



Chandlers Ridge Academy Pupil Premium Grant (PPG) Impact Statement

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1. Executive Summary

The pupil premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils of all abilities and to close the gaps between them and their peers. The purpose of this document is to demonstrate how effectively Chandlers Ridge Academy spent the Pupil Premium Grant received during the academic year 2016/17. Our approach to spending pupil premium is detailed in our [pupil premium strategy](#)¹. We continually identify and monitor those children who require support (including those who become eligible mid-year, such as children who qualify for free school meals or join school as a looked after or services child). The grant is an amount per child and although it is intended that schools use this money to close the gap in attainment between pupils and their peers, at Chandlers Ridge Academy we ensure that the Pupil Premium Grant children not only progress academically, but also become more confident, motivated individuals, by providing opportunities for cultural, personal and social development. Money is spent based on the child's individual needs and interests. Parents of children receiving the Pupil Premium Grant are informed and consulted about the allocation of money through meetings, letters and emails from the class teacher and Pupil Premium Leader.

From our analysis you will see that Pupil Premium Grant children at Chandlers Ridge Academy perform as well as or better than non -Pupil Premium Grant children; there is little or no attainment gap. In cases where there is a gap, staff swiftly identify where a child needs further support, resources or teaching. At Chandlers Ridge Academy, we have a team approach, we acknowledge that the success of our Pupil Premium children is not down to one particular year group but that of all staff from the day the children enter school. We celebrate the success of our children and are extremely proud of the confident and caring young citizens we produce who leave us to go onto secondary school.

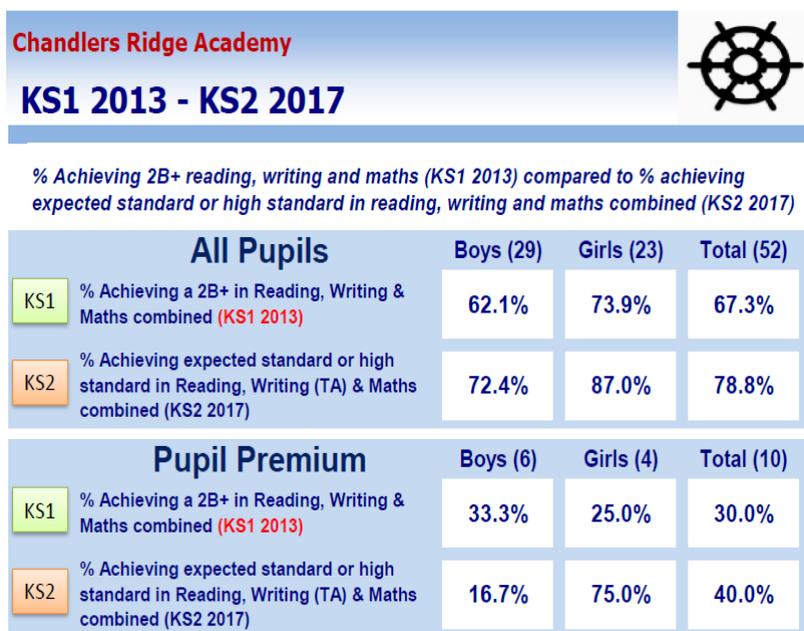
¹ <http://chandlersridge.org.uk/wp-content/uploads/2017/06/1607-Chandlers-Ridge-Academy-Pupil-Premium-Strategy-2016.pdf>

2. Year Evaluated: 2016/2017

2016/17	PPG	EYPP	Eligible Children	N		R		1		2		3		4		5		6	
Q1 (Jul)	£12095		Total: 32	2		0		2		4		4		5		6		9	
Q2 (Oct)	£12095		(As %) Year Group:	52 (3.8)		43		61 (3.3)		47 (8.5)		36 (11.1)		50 (10)		40 (15)		52 (17.3)	
Q3 (Jan)	£11105		Male: 202	M	1	M	0	M	1	M	1	M	2	M	2	M	3	M	6
Q4 (Apr)	£11105	£310	Female: 179	F	1	F	0	F	1	F	1	F	2	F	4	F	3	F	3
TOTAL	£46400	£310	(As %) Year Group:	M	36 (2.8)	M	15	M	38 (2.6)	M	25 (4)	M	17 (11.8)	M	22 (9)	M	20 (15)	M	29 (21)
			(As %) Year Group:	F	16 (6.2)	F	28	F	23 (4.3)	F	22 (4.5)	F	19 (10.5)	F	28 (14)	F	20 (15)	F	23 (13)

Amber = Significant groups (over 10%)

3. Analysis of End of Key Stage data



As can be seen from the analysis, overall percentage of children achieving the expected standard or a higher standard in Reading, Writing and Mathematics has increased from the end of Key Stage 1 to the end of Key Stage 2.

