

# Pupil Premium 2016/17

## Allocation, Spend and Impact



### Pupil numbers used to calculate the Pupil Premium Grant (PPG)

Where a new school is not fully established, and at the start of the autumn term 2016, the school has been open for fewer years than the number of year groups in the school, then the school's allocation will be revised in March 2017. The revised allocation will apply the rates set out in section 2 to the increase in eligible pupils between the January 2016 school census and the October 2016 school census. The increase will be prorated by 7/12ths to reflect that the additional year groups have been in place for 7 months of the financial year.

*Extract from: Pupil premium 2016 to 2017: conditions of grant (DfE 26<sup>th</sup> August 2016)*

Allocation	2016/17 Expected Funding			Funding Received Apr to Jun (3 months)
<b><i>Based on the January 2016 School Census</i></b>				
Pupils in year groups reception to year 6 recorded as Ever 6 FSM	34	@ £1,320	= £44,880	£0
Looked-after children (LAC)	0	@ £1,900	= £0	£0
Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order	0	@ £1,900	= £0	£0
Service Children	0	@ £300	= £0	£0
<b>Total</b>	<b>34</b>		<b>= £44,880</b>	<b>£0</b>
<b><i>Increase in eligible pupils based on the October 2016 School Census</i></b>				
Pupils in year groups reception to year 6 recorded as Ever 6 FSM	8	@ £1,320 x 7/12	= £10,560	£0
Looked After Children (LAC)	0	@ £1,900 x 7/12	= £0	£0
Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order	0	@ £1,900 x 7/12	= £0	£0
Service Children	0	@ £300 x 7/12	= £0	£0
<b>Total</b>	<b>8*</b>		<b>= £10,560</b>	<b>£0</b>
<b>Grand Total</b>			<b>= £55,440</b>	<b>£0</b>

## **How are we spending the Pupil Premium?**

The academy draws on research evidence (such as the Sutton Trust toolkit – see Appendix 2) and evidence from our own experience to allocate funding to activities that are most likely to maximise achievement. We never confuse eligibility for the Pupil Premium with low ability, and focus on supporting our disadvantaged students to achieve the highest levels. Our Pupil Premium spend is divided into the following four priority areas:

### **Quality first teaching and harnessing the power of feedback**

We understand the importance of ensuring that all day-to-day teaching meets the needs of each learner, rather than relying on interventions to compensate for teaching that is less than good. Therefore, we are using additional funding to employ teachers with a good track record of working with disadvantaged students. We develop teacher talent by investing in disciplined, deliberate and intelligent practice and coaching.

The best way to ensure students make progress is to provide effective feedback. On top of establishing a common approach and minimum requirements, staff work hard to harness the power of feedback. For example, each day has feedback time built into it where the class teacher works with children either one to one or in small groups with the aim that no child goes home with a misconception. Every cycle, parents receive a highly personalised written report, a face-to-face meeting or a telephone call home. Moreover, our whole culture is built on feedback. During morning meetings, family dining and assembly we reflect on our attitudes to learning and think about how we can improve.

### **Highly tailored interventions and more time**

We find out where the basic skills gaps exist among eligible students as soon as they arrive in Year R and deploy our best teachers to help close these gaps. Gaps and needs are constantly monitored and impact evaluated. For example, we use our Pupil Premium teacher and a HLTA (who is a qualified teacher) to teach our most vulnerable students for mathematics and literacy. We have also set up a Nurture Group which is taught by the Assistant Principal.

At Music Primary, we have an extended academy day. Our pupils have more time in the classroom to acquire knowledge, skills and understanding. At DMP, we believe that there are no shortcuts to success and our students would not make the progress they do without more time in school. Much of this incurs additional cost.

### **Minimising barriers to achievement**

We have thought carefully about what barriers to learning our students are experiencing, and how to remove or, at least, minimise them. For example, we have employed a Home-Academy liaison officer to provide well-targeted support to improve links with families and to assist in early identification of barriers to learning. To ensure pupils are accessing their learning, we also employ a behaviour and attendance officer who works with families on making sure pupils attend regularly and on time. We visit all pupils at home before they begin school to establish our partnership with families.

