

Pupil Premium Plan and Strategy

2018-19

NOR	135 (34 F1 /22 2yrs)
Number of pupils eligible for PP funding	61
Percentage of pupils eligible for PP funding	45%
Total Budget allocation	£79,200
Academy Deprivation Index	0.39
Nominated member of EAB	Pippa Robinson
EAB PP Review dates	TBA

Outcomes of Previous Academic year

	All	PP	Others
EYFS (GLD)	74%	70%	77%
Year 1 Phonics	85%	77%	89%
Year 2 (resits)	88%	83%	90%
Year 2 Phonics (culminative)	96%	93%	97%
Key Stage 1 Reading	75%	75%	74%
Key Stage 1 Writing	73%	75%	71%
Key Stage 1 Maths	76%	80%	74%

Pupil Premium - What is Pupil Premium?

Pupil Premium was introduced by the Department for Education (DfE) in 2011, as additional funding for pupils who receive Free School Meals and who are Looked After Children. This is because the DfE have recognised that good education is the key to improving young people's life chances. This is particularly true for children from low-income families, or who are Looked After Children, research shows that without intervention these children are far less likely to leave schools with good GCSE results than other children. The Pupil Premium, using additional resources from outside the School's Budget, is intended to address the current inequalities by ensuring that funding reaches the pupils who need it most.

The Pupil Premium has also been introduced for children whose parents are currently serving in the armed forces. This service premium is designed to address the emotional and social well-being of these pupils.

The DfE have stated that schools have the right to spend this funding as they see fit based upon their knowledge of pupil needs. There is obvious accountability that serves to ensure that the money is used effectively and to the benefit of these key groups.

What does the data suggest for priorities for the next academic year?

EYFS

- **Communication, Language and Literacy** has always been the biggest barrier to our pupils' learning and this is evidenced by both the 2 year olds and the F1 baseline. Therefore it is vital to maintain the targeted support in this area to ensure we sustain the previous years' accelerated progress.
- In FS2 we must ensure we continue to focus on the specific areas of reading, writing and mathematics in order to sustain the previous year's progress and GLD attainment and continue to close the gap between disadvantaged and other pupils.

KS1

- **Phonics** – to maintain results that are above national at both Y1 and Y2 and to continue to close the gap between disadvantaged and other pupils
- **Reading**- target pupils in order to continue to close the gap between disadvantaged and other pupils nationally
- **Writing**- to target pupils in order to continue to close the gap between disadvantaged and other pupils nationally
- **Mathematics**-to target pupils in order to continue to close the gap between disadvantaged and other pupils nationally

Behaviour and Attendance

Attendance rates are just below national and improving rapidly and PA rates are in line with national (8.6%)

Target:

To improve attendance levels to be in line with national

To maintain the number of PA pupils to be in line with national

To narrow the gap between PP and other pupils

Many pupils live in vulnerable circumstances that impact on attendance, attitudes to learning and attendance

79% of children entitled to PP have had support from the pastoral team in school

68% of children entitled to PP have had involvement with services

Target:

To support vulnerable pupils across the academy to improve attendance, engagement and attainment

A significant proportion of pupils have medical conditions which may affect attendance and therefore progress and attainment

PP pupils on the medical register (46%)

Target:

To support pupils with medical conditions across the academy to improve attendance, engagement and attainment

Due to the vulnerable circumstances families are in pupils often lack the necessary support and this can lead to poor attendance and attainment

Target:

To identify pupils lacking support and ensure they have personalised support from both the pastoral team and targeted academic support

Current Pupils

	% Eligible	% L -PA	% M-PA	% H -PA
Early Years	/34-%of chn-			
Specific intervention need (2 years/F1) Communication and language Objective number 1	F2-22/48/46%	14/34-44% To target pupils to improve Communication and Language skills towards ARE Objective 1	15/34-47% To target pupils to improve Communication and Language skills towards ARE and above Objective 1	3/34-9% To extend targeted pupils to exceed ARE in Communication and Language Objective 1
Specific intervention need (F2) English and Mathematics		11/48-23% To target pupils to improve reading, writing and mathematics skills towards a GLD at the end of FS Objective 2	28/48-58% To target pupils to improve reading, writing and mathematics skills towards a GLD and above at the end of FS Objective 2	9/48-19% To target pupils to improve reading, writing and mathematics skills towards exceeding judgements at the end of FS Objective 2
Y1	22/48-46% of chn	12/49-24%	32/49-66%	5/49-10%
Specific intervention need		To target those pupils with 1:1 RWI support needing to pass the phonics screening Objective 3a	To target those pupils with 1:1 RWI support needing to pass the phonics screening Objective 3a	
Objective number		To target those pupils with 1:1support to achieve in line with ARE in RWM at the end of Y1 Objective 4a	To target those pupils with 1:1support to achieve in line with/above ARE in RWM at the end of Y1 Objective 4a	To target those pupils with 1:1support to achieve above ARE in RWM at the end of Y1 Objective 4a
Y2	17/39=44%	15\39-38%	17/39-44%	7/39-18%
Specific intervention need		To target those pupils with 1:1 RWI support needing to retake the phonics screening	To target those pupils with 1:1support to achieve EXS+ in RWM at the end of KS1	To target those pupils with 1:1support to achieve GDS+ in RWM at the end of KS1

Objective number		Objective 3b	Objective 4b	Objective 4b
		To target those pupils with 1:1 support to achieve EXS+ in RWM at the end of KS1 Objective 4b		

Additional Planned Use of Funding (Whole Academy)

