

Pupil Premium Strategy 2018-19

NOR	438 (including 41 nursery)
Number of pupils eligible for PP funding	142
Percentage of pupils eligible for PP funding	36%
Total Budget allocation	£176,880
Academy Deprivation Index	0.3
Nominated member of EAB	Lisa Foster
EAB PP Review dates	16 th October 2018 May 2019 July 2019

Outcomes of Previous Academic year

	All	PP	Others
EYFS (GLD)	69%	50%	72%
Year 1 Phonics	79%	44%	86%
Key Stage 1 Reading EXS	68%	67%	68%
Key Stage 1 Writing EXS	63%	60%	64%
Key Stage 1 Maths EXS	68%	73%	67%
Key stage 2 Reading EXS	88%	90%	86%
Key stage 2 Writing EXS	85%	79%	88%
Key stage 2 Maths EXS	91%	90%	89%
Key Stage 1 Reading GDS	14%	7%	17%
Key Stage 1 Writing GDS	9%	7%	10%
Key Stage 1 Maths GDS	16%	13%	17%
Key stage 2 Reading GDS	47%	43%	50%
Key stage 2 Writing GDS	16%	17%	14%
Key stage 2 Maths GDS	31%	37%	25%

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

In 2018 Attainment has improved by 2%. Needs to further improve to be in line with National Attainment has improved for disadvantaged pupils to be in line with National (increase 33%) need to maintain this.

Summer born pupils do not achieve in line with Autumn born pupils.

Continue to diminish gaps for disadvantaged pupils, girls and Summer born.

KS1

In Year 1 phonics has improved by 2% from 16/17. Gap has not diminished for disadvantaged pupils (42% gap). Introduce rigorous phonics programme to ensure all learners make at least good progress.

In Year 2 the attainment of pupils eligible for Pupil Premium children improved when compared to academy outcomes in 2016/17. However, the outcomes for 'other' pupils decreased from 16/17. Writing continues to be an area for improvement in 2018/19, particularly spelling, tense, expanded noun phrases and subordination and coordination.

KS2

Outcomes at the end of July 2018 significantly improved in Reading, Writing and Maths. PP children achieved as well as others in Reading and Maths. However there is a difference between PP and others in writing.

Behaviour and Attendance

Maintain Attendance to be at least in line with National

Decrease Persistent Absence to be in line with National for PP

Decrease Low level persistent behaviour

Current Pupils

	% Eligible	% L -PA	% M-PA	% H -PA
Early Years	+ N° of chn			
Specific intervention need	12/60 20%	7/12 58%	5/12 42%	0/12
Objective number		1 Communication & Language 6 Physical Development 7 Social, Emotional & Mental Health 2 Phonics	2 Phonics 6 Fine Motor 3 Reading 5 Maths 6 Physical Development	
Y1				
Specific intervention need	13/44 30%	7/13 54%	6/13 46%	0/13
Objective number		2 Phonics 3 Reading 6 Fine Motor 7 Social, Emotional & Mental Health	2 Phonics 3 Reading 6 Handwriting 5 Maths	
Y2				
Specific intervention need	20/58 34%	11/20 55%	8/20 40%	1/20 5%
Objective number		1 Communication & Language 6 Physical/fine motor 2 Phonics 3 Reading	3 Reading 2 Phonics 5 Maths – reasoning	3 Reading 4 Writing 5 Maths
Y3				
Specific intervention need	27/63 43%	11/27 40%	15/27 56%	1/27 4%
Objective number		2 Phonics 3 Reading 6 Handwriting/physical 5 Maths 1 Communication & Language 5 Writing – Spelling	6 Handwriting 3 Reading 5 Maths 7 Social, Emotional & Mental 6 Physical 1 Communication & Language 4 Writing - Spelling	3 Reading 4 Writing 5 Maths
Y4				
Specific intervention need	27/58 47%	9/27 33%	17/27 63%	1/27 4%
Objective number		2 Phonics 3 Reading 4 Writing - Spelling	3 Reading 5 Maths 4 Writing - Spelling	1 Communication & Language - EAL
Y5				

