



# Guru Nanak Sikh Academy 2015 – 2016



## Pupil Premium Report

### School Overview

#### What is Pupil Premium?

The Pupil Premium is a government initiative that targets extra money at pupils from deprived backgrounds. Research shows that pupils from deprived backgrounds underachieve compared to their non-deprived peers. The premium is provided to enable these pupils to be supported to reach their potential. The Government has used pupils entitled to free school meals (FSM), looked after children and service children as indicators of deprivation, and have provided a fixed amount of money for schools per pupil based on the number of pupils registered for FSM over a rolling six year period. This fixed amount of money is expected to increase every year for the course of this current Parliament. At Guru Nanak Sikh Academy we will be using the indicator of those eligible for FSM as well as identified vulnerable groups as our target pupils to ‘close the gap’ regarding attainment.

#### What is our approach at Guru Nanak Sikh Academy?

Pupils enter the primary phase below the typical age expectations. Almost all pupils make outstanding progress in their first two years at school and go on to enter Key Stage 2 at levels well above national expectations. Such high attainment and potential has created a culture in which the sky is the limit and all pupils are supported in achieving the best they can.

Our pupils who are identified as being disadvantaged are held to equally high standards. In allocating pupil premium funding and conducting subsequent data analysis the aim is to see all pupils receiving this funding to meet and surpass national expectations and to make outstanding progress.

#### How many Pupil Premium pupils did we have?

	Number of Pupils	Pupil Context
Year 2	6	4 boys 2 girls
Year 3	7	4 boys 3 girls
Year 4	10	8 boys 2 girls
Year 5	3	2 boys 1 girl
Year 6	8	5 boys 3 girls
<b>Total</b>	<b>34 pupils</b>	

### Summary of 2015- 2016 Results

#### End of KS1

- Reading expected standard 83% (Local Authority 65% | National 78%)
- Writing expected standard 67% (Local Authority 55% | National 70%)
- Maths expected standard 100% (Local Authority 64% | National 77%)

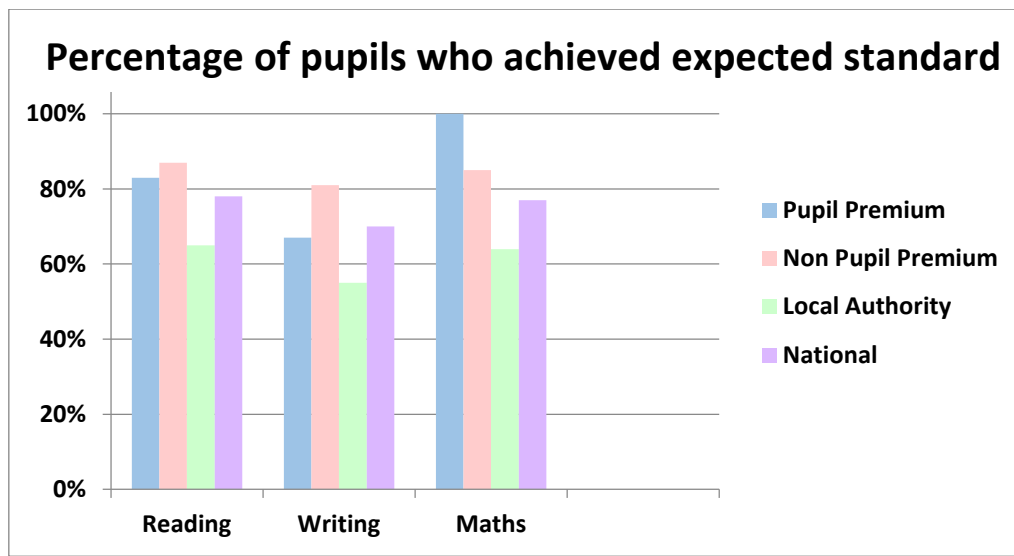
#### End of KS2

- Reading expected standard 75% (Local Authority 61% | National 71%)
- Writing expected standard 75% (Local Authority 69% | National 79%)
- GPS expected standard 88% (Local Authority 73% | National 78%)
- Maths expected standard 100% (Local Authority 66% | National 75%)