Whole school initiative	What will it cost?	How many pupils will benefit?	Who will be responsible?	Impact?
To continue to improve attendance to be in line with national To continue to reduce the number of PA pupils To reduce the gaps between the attendance rates of disadvantaged and other pupils	£16,000-EWO £8000 for staffing Breakfast club Funding of a breakfast club at no cost to parents (charity funded to some extent), open to everyone with a targeted	All PA pupils All PP pupils are able to access this provision including EYPP	Principal to oversee EWO meetings and support office staff Principal/Pastoral Manager to target families to access support	

	<p>approach to ensure children entitled to PP attend.</p> <p>Rewards/Incentives -£2000</p>			
<p>To identify vulnerable pupils and those lacking support and ensure they have personalised support from both the pastoral team and targeted academic support</p>	<p>Pastoral Manager to provide support for children with emotional issues which are impacting on their attitudes to learning, confidence, and to improve attendance, progress and attainment. To support pupils with medical conditions across the academy to improve attendance, engagement progress and attainment £21,000 Regular timetabled small group nurture provision led by Minikicks to support in an active way linked to health and wellbeing- at least 50% PP at all times £1838 (1x weekly 8chn) Lego therapy 5 times per week with HLTA for 30 minute sessions £298</p>	<p>Any of the PP pupils this effects(at present 79% of PP supported at by Pastoral team)</p>	<p>DSL (Principal) to oversee work of PM RB (Health and Well Being lead)to oversee empathy groups CJ (SENCO)</p>	

	Rewards /incentives £400			
Raise awareness of PP pupils so staff are aware of them and their needs within the class both as individuals and as a group	NA Directed time	All PP pupils	Principal in RAG meetings	
Ensure children have wider curricular opportunities to broaden experiences All school visits are subsidised and this has improved pupils enjoyment and engagement. More emphasis also placed on enhancements within the academy(visitors and events)	£5000	All PP pupils	Principal/ Office Manager	
Ensure children have access to extra-curricular activities by subsidising clubs	£6500	All PP pupils	Principal/ Office Manager	

Objective 1	What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible?	What will success look like?
Years: Grangers/FS1					

	<p>To target pupils to improve Communication and Language skills</p>	<p>Support EYPP pupils who have a speech, language or communication delay (EALIP/Black Sheep/Time to Talk/PA) Elkan trained staff 4 x 30 minutes daily x 39 weeks £1,120</p> <p>Additional support TA1 TA 1 21.5hrs Point 16 x £11.753 cost to the academy for the year = £11028.12</p>	<p>All those identified with communication and language issues</p>	<p>SL-F1 VP-Grangers Overseen by RB (acting FS lead)/CJ SENC0))</p>	<p>From different starting points all pupils will make accelerated progress to ARE and above</p>
<p>Review Term 1</p>					
<p>Review Term 2</p>					
<p>Review Term 3</p>					

Objective 1 Years: FS2	What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible?	What will success look like?
	To target pupils to improve Communication and Language skills	Support EYPP pupils who have a speech, language or communication delay (EALIP/Black Sheep/Time to Talk/PA) Elkan trained staff 4 x 30 minutes daily x 39 weeks £1,120	All those PP pupils identified with communication and language issues	JW-F1 Overseen by RB (acting FS lead)/CJ SENC0))	From different starting points all pupils will make accelerated progress to ARE and above
Objective 2 Years: FS2	To target pupils to improve reading, writing and mathematics skills towards a GLD + at the end of FS	Additional fulltime support from TA 1 TA 1 from September 26.25hrs cost to the academy = £13,062.71 RWInc 1:1 support in KS1/FS2 -35% PP	All those PP pupils identified as needing targeted support to reach GLD/make accelerated progress	LC-Principal RB-F2 and acting EYFS lead	From different starting points all pupils will make accelerated progress to GLD and above
Review Term 1					
Review Term 2					

Review Term 3	
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Objective 3 Years: 1/2	What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible?	What will success look like?
	1:1 RWI support	<p>1:1 support for Targeted pupils (RWInc) who are borderline to pass phonics screening TA 2 5x 20 minutes daily-cost £12.193 p/hr cost to the academy = £4.14 per 20 mins session x 5 = £20.70 (x 2 TAs)</p> <p>1:1 support for Targeted pupils (RWInc) who did not pass phonics screening HLTA 5x 40 minutes daily-cost £15.29 p/hr cost to the academy = £10.24 per 40 mins session HLTA 1x 40 minutes weekly x 39 wks = £399</p>	All KS1 pupils requiring support to pass Y1 phonics screening either in Y1 or Y2 resits	LC to assess pupils half termly, QA support and ensure all pupils receive necessary support	The gap will be closed between national other pupils and disadvantaged GLIA pupils at Y1, Y2 resits and cumulatively
Review Term 1					

Review Term 2		
Review Term 3		

Objective 4 Years: 1/2	What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible?	What will success look like?
	To target those pupils with 1:1 support to achieve EXS+ in RWM at the end of KS1	TA 1 from September 26.25hrs cost to the academy = £13,062.71	All PP pupils who need additional support in KS1 to achieve ARE	JM (VP/KS1 lead	The gap will be closed between national other pupils and disadvantaged GLIA pupils at the end of KS1
Review Term 1					
Review Term 2					
Review Term 3					

Objective 7 Years:	What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible?	What will success look like?
	Review Term 1				
	Review Term 2				

Review Term 3					

Objective 8	What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible?	What will success look like?
Years:					
Review Term 1					
Review Term 2					
Review Term 3					