Specific intervention need	18/49 37%	8/18 44%	9/18 50%	1/18 6%
Objective number		2 Reading 6 Handwriting 4 Writing - Spelling 5 Maths 7 Social, Emotional & Mental Health	3 Reading 4 Writing - Spelling 5 Maths	
Y6				
Specific intervention need	26/66 39%	9/26 35%	13/26 50%	4/26 15%
Objective number		3 Reading 5 Maths 1 Communication & Language 4 Writing - Spelling	3 Reading 5 Maths 1 Communication & Language 7 Social, Emotional & Mental Health	Reading Maths

Additional Planned Use of Funding (Whole Academy)

Whole school initiative	What will it cost?	How many pupils will benefit?	Who will be responsible?	Impact?
Attendance and initiatives	£10,570 £750	ALL	Inclusion Lead	Attendance will be in-line with National. PA will be in-line with National See attendance report
Safeguarding	£13,023	ALL	Education Welfare Officer	Early identification of vulnerable children, support See welfare report
Subsidise visits/visitors including residential	£1000	ALL	Finance Manager	100% pupils be able to access activities to support the curriculum All planned trips have gone ahead Autumn/Spring 2018/19, no pupils have had to miss them.
Enrichment Activities – subsidise music activities etc.	14,000	ALL	Finance Manager	100% Pupils to be able to access enrichment activities to develop their interests and skills.
Wrap Around care – subsidise breakfast and afterschool clubs	£5700	ALL	Wrap Around Care Manager	PP attend breakfast and afterschool clubs Autumn1 we have increased the number of clubs (cheerleading, cricket, football, art, baking, computers, reading, homework, messy monsters, early years fitness) Every club Autumn/Spring was attended by at least

				25% PP children – see report.
School Uniform	£1500	ALL	Office Admin	100% pupils feel part of the Academy community.
Behaviour – relicensing and restocking of pupil reward points	£2400	ALL	Inclusion Lead	Positive behaviour management system in place. Decrease in C3/4 behaviours See behaviour and welfare report
SEND – investigating and monitoring barriers to learning	£5400	PP SEND	SENCO	Accelerated progress for SEND pupils, bespoke interventions and needs identified See class reviews and SEND ADP and impact review

Objective 1 Communication & Language Years: R 2 3 4 5 6	What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible?	What will success look like?
To raise attainment through personalised speech and language intervention	Liaise with SALT to plan and deliver individual and small groups sessions	Staffing £6000 Resources £200	R – 6 Y2 – 2 Y3 – 5 Y4 – 1 Y6 – 2	Language Lead/SENCo	Increased number of PP pupils with age appropriate language and speech sounds scores, evidenced through baseline and end of year screening.
	SALT training for staff 2 communicate, Let's communicate too.	Speech & Language Therapist £500	ALL	Language Lead	Increased number of PP pupils with age appropriate language and speech sounds scores, evidenced through baseline and end of year screening. Increased staff confidence.
	Talking Tables Intervention	Staffing £1500 Resources £500	R – ALL Y1 - ALL	Language Lead	Increased number of PP pupils at Age related expectations for Communication and Language.
	Time to talk intervention 90mins	Staffing £1500 Resources £100	Y2-1 Y3- 2	Language Lead	Increased confidence of PP pupils with social interaction improved oral language skills – measured using P-Scales
Review Term 1	See class reviews Teacher has attended Language Lead network Autumn 2018 Teach has attended Language Lead Training Autumn 2018 September 2 day SALT reviews identified needs HLN children, 7 children have individualised support				
Review Term 2	Language Lead attended Spring Training 2019 See class reviews				

Review Term 3					
Objective 2 Phonics Years: R 1 2 3	What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible?	What will success look like?
To raise Phonic attainment to be at least in line with National	Provide targeted support in addition to whole class teaching for individuals and groups Monitor progress of pupils to identify those at risk of not reaching required standard and review provision Y1 letterland intervention	Staffing £5000 Resources – letterland £1000	R - 11 Y1 – 10 Y4 - 4	Phonics Lead	Increased % reaching the required standard. Achieve at least in line with National. Increased average point score in phonics screening. Increased % achieving GLD In EYFS, to be a least in line with National.
	Read, write inc interventions Provide targeted support at least daily to those pupils who did not reach the required standard to pass the Y1 phonics test. Liaise with SENCo to identify any additional needs and strategies to implement.	Staffing £5000	Y2 - 7 Y3 – 7	Phonics Lead SENCo	Increase in reading age from Salford reading test baseline. Increased speed and fluency when reading and decoding.
Review Term 1	See phonic ADP, analysis and class reviews Phonics Lead has attended phonics workshop and shared best practise with Delta academies				
Review Term 2	See phonics ADP See class reviews				

