



Prince Avenue Academy and Nursery

Outline Self-Evaluation

December 2018

The school is situated in a neighbourhood of the St Laurence Ward, which is amongst the 30% most deprived neighbourhoods in the country. The school draws a high proportion of its pupils from an adjacent neighbourhood in the St Laurence Ward which is amongst the 10% most deprived neighbourhoods in the country as measured in the Index of Multiple Deprivation 2015 (IMP). 40% of the pupils attending Prince Avenue Academy receive Pupil Premium Grant funding. 33% of the September 2018 Nursery intake are eligible for Early Years Pupil Premium funding. There are 27 pupil cases open to Social Services at different stages from C in C to Child Protection Orders. The school employs a Pastoral Care Manager, and operates a Care Team consisting of a Learning Mentor, a Play Specialist and EAL Specialist/Parent Support Worker to work with the SENCo and Assistant SENCo to support children and families.

At present we have 8 pupils with EHCPs and 2 waiting for assessment. We have a new pupil joining the school in January who will have an EHCP. There are 71 pupils with SEN Support Plans (18% of the school).

Whilst we have lost 3 pupils with high SEMH needs we have had a number of new pupils join us in September with similar needs, particularly in Year 3. This will provide us with fresh challenges.

The school has managed the financial challenges of increased costs and budget restraints successfully without incurring a deficit. This has been done by reducing staff numbers through natural processes. We will continue to face significant budget difficulties in future and will need to continue to maintain careful management of resources to remain within our spending parameters. This will become more difficult as the room to manoeuvre is reduced. There is no doubt the financial challenge has an impact on the care and support that we are able to offer our pupils.

In March 2017 Prince Avenue Academy and Nursery was rated as Good for overall effectiveness with Outstanding for Personal development, behaviour and welfare. The school also holds Enhanced Healthy School and Equality and Diversity School Champion status together with the Silver Sports Mark Quality Award.

The school has maintained its progress and development within the Foundation Stage and at Key Stage 2. Narrowing the gap between national attainment and School Key Stage 1 data has proved more difficult. Some of this is to do with the mobility of pupils in Key Stage 1. Certainly our attainment data has been affected by the number of children entering the school with low attainment in Key Stage 1, where we have less time to see the impact of interventions take effect.

Our Key Stage 1 data remains low. Mid-phase admission has impacted upon this cohort significantly. 27% joined during KS1 (3 pupils joined in 2018 and were all assessed as pre-key stage). Additionally we have had 4 further pupils join us since half-term (all of whom are working below age-expectations). The SEN numbers for this year group will be high in Year 3. This makes this cohort one which needs significant support moving forwards.

Even though this information gives some context to the data we cannot say that progress data is good enough for all children and therefore the data should be better. We are making significant changes to teaching and learning in Key Stage 1 next year.

Pupil premium data is much better for maths this year, narrowing from a 45% gap last year to 4% this year. Outcomes in literacy are slightly improved but this needs to improve much more for disadvantaged pupils.

We are very pleased that we have maintained and slightly improved on our result from last year (76%). This has been as a result of a continued high focus on phonics. Many children have improved significantly over the year. The gender difference of last year (25%) is not repeated. The Pupil Premium percentage has dropped this year (81% in 2017) – these children have been targeted this year. We will continue to provide additional support next year and we will review the use of our funding to improve outcomes.

Progress in phonics has been maintained and slightly improved on our result from last year (76% to 78%). This has been as a result of a continued high focus on phonics. Many children have improved significantly over the year. The gender difference of last year (25%) is not repeated. The Pupil Premium percentage has dropped this year (81% in 2017) – these children have been targeted this year. We will continue to provide additional support next year and we will review the use of our funding to improve outcomes.

The Overall 3 year attainment figures for combined Reading Writing and Mathematics for all pupils at the end of KS2 stands at 64.02% for Age Related expectations, which is above National at 59.72%.

