



Disadvantaged Fund Impact Statement 2015 - 2016

Last academic year the academy received £261,133 from the Pupil Premium initiative. The funding was used to support four key areas as outlined below.

Learning in the Curriculum
Use of additional adults to facilitate more responsive interventions and pre-learning tasks, including targeted CPD to develop quality first teaching.
Purchase of additional class iPads to; provide enhanced learning opportunities to capture evidence of high need children's learning
Learning support for LAC 1 hr per week each.
Non-teaching SENCO to further develop the provision and teaching of High Priority Needs children.
Release time for Deputy Head Teacher to further develop and monitor quality learning and teaching throughout school.
Targeted intervention for most able pupils.
Resources to support reading, including replacement reading books, refreshed guided reading sets and developing reading areas around school.
Funding towards school library bus.
Social, Emotional & Behaviour
Employment of Behaviour Support Worker
Employment of 2 Learning Mentors
Revised charges for Breakfast Club
Enrichment Beyond the Curriculum
Revised charges for music lessons.
Shakespeare project
Doncaster Book Awards – Purchase of books & accompanying resources, visiting Librarian, Launch & Finale, & other opportunities as they arise.
Northern Ballet project
Wider opportunities music provision.
Visits to support/stimulate learning, including visiting artists.
Families/Community
Parent Support Advisor
Family visits – Pantomime
Number Sacks
Solihull Programme
Letters sent inviting parents to Parent's Evening
Top-up funding for Universal Free School Meals
Top-up funding for KS2 Free School Meal

At the end of the academic year, we were able to review how well the money had been spent. The information below shows how the progress of our pupil premium children compares to national averages, Local Authority averages and non-pupil premium children.

Performance of Disadvantaged Pupils at Phonic Check			
	2014	2015	2016
% of PP children achieving Phonic Standard by the end of Year 1	26% (63%)	63% (66%)	56% (70%)
% of non-PP children achieving Phonic Standard by the end of Year 1	38% (78%)	83% (80%)	88% (83%)
% of PP children achieving Phonic Standard by the end of Year 2	25% (60%)	57% (84%)	85% (86%)
% of non-PP children achieving Phonic Standard by the end of Year 2	38% (70%)	83% (92%)	97% (93%)

Performance of Disadvantaged Pupils at the end of KSI				
	2014	2015	2016	
Reading	% of PP children achieving expected standard	55%	52%	69% (62%) (57%)
	% of non-PP children achieving expected standard	67%	71%	79% (77%) (75%)
	Gap	12%	19%	10% (15%) (18%)
Writing	% of PP children achieving expected standard	39%	55%	58% (52%) (50%)
	% of non-PP children achieving expected standard	40%	79%	72% (69%) (70%)
	Gap	1%	24%	14% (17%) (20%)
Maths	% of PP children achieving expected standard	55%	59%	65% (57%) (59%)
	% of non-PP children achieving expected standard	53%	86%	76% (76%) (76%)
	Gap	-2%	27%	11% (19%) (17%)
Combined	% of PP children achieving expected standard			58% (44%) (46%)
	% of non-PP children achieving expected standard			69% (65%) (63%)
	Gap			11% (21%) (17%)

(Doncaster LA figures) (National figures)

- Of the year 2 Pupil Premium cohort, 16% were on the SEND register and 48% were boys.
- The overall trend for PP children in reading, writing and Maths shows a narrowing of the gap compared to 2015. In all areas, the gap is less than National and LA figures. The gap in writing is wider than that of reading and Maths but still less than National and LA figures.

Performance of Disadvantaged Pupils at the end of KS2				
		2014	2015	2016
Reading	% of PP children achieving expected standard	74% (82%)	71% (83%)	13% (27%) (43%) (53%)
	% of non-PP children achieving expected standard	91% (92%)	88% (92%)	66% (63%) (72%)
	Gap	17% (10%)	17% (9%)	53% (39%) (20%) (19%)
Writing	% of PP children achieving expected standard	56% (76%)	64% (79%)	40% (64%) (62%) (64%)
	% of non-PP children achieving expected standard	87% (89%)	92% (90%)	79% (80%) (79%)
	Gap	31% (13%)	28% (11%)	39% (15%) (18%) (15%)
Maths	% of PP children achieving expected standard	70% (78%)	61% (80%)	27% (55%) (51%) (57%)
	% of non-PP children achieving expected standard	74% (90%)	71% (91%)	62% (72%) (76%)
	Gap	4% (12%)	10% (11%)	35% (7%) (21%) (19%)
Combined	% of PP children achieving expected standard	48% (67%)	57% (70%)	13% (33%) (39%)
	% of non-PP children achieving expected standard	74% (83%)	71% (85%)	48% (54%) (60%)
	Gap	26% (16%)	14% (15%)	35% (21%) (21%)

(Doncaster LA figures) (National figures) (Figures without disappplied pupils)

- Of the year 6 Pupil Premium cohort, 50% were on the SEND register; 50% were boys and 31% were disappplied from the tests due to working below the level of the test.
- Of the Pupil Premium boys, 38% were on the SEND register.
- 19% of the Pupil Premium children joined Montagu Academy in Year 5 or 6.

Attendance

	2013/ 2014	2014/ 2015	2015/ 2016
PP children	93.97%	94.5%	94.35%
Whole school	94.9%	95.0%	95.3%

- Attendance across the school has remained at a consistent level for the past 3 years, including that of PP children.
- Breakfast club is regularly attended by up to 60 pupils, approximately 60% of these are eligible for pupil premium funding.

Behaviour

- Behaviour incidents requiring intervention have reduced across school.
- Fixed Term Exclusions have reduced over the past three years due to the effective work of the Inclusion Team.