## How did our pupils perform?

### End of KS1 2015-2016 Results

End of KS1 Levels 2016 Percentage of PP/Non PP pupils who achieved the expected				
		Reading	Writing	Maths
Expected level +	Pupil Premium	83%	67%	100%
	Non Pupil Premium	87%	81%	85%
	Local Authority	65%	55%	64%
	National	78%	70%	77%



#### Reading

83% of pupils achieved the expected standard. This was 18% higher than the local authority figure, 5% higher than the national figure and 4% lower compared to their peers who were not in receipt of the PPG.

#### Writing

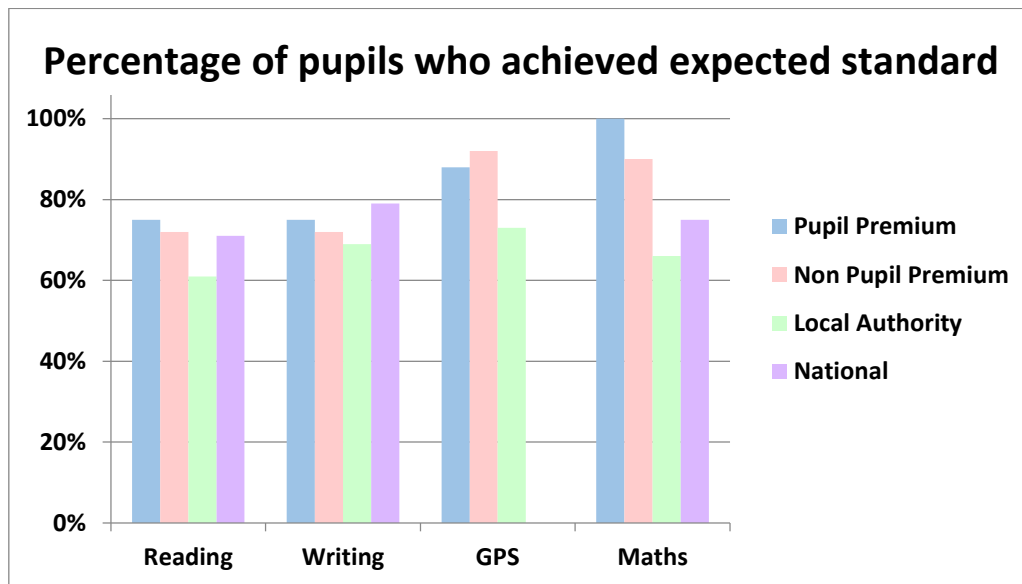
67% of pupils achieved the expected standard. This was 12% higher than the local authority figure, 3% lower than the national figure and 14% lower compared to their peers who were not in receipt of the PPG.

#### Maths

100% of pupils achieved the expected standard. This was 36% higher than the local authority figure, 23% higher than the national figure and 15% higher compared to their peers who were not in receipt of the PPG.

## End of KS2 2015-2016 Results

		End of KS2 Levels 2016 Percentage of PP/Non PP pupils who achieved the expected			
		Reading	Writing	GPS	Maths
Expected level +	Pupil Premium	75%	75%	88%	100%
	Non Pupil Premium	72%	72%	92%	90%
	Local Authority	61%	69%	73%	66%
	National	71%	79%		75%



### Reading

75% of pupils achieved the expected standard. This was 14% higher than the local authority figure, 4% higher than the national figure and 3% higher compared to their peers who were not in receipt of the PPG.

### Writing

75% of pupils achieved the expected standard. This was 6% higher than the local authority figure, 4% lower than the national figure and 3% higher compared to their peers who were not in receipt of the PPG.