We insist on good learning habits with the highest of expectations and no excuses. During lessons, students are expected to track the speaker, teacher or student, and remain focussed at all times.

### **Raising aspirations and broadening experiences**

49% of our students come from the most deprived wards in Bradford, which in turn is one of the UK's most significant areas of socio-economic challenge. Our priority is to raise aspirations, encourage young people to have a growth mindset, and to progress onto higher education. The message at Music Primary is that ALL students are going to university. Teachers talk to students about 'climbing the mountain to university' by working hard and taking steps towards the goal each day. We continuously expose students to university.

Like many independent schools, we devote a significant amount of time to the development of holistic all-round development, especially in the sports and the arts. As a result, we spend around £250 per student on bought-in curriculum.

(Also see our Pupil Premium Policy)

Statements of Success / Impact – YEAR R <i>4/60 pupils in receipt of Pupil Premium funding</i>		2016/17 Cycle RAG		
		1	2	3
A	The % of disadvantaged pupils on track to achieve, at least, the expected level in all ELGs <b>matches or is improving</b> towards that of <b>other pupils nationally</b> (2016 national for other = 70%)	25	20	33
		-45	-50	-37
B	The % of disadvantaged pupils on track to achieve a good level of development <b>matches or is improving</b> towards that of <b>other pupils nationally</b> (2016 national for other = 79%)	25	20	33
		-54	-59	-46
C	The APS for disadvantaged pupils <b>matches or is improving</b> towards that of <b>other pupils nationally</b> (2016 national for other = 36.2)			30.0
				-6.2
D	For disadvantaged pupils, progress in reading, writing and mathematics is substantial (i.e. one or more bands per cycle) and the rate of progress is the same as that for <b>other pupils</b>	1.00	2.47	3.94
		+0.06	+0.17	-0.08
E	The % of disadvantaged pupils making <b>more than</b> expected progress in all the prime areas of learning <b>matches or is improving</b> towards that of <b>other pupils in the school</b>	0	0	100
		0	-20	+4
F	The % of disadvantaged pupils making <b>more than</b> expected progress in all literacy and mathematics goals <b>matches or is improving</b> towards that of <b>other pupils in the school</b>	0	20	67
		0	+15	-28
G	The average % attendance per pupil per cycle, at least, meets our in-school targets for both disadvantaged and <i>other</i> pupils	90.5	93.3	94.5
		-5.4	-1.8	-2.5

Statements of Success / Impact – YEAR 1 <i>2/60 pupils in receipt of Pupil Premium funding</i>		2016/17 Cycle RAG		
		1	2	3
A	The % of disadvantaged pupils meeting the expected standard in the year one phonics screening check matches that of <b>other pupils</b> nationally and in the school (2015 national for other = 79%)	50	0	75
		-29	-79	-4
B	The % of disadvantaged pupils on track to achieve or exceed the expected standard in reading by the end of Year 1 <b>matches or is improving</b> towards that of <b>other pupils</b> in the school			
C	The % of disadvantaged pupils on track to achieve or exceed the expected standard in writing by the end of Year 1 <b>matches or is improving</b> towards that of <b>other pupils</b> in the school			25
				-45
D	The % of disadvantaged pupils on track to achieve or exceed the expected standard in mathematics by the end of Year 1 <b>matches or is improving</b> towards that of <b>other pupils</b> in the school	0	0	25
		-74	-54	-50
E	The % of disadvantaged pupils on track to <b>exceed</b> the expected standard in reading by the end of Year 1 <b>matches or is improving</b> towards that of <b>other pupils</b> in the school			
F	The % of disadvantaged pupils on track to <b>exceed</b> the expected standard in writing by the end of Year 1 <b>matches or is improving</b> towards that of <b>other pupils</b> in the school			0
				-27

