate progress in Y2 and provide additional phonics sessions in Y2/3 for pupils under achieving in Y1<br><br>Provide stretch opportunities for G&T pupils in Y2. | 1 x<br>£13,000<br>Closing the Gap Practitioner                                       | Accelerate the progress of a groups of children in Y2 at risk of under achieving and the achievement gap widening particularly in phonics and reading   | 90% of all pupils reached the Phonics threshold by the end of Year 2. This is in line with national average. 88% of disadvantaged pupils achieved the required standard in phonics therefore were in line with non-disadvantaged reflecting no gap by the end of year 2. This a consistent three year trend.  |
| Early Intervention to support vulnerable pupils and families parents.  | £20,500<br>Non-teaching release time of Vice Principal to support vulnerable pupils. | Identify and support for vulnerable pupils and their families on entry to nursery and throughout the school. Address the needs of the growing number of EAL families. Parenting workshops and homework support<br>Support for the growing number of families already identified as needing additional support from a range of agencies.<br><br>Continue to make improvements to number of pupils arriving late and maintain the recent improvements in overall attendance | Throughout the year 22% of pupils and their families were supported by either by formal or informal support in partnership with a range of external agencies or early intervention support provided directly by the local authority.<br><br>Overall pupil attendance at Glebe Academy last year improved over all when compared to previous years and remains in line with local authority average. Disadvantaged Pupils attendance at Glebe Academy in 17/18 improved by 0.02% |
| Education Visits<br>Curriculum Enrichment activities<br>Assemblies and visitors to school.   | £4965  | Variety of activities to planned throughout the year to enhance enjoyment of learning, access to a wider range of activities, inclusion and participation and curriculum enrichment   | All pupils were able to attend a range of off site visits aimed at raising aspiration and opportunity of participating in a new experience. This was subsidised to make this affordable for families to contribute and also facilitated the participation of any pupils that would have been prevented from going for financial reasons.  |
| Lunchtime activities   | £8775  | Staffing and resources at lunchtime to support behaviour and extracurricular activities and home learning.  | 0 Pupil Exclusions  |
| <b>TOTAL</b>   | <b>£108,240</b>  |   |   |