Our Pupil Premium children overall made better progress than expected based on their end of Key Stage 1 achievements. Girls' progress was hugely improved with a 50% increase. This was achieved through intervention groups, assertive mentoring, pupil progress meetings and determination by the girls and staff. Boys on the whole did not achieve as well in comparison with their Key Stage 1 results. They too had the same input from staff, however owing to their individual needs and performance in Key Stage 2 SATS, they did not achieve expected standards. The boys worked extremely hard and still should be praised for their efforts.



KS1 2013 - KS2 2017

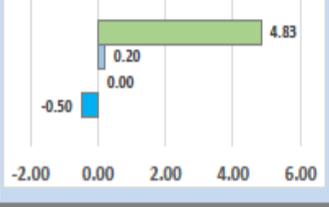
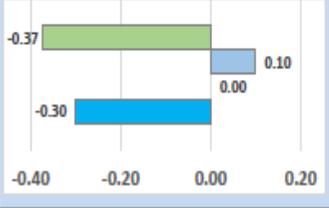
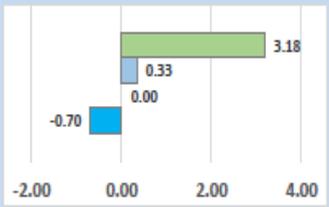
Pupil Premium Analysis - diminishing the difference

KS1-KS2 Progress Scores

PERFORMANCE DATA Progress Scores		2017		
		Boys	Girls	Total
No. of pupils		29	23	52
Pupil Premium	PP	6	4	10
Pupil Premium pupils characteristics:	SEN	2	1	3
	EAL	0	0	0
	LAC	2	0	2
READING TEST	School Disadvantage	3.40	2.84	3.18
	National Other	-0.10	0.70	0.33
	GAP School Dis vs National Other	3.50	2.14	2.85
	National All Pupils	-0.10	0.40	0.00
	National Dis	-1.00	-0.50	-0.70
WRITING TA	School Disadvantage	-4.23	5.41	-0.37
	National Other	-0.70	1.00	0.10
	GAP School Dis vs National Other	-3.53	4.41	-0.47
	National All Pupils	-0.80	0.80	0.00
	National Dis	-1.10	0.60	-0.30
MATHS TEST	School Disadvantage	1.91	9.21	4.83
	National Other	0.90	-0.40	0.20
	GAP School Dis vs National Other	1.01	9.61	4.63
	National All Pupils	0.60	-0.60	0.00
	National Dis	0.10	-1.10	-0.50

The graphs below show how disadvantaged pupils in school (School Dis) compare against non disadvantaged pupils nationally (National Other), all pupils nationally (National All) and disadvantaged pupils nationally (National Dis)

■ School Dis ■ National Other
■ National All ■ National Dis



In Reading, our Pupil Premium children have made excellent progress in comparison with all other children nationally. This fantastic progress has been achieved by the purchasing of more suitable texts to engage all readers; a different, more focussed approach to guided reading across the school; the purchasing of revision guides for Pupil Premium children as well as the dedicated and consistent support from the staff for all children.

In Writing, the Pupil Premium children have performed in line with the National progress scores for disadvantaged children. The children have been given extra tuition by teaching assistants, taken part in intervention groups led by their teachers, had four 'rounds' of assertive mentoring throughout the year as well as the added support from revision guides, advise and support for parents at Parent's Evenings.

In Mathematics, the children have hugely out performed other disadvantaged children nationally, in terms of progress. This has been achieved, by focussed Maths groups using DPMF schemes, a greater focus on problem solving and reasoning, and an internal school 'Challenge' system using Gold and Silver challenges. The children have been encouraged to 'Chase the Challenge' with fantastic results.