Review Term 3	

Objective 3 Reading	What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible?	What will success look like?
Years: R 1 2 3 4 5 6					
Increase % of pupils achieving ARE, and those working beyond ARE	<p>Provide targeted support and additional reading fluency sessions.</p> <p>Y6 daily Reading breakfast booster sessions from September 2018 with incentives to attend.</p> <p>Y3 weekly reading booster session from September 2018</p> <p>Y2 weekly reading booster session from January 2019</p> <p>Bug Club log in details provided to pupils to increase engagement with Reading.</p> <p>Investment in Banded Books and class collections to promote love of Reading and pupil engagement.</p>	<p>Staffing £15000</p> <p>Resources £3000</p> <p>Inference materials</p> <p>Bug Club subscription</p> <p>Banded Books</p>	<p>R – 11</p> <p>Y1- 10</p> <p>Y2 – 18</p> <p>Y3- 26</p> <p>Y4 – 24</p> <p>Y5 – 18</p> <p>Y6 – 28</p>	Literacy Leads	<p>Increased % reaching the required standard and close the gap with National in both Y1 and Y2.</p> <p>Increased average score in Phonics Screening.</p> <p>Increased % achieving Expected in Reading ELG at end of Reception.</p> <p>KS2 to achieve 79% ARE 30% GD</p>

	<p>Y6 Inference reading Intervention</p> <p>Y3 & 4 Inference reading intervention</p> <p>Y2 weekly 1 to 1 reading</p> <p>Y5 daily Reading breakfast booster sessions from May 2019 with incentives to attend.</p>				
Review Term 1	See Reading ADP and class reviews				
Review Term 2	See Reading ADP See class reviews				
Review Term 3					

Objective 4 Writing Years: R 1 2 3 4 5 6	What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible?	What will success look like?
To improve spelling across the academy and % pupils achieving ARE and those working beyond in spelling strands of writing	<p>Provide targeted support and additional writing sessions in response to feedforward.</p> <p>Provide targeted support and additional spelling fluency sessions.</p> <p>Blacksheep Press intervention EYFS/KS1</p> <p>Spelling shed log ins to increase pupil engagement with spelling.</p> <p>Purple mash log ins to increase pupil engagement with writing.</p> <p>Y6 after school boosters Jan 2019</p> <p>Y6 – editing intervention group</p> <p>Y6 – revision books</p>	<p>Staffing £17800</p> <p>Interventions & Boosters £7400</p> <p>Resources £500</p> <p>Literacy Shed</p> <p>Purple Mash</p>	<p>R – 11</p> <p>Y1- 10</p> <p>Y2 – 18</p> <p>Y3- 26</p> <p>Y4 – 24</p> <p>Y5 – 18</p> <p>Y6 – 28</p>	<p>Literacy Lead</p>	<p>Increase in % achieving GLD in EYFS, to be at least in line with National</p> <p>Increase % achieving writing ELG</p> <p>Increase in % children achieving ARE in all year groups, particularly Y5</p> <p>KS2 to achieve a least 79% ARE in writing</p> <p>PP children to achieve at least in line with others</p> <p>In Y2 & Y6 increase % pupils achieving SPAG to be at least in line with National</p>
Review Term 1	<p>See class reviews</p>				
Review Term 2	<p>See class reviews</p>				
Review Term 3					