Progress for all pupils in Reading has remained above average at 1.8, for writing it is average at 1.1 and for mathematics it is above average at 2.1. Attainment for all pupils matched the National Average in all subjects. Whilst There was a slight drop in the combined scores to 62% at Age Related Expectation in 2018 (the national was 64%)

Average Scaled scores for all subjects match the national average at 105 for Reading 106 for GPS and 104 for Mathematics.

The disadvantaged gap has narrowed at Key Stage 2 and in EYFS there is a neutral or positive gap. The specific barriers to the future attainment of disadvantaged pupils have been identified in our Pupil Premium Action Plan (PPAP) as follows:

- Language skills on entry to Nursery/Reception are lower for disadvantaged pupils than for other pupils. This slows reading and writing progress in subsequent years.
- Social, emotional and behavioural needs in a significant number of pupils (including a number of mid-phase admissions) results in slower progress than that of their peers.
- Attendance of some disadvantaged pupils is not good enough.

This in turn contributes to further problems as children move through the school as identified in our PPAP

- A larger proportion of disadvantaged pupils are on the SEN register compared to their peers.
- The percentage of pupils achieving the Expected Standard at KS1 is not high enough for disadvantaged pupils (gap is widest for Maths). This means pupils are less likely to be working at age-expectations in KS2.

School data clearly show improving outcomes for disadvantaged children at the end of the EYFS. The percentage of disadvantaged pupils achieving a Good Level of Development in 2016 was 55% in 2017 this was 69% in 2018 this has further improved to 86% in 2018. Progress data for disadvantaged pupils at the end of EYFS is strong 100% of disadvantaged pupils made expected progress in Literacy with 75% exceeding expected progress. In Maths 92% made expected progress and 67% exceeded expected progress. In Communication and Language 92% of our disadvantaged pupils made expected progress with 83% exceeding.

Progress figures for disadvantaged KS2 pupils in Reading have risen from 0.6 to 2.95, in Writing from 0.1 to 1.86 and in Mathematics from 1.7 to 1.86. Our disadvantaged pupils make more progress in Reading and Writing at the end of KS2 than all non-disadvantaged children nationally. The gap in School attainment at KS2 between dis-advantaged pupils and non-disadvantaged pupils in all subjects has been reduced significantly from 18% to 4% in Writing, from 25% to 5% in Reading, from 22% to 9% in mathematics from 18% to 7% in GPS and from 21% to 10% in combined scores RWM.

Figures for in year progress for Years 3 to 4 are above 75% in all Year Groups and in Reading, Writing and Maths. The number of pupils making better than expected progress varies from Year Group to Year Group but is above 20% in all Year Groups in every subject except where it is 18% for Writing in Year 3. The number of pupils working at Greater Depth in Combined RWM is strongest in Y4 at 17.9 % (13%) For Y3 it is 14.8%, (14%) Y5 11.5% (7%) and Y1 4%. (4%) Figures in brackets are 2017 comparisons. Although individual subject percentages are higher generally it is Writing that brings the combined scores down.

The 2018-19 School Development Plan addresses the areas of improvement required and is summarised as follows:

Key School Priority	Ofsted Framework Section
1. Further develop EYFS provision and the learning environment by resourcing the outdoor area and continuing to develop adult interaction with children	Early years provision
2. To develop the teaching of phonics across the school so that children accelerate through the phonics programme and meet the phonics standard	Outcomes for pupils
3. To improve handwriting and presentation in KS1 including careful modelling of letter formation	Teaching learning and assessment
4. To accelerate progress across KS1 for all pupil groups so that a greater percentage of pupils achieve The National Standard, particularly focusing on raising reading attainment	Outcomes for pupils
5. To improve spelling across the school	Teaching learning and assessment
6. To adapt maths teaching and learning across the school to promote mathematical mastery and ensure pupils know their times tables	Teaching learning and assessment
7. To raise progress and attainment in science	Teaching learning and assessment
8. To review SEN identification across the school and continue to improve attendance and punctuality	Personal development, behaviour and Welfare

Development points from Ofsted Inspection March 2017