KS1 2013 - KS2 2017

Pupil Premium Analysis - in school difference KS1-KS2 Progress Scores

PERFORMANCE DATA Progress Scores		2017			KEY: The graphs below show the difference between Pupil Premium and Non Pupil Premium Pupils ■ Pupil Premium ■ Non Pupil Premium
		Boys	Girls	Total	
No. of pupils		29	23	52	
Pupil Premium Pupil Premium pupils characteristics:	PP	6	4	10	
	SEN	2	1	3	
	EAL	0	0	0	
	LAC	2	0	2	
Non Pupil Premium Non Pupil Premium pupils characteristics:	Non PP	23	19	42	
	SEN	1	0	1	
	EAL	0	1	1	
	LAC	0	0	0	
READING TEST	ALL	3.20	1.66	2.52	
	PP	3.40	2.84	3.18	
	Non PP	3.14	1.41	2.36	
	GAP	0.26	1.43	0.82	
WRITING TA	ALL	1.20	2.76	1.89	
	PP	-4.23	5.41	-0.37	
	Non PP	2.62	2.20	2.43	
	GAP	-6.84	3.21	-2.80	
MATHS TEST	ALL	4.12	5.53	4.75	
	PP	1.91	9.21	4.83	
	Non PP	4.70	4.76	4.73	
	GAP	-2.78	4.45	0.11	

The data on this table shows how Pupil Premium children performed in relation to their peers in school.

The Pupil Premium children have made better progress than their peers of 0.82 in reading, with girls making 1.43 points improved progress in comparison with non-pupil premium girls. This again is a fantastic achievement, owing to the interventions, support and additional resources purchased using pupil premium funds.

In writing, again the Pupil Premium girls made greater progress than non- Pupil Premium girls with a difference of 3.21. Boys were unable to match this, resulting in Pupil Premium children performing slightly below non Pupil Premium children with a small difference of 0.37 points progress.

In Mathematics, Pupil Premium children made greater progress overall in comparison with their peers. The consistent approach to reasoning and problem solving, challenges and ‘moving children on’ at a quicker pace, has proved to be a great success.

Pupil Characteristics Analysis

KS1-KS2 Progress Scores

PERFORMANCE DATA Expected Standard	PUPIL CHARACTERISTICS			
	No. of Pupils	Reading TEST	Writing TA	Maths TEST
ALL	52	2.52	1.89	4.75
Boys	29	3.20	1.20	4.12
Girls	23	1.66	2.76	5.53
Pupil Premium	10	3.18	-0.37	4.83
Non Pupil Premium	42	2.36	2.43	4.73
SEN	4	3.48	0.17	4.85
No SEN	48	2.44	2.03	4.74
EAL	1	4.42	4.29	6.43
Non EAL	51	2.48	1.84	4.71

It can be seen that our Pupil Premium children have made better progress in Reading and Mathematics than our non-Pupil Premium children based on their Key Stage 1 performance in comparison with Key Stage 2.

In Writing, the Pupil Premium children's progress is almost in line with the non-Pupil Premium children.

4. Analysis of year groups Reception – Year 5

Year Group	Pupil Premium Results	How has this been achieved?
Reception	1 Pupil Premium child out of 43 (2%) 100% achieved Good Level of Development (GLD) (PPG) 81.6% achieved GLD (non-PPG)	<ul style="list-style-type: none"> ✳ One to one teaching and support in specific areas has contributed to the PP child achieving a GLD. ✳ Small intervention groups, focussed mathematics teaching and listening to reading twice a week. ✳ Termly Pupil Progress meetings have ensured Pupil Premium children have been discussed, targeted and supported where necessary.
Year 1	2 Pupil Premium children out of 62 (3%) Both PPG children passed the Year 1 Phonic Screening Test 2017. In Reading PPG children are At Related Expectation (ARE).	<ul style="list-style-type: none"> ✳ The use of Teaching Assistants for small group work to clarify misunderstanding of concepts. ✳ Intervention groups during the school day. ✳ Assertive mentoring four times a year. ✳ Use of Gold and Silver challenges to ensure children are sufficiently challenged.