Statements of Success / Impact – YEAR 1 <i>2/60 pupils in receipt of Pupil Premium funding</i>		2016/17 Cycle RAG		
		1	2	3
G	The % of disadvantaged pupils on track to <b>exceed</b> the expected standard in mathematics by the end of Year 1 <b>matches or is improving towards</b> that of <b>other pupils</b> in the school	0	0	0
		-45	-29	-52
H	From each different starting point (emerging, expected, exceeding), the % of disadvantaged pupils making expected progress in reading, writing and mathematics <b>matches or is improving towards</b> that of <b>other pupils</b> in the school	0/2	1/2	1/3
I	The average % attendance per pupil per cycle, at least, meets our in-school targets for both disadvantaged and <i>other</i> pupils	100.0	97.0	95.7
		+2.9	+0.7	-1.6

Statements of Success / Impact – YEAR 2 <i>12/60 pupils in receipt of Pupil Premium funding</i>		2016/17 Cycle RAG		
		1	2	3
A	The % of disadvantaged pupils meeting the expected standard in the year two phonics screening check matches that of <b>other pupils</b> nationally and in the school ( <i>2015 re-take national for other = 92</i> )			100
				+8
B	The % of disadvantaged pupils on track to achieve or exceed the expected standard in reading by the end of KS1 <b>matches or is improving towards</b> that of <b>other pupils</b> in the school	75	84	83
		+2	+11	+3
C	The % of disadvantaged pupils on track to achieve or exceed the expected standard in writing by the end of KS1 <b>matches or is improving towards</b> that of <b>other pupils</b> in the school			83
				-4
D	The % of disadvantaged pupils on track to achieve or exceed the expected standard in mathematics by the end of KS1 <b>matches or is improving towards</b> that of <b>other pupils</b> in the school	67	75	83
		-19	-12	-7
E	The % of disadvantaged pupils on track to <b>exceed</b> the expected standard in reading by the end of KS1 <b>matches or is improving towards</b> that of <b>other pupils</b> in the school	58	67	50
		+10	+7	+10
F	The % of disadvantaged pupils on track to <b>exceed</b> the expected standard in writing by the end of KS1 <b>matches or is improving towards</b> that of <b>other pupils</b> in the school			33
				-2
G	The % of disadvantaged pupils on track to <b>exceed</b> the expected standard in mathematics by the end of KS1 <b>matches or is improving towards</b> that of <b>other pupils</b> in the school	42	75	33
		0	+1	-7
H	From each different starting point (emerging, expected, exceeding), the % of disadvantaged pupils making expected progress in reading, writing and mathematics <b>matches or is improving towards</b> that of <b>other pupils</b> in the school	4/6	4/6	8/9
I	The average % attendance per pupil per cycle, at least, meets our in-school targets for both disadvantaged and <i>other</i> pupils	95.7	96.3	96.3
		-1.7	-1.1	-1.5

Statements of Success / Impact – YEAR 3 <i>11/60 pupils in receipt of Pupil Premium funding</i>		2016/17 Cycle RAG		
		1	2	3
A	The % of disadvantaged pupils on track to achieve or exceed the expected standard in reading by the end of Year 3 <b>matches or is improving towards</b> that of <i>other pupils</i> in the school		80	80
			-5	+10
B	The % of disadvantaged pupils on track to achieve or exceed the expected standard in writing by the end of Year 3 <b>matches or is improving towards</b> that of <i>other pupils</i> in the school			80
				+12
C	The % of disadvantaged pupils on track to achieve or exceed the expected standard in mathematics by the end of Year 3 <b>matches or is improving towards</b> that of <i>other pupils</i> in the school	90	80	80
		+2	-1	+5
D	The % of disadvantaged pupils on track to <b>exceed</b> the expected standard in reading by the end of Year 3 <b>matches or is improving towards</b> that of <i>other pupils</i> in the school		70	70
			-3	+21
E	The % of disadvantaged pupils on track to <b>exceed</b> the expected standard in writing by the end of Year 3 <b>matches or is improving towards</b> that of <i>other pupils</i> in the school			20
				-1
F	The % of disadvantaged pupils on track to <b>exceed</b> the expected standard in mathematics by the end of Year 3 <b>matches or is improving towards</b> that of <i>other pupils</i> in the school	63	60	60
		-9	-3	+13
G	From each different starting point (emerging, expected, exceeding), the % of disadvantaged pupils making expected progress in reading, writing and mathematics <b>matches or is improving towards</b> that of <i>other pupils</i> in the school	3/3	5/6	4/6
H	The average % attendance per pupil per cycle, at least, meets our in-school targets for both disadvantaged and <i>other</i> pupils	92.6	90.2	95.0
		-4.6	-6.6	-2.4

