

Pupil Premium Strategy

2018-19

NOR	228 (+30 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	17% (R)			
Objective number:	5 chn	Phonics booster Number recognition intervention Fine motor intervention		
Y1				
Specific intervention need	23%	28.5%- 2 chn	57%- 4 chn	14.2% -1 child
Objective number: 3	7 chn	Numicon intervention Letter formation intervention Regular reader	Challenge questions given daily Regular readers	Regular reader
Y2				
Specific intervention need		75%- 9 chn	16.6%- 2 chn	8.3%- 1 child
Objective number: 2,3	43%	Language development sessions Regular readers Fine motor intervention	regular readers	Regular reader with focus on challenging questioning

	12 chn			
Y3				
Specific intervention need		57.1%- 4 chn	28.5%- 2 chn	14.3%- 1 child
Objective number: 1, 3	23.3% 7 chn	Phase 3 phonics intervention Personalised targets intervention Regular readers	Maths mastery intervention Regular reader	Maths mastery intervention
Y4				
Specific intervention need		55.5%- 5 chn	44.4%- 4 chn	0%- 0 chn
Objective number: 3	30% 9 chn	Number fluency intervention NTE intervention Phonics intervention Regular readers	Letter formation intervention Maths mastery intervention	

		Spelling intervention		
Y5				
Specific intervention need		56.5%- 13 chn	17.4%- 4 chn	21.7%- 5 chn
Objective number: 3	47% 23 chn	Phonics intervention HFW spelling intervention Times table intervention Daily reading Pre/post teaching NTE group	Times table intervention Maths mastery intervention	Times table intervention Y6 arithmetic challenges daily Maths mastery intervention
Y6				
Specific intervention need	40%	25%- 3 chn	58.3%- 7 chn	8.3%- 1 child

Objective number: 3,4,5	12 chn	Arithmetic intervention	Arithmetic intervention	GD reading booster
		After school maths booster	Afterschool maths booster	
			GD reading booster	
			Daily reader	

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
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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	All PP children have weekly writing intervention. 7/8 work in small group intervention to boost progress and attainment with LSA 1/8 works 1:1 with teacher to improve learning behaviours and ensure potential is reached 6/8 children are working within ARE				
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	Miss Marsden	Close gap in attainment for writing in comparison to Other
Review Term 1	10/13 chn are working within ARE. Teacher providing additional focus group support in writing weekly.				
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-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	<p>R- All PP chn have an additional phonics intervention weekly. PP chn are targeted by staff during carpet inputs. 3/5 chn are predicted to achieve ELG. The 2 chn that are not on track receive additional 1:1 reading weekly.</p> <p>Y1- All PP chn receive an additional weekly group reading session. 5/9 chn are working within ARE. Chn not working within ARE receive 3 x weekly 1:1 reading.</p> <p>Y2- All PP chn are part of an additional focus group reading session. 11/13 receive additional 1:1 reading time with LSA. 7/13 chn working within ARE.</p> <p>Y3- All children receive additional reading support from LSA weekly through group reading sessions. 2/8 chn now working within ARE.</p> <p>Y4- Chn that are below ARE read daily 1:1 with LSA and receive a high frequency word intervention. Chn working within ARE receive an additional weekly small group reading intervention to close gaps. 2/10 chn are working within ARE.</p> <p>Y5K-3/11 chn now working within ARE. All chn are receiving additional regular 1:1 reading with LSA. Chn that are working below ARE are receiving phonics intervention.</p> <p>Y5C- children reading additionally in small group twice a week- once with LSA, once with Teacher 3/13 chn now working within ARE, 2 have improved RAG score since Sept.</p> <p>Y6- 4/11 working within ARE. All PP chn get 1:1 daily reading in addition to class provision.</p>				
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	4/11 chn working within ARE. 2/11 chn are accessing after-school booster Planned for 3/11 chn to access greater depth booster in spring term				
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	9/11 chn working within ARE All PP chn are targeted for focus group work during daily maths sessions				
Review Term 2					
Review Term 3					