Year Group	Pupil Premium Results	How has this been achieved?
	Both are ARE in Writing. In Mathematics, both PPG children are ARE.	<ul style="list-style-type: none"> ✳ Termly Pupil Progress meetings have ensured Pupil Premium children have been discussed, targeted and supported where necessary. ✳ Volunteers have been used to listen to children read regularly.
Year 2	3 PPG children out of 46 (6.5%) All PPG children are ARE in Reading. 2 out of 3 PPG are ARE in Reading and 1 working within the Year 2 curriculum. In Mathematics, 2 children are ARE and 1 is working within the Year 2 curriculum.	<ul style="list-style-type: none"> ✳ Intervention groups for specific objectives led by the teachers and teaching assistants. ✳ Booster sessions provided by additional staff members have been invaluable to the children's outcomes. ✳ Weekly social groups have been held for the children to discuss their feelings and anxieties about their learning and work. ✳ Additional reading books have been purchased to encourage reading and extend the children's vocabulary and inference skills. ✳ Volunteers have been used to listen to children read regularly. ✳ Team teaching approach once a week in both classes (ensuring extra adults have been used effectively and efficiently). ✳ Use of Gold and Silver challenges ensuring children are constantly encouraged to 'Chase the Challenge'. ✳ Termly Pupil Progress meetings have ensured Pupil Premium children have been discussed, targeted and supported where necessary. ✳ Assertive Mentoring completed four times a year.
Year 3	2 PPG children out of 39 (5%) Both PPG children are ARE in Reading. Both are ARE in Writing. 1 child is working within the Year 3 curriculum whilst the other is ARE in Mathematics.	<ul style="list-style-type: none"> ✳ Intervention groups for specific objectives led by teachers and teaching assistants. ✳ Additional hours of Teaching Assistant have been funded to ensure extra support for children. ✳ Reading books purchased have provided greater challenge for the children. The books have enthused children to improve their reading and inference skills. ✳ Reading buddies from upper Key Stage 2 have ensured that children have had opportunity to read regularly to others. ✳ The use of Gold and Silver challenges has promoted independence in the children and a desire to 'Chase the Challenge' and aim high. ✳ Termly Pupil Progress meetings have ensured Pupil Premium children have been discussed, targeted and supported where necessary. ✳ Assertive mentoring has taken place four times in the academic year.
Year 4	6 PPG children out of 50. (12%)	<ul style="list-style-type: none"> ✳ Assertive mentoring four times a year.

Year Group	Pupil Premium Results	How has this been achieved?
	<p>5 out of 6 children ended the year at ARE for Reading, Writing, and Mathematics.</p> <p>1 child is working within the Year 4 curriculum for Reading, Writing and Mathematics.</p>	<ul style="list-style-type: none"> ✳ Use of Gold and Silver challenges to ensure children are sufficiently challenged. ✳ Termly Pupil Progress meetings have ensured Pupil Premium children have been discussed, targeted and supported where necessary. ✳ The use of Teaching Assistants for small group work to clarify misunderstanding of concepts. ✳ Intervention groups during the school day.
Year 5	<p>5 PPG children out of 44. (11% of year group).</p> <p>4 children out of 5 have achieved ARE for Reading and Mathematics.</p> <p>3 children out of 5 have achieved ARE for writing.</p> <p>1 child is working below ARE in Reading, Writing and Mathematics.</p>	<ul style="list-style-type: none"> ✳ Assertive mentoring four times a year. ✳ Use of Gold and Silver challenges to ensure children are sufficiently challenged. ✳ Termly Pupil Progress meetings have ensured Pupil Premium children have been discussed, targeted and supported where necessary. ✳ The use of Teaching Assistants for small group work to clarify misunderstanding of concepts. ✳ Intervention groups during the school day.

