

Pupil Premium Strategy 2018-19

NOR	225 (25 nursery)
Number of pupils eligible for PP funding	75
Percentage of pupils eligible for PP funding	33%
Total Budget allocation	£105,600
Academy Deprivation Index	0.39
Nominated member of AAB	Yasmeen Akhtar
AAB PPG Review dates	10/18; 12/18; 02/19, 03/19; 05/19; 07/19

Outcomes of Previous Academic year

	All	PP	Others
EYFS (GLD)	60%	71%	59%
Year 1 Phonics	67%	70%	61%
Key Stage 1 Reading	43%	37%	33%
Key Stage 1 Writing	43%	37%	40%
Key Stage 1 Maths	39%	62%	33%
Key stage 2 Reading	50%	55%	47%
Key stage 2 Writing	63%	82%	53%
Key stage 2 Maths	73%	64%	79%

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

Continue to maintain high standards for PPG children

KS1

Close the gap in reading and writing

KS2

Continue to maintain high standards for PPG children

Behaviour and Attendance

Close gap in attendance figures for PPG vs Non PPG PPG =
93.12%
Non PPG = 94.3%

Current Pupils	% Eligible	% L -PA	% M-PA	% H -PA
Early Years	+ N° of chn			
Specific intervention need Objective number:	17% (R) 5 chn	Phonics booster Number recognition intervention Fine motor intervention		
Y1				
Specific intervention need Objective number: 3	23% 7 chn	28.5%- 2 chn Numicon intervention Letter formation intervention Regular reader	57%- 4 chn Challenge questions given daily Regular readers	14.2% -1 child Regular reader
Y2				
Specific intervention need Objective number: 2,3	43% 12 chn	75%- 9 chn Language development sessions Regular readers Fine motor intervention	16.6%- 2 chn regular readers	8.3%- 1 child Regular reader with focus on challenging questioning
Y3				
Specific intervention need Objective number: 1, 3	23.3% 7 chn	57.1%- 4 chn Phase 3 phonics intervention Personalised targets intervention Regular readers	28.5%- 2 chn Maths mastery intervention Regular reader	14.3%- 1 child Maths mastery intervention

Y4				
Specific intervention need Objective number: 3	30% 9 chn	55.5%- 5 chn Number fluency intervention NTE intervention Phonics intervention Regular readers Spelling intervention	44.4%- 4 chn Letter formation intervention Maths mastery intervention	0%- 0 chn
Y5				
Specific intervention need Objective number: 3	47% 23 chn	56.5%- 13 chn Phonics intervention HFW spelling intervention Times table intervention Daily reading Pre/post teaching NTE group	17.4%- 4 chn Times table intervention Maths mastery intervention	21.7%- 5 chn Times table intervention Y6 arithmetic challenges daily Maths mastery intervention
Y6				
Specific intervention need Objective number: 3,4,5	40% 12 chn	25%- 3 chn Arithmetic intervention After school maths booster	58.3%- 7 chn Arithmetic intervention Afterschool maths booster GD reading booster Daily reader	8.3%- 1 child GD reading booster

Additional Planned Use of Funding (Whole Academy)

Whole school initiative	What will it cost?	How many pupils will benefit?	Who will be responsible?	Impact?
1 day of Inclusion Manager	£9,919	34	Mrs Grant	Improved phonics knowledge across KS1 and KS2
Breakfast Club	£512	7	Miss Wilson	Promotion of reading opportunities for PP children
½ Day of SENCO provision focused on PP	£4915	75	Mrs Coles	Support and assessment of learning to identify gaps and implement support
Learning Mentor supporting PP children and families- 70% of time spent	£20,727	75	Miss Wilson	Support for learning at school and at home across all subjects
Robinwood Trip - PP children subsidised by 75%	£6525	23	Mr Knight & Mr Crowther	Support for literacy learning through immersion activities
Trips throughout school – PP children subsidised by 65%	£750	75	Mr Paffetti	Support for literacy and numeracy learning through immersion activities

Objective 1 Years: 3	What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible?	What will success look like?
	Provide additional intervention in Writing for Year 3 to improve outcomes based on KS1 results	£233	7	Mrs Rose	Attainment gap between DV and other closes (See RAG Meeting notes)
Review Term 1					
Review Term 2					
Review Term 3					
Objective 2 Years: : 2	What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible?	What will success look like?
	Year 2 targeted support - Teacher supporting PP children in writing to close attainment gap	£1947	12	Mrs Marsden	Close gap in attainment for writing in comparison to Other
Review Term 1					
Review Term 2					
Review Term 3					

Objective 3 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?
	Targeted interventions for reading for PP children - 60 mins delivered by LSAs weekly	£3794	75	H of A	Improved attainment and progress in Reading throughout school
Review Term 1					
Review Term 2					
Review Term 3					
Objective 4 Years: 6	What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible?	What will success look like?
	After-School Reading comprehension intervention on Friday afternoons	£452	12	Miss Waddington	To close the attainment gap between PP and National Other
Review Term 1					
Review Term 2					
Review Term 3					

Objective 5 Years: 6	What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible?	What will success look like?
	Director of Learning delivers intervention to PP children in Maths lessons to close attainment gap with Others	£2415	12	Mr Cooke	PP children will close the gap with Other in Maths
Review Term 1					
Review Term 2					
Review Term 3					