

## **Pupil Premium 2018/2019**

Pupil Premium was first introduced in 2011. It is additional funding given to the academy with clear expectations from the Department of Education on how the funds may be spent:

- For the purposes of the academy, i.e. for the educational benefit of pupils registered at the academy
- On community facilities, e.g. services whose provision furthers any charitable purpose for the benefit of pupils at the school or their families, or people who live or work in the locality in which the academy is situated.

The grant does not have to be completely spent by the academy in the financial grant year beginning 01.04.18; some or all of it may be carried forward to future financial years.

## **Funding Allocation For 2018/19**

Academies receive funding based on the number of pupils who have been eligible for free school meals within the last 6 years (Ever 6) and Looked After Children and Service Children. The amount per child received was £1,320, £1,900 and £300 respectively.

The academy was eligible to receive funding for 40 children from a total number on roll of 319.

Amount	Received
£15,000	October 2018
£15,000	January 2019
£15,000	April 2019
£15,990	July 2019

### **Key Principles for the use of funding at Bursley Academy**

- Bursley promote an ethos of attainment for all pupils and it never equates eligible pupils with low ability or low aspirations.
- Bursley has an academy-wide commitment to bring out the best in all of its pupils and to support them to achieve the highest levels possible.
- Bursley have an individualised approach to addressing barriers to learning and emotional support, at an early stage, rather than providing access to generic support and focusing on pupils nearing their end-of-key-stage assessments.
- Bursley creates an overall package of support aimed at tackling a range of barriers including attendance, behaviour, and external factors focusing on improving outcomes for eligible pupils.
- Bursley focus on high quality teaching first rather than on bolt-on strategies and activities outside school hours, we recognise the need to invest in quality staff and to continue to develop their expertise. Targeted use of our support staff ensures that pupils identified as requiring intervention are supported in small group or 1-2-1 sessions to assist in closing gaps in learning through support, and to meet learning, emotional and behavioural needs.
- Bursley ensures that a range of alternative activities and clubs are made available.
- Bursley ensures support form visits and visitors to supplement and enhance the curriculum.
- Bursley Make decisions based on data and respond to evidence, using frequent, rather than one-off assessment and decision points we use the data produced to track and analyse attainment and progress of eligible pupils.
- The Principal and staff have a clear overview of how the funding is allocated and the difference it makes to the outcomes of those pupils so that the responsibility for accelerating progress and accountability is shared across the academy.
- The Local Governing Body is ambitious for pupils and receives regular reports at its meetings to monitor the academy's effectiveness in closing the gap between different groups of pupils.

## Impact of the Pupil Premium funding across the academy

### Attendance:

Pupil premium cohort 96.13%

Whole academy 96.85%

Y1: ( 43 pupils, 3 PP, 2 of which are SEN)

	Reading	Writing	Maths
Pupil Premium	5.3	4.3	4.3
Non Pupil Premium	4.4	3.5	4
Difference	+0.9	+0.8	+0.3

Y2: ( 45 pupils, 8 PP, 1 of which is SEN)

	Reading	Writing	Maths
Pupil Premium	4.8	4.1	4.3
Non Pupil Premium	4.4	4.1	4.6
Difference	+0.4	0	-0.3

Y3: ( 45 pupils, 7 PP, 1 of which is SEN )

	Reading	Writing	Maths
Pupil Premium	3.9	4.3	4.3
Non Pupil Premium	3.9	3.9	3.9
Difference	0	+0.4	+0.4

Y4: (44 pupils, 2 PP, 1 of which are SEN)

	Reading	Writing	Maths
Pupil Premium	4.4	3	4
Non Pupil Premium	4.4	4.4	5
Difference	0	-1.4	-1

Y5: (46 pupils,4 PP, 2 of which is SEN)

	Reading	Writing	Maths
Pupil Premium	4.8	3.5	5.5
Non Pupil Premium	5	4.5	4.9
Difference	-0.2	-1	+0.6