5. Pupils Premium Spending by Intervention/ Projects 2016/17

ID	A summary of the main barriers to educational achievement faced by eligible pupils of the school	Brief summary of the intervention or action, details of year groups and pupils involved, and the timescale	Actual impact: What did the action or activity actually achieve?	Anticipated cost	Actual spend (to June 17)
1	Pupil Premium children will be made to feel 'equal' with all other children at the commencement of the academic year by ensuring they have opportunity to be correctly equipped for a September start.	Parents were given opportunity to order uniform, including sports kit, book and PE bags for their children from one of two suppliers. The orders were made at the end of the summer term in preparation for the new academic year and during the year when children newly entitled to FSM were offered the contribution.	Positive feedback from parents. The children feel 'equal' in comparison with other children. The pupils begin the academic year on the same 'level' as their peers and enter school with a sense of pride.	£2200	£2178
2.1	Pupil Premium children should be able to attend any school trip (educational, cultural or form of enrichment) without parents worrying about additional costs.	The Pupil Premium allocation covered the cost of the visits to ensure children experience the same as their peers and ensure the cultural gap is lessened. All PPG children went on visits and trips to the ballet, museums, art gallery and workshops.	The quality of work after trips and enrichment visits is measured by teachers. Positive feedback from parents. Positive feedback from children of their experience.	£3500	£3279
2.2	Children receiving the Pupil Premium Grant must be given the opportunity to experience team building activities, personal growth tasks and cultural experiences in the same way as their peers.	Residential trips to Cote Ghyll and London were paid for using Pupil Premium money, therefore allowing children to feel part of the wider community of school, providing equal opportunities for all.	Positive parental feedback. Positive feedback from children. The impact on the child as a whole (based on Teacher's views and opinions).		

ID	A summary of the main barriers to educational achievement faced by eligible pupils of the school	Brief summary of the intervention or action, details of year groups and pupils involved, and the timescale	Actual impact: What did the action or activity actually achieve?	Anticipated cost	Actual spend (to June 17)
3	Pupil Premium children should be given the same opportunity as their peers to attend and take part in extra-curricular activities offered by school.	Tees Valley Music Service were engaged to provide individual instrumental lessons. PPG children have all had access to Vocalize Musical Theatre, French and Spanish clubs, some have chosen to take part whilst others declined. Daisy Chain has provided dance workshops across the school. Football sessions were paid for those who wished to take part.	Positive feedback from parents. Positive feedback from extra-curricular tutors. Positive feedback from class teachers. Positive feedback from children.	£3300	£3323
4.1	Pupil Premium children should be provided with as much academic support to successfully complete/achieve Year 6 expectations.	Provided revision guides and electronic spellchecker to Y6. Intervention groups, assertive mentoring and 'Chase the Challenge' approach to work have all been used to encourage the children to achieve and aim high.	The impact is evident in the Year 6 SATS results as well as teacher assessment throughout the year. The Pupil Premium children have performed very well in their end of Key Stage 2 SATS, their progress has been fantastic. Pupil Premium funding has been paramount to their success.	£1500	£1298
4.2	The children in Key Stage 2 need to be given the opportunity to extend their knowledge in mathematics in a real and practical sense.	Purchased Lego resources to encourage Key Stage 2 boys to progress with mathematical thinking and ICT skills. Lego STEM day	Impact is measured by the class teachers based on the children's progress in mathematics, logical thinking, reasoning and problem solving as well as improved ICT skills.		
5	Pupil Premium children should be given opportunity to attend events organised by the Friends of	The children attended school discos, funding will be allocated for	The children have felt part of the wider school community.	£250	£160

ID	A summary of the main barriers to educational achievement faced by eligible pupils of the school	Brief summary of the intervention or action, details of year groups and pupils involved, and the timescale	Actual impact: What did the action or activity actually achieve?	Anticipated cost	Actual spend (to June 17)
	Chandlers Ridge which allow them opportunities to develop socially and cultural.	Year 6 Leavers' books and Leavers' hoodies.			
6	Children who need additional support with their emotional needs will be provided with the correct and effective external agency support.	The Bungalow Project is available for those children who would benefit from their support and intervention.	Professionals from the Bungalow Project provided verbal and written feedback to the SENCO as well as class teachers. The impact has also be seen by staff involved with the children.	£1250	£1250
7	Pupil Premium children who have experienced difficulties or traumatic events in their lives will be supported by relevant agencies.	Children identified by the SENCO, HT and teachers will be provided with Play Therapy. Pupil Premium money will fund this, therefore allowing children to feel more comfortable, focussed and happier in school and at home.	Professionals from Play Therapy provided feedback for staff and parents regarding the progress a child. They highlighted where further support is needed and how school can provide this.	£2500	£2650
8	Where children have been identified as potentially needing support or a diagnosis for any needs other than emotional or speech. The Educational Psychologist will be engaged.	A report will be provided by the Educational Psychologist highlighting where and how children need support. A support plan for children will then be written. Some children will need further and more extensive support from the recommendations of the Educational Psychologist. In these cases the process of an EHCP will be started.	Impact has been measured where possible on school tracking system. Feedback from teachers, parents and children on their progress has been taken into consideration. Impact is measured by reviews of the support plans on a termly basis. New targets may then be set.	£1500	£1450
9	Where children have been identified by school or parents as having speech and language	Pupil Premium funding will be used to pay for Speech and language sessions. The Speech and Language	Reports from Speech and Language have been provided to school.	£8000	£7935