Statements of Success / Impact – YEAR 4 <i>10/30 pupils in receipt of Pupil Premium funding</i>		2016/17 Cycle RAG		
		1	2	3
A	The % of disadvantaged pupils on track to achieve or exceed the expected standard in reading by the end of Year 4 <b>matches or is improving towards</b> that of <i>other pupils</i> in the school		90	70
			+5	-25
B	The % of disadvantaged pupils on track to achieve or exceed the expected standard in writing by the end of Year 4 <b>matches or is improving towards</b> that of <i>other pupils</i> in the school			60
				-10
C	The % of disadvantaged pupils on track to achieve or exceed the expected standard in mathematics by the end of Year 4 <b>matches or is improving towards</b> that of <i>other pupils</i> in the school	80	70	70
		+15	+10	-5
D	The % of disadvantaged pupils on track to <b>exceed</b> the expected standard in reading by the end of Year 4 <b>matches or is improving towards</b> that of <i>other pupils</i> in the school		90	60
			+10	-15
E	The % of disadvantaged pupils on track to <b>exceed</b> the expected standard in writing by the end of Year 4 <b>matches or is improving towards</b> that of <i>other pupils</i> in the school			20
				-5

Statements of Success / Impact – YEAR 4 <i>10/30 pupils in receipt of Pupil Premium funding</i>		2016/17 Cycle RAG		
		1	2	3
F	The % of disadvantaged pupils on track to <b>exceed</b> the expected standard in mathematics by the end of Year 4 <b>matches or is improving towards</b> that of <b>other pupils</b> in the school	40	40	60
		-5	-5	+20
G	From each different starting point (emerging, expected, exceeding), the % of disadvantaged pupils making expected progress in reading, writing and mathematics <b>matches or is improving towards</b> that of <b>other pupils</b> in the school	3/3	5/6	4/6
H	The average % attendance per pupil per cycle, at least, meets our in-school targets for both disadvantaged and <i>other</i> pupils	98.2	96.0	97.6
		+0.3	-1.6	-1.0

***\*Where an in-school attainment gap exists or widens, inspectors should consider whether this is because disadvantaged pupils attain more highly than other pupils do nationally, but non-disadvantaged pupils in the school attain even more highly. These circumstances would not reflect negatively on a school. (Ofsted, School Inspection Handbook, August 2015).***

Plan / Spend		Year Group	AIP Link*	EEF Toolkit**	Implementation Timeline								Cost (£)	Lead	2016/17 Cycle RAG		
					Jul 16	Sep 16	Nov 16	Jan 17	Mar 17	May 17	Jul 17	Sep 17			1	2	3
<b>Quality First Teaching and Harnessing the Power of Feedback</b>																	
1	Provide training for staff on high quality feedback during lessons and through marking procedures	All	1.2	9	PI Co	Im	Rv	Im	Rv	→		→	£4,000	LR-R			
2	Design and implement a bespoke CPD programme underpinned by development of a practice culture	All	1.1	9, 16	PI Co Im	Rv	→			→		→		MLo			
<b>Highly Tailored Interventions and More Time</b>																	
4	Employ and strategically deploy two intervention teachers to work with our most vulnerable pupils	All	1.1 1.2 2.2	17' 23 30	PI Co	Im	Rv	Im	→	Rv	→	→	£22,000	MLo			
5	Employ specialist reading teachers to ensure the most vulnerable pupils are heard read for one hour a week	All	1.1 1.2	17, 25	PI Co	Pt	Rv	Im			Rv	→	£7,920	NPa			
6	Deploy a lead teacher in EYFS for early intervention for C&L and Literacy	R	1.1 1.2	7, 18 23	PI Co	Im	Rv	Im	Im	Rv	Im	→	£15,000	RFi			
<b>Minimising Barriers to Achievement</b>																	
7	Provide mentoring so that targeted disadvantaged pupils lead healthy lifestyles	1-4	2.1	15		PI Co	Pt	Im	Rv	Im	Rv	→	£2,000	ASh			
8	Provide targeted support to improve attendance, behaviour or links with families where these are barriers	All	3.1	2, 3 20		PI Co	Pt	Im	Rv	Im	Rv	→	£1,000	GHe			
9	Hold frequent meetings with parents of Year R pupils with attendance less than 96%	R	2.1 3.1	2, 3 20			PI Im	Rv	Im	Rv	Im	Rv	£1,000	GHe			
<b>Raising Aspirations and Broadening Experiences</b>																	
10	Provide support for parents of disadvantaged pupils through A+ Family Advocacy	All	3.1	20			PI Co	Im	Rv		→	→	£520	MLo			
11	Raise aspirations through university visits and experience days	2-4	3.1	2					PI	Im	Rv	→	£1,000	NPa			
<b>Total</b>												<b>£55,440</b>					

