



THREE LANE ENDS ACADEMY – PUPIL PREMIUM PROFILE 2015-16

Total number of pupils in the school	374
Number of PP-eligible pupils	86
Amount per pupil	£1,320 (+£300 for service children [2 no])
Total pupil premium budget	£114,120

EVIDENCE OF SCHOOL PERFORMANCE

Key statements from Ofsted report(s) relating to the performance of disadvantaged pupils:	<ul style="list-style-type: none"> • Pupils receiving support through the pupil premium, including those who are eligible for free school meals, make good progress overall. It is stronger in mathematics and reading than in writing but this is improving. In 2013 the attainment of pupils known to be eligible for free school meals was half a term behind that of other pupils in the school in reading, but they were about a term and a half behind others in writing and mathematics. However, progress for this group is accelerating and the attainment gap is closing. This is because leaders are tracking pupils’ progress rigorously and regularly so that additional support can be provided where it is most needed and pupils can catch up quickly. • Most support staff skilfully ensure that pupils with special educational needs and those who receive additional funding through the pupil premium, make similarly good progress to that of other pupils. However, they sometimes do not play a full part in helping pupils to learn, such as through the use of regular and effective questioning, as observed mostly in Key Stage 1. • The Governing Body knows, too, that pupil premium funding is being used wisely to ensure that pupils who benefit are in most cases making similarly good progress to that of other pupils. As a result the governing body is increasingly effective in leading the school’s direction and holding it to account.
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1 SUMMARY INFORMATION OF ACADEMIC YEAR 2015-16

School	THREE LANE ENDS ACADEMY, METHLEY ROAD, CASTLEFORD, WF10 1PN				
Academic Year	2015-16	Total PP Budget	£114,120	Date of most recent PP Review	
Total Number of Pupils	374	Number of pupils eligible for PP	86	Date for next internal review of this Strategy	



2 CURRENT ATTAINMENT			
	Pupils Eligible for PP (School)	Pupils not Eligible for PP (School)	Pupils not eligible for PP (National Average)
EYFS GLD	50%	61%	
Year 1 Phonics	50%	74%	
Key Stage 1 Reading	78%	77%	
Key Stage 1 Writing	56%	58%	
Key Stage 1 Maths	56%	68%	
Key Stage 2 Reading	33%	57%	
Key Stage 2 Writing	58%	74%	
Key Stage 2 Maths	8%	49%	



3 BARRIERS TO FUTURE ATTAINMENT (FOR PUPILS ELIGIBLE FOR PP)	
<i>IN-SCHOOL BARRIERS</i> (issues to be addressed in school, such as poor literacy skills)	
A	Speech, Language and Communication: Pupils arrive in Nursery with below average speaking and listening skills, some well below. Some pupils continue to have speech, language and communication difficulties as they move through school.
B	Pastoral: Some pupils have EBD, social skills difficulties, incorrect uniform, lack of support at home, don't eat breakfast, anger management issues, etc.
C	Literacy: We have a high proportion of low prior attainers in the pupil premium group.
D	Numeracy: We have a high proportion of low prior attainers in the pupil premium group.
E	Homework: Some pupil premium pupils struggle to complete homework due to issues with the environment at home and lack of parental pressure.
<i>EXTERNAL BARRIERS</i> (issues which also require action outside school, such as low attendance rates)	
F	Attendance: There is an attendance gap between our PP pupils and non-PP gaps and this is at its highest among PA Pupils.
G	Enrichment: Many of our pupils eligible for the Pupil Premium do not have a wealth of life experiences or high standard of vocabulary.



4 OUTCOMES		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A	Our Disadvantaged pupils progress just as well as National Others in English and Maths.	Gap to National Others in Progress closes.
B	Our Disadvantaged pupils in other National Curriculum subjects perform as well as others.	In-School gap in subjects closes.
C	Our Disadvantaged pupils attend the Academy regularly and complete homework.	PP Attendance in line with National Performance matches National Others
D	Our Disadvantaged pupils experience a range of enrichment/extra-curricular and have high aspirations for their future.	Increased motivation and higher aspirations



REVIEW OF EXPENDITURE – ACADEMIC YEAR 2015-16							
BARRIER AREA	A: SPEECH LANGUAGE AND COMMUNICATION						
Chosen Action/Approach	Desired Outcome/Success Criteria	Owner	Impact	Lessons learned	Cost per pupil	Total Cost	To be continued into next year
SALT SLA	Pupils can communicate clearly and follow adult instructions	KG	Seven children accessed therapy at school. All children met their individual targets.	More children to access next year.	£714	£5,000	✓