ID	A summary of the main barriers to educational achievement faced by eligible pupils of the school	Brief summary of the intervention or action, details of year groups and pupils involved, and the timescale	Actual impact: What did the action or activity actually achieve?	Anticipated cost	Actual spend (to June 17)
	difficulties, school will refer them to Speech and Language for assessment.	department will assess children on their individual needs and then decide how many sessions required to support a child and the level of involvement needed from them.	Feedback from parents and staff has been used to measure impact as well as the progress made by the children.		
10	For those children who need additional support to boost confidence and self –esteem, additional activities will be provided to ensure children are happy and secure in all aspects of their school life.	Daisy Chain will provide sessions for children to play team games, gain confidence and promote self-esteem. AP Adventures will be engaged to provide an alternative programme for children needing this support.	The confidence and self-esteem of pupils has been seen by staff and peers. Children have developed resilience.	£2000	£2000
11.1	Pupil Premium children will be identified when needing additional support to ensure the academic 'gap' closes.	Provide TA led extra phonics and spelling group sessions. Provide small TA led social and emotional groups formed throughout school	Pupil Premium children have made the same or better progress than their peers at the end of KS2 in reading, writing and maths.	£6854	£6854
11.2	Pupil Premium children must be given support in areas of the curriculum which they traditionally attain lower than their peers. They should be supported using clubs where they can work at their own pace and level.	Wordshark sessions held on a weekly basis will enable additional practise and support. Homework club will provide further support for those who wish to take up the offer.	Children's progress and attainment was measured on a half termly/ termly basis. Pupil Premium children have made the same or better progress than their peers at the end of KS2 in reading, writing and maths.		
12	Pupils will be provided with the opportunity for focussed discussion and support by teachers in highlighting where additional	Provide Assertive Mentoring four times over the academic year in all year groups across Key Stage 1 and 2 where required.	The quality of work produced by children has improved over the year following each Assertive Mentoring session.	£10989	£5495

ID	A summary of the main barriers to educational achievement faced by eligible pupils of the school	Brief summary of the intervention or action, details of year groups and pupils involved, and the timescale	Actual impact: What did the action or activity actually achieve?	Anticipated cost	Actual spend (to June 17)
	help may be needed and how the 'level' of work could be improved.				
13	Staff will be accountable for progress in their class as well as year group.	Pupil Progress meetings to be held termly with all class teachers to highlight where specific needs are and how these will be addressed to ensure academic success and achievement is the same or more than peers.	The Head Teacher and Assistant Head Teacher have held staff accountable for children's progress. Intervention groups have been formed and continually reviewed. Impact has been measured from data collection as well as ongoing teacher assessment.	£4945	£4945
14	All staff will be accountable for Pupil Premium spending and allocation of budget.	PPG Leader termly team meetings to discuss the children's progress and needs. Where resources are identified and needed, they will be purchased for particular children.	The children have used the resources identified (detailed in sections above).	£1100	£1100
15	Parents will be given opportunity to meet with the Pupil Premium Leader in order to discuss how school can support children further.	PPG Leader bi annual parents meetings to update on progress, pupil support and to listen to the parents' needs and feelings.	The Pupil Premium Leader has fed back to staff about individual children and their needs. Class teachers have assisted with parents' requests where possible.	£5867	£5867
	ANTICIPATED TOTAL			£55755	£49784
	GRANT AVAILABLE			£46710	£46710
	<i>Balance (overspend met by school budget)</i>			-9045	-3074