

Pupil Premium Strategy 2018-19

NOR	135 (34 F1 /22 2yrs)
Number of pupils eligible for PP funding	62
Percentage of pupils eligible for PP funding	45%
Total Budget allocation	£79,200
Academy Deprivation Index	0.39
Nominated member of AAB	Pippa Robinson
AAB PP Review dates	15.11.18 21.3.19

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 old 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, Writing and Mathematics- to maintain results that are at/above national and 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 were in line with national for the end of 2017-18(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 the attendance of disadvantaged 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				
Specific intervention need (2 years/F1) Communication and language Objective number 1	N.B only 14% of F1 accessing EYPP but evidence from F2 onwards shows more are eligible	14/34-44% To target pupils to improve Communication and Language skills towards age related expectations 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) Communication and Language English and Mathematics	F2-23/49-47%	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 Objective number		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	To target those pupils with 1:1 RWI support needing to pass the phonics screening
		To target those pupils with 1:1 support to achieve in line with ARE in RWM at the end of Y1 Objective 4a	To target those pupils with 1:1 support to achieve in line with/above ARE in RWM at the end of Y1 Objective 4a	To target those pupils with 1:1 support 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 Objective number		To target those pupils with 1:1 RWI support needing to retake the phonics screening Objective 3b	To target those pupils with 1:1 support to achieve EXS+ in RWM at the end of KS1 Objective 4b	To target those pupils with 1:1 support to achieve GDS+ in RWM at the end of KS1 Objective 4b

		<p>To target those pupils with 1:1 support to achieve EXS+ in RWM at the end of KS1</p> <p>Objective 4b</p>		
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Additional Planned Use of Funding (Whole Academy)

Whole school initiative	What will it cost?	How many pupils will benefit?	Who will be responsible?	Impact?
<p>To continue to improve attendance to be in line with national</p> <p>To continue to reduce the number of PA pupils</p> <p>To reduce the gaps between the attendance rates of disadvantaged and other pupils</p>	<p>£16,000-EWO</p> <p>£8000 for staffing Breakfast club</p> <p>Funding of a breakfast club at no cost to parents (charity funded to some extent), open to everyone with a targeted approach to ensure children entitled to PP attend.</p> <p>Rewards/Incentives -£2000</p>	<p>All PA pupils and those at risk of becoming PAs</p> <p>All PP pupils are able to access this provision including EYPP</p>	<p>Principal to oversee EWO meetings and support office staff</p> <p>Principal/Pastoral Manager to target families to access support</p>	<p>Attendance is at present 95.3% with PAs-11.5%-however only 3 % PA predicted for the end of the school year</p> <p>Without holidays and pupils with significant medical needs this rises to 95.9%</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.</p> <p>To support pupils with medical conditions across the academy to</p>	<p>Any of the PP pupils this effects(at present 79% of PP supported at some time by the Pastoral team)</p>	<p>DSL (Principal) to oversee work of Pastoral Manager</p> <p>RB (Health and Well Being lead)to oversee empathy groups</p> <p>CJ (SENCO)</p>	<p>The academy has a calm, purposeful atmosphere with all pupils receiving the appropriate emotional support. This is evidenced in both attendance and academic data as well as the positive learning behaviours of pupils</p>

	<p>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)</p> <p>Lego therapy 5 times per week with HLTA for 30 minute sessions £298</p> <p>Rewards /incentives £400</p>			
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	Staff now know who all PP pupils are and target them both academically and socially to ensure that they have the necessary support and opportunities.
<p>Ensure children have wider curricular opportunities to broaden experiences</p> <p>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)</p>	£5000	All PP pupils	Principal/ Office Manager	All children attend school trips (unless absent) and no child is disadvantaged due to financial issues.
Ensure children have access to extra-curricular activities by subsidising clubs	£6500	All PP pupils	Principal/ Office Manager	All children are given the opportunity to attend after -school clubs/breakfast clubs and no child is disadvantaged due to financial issues

Objective 1 Years: Grangers/FS1	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 The Bridge SALT training £740 (including resources) Additional support TA1 TA 1 21.5hrs Point 16 x £11.753 cost to the academy for the year = £11028.12	All those identified with communication and language issues	F1-JW KB-Grangers Overseen by RB (acting FS lead)/CJ (SENCO))	From different starting points all pupils will make accelerated progress to ARE and above
Review Term 1	Data evidences: Grangers- Communication and Language- 100% pupils make at least expected progress, F1- Communication and Language EYPP pupils make more than expected progress and 60% are at ARE				
Review Term 2	Data evidences: Grangers- Communication and Language- 100% pupils make at least expected progress F1- Communication and Language PP pupils make more than expected progress and 60% are at ARE (please note low numbers-8)				
Review Term 3					

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 PP 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 The Bridge SALT training £740 (including resources)	All those PP pupils identified with communication and language issues	Overseen by RB (acting FS lead)/CJ (SENCO))	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	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	1.F2 data evidences 77% of pupils are at ARE in speaking and 62% PP pupils but disadvantaged pupils make more progress than other pupils 2. F2 data evidences 84% of PP pupils have made accelerated progress from starting points; a further 16% have made expected progress				
Review Term 2	1.F2 data evidences 86% of pupils are at ARE in speaking and 75% PP pupils but disadvantaged pupils make more progress than other pupils 2. F2 data evidences PP pupils have made greater progress than other pupils in all areas except one and that they have made accelerated progress in all areas with the greatest progress in reading and writing				

Review Term 3	
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Objective 3 Years:F2/ 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	<p>Y1:98% of pupils have made expected progress 69% of pupils are at ARE to pass phonics screening now with a further 26% targeted to pass the screening</p> <p>Y2: Of the 15% of children who did not pass the screening 71% are predicted to pass making that 95% pass rate for all children and for PP pupils also</p>				
Review Term 2	<p>F2: 82% working at ARE in reading--65% of disadvantaged pupils are working at ARE Y1:98% of pupils have made expected progress 85% of pupils are at ARE to pass phonics screening now with 77% disadvantaged pupils targeted to pass the screening</p> <p>Y2: Of the 15% of children who did not pass the screening 71% are predicted to pass making that 95% pass rate for all children and for PP pupils also</p>				

Review Term 3	
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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 17/39 PP	Reading: 61.5% have already passed the SATs (2016 paper)/PP47%. 30/39 working at ARE (77%) Writing : 29/39 working at ARE (74%) Mathematics: 47% have already passed the SATs (2016 paper)PP 35%. 30/39working at ARE (77%)				
Review Term 2	Reading: 69% have already passed the SATs (2017 paper)/PP53%. 31/42 working at ARE (74%) Writing : 31/41 working at ARE (74%) PP 58%. Mathematics: 74% have already passed the SATs (2017 paper)PP 58%. 31/42working at ARE (77%)				
Review Term 3					