### Maths

100% of pupils achieved the expected standard. This was 34% higher than the local authority figure, 24% higher than the national figure and 10% higher compared to their peers who were not in receipt of the PPG.

## Data Headlines

Areas of Strength	Areas for Development
<ul style="list-style-type: none"><li>100% of pupils in both key stages achieved the expected standard or above in maths. This was <b>well above</b> the local authority and national figures as well as the performance of their peers who were not in receipt of the PPG.</li></ul>	<ul style="list-style-type: none"><li>Pupils achieved lower than their peers in the area of writing in both key stages. At KS1 level pupils also achieved slightly lower than their peers in reading.</li></ul>
<ul style="list-style-type: none"><li>Pupils achieved well in the area of reading, with the percentage of pupils achieving secure or above exceeding local and national figures at both KS1 and KS2 level.</li></ul>	<ul style="list-style-type: none"><li>Pupils in both key stages achieved slightly lower than the national figure in the area of writing.</li></ul>
<ul style="list-style-type: none"><li>Overall, pupils were above the local authority figures in <b>all</b> areas.</li></ul>	

## How impact was monitored

Rigorous assessment systems are in place throughout the school which are well established and are confidently used and adhered to by staff. The table below provides a breakdown of the assessment systems in place.

<b>Pupil Premium children assessment</b>	
<b>Marking and Feedback</b>	- The school revised its marking and feedback policy in the academic year 2014-2015 to better reflect the school's commitment to rapid progress and attainment. The policy has an increased focus on self and peer assessment and pupils are encouraged to actively respond to feedback to highlight progress.
<b>Classroom Monitor</b>	- This academic year the school has transitioned to a new online assessment format and pupil's progress is monitored regularly in reading, writing and maths using Classroom Monitor tracking tools. - Classroom monitor provides a comprehensive breakdown of pupil's areas of strength and development and teachers can swiftly identify their pupil's next steps. - Raise on line reports
<b>Learning Journey</b>	- This academic year the school has introduced new "learning journeys" for each pupil. This is a journal which highlights pupil's half-termly targets and pupils play an active part in reflecting on their progress and identifying their next steps.
<b>Rising Stars assessments</b>	- In line with the new curriculum, the school has introduced half-termly assessments in the core subjects to monitor pupil's progression against the new curriculum objectives.
<b>Pupil Progress Meetings</b>	- Teacher's prepare for termly pupil progress meetings and as part of this are required to assess the progress of Pupil Premium Pupils and strategies which needed to be implemented to further their progress.
<b>Intervention Group Feedback</b>	- Additional teaching staff that are responsible for leading intervention groups provide regular feedback to teachers, senior leaders and governors.
<b>Spellings and Mental Maths</b>	- Weekly spelling and mental maths scores are recorded on specialised excel spreadsheets which calculate the child's average score and allow for direct comparisons to be made with other pupils of the same age.
<b>Big Write</b>	- Pupils complete a formal "Big Write" task on a termly basis, the scores of which are recorded and monitored thus serving as a tool in assessing the pupil's progress in writing.

## 2015-2016 Funding allocation

\*The funding period was 01/04/15 – 31/03/2016. 8 Pupils for which the funding was allocated were in year 7 upon the publication of this report and they are not reflected in the data above.

<b>Total pupils on roll</b>	498
<b>Total number eligible for Pupil Premium</b>	42
<b>Pupil Premium grant per child</b>	2 x £300    41 x £1320
<b>Total amount received</b>	£54,720