REVIEW OF EXPENDITURE – ACADEMIC YEAR 2015-16							
BARRIER AREA	B: PASTORAL						
Chosen Action/Approach	Desired Outcome/Success Criteria	Owner	Impact	Lessons learned	Cost per pupil	Total Cost	To be continued into next year
Employment of a Learning Mentor Social skills groups Anger Management advice Home/School liaison Homework support	Pupils feel safe and comfortable at school, knowing that they can seek/access support from our Learning Mentor. Parents feel supported and can access the services of the Learning Mentor. Children can access homework help	CJ	The Learning Mentor worked closely with 13 families throughout the year. Nine families were PP. Six families regularly accessed home/school liaison.	To continue to support families in need next year.		£16,997	✓
Attendance, including PP Priorities, Target Key Pupils	The attendance team always phone the PP pupils who are absent. The team, along with the EWO, monitor attendance of PP pupils and target any slipping under 90%	KG	PP attendance is 95.18% which is only 1.22% behind our whole school figure.	More targeting of key pupils earlier intervention.		£875	✓
Funding toward the cost of visits and residential visits.	Parents are not put in a difficult financial position.	KG	15 Disadvantaged children attended the Residential Visits. All disadvantaged children attended day visits.	To encourage more disadvantaged families to consider the Residential Visits. (Askrigg-4/37; Kingswood-11/37)		£1,125 £2,743	✓



REVIEW OF EXPENDITURE – ACADEMIC YEAR 2015-16							
BARRIER AREA	C: LITERACY						
Chosen Action/Approach	Desired Outcome/Success Criteria	Owner	Impact	Lessons learned	Cost per pupil	Total Cost	To be continued into next year
Literacy Booster classes	Gaps will be further diminished	Y2 & Y6 staff	<p>KS1</p> <ul style="list-style-type: none"> • 77% achieved ARE in reading • 78% of disadvantaged pupils achieved ARE • 58% achieved ARE in writing • 56% of disadvantaged pupils achieved ARE <p>KS2</p> <ul style="list-style-type: none"> • 57% achieved ARE in Reading • 33% of disadvantaged pupils achieved ARE • 74% achieved ARE in writing • 58% of disadvantaged pupils achieved ARE 	Continued to target the disadvantaged pupils to further attempt to narrow the gaps		<p>KS1: £1750 2 tchrs Approx 24 sessions</p> <p>KS2: Sep-Dec 1 tchr & 3 LSA £1106.99 Jan-Feb 2 tchr & 3 LSA £723.08 Feb-May 3 tchr & 3LSA £2886.43 Total: £6467</p>	✓
Additional LSA support every morning in Y3/4 and Y5/6	Higher level of staff to pupil ratio. Children are well supported in their lessons.	CA PS	Pupils made progress as a result of a high level of support	Children need to make more rapid progress		£4,772.25	✓
Staff training	Increase subject knowledge and confidence.	KG	Staff able to confidently support children both in lessons and through interventions	Ensure timetable support is always implemented – difficult with staff absence.		£3707	✓



REVIEW OF EXPENDITURE – ACADEMIC YEAR 2015-16							
BARRIER AREA	C: LITERACY						
Chosen Action/Approach	Desired Outcome/Success Criteria	Owner	Impact	Lessons learned	Cost per pupil	Total Cost	To be continued into next year
Homework Club (Y5/6)	Children will receive quality staff support to consolidate learning.	Learning Mentor	11 Y5/6 children accessed the club on a regular basis but only three were disadvantaged pupils	Increase the percentage of disadvantaged children attending homework club. Offer a Y3/4 homework club		£372	✓
Reading Interventions: Catch up, BRP, FFT, Reciprocal Reading (Y1-6), Star Reader (all Y6)	Children will make sustained progress towards achieving ARE.	All staff	All children who took part in the interventions made sustained progress in reading. Of the seven children in Y6 who took part in BRP, three met age related expectations and six made positive progress scores from the end of KS1 to the end of KS2 (four children were Pupil Premium). Every Y6 child increased their score on the Star Reader Programme.	Ensure the disadvantaged children access the appropriate reading intervention.	£6.82	24chx0.75m x£9.10ph x39sessions= £1,489	✓
Two part-time teachers in KS2	Higher level of staff to pupil ratio in KS2 Literacy lessons. Children are well supported and make good progress.	JM ST	Pupils made progress as a result of smaller groupings and targeted teaching.	Children need to make rapid progress in order to diminish the gaps further.		£24,649	✓