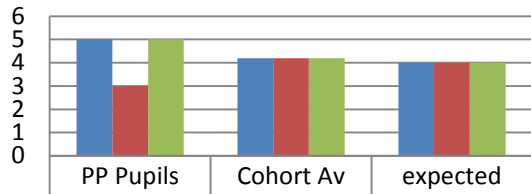
Y6: (49 pupils,9 PP)

	Reading	Writing	Maths
Pupil Premium	4.8	4.7	5
Non Pupil Premium	4.8	4.6	5
Difference	0	+0.1	0

Overall cohort outcomes:

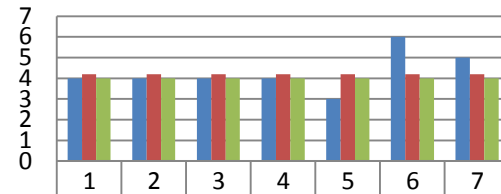
	Maths	Reading	Writing
	Points	Points	Points
Pupil Premium	4.6	4.7	4
Non pupil Premium	4.6	4.5	4.2
Difference	0	+0.1	-0.2

### Y1 Maths



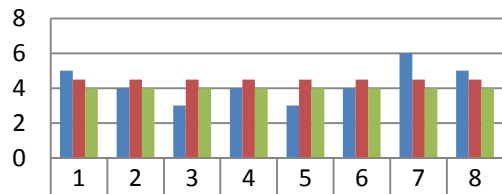
	PP Pupils	Cohort Av	expected
Series1	5	4.2	4
Series2	3	4.2	4
Series3	5	4.2	4

### Y3 Maths



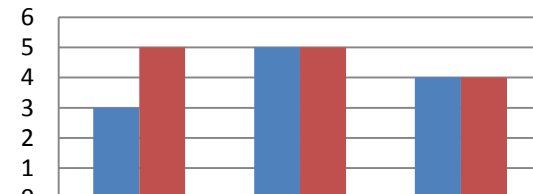
	1	2	3	4	5	6	7
PP Pupils	4	4	4	4	3	6	5
Cohort Av	4.2	4.2	4.2	4.2	4.2	4.2	4.2
expected	4	4	4	4	4	4	4

### Y2 Maths



	1	2	3	4	5	6	7	8
PP Pupils	5	4	3	4	3	4	6	5
Cohort Av	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5
expected	4	4	4	4	4	4	4	4

### Year 4 Maths

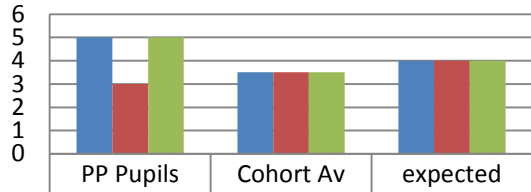


	PP Pupils	Cohort Av	expected
Series1	3	5	4
Series2	5	5	4



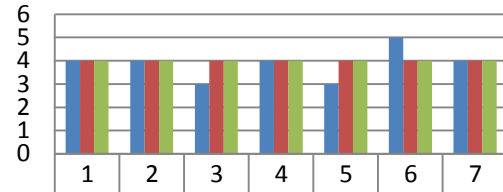


### Y1 Writing



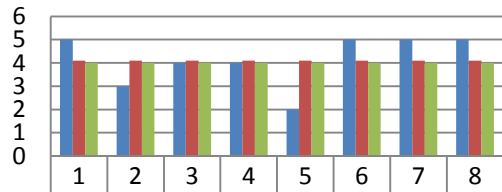
	PP Pupils	Cohort Av	expected
Series1	5	3.5	4
Series2	3	3.5	4
Series3	5	3.5	4

### Y3 Writing



	1	2	3	4	5	6	7
PP Pupils	4	4	3	4	3	5	4
Cohort Av	4	4	4	4	4	4	4
expected	4	4	4	4	4	4	4

### Y2 Writing



	1	2	3	4	5	6	7	8
PP Pupils	5	3	4	4	2	5	5	5
Cohort Av	4.1	4.1	4.1	4.1	4.1	4.1	4.1	4.1
expected	4	4	4	4	4	4	4	4

### Y4 Writing



	PP Pupils	Cohort Av	expected
Series1	4	4.4	4
Series2	2	4.4	4

