



Edna G Olds Academy

A L.E.A.D. Academy

Pupil Premium Report July 2016

Funding

2014/2015	70 pupils	£94,000
2015/2016	56 pupils	£74,250
2016/2017	58 pupils	£76,560

	Reading	Writing	Maths	SPAG
% making expected progress	96%	98%	98%	95%
% making above expected progress	38%	34%	53%	64%
% at ARE	83%	85%	87%	86%

Year	Reading		Writing		Maths		SPaG	
	% making expected progress	% at ARE	% making expected progress	% at ARE	% making expected progress	% at ARE	% making expected progress	% at ARE
R	100%	100%	100%	100%	100%	100%	/	/
1	100%	100%	100%	75%	100%	100%	100%	75%
2	100%	91%	100%	91%	100%	82%	100%	91%
3	100%	88%	100%	88%	88%	88%	100%	88%
4	100%	50%	100%	50%	100%	83%	100%	100%
5	80%	80%	90%	90%	100%	80%	100%	80%
6	80%	80%	100%	100%	100%	100%	100%	100%

Case Studies

Yoga nurture therapy : £3705 per year

Small group yoga therapy sessions have had a huge impact on pupil premium children and their learning. 89% of Pupil Premium pupils who have been part of yoga therapy are at ARE in reading, writing, maths and SPaG and 94% of pupils have made expected progress or above. Through small group and 1:1 sessions, the pupils have grown in confidence and improved their learning behaviours, by becoming more independent. The children have become more resilient and are now more willing to have a go and learn from their mistakes.

The yoga therapy sessions have helped them to develop a 'growth mind set' which they are able to apply to all aspects of their learning.

Success in schools project work: £3705

Success in Schools is a programme designed by Tamba Roy and our programme is delivered by our yoga nurture teacher. The programme is divided into different phases that each of the children work through. Set out below is an overview of the goals of the programme:

Phase 1

- To understand that thoughts and feelings can be changed, and that pupils can have an influence on their own success
- To make use of the tools under the direction of an adult
- To understand that different strategies can be used for different challenges
- To be aware of changes they can make that will impact upon their success at home or at school
- To identify how some of the tools have impacted upon their experience of success

Phase 2

- To show an awareness of thoughts and behaviours that help or hinder our success
- To use some of the tools effectively and independently
- To make effective decisions about which strategies to use to support their success
- To begin to exhibit new patterns of behaviour that help them to be successful
- To evaluate their experiences and to learn from them

Phase 3

- To frequently make empowering choices that support their success
- To use the tools proficiently, creatively and independently, adjusting them to match their particular needs
- To have the skill sensitivity and insight to advise others on how to experience success
- To regularly be and feel successful
- To be able to critically assess their own progress and skilfully act upon outcomes

Music: £18,720 per year

Music tuition has impacted upon learning and helped to develop key skills within all pupils. Giving the children the opportunity to learn a new skill and apply their understanding of literacy and maths in different contexts, has resulted in accelerated outcomes for pupils and successfully reduced/narrowed any attainment gaps. 64% of Pupil Premium pupils who have had the opportunity to participate in music lessons are at ARE in reading, 82 % in maths, 55% in writing and 82 % in SPaG. Pupils have made 100% expected progress in maths and SPaG, 91% expected progress in writing and 91% expected progress in reading. Teachers have also reported that pupils have increased their focus during lessons.

Value added for Y6- to be updated again in the autumn term once national data is available

Pupil	KS1 Result Reading	KS2 Result Reading	Value Added	KS1 Result Maths	KS2 Result Maths	Value Added	KS1 Result Writing	KS2 Result Writing	Value Added
A	2a	104		3c	114		2b	EXS	
B	3c	105		3c	107		3c	GLD	
C	2b	99		2a	105		2b	EXS	
D	2b	113		2c	105		2b	EXS	
E	/	115		/	103		/	EXS	

Additional Booster Teaching Sessions: £1920

Year 6 Pupil Premium pupils were able to access additional after school teaching sessions in order to help them develop their understanding and learning further. The booster groups were used to enable all pupils, including the more able, to excel in their learning and achieve their full potential-illustrated in their SATs outcomes. As a result of the booster sessions, the Pupil Premium children in Year 6 achieved the best SATs results to date at Edna G. Olds Academy.

Extended Learning Club: £273 per pupil over the year

Offering Pupil Premium pupils the opportunity to attend extended learning club free of charge for three evenings a week has resulted in huge impact gains for pupils' attainment. Extended learning club offers pupils the opportunity to gain support with their homework, take part in extra sports activities, learn new art skills and extend their reading comprehension skills. The children are also provided with a healthy tea. Pupil Premium pupils who have accessed our extended learning club have made 95 % progress in reading, 95% progress in maths, 95% progress in writing and 100% progress in SPaG. 100 % of

pupils are at ARE in reading, 100 % of pupils are at ARE in maths, 95% of pupils are at ARE in writing and 95 % of pupils are ARE in SPaG.

Interventions and Impact groups

All Pupil Premium pupils have had the opportunity to access a range of personalised intervention programmes to suit their individual needs throughout the year. As a result of the interventions all Pupil Premium children have made 96% progress in reading, 98 % in writing, 98% progress in maths and 95% progress in SPaG. The Rapid Write Programme has helped pupils in KS2 to develop their writing, by giving them the opportunity to be exposed to a range of genres, and gain a better understanding about how sentences can be structured most effectively. The children have then been able to apply these skills back in the classroom. The Rapid Reading Programme has also helped children to develop their confidence in their ability to read and comprehend more complex texts. They have also learnt techniques to help them to identify where to locate key information within a text and then infer and deduce its meaning. Speed Reading is another strategy that has been used to support Pupil Premium pupils develop their reading comprehension skills. Speed Reading has helped children to develop the key skills of skimming and scanning to locate information quickly within a text, to identify key points. Teaching Assistants also withdraw Pupil Premium children for interventions during each afternoon; if they have misunderstood a concept in the morning they will re-visit the learning with the TA to help them to overcome their misconceptions.

Y6 Residential Trip: £149 per pupil

Pupil Premium pupils had the cost of the Walesby Forest residential trip paid through Pupil Premium money. It was important that all Year 6 pupils had the opportunity to attend the residential to enable them to develop important skills such as team work, problem solving and have the opportunity to try once in a life time activities in order to build up their confidence.

Photography Workshop: £1400

The photography workshop gave Pupil Premium pupils the opportunity to learn how to use a range of cameras and create different effects using everyday objects. The children worked as a team to mix colours, create 'splash' photography and create illusions. Through participation in the photography workshop children have developed their ability to work collaboratively developing a team ethos and sustained engagement in learning and perseverance.

Councillor: £ 4,200 per year

The purpose of counselling in school is to provide a professional, formal and confidential counselling service to children in order to promote emotional health and well-being and enable children to develop a resilience to help them cope with the difficulties they face. All the children who have accessed the school counselling are also Pupil Premium pupils. Emotional well-being improvements from most of the children have been obvious and teaching staff have commented on the marked difference. Other children have changed their behaviour in school, even though their behaviour out of school may have continued- this is a result of them maintaining their defences, for their own protection.