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BARRIER AREA	C: LITERACY						
Chosen Action/Approach	Desired Outcome/Success Criteria	Owner	Impact	Lessons learned	Cost per pupil	Total Cost	To be continued into next year
Continue to set for Phonics using highly skilled staff Review termly to ensure that the children are moved appropriately. Children at risk of less progress are targeted to access interventions to boost their progress.	Early reading skills and phonics is embedded through the use of high quality staff and small group work. Children underachieving receive small group interventions in order to catch up	FS & KS1 staff	74% of pupils passed the phonic check but only 46% of disadvantaged pupils passed. 90% of Y2 resit pupils passed but only 78% of disadvantaged pupils passed.	Need to further target the disadvantaged pupils.			✓
Literacy resources	Quality resources available to teachers to support children in their learning.	Teachers	Children secured/consolidated key skills, eg phonics and reading comprehension	Continue to use the resources next year		£1759.00	✓



REVIEW OF EXPENDITURE – ACADEMIC YEAR 2015-16							
BARRIER AREA	D: NUMERACY						
Chosen Action/Approach	Desired Outcome/Success Criteria	Owner	Impact	Lessons learned	Cost per pupil	Total Cost	To be continued into next year
Maths interventions	Children will make sustained progress towards achieving ARE.	All staff	All children who took part in the interventions secured basic skills and were better able to access maths lessons.	Ensure the disadvantaged children are being supported at their level.			✓
Purchase site licence for Mathletics.	Children will access Mathletics both at home and school to develop their skills more independently.	JT	The children who took part in Mathletics on a regular basis were able to secure basic skills to build on.	Track the use of Mathletics by disadvantaged pupils.		£1,685	✓
Maths booster classes	Gaps will be further diminished.	Y2 & Y6 staff	KS1 <ul style="list-style-type: none"> • 68% achieved ARE in maths • 56% of disadvantaged pupils achieved ARE in maths. KS2 <ul style="list-style-type: none"> • 49% achieved ARE in maths • 8% of disadvantaged pupils achieved ARE in maths 	Target disadvantaged pupils to further attempt to narrow the gaps.		KS1: £1750 2 tchrs Approx 24 sessions KS2: Sep-Dec 1 tchr & 3 LSA £1106.99 Jan-Feb 2 tchr & 3 LSA £723.08 Feb-May 3 tchr & 3LSA £2886.43 Total: £6466	✓



REVIEW OF EXPENDITURE – ACADEMIC YEAR 2015-16							
BARRIER AREA	D: NUMERACY						
Chosen Action/Approach	Desired Outcome/Success Criteria	Owner	Impact	Lessons learned	Cost per pupil	Total Cost	To be continued into next year
Two part-time teachers in KS2	Higher level of staff to pupil ratio in KS2 maths lessons. Children are well supported and make good progress.	JM ST	Pupils made progress as a result of smaller groupings and targeted teaching.	Children need to make rapid progress in order to diminish the gaps further.		£24,649	✓
Additional LSA support every morning in Y3/4 and Y5/6	Higher level of staff to pupil ratio. Children are well supported in their lessons.	CA PS	Pupils made progress as a result of a high level of support	Children need to make more rapid progress		£4,772.25	✓
Staff training	Increase subject knowledge and confidence.	KG	Staff able to confidently support children both in lessons and through interventions	Ensure timetable support is always implemented – difficult with staff absence.		£1210	✓
Maths resources	Quality resources available to teachers to support children in their learning.	Teachers	Children secured/consolidated key skills, eg number bonds through the use of Numicon.	Continue to use the resources next year.		£520.00	✓



REVIEW OF EXPENDITURE – ACADEMIC YEAR 2015-16							
BARRIER AREA	E: HOMEWORK						
Chosen Action/Approach	Desired Outcome/Success Criteria	Owner	Impact	Lessons learned	Cost per pupil	Total Cost	To be continued into next year
Homework club (Y5/6)	Children will receive quality staff support to consolidate learning.	CJ	Eleven Y5/6 children accessed the club on a regular basis but only three were disadvantaged pupils.	Increase the percentage of disadvantaged children attending homework club. Offer a Y3/4 homework club.		£372	✓
Home Learning resources	Support parents to provide purposeful learning activities at home.	GW	Parents accessed quality resources to support learning. 6/8 disadvantaged families borrowed the resources. 61% achieved a GLD 50% of disadvantaged pupils achieved a GLD	Target disadvantaged families – demonstrate to them how to use the packs and encourage them to borrow them.		£275	✓
University visit - Y6	Y6 children to visit York St John University in June to raise aspirations	KG	Following the visit, children demonstrate higher aspirations for their future.	This is a valuable visit but is no longer available next year. Contact other universities to establish whether a link can be formed.		£1485	✓