\*AIP Link = Academy Improvement Plan Link (see Appendix 1 for more details).

\*\*EEF Toolkit = Education Endowment Foundation (see Appendix 2 for more details).

<b>Co</b>	Communicate	<b>PI</b>	Plan	<b>Pt</b>	Pilot
<b>Rv</b>	Review	<b>Im</b>	Implement		

## Appendix 1 Academy Improvement Plan

### Priorities for 2016 – 19

Our key drivers of mastery, autonomy and purpose<sup>1</sup> underpin our priorities for 2015 – 18:

1. **Mastery:** the urge to get better and better at something that matters
  - 1.1. Demonstrate outstanding progress and achievement
  - 1.2. Ensure learning is rigorous, engaging and underpinned by meaningful feedback
  - 1.3. Embed a rich and exciting curriculum that embodies the laws of mastery
2. **Autonomy:** the desire to direct our own lives
  - 2.1. Create a disciplined and joyful school culture
  - 2.2. Develop gritty, confident and self-directed learners
  - 2.3. Cultivate effective, autonomous leaders at every level of the organisation
3. **Purpose:** the yearning to do what we do in the service of something larger than ourselves
  - 3.1. Establish a genuine three-way partnership between families, students and staff
  - 3.2. Work with the Dixons Academies to replicate best practice and to contribute to continuous improvement
  - 3.3. Establish a strong reputation for Dixons Music Primary

<sup>1</sup>Adopted from *Drive*, Daniel Pink 2009.

## Appendix 2 Education Endowment Foundation (EEF) – Pupil Premium Toolkit

The Sutton Trust-EEF Teaching and Learning Toolkit is an accessible summary of educational research which provides guidance for teachers and schools on how to use their resources to improve the attainment of disadvantaged pupils.

The Toolkit currently covers 30 topics, each summarised in terms of their average impact on attainment, the strength of the evidence supporting them and their cost.

Approach	Cost Estimate	Evidence Estimate	Average Impact	Summary
1 Arts participation	£ £ £ £ £	★ ★ ★ ★ ★	+ 2 Months	Low impact for low cost, based on moderate evidence.
2 Aspiration interventions	£ £ £ £ £	★ ★ ★ ★ ★	0 Months	Very low or no impact for moderate cost, based on very limited evidence.
3 Behaviour interventions	£ £ £ £ £	★ ★ ★ ★ ★	+ 4 Months	Moderate impact for moderate cost, based on extensive evidence.
4 Block scheduling	£ £ £ £ £	★ ★ ★ ★ ★	0 Months	Very low or negative impact for very low cost, based on limited evidence.
5 Collaborative learning	£ £ £ £ £	★ ★ ★ ★ ★	+ 5 Months	High impact for very low cost, based on extensive evidence.
6 Digital technology	£ £ £ £ £	★ ★ ★ ★ ★	+ 4 Months	Moderate impact for moderate cost, based on extensive evidence.
7 Early years intervention	£ £ £ £ £	★ ★ ★ ★ ★	+ 5 Months	High impact for very high cost, based on extensive evidence.
8 Extended school time	£ £ £ £ £	★ ★ ★ ★ ★	+ 2 Months	Low impact for moderate cost, based on moderate evidence.
9 Feedback	£ £ £ £ £	★ ★ ★ ★ ★	+ 8 Months	Very high impact for very low cost, based on moderate evidence.
10 Homework (Primary)	£ £ £ £ £	★ ★ ★ ★ ★	+ 1 Month	Low impact for very low cost, based on moderate evidence.
11 Homework (Secondary)	£ £ £ £ £	★ ★ ★ ★ ★	+ 5 Months	High impact for very low cost, based on moderate evidence.
12 Individualised instruction	£ £ £ £ £	★ ★ ★ ★ ★	+ 2 Months	Low impact for very low cost, based on moderate evidence.



