

Guru Nanak Sikh Academy (Primary Phase)

Pupil Premium End of Year Report

2014-2015

Context

Guru Nanak Sikh Academy (Primary Phase) is a two form entry school in the borough of Hillingdon and forms part of the larger Multi Academy Trust (MAT) which also comprises of the Secondary Phase and the recently opened Nanaksar Primary School.

The majority of our pupils across the academy are of Indian heritage. The remaining pupils come from mixed backgrounds and other ethnic groups. The most common origin of this group of pupils is Afghanistan. Almost all pupils speak English as an additional language and the majority of pupils speak Punjabi as their primary language at home.

Pupils enter the primary phase below the typical levels expected. 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.

Summary of results

Year 6 SATs

- Reading level 4+ 100% (nationally 83%)
- Writing level 4+ 100% (nationally 79%)
- Maths level 4+ 100% (nationally 80%)
- SPAG 4+ 100% (nationally 71%)

Year 2 SATs

- Reading level 2+ 100% (nationally 90%)
- Writing level 2+ 100% (nationally 87%)
- Maths level 2+ 100% (nationally 93%)

A full data analysis of the 2014-2015 academic year results can be found further below.

Objectives of funding

Our academy has a record of outstanding academic achievement across all pupil groups. Pupils in receipt of the Pupil Premium Grant consistently achieve national expectations by the end of Key Stage 1 and 2. The objective then is to provide pupils with the resources and support required to not only meet but exceed these expectations and to leave the primary phase with an outstanding academic record.

The impact of the Pupil Premium funding is evaluated annually and future spending is revised accordingly. This year there were seven main areas where funding was allocated:

Key objectives for funding	
Full time support staff	<ul style="list-style-type: none"> - Providing outstanding learning assistant support in each class. The positive impact of additional adults in all year groups drove progress in core areas of learning. - Providing regular reading, writing and numeracy interventions through in class-support ensuring all support staff's skills were up to date and being maximised. - Providing focused after school clubs with an academic focus targeted at areas of weaknesses. - The school has a strong focus on teaching pupils music skills which fall within traditional Indian culture. This year pupils received group lessons from a specialist music teacher.
Online learning resources	<ul style="list-style-type: none"> - Continuing to subscribe to online resources such as Mathletics, Espresso and Education City which enhanced pupil's learning and promoted their technological literacy.
Teaching and learning resources	<ul style="list-style-type: none"> - To ensure guided reading resources were up to date and effective in promoting accelerated progress in reading. - In Year 1, ensuring the year team was equipped with current resources and strategies to deliver phonics teaching and prepare pupils for the phonics screening.
Staff training and development	<ul style="list-style-type: none"> - Staff received on-going training to ensure their skills and knowledge were up to date and effective in closing the gap. - Funding contributed to a small percentage of course fees.
Parent workshops	<ul style="list-style-type: none"> - Parental involvement is key to the progress of pupils and parents were kept up to date and informed about year group objectives through parental workshops.
School trips	<ul style="list-style-type: none"> - 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.
Group tuition	<ul style="list-style-type: none"> - 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 Pupil Premium funding was monitored

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

Pupil Premium children assessment	
Marking and Feedback	- The school revised its marking and feedback policy in this academic year 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 played an integral part in their own learning journey.
SIMS	- Pupil's progress was monitored formally on a termly basis in reading, writing and maths using SIMS tracking tools and data.
Pupil Progress Meetings	- 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.
Intervention Group Feedback	- Additional teaching staff that are responsible for leading intervention groups provided regular feedback to teachers, senior leaders and governors.
Spellings and Mental Maths	- 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.
Big Write	- 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.

Number of pupils and Pupil Premium Grant received

Total pupils on roll	492		
Total number eligible for Pupil Premium	46		
Pupil Premium grant per child	1 x £300	44 x £1300	1 x £1600
Total amount received	£59,100		

How funding was allocated

Focus	Interventions, support and initiatives	Cost
Full-time support staff	Year 6 SPAG booster	£1065.60
	Year 2 maths booster	£1065.60
	Cross phase literacy/numeracy boosters in class	£17,027.40
	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	£4053.39
	Total	£25,698.39
Online learning resources	Espresso	£158.66
	Education City	£17.95
	Mathletics	£180
	Total	£356.61
Teaching and learning resources	Literacy budget	£186
	Numeracy budget	£186
	Science budget	£186
	Total	£558
Staff training and development	Contribution to course fees and training resources	£1500
	Total	£1500
Parent workshops	Contribution to training resources and staff time	£443
	Total	£443
School trips	Coach fees	£400
	Admission fees	£704
	Total	£1104
Group tuition	Group tuition that each pupil receives once a week for 32 weeks	£29,440
	Total	£29,440
TOTAL		£59,100

End of KS1 results Data Analysis 2014-2015

End of KS1 Levels 2015 Percentage of PP/Non PP pupils who attained level 2+-3				
		Reading	Writing	Maths
Level 2+	Pupil Premium	100%	100%	100%
	Non Pupil Premium	100%	100%	100%
	National Average	90%	87%	93%
Level 3	Pupil Premium	57%	26%	57%
	Non Pupil Premium	38%	35%	40%
	National Average	32%	17%	26%

❖ Pupil Premium data represents the 6 children who undertook end of KS1 testing.

Narrowing the Gap Gap between PP pupils and Non PP pupils						
	Level 2+			Level 3		
	Reading Gap	Writing Gap	Maths Gap	Reading Gap	Writing Gap	Maths Gap
2015	0%	0%	0%	+19%	-9%	+17%

Reading

- All pupils in receipt of the PPG achieved a minimum level 2.
- **57%** of these pupils exceeded national expectations.
- A higher percentage of disadvantaged pupils performed at level 3 compared to their peers who were not in receipt of the PPG.