Objective 5 Maths Years: R 1 2 3 4 5 6	What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible?	What will success look like?
<p>Increase % pupils achieving ARE, and those working beyond ARE.</p>	<p>Provide targeted support and additional SDI and pre-teach sessions in response to feedforward.</p> <p>Y6 weekly booster from September 2018 with initiative to attend.</p> <p>Purchase Times tables rock stars for individual log ins to promote importance of times tables.</p> <p>Parental workshops to develop parental understanding of KIRFs</p> <p>Y1 & Y2 – small maths group for Number (recognition, 1 to 1 counting)</p> <p>Mathsletics – provide log ins – to promote Maths and pupil engagement</p> <p>Y6 Maths revision books</p> <p>Y6 arithmetic/reasoning booster</p>	<p>Staffing £11,400</p> <p>Maths Interventions £7400</p> <p>Boosters £4275</p> <p>DOL - £10000 Resources</p> <p>Times tables Rockstars £70 Mathsletics £650 Kirfs £100</p>	<p>R – 11 Y1- 10 Y2 – 18 Y3- 26 Y4 – 24 Y5 – 18 Y6 – 28</p>	<p>Maths Leads</p>	<p>Increase in % achieving GLD in EYFS, to be at least in line with National</p> <p>Increase % achieving Maths ELG</p> <p>Increase in % children achieving ARE in all year groups, particularly Y5</p> <p>KS2 to achieve a least 79% ARE in Maths. 30% GLD PP children to achieve at least in line with others</p> <p>In Y1 pupils will be able to count and recognise numbers to 20</p> <p>In Y2 increase % pupils achieving Maths to be at least in line with National</p>

	DOL to support Maths development through the academy –				
Review Term 1	See Maths ADP, class reviews				
Review Term 2	See class reviews				
Review Term 3					

Objective 6 Handwriting Years: R 1 2 3 5	What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible?	What will success look like?
<p>Increase % pupils achieving expected standard in Physical Development in EYFS</p> <p>Improve the standards of handwriting with a specific focus on speed/fluency.</p>	<p>Provide targeted support in addition to whole class handwriting sessions for individuals and groups.</p> <p>EYFS – fun fit session Y1 – Speed up intervention</p> <ul style="list-style-type: none"> - Fine motor intervention - PE fun fit <p>Y3/5 speed up programme Physical therapy sessions</p> <p>Breakfast club – weekly fun fit session</p> <p>SENCO to identify additional needs and implement additional strategies e.g. writing grips, slopes, pens etc.</p>	<p>Staffing £17720</p> <p>Resources £300</p>	<p>R – 11 Y1- 10 Y2 – 18 Y3- 26 Y5 – 18</p>	<p>Early Years Lead Literacy Lead</p>	<p>Improved letter formation, gross and fine motor skills resulting in increased % PP pupils achieving Physical and Writing ELG. To raise GLD to be at least in line with National</p> <p>Improved letter formation and speed/fluency resulting in % PP pupils achieving ARE in handwriting strands of English curriculum. To increase % pupils achieving ARE in all year groups KS1 writing to be at least in line with National, to diminish the gap for PP pupils and to achieve in line with others Y6 to achieve at least 79% ARE, to increase % achieving GD</p>
<p>Review Term 1</p>	<p>See class reviews</p>				
<p>Review Term 2</p>	<p>See class reviews</p>				
<p>Review Term 3</p>					

Objective 7 Social, Emotional, Health & Wellbeing Years: 1 3 5 6	What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible?	What will success look like?
<p>Improve the social, emotional and mental health needs of pupils with significant needs to improve attitudes to learning and reduce risk of exclusion.</p>	<p>Develop staff knowledge and understanding of strategies within the academy to address pupils' social, emotional and mental health needs. Breakwell training, anxiety curve training, Boxall profile,</p> <p>Casy Counselling for individuals Introduction of the mission curriculum – Jan 18 Focused PSHE sessions Dare Programme for Y6 pupils – Summer 19 Provide bespoke provision Weekly/daily nurture sessions Daily Meet & greet Parent workshops e.g. raising awareness of bullying.</p>	<p>Training/CPD £500</p> <p>Staffing £4000</p> <p>Resources £500</p> <p>£ 417</p>	<p>Y1- 3 Y3- 6 Y5 – 6 Y6 – 4</p> <p>All Y6 pupils</p>	<p>SENCO</p>	<p>Increased staff confidence and awareness Implementation of strategies</p> <p>Pupils will engage with learning and have positive attitude towards school. Reduced number of behavioural incidents and/or exclusions for these pupils</p>
<p>Review Term 1</p>	<p>See class reviews See SMSC grid maker for tracking of activities/events etc</p>				
<p>Review Term 2</p>	<p>See class reviews</p>				