Approach		Cost Estimate	Evidence Estimate	Average Impact	Summary
13	Learning styles	£ £ £ £ £	★ ★ ★ ★ ★	+ 2 Months	Low impact for very low cost, based on moderate evidence.
14	Mastery learning	£ £ £ £ £	★ ★ ★ ★ ★	+ 5 Months	High impact for very low cost, based on moderate evidence.
15	Mentoring	£ £ £ £ £	★ ★ ★ ★ ★	+ 1 Month	Low impact for moderate cost, based on moderate evidence.
16	Meta-cognition and self-regulation	£ £ £ £ £	★ ★ ★ ★ ★	+ 8 Months	High impact for very low cost, based on extensive evidence.
17	One to one tuition	£ £ £ £ £	★ ★ ★ ★ ★	+ 5 Months	High impact for high cost, based on extensive evidence.
18	Oral language interventions	£ £ £ £ £	★ ★ ★ ★ ★	+ 5 Months	High impact for very low cost, based on extensive evidence.
19	Outdoor adventure learning	£ £ £ £ £	★ ★ ★ ★ ★	+ 3 Months	Moderate impact for moderate cost, based on limited evidence.
20	Parental involvement	£ £ £ £ £	★ ★ ★ ★ ★	+ 3 Months	Moderate impact for moderate cost, based on moderate evidence.
21	Peer tutoring	£ £ £ £ £	★ ★ ★ ★ ★	+ 5 Months	High impact for very low cost, based on extensive evidence.
22	Performance pay	£ £ £ £ £	★ ★ ★ ★ ★	0 Months	Low or no impact for moderate cost, based on very limited evidence.
23	Phonics	£ £ £ £ £	★ ★ ★ ★ ★	+ 4 Months	Moderate impact for very low cost, based on very extensive evidence.
24	Physical environment	£ £ £ £ £	★ ★ ★ ★ ★	0 Months	Very low or no impact for low cost based on very limited evidence.
25	Reading comprehension	£ £ £ £ £	★ ★ ★ ★ ★	+ 5 Months	High impact for very low cost, based on extensive evidence.
26	Reducing class size	£ £ £ £ £	★ ★ ★ ★ ★	+ 3 Months	Low impact for very high cost, based on moderate evidence.
27	Repeating a year	£ £ £ £ £	★ ★ ★ ★ ★	- 4 Months	Negative impact for very high cost based on extensive evidence.
28	School uniform	£ £ £ £ £	★ ★ ★ ★ ★	0 Months	Very low or no impact for very low cost, based on very limited evidence.
29	Setting or streaming	£ £ £ £ £	★ ★ ★ ★ ★	- 1 Months	Negative impact for very low cost, based on moderate evidence.
30	Small group tuition	£ £ £ £ £	★ ★ ★ ★ ★	+ 4 Months	Moderate impact for moderate cost, based on limited evidence.
31	Social and emotional learning	£ £ £ £ £	★ ★ ★ ★ ★	+ 4 Months	Moderate impact for moderate cost, based on extensive evidence.
32	Sports participation	£ £ £ £ £	★ ★ ★ ★ ★	+ 2 Months	Moderate impact for moderate cost based on moderate evidence.
33	Summer schools	£ £ £ £ £	★ ★ ★ ★ ★	+ 2 Months	Moderate impact for moderate cost based on extensive evidence.
34	Teaching assistants	£ £ £ £ £	★ ★ ★ ★ ★	+1 Months	Very low or no impact for high cost, based on limited evidence.

<http://educationendowmentfoundation.org.uk/toolkit/>