Writing

- All pupils in receipt of the PPG achieved a minimum level 2.
- **26%** of these pupils exceeded national expectations.

Maths

- All pupils in receipt of the PPG achieved a minimum level 2.
- **57%** of these pupils exceeded national expectations.
- A higher percentage of disadvantaged pupils performed at level 3 compared to their peers who were not in receipt of the PPG.

Year 1 Phonics results Data Analysis 2014-2015

2015	
	32+ marks
Pupil Premium	80%
Non Pupil Premium	83%
Pupil Premium National Average	63%
Non Pupil Premium National Average	77%

❖ Pupil Premium data represents the 5 children who undertook the phonics screening.

Narrowing the Gap			
Gap between PP pupils and Non PP pupils			
	Pass rate PP	Pass rate non PP	Gap
2015	80%	83%	-3%

Areas of success

- 80% of pupil premium children attained the pass rate which is 17% above the national average for pupil premium children and 3% above the national average for non-pupil premium pupils.
- 4 out of the 5 pupils who required particular support were placed in after school phonics clubs. 3 of these pupils attained the pass rate. The remaining pupil who was not in an after school club also passed.

Areas for development

- 1 pupil (3%) did not pass. This pupil was receiving support in an after school club in addition to in class teacher support and group interventions during school time.
- A greater focus needs to be placed on developing phonics skills through revised guided reading system in KS1.
- A review of how after school phonics club can be improved to boost pupil's phonics skills.
- A review to consider the effectiveness of tracking and assessment systems which are currently in place.

End of KS2 results Data Analysis 2014-2015

		Reading	Writing	Maths	SPAG
Level 4+	Pupil Premium	100%	100%	100%	100%
	Non Pupil Premium	98%	100%	98%	96%
	National average	89%	85%	86%	76%
Level 5+	Pupil Premium	67%	33%	67%	33%
	Non Pupil Premium	45%	46%	55%	66%
	National average	49%	42%	56%	52%

❖ Pupil Premium data represents the 6 children who undertook end of KS2 testing.

Narrowing the Gap Gap between PP pupils and Non PP pupils						
	Level 4			Level 5		
	Reading	Writing	Maths	Reading	Writing	Maths
2015	+2%	0%	+2%	+22%	-13%	+12%

Reading

- All pupils in receipt of the PPG achieved a minimum level 4.
- **66%** of these pupils exceeded national expectations.
- A higher percentage of disadvantaged pupils are performing at level 5 compared to their peers who are not in receipt of the PPG.

Writing

- All pupils in receipt of the PPG achieved a minimum level 4.
- **33%** of these pupils exceeded national expectations and are roughly in line with their peers who also achieved beyond expectations.

Maths

- All pupils in receipt of the PPG achieved a minimum level 4.
- **67%** of these pupils exceeded national expectations.
- A higher percentage of disadvantaged pupils are performing at level 5 compared to their peers who are not in receipt of the PPG.

SPAG

- All pupils in receipt of the PPG achieved a minimum level 4.
- **33%** of these pupils exceeded national expectations.

Other year groups Data Analysis 2014-2015

		Below National Expectations			National Expectations			Above National Expectations		
		R	W	M	R	W	M	R	W	M
Year 1	Pupil Premium	20%	20%	20%	40%	60%	20%	40%	20%	60%
	Non Pupil Premium	20%	17%	13%	45%	48%	40%	35%	35%	47%
Year 3	Pupil Premium	30%	40%	30%	20%	20%	30%	50%	40%	40%
	Non Pupil Premium	8%	22%	13%	44%	36%	38%	48%	42%	49%
Year 4	Pupil Premium	33%	33%	33%	67%	67%	67%	0%	0%	0%
	Non Pupil Premium	33%	33%	28%	37%	37%	40%	30%	30%	32%
Year 5	Pupil Premium	70%	90%	40%	10%	0%	20%	20%	10%	40%
	Non pupil premium	47%	53%	37%	29%	14%	22%	24%	22%	41%

Year 1

- 80% of pupils achieved national expectations or above in reading- **40%** of these pupils exceeded national expectations.
- 80% of pupils achieved national expectations in writing- **20%** of these pupils exceeded national expectations.
- 80% of pupils achieved national expectations in maths- **60%** of these pupils exceeded national expectations.
- 20% of disadvantaged pupils underachieving in at least one subject.
- Percentage of disadvantaged pupils attaining above national average in writing is lower compared to their peers.

Year 3

- 70% of pupils achieved national expectations or above in reading- **40%** of these pupils exceeded national expectations.
- 60% of pupils achieved national expectations in writing- **40%** of these pupils exceeded national expectations.
- 70% of pupils achieved national expectations in maths- **40%** of these pupils exceeded national expectations.
- 30% of disadvantaged pupils underachieving in reading and/or maths.
- 40% of disadvantaged pupils underachieving in writing.
- Percentage of disadvantaged pupils attaining above national average in writing and maths is lower compared to their peers.

Year 4

- 67% of pupils achieved national expectations in reading, writing and maths.
- 33% of disadvantaged pupils underachieving in at least one subject.
- Percentage of disadvantaged pupils attaining above national average in all subjects is lower compared to their peers.

Year 5

- 30% of pupils achieved national expectations or above in reading- 20% of these pupils exceeded national expectations by a whole level.
- 60% of pupils achieved national expectations or above in maths- 40% of these pupils exceeded national expectations.
- 50% of disadvantaged pupils achieved below national expectations in reading.
- 90% of disadvantaged pupils achieved below national expectations in writing.
- 40% of disadvantaged pupils achieved below national expectations in maths.

Next steps

Details of how the use of pupil premium funding will be revised for the next academic year can be found in the 2015-2016 report on the school website.