<b>Focus</b>	<b>Interventions, support and initiatives</b>	<b>Cost</b>
<b>Full-time support staff</b>	Year 6 SPAG booster	£1420.80
	Year 2 maths booster	£710.40
	Cross phase literacy/numeracy boosters in class	17,611.40
	After school Investigative maths	£710.40
	After school fun phonics club	£710.40
	After school author's club	£710.40
	After school homework club	£355.20
	Specialist music group support and development	£1794
	<b>Total</b>	<b>£24,023</b>
<b>Online learning resources</b>	Espresso	£145
	Education City	£16
	Mathletics	£164
	<b>Total</b>	<b>£325</b>
<b>Teaching and learning resources</b>	Literacy budget	£168
	Numeracy budget	£168
	Science budget	£168
	<b>Total</b>	<b>£504</b>
<b>Staff training and development</b>	Contribution to course fees and training resources	£1500
	<b>Total</b>	<b>£1500</b>
<b>Parent workshops</b>	Contribution to training resources and staff time	£480
	<b>Total</b>	<b>£480</b>
<b>School trips</b>	Coach fees	£300
	Admission fees	£708
	<b>Total</b>	<b>£1008</b>
<b>Group tuition</b>	Group tuition that each child receives once a week for 32 weeks	£26,880
	<b>Total</b>	<b>£26,880</b>
<b>TOTAL</b>		<b>£54,720</b>

## Impact of Pupil Premium Funding 2015-2016

<b>Full time support staff</b>	<ul style="list-style-type: none"> <li>- The impact of having well trained additional staff in each class provided the supportive environment to ensure pupils made progress in the core areas of learning.</li> <li>- Providing regular reading, writing and maths interventions through in class-support ensuring all support staff's skills were up to date and being maximised.</li> <li>- Providing focused after school clubs with an academic focus targeted at areas of development.</li> </ul>
<b>Online learning resources</b>	- Continuing to subscribe to online resources such as Mathletics, Espresso and Education City which enhanced pupil's learning and promoted their technological literacy. The positive impact of these resources contributed to the school winning the "Boss of the South" maths competition.
<b>Teaching and learning resources</b>	- To ensure guided reading resources were up to date and effective in promoting accelerated progress in reading.
<b>Staff training and development</b>	<ul style="list-style-type: none"> <li>- Staff received on-going training to ensure their skills and knowledge were up to date and effective in closing the gap.</li> <li>- Funding contributed to a small percentage of course fees.</li> </ul>
<b>Parent workshops</b>	- Parental involvement is key to the progress of pupils and parents were kept up to date and informed about year group objectives through parent workshops.
<b>School trips</b>	- The school is committed to providing an enriched learning environment in which pupil's self-confidence, knowledge and experience is provided through educational trips. All year groups went on two school trips this year.
<b>Group tuition</b>	- All pupil premium pupils received an hour each of personalised support each week for 32 weeks. This focused support was conducive to the academic progress and self-confidence of all pupils.

## How impact of funding was monitored

<b>Marking and Feedback</b>	The school's revised marking and feedback policy reflected the school's commitment to rapid progress and attainment.
<b>Classroom Monitor</b>	Pupil's progress was monitored formally on a termly basis in reading, writing and maths using Classroom Monitor tracking tools and data.
<b>Pupil Progress Meetings</b>	Teacher's prepared for termly pupil progress meetings and as part of this were required to assess the progress of Pupil Premium Pupils and strategies which needed to be implemented to further their progress.
<b>Intervention Feedback</b>	Additional teaching staff that are responsible for leading intervention groups provided regular feedback to teachers, senior leaders and governors.
<b>Spellings and Mental Maths</b>	Weekly spelling and mental maths scores were recorded on specialised excel spreadsheets which calculated the child's average score and allowed for direct comparisons to be made with other pupils of the same age.
<b>Big Write</b>	Pupils completed a formal "Big Write" task on a termly basis, the scores of which were recorded and monitored thus serving as a tool in assessing the pupil's progress in writing.

## **Funding for 2016 - 2017**

Analysis of the 2015-2016 results has indicated that pupils at the end of KS1 have a clear need for development in the areas of reading and writing. As these pupils enter KS2 and move up the school, funding will be prioritised towards targeted interventions to close the gap with their peers. There will be a particular focus on improving pupil's attainment in writing in all year groups. Full details of how the pupil premium funding will be allocated for the next academic year will be uploaded on the school website in due course.