

Pupil Premium Strategy 2019-20

NOR	225
Number of pupils eligible for PP funding	74
Percentage of pupils eligible for PP funding	32.9%
Total Budget allocation	£115,800
Academy Deprivation Index	1.5
Nominated member of AAB	Alaric Hall
AAB PPG Review dates	10/19; 12/19; 02/20, 03/20; 05/20; 07/20

Outcomes of Previous Academic year

	All	PP	Others
EYFS (GLD)	64%	60%	66%
Year 1 Phonics	79%	72%	85%
Key Stage 1 Reading	55%	59%	50%
Key Stage 1 Writing	52%	42%	59%
Key Stage 1 Maths	59%	50%	65%
Key stage 2 Reading	46%	50%	45%
Key stage 2 Writing	64%	50%	65%
Key stage 2 Maths	68%	63%	70%

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

The GLD for EYFS increased from 60% to 64%. However, maths was identified as an area that required improvement and as a result the EYFS lead has attended training on Maths mastery and is implementing new provision this year.

KS1

Due to a focused drive on phonics both the Year 1 phonics outcomes and Year 2 phonics results were at or above the national average. In Year 2 pupils achieving ARE has significantly increased since the previous year. The focus for this cohort is to continue to raise attainment and accelerate progress next year, particularly in reading and writing.

KS2

Reading improved by 9% but is still well below national. We are now focusing on the secure assessment of phonics in LKS2 and the teaching of fluency in upper KS2. Maths increased by 1% and weekly book scrutinies by SLT are now focusing on the planned progression of units in order to ensure maths mastery. Writing fell slightly which was in part due to the large group of NTE and EAL children in the cohort who arrived in Year 3.

Behaviour and Attendance

Non PPG = 97%
PPG = 94.6%
Pupil premium attendance was 1.4% below the national target. Increased outreach to families by the SENCO and learning mentor and home visits aim to improve this further.

Current Pupils	% Eligible	% L -PA	% M-PA	% H -PA
Year Reception				
Specific intervention need:	7 chn – 24%	Phonics intervention Number focus intervention Letter formation Daily reading	Phonics intervention Number focus intervention Letter formation Daily reading	Daily reading
Objective number:				
Year 1	+ N° of chn			
Specific intervention need		Phonics intervention	Nurture intervention Phonics intervention	
Objective number:	3 chn – 10%			
Year 2				
Specific intervention need		Phonics target group intervention Extra reading	Phonics target group intervention Extra reading	Challenged at year 3 maths Greater depth questioning
Objective number:	8 chn – 27%			
Year 3				
Specific intervention need		Handwriting intervention Regular readers Phonics	Regular readers	Zaynab Nusrat - maths mastery Amani
Objective number:	13 chn – 42%			
Year 4				

<p>Specific intervention need</p> <p>Objective number:</p>	<p>11 chn – 37%</p>	<p>Reading intervention Some nurture (AJ, BNL) Targeted supported in all lessons</p>	<p>SDI Regular reader</p>	<p>Maths challenges (Y5 arithmetic) GD questioning</p>
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Year 5				
Specific intervention need	14 chn – 47%	Regular readers Spelling intervention Maths SDI	Regular readers Targeted group support (spotlighting) Maths SDI	
Objective number:				
Year 6				
Specific intervention need	21 – 41%	Targeted reading intervention x 3 per week Comprehension skills intervention x 2 per week	Fluency intervention x 3 per week Targeted reading x 3 per week SATs preparation x 2 per week Maths mastery intervention	Working with DOL x 1 per week 45 mins (for GD)
Objective number: 3		Individualised curriculum for literacy and numeracy.		

Additional Planned Use of Funding (Whole Academy)


Whole school initiative	What will it cost?	How many pupils will benefit?	Who will be responsible?	Impact?
Thrive whole school initiative	£9,919	34	Miss Wilson	Support for learning at school and at home across all subjects
Breakfast Club	£512	7	Miss Wilson	Promotion of reading opportunities for PP children
½ Day of SENCO provision focused on PP	£4915	75	Mrs Shepherd	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
Oracy assemblies and celebrations	£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 addinal 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	All PP children have weekly writing intervention. 7/8 work in small group intervention to boost progress and attainment with LSA 4/8 works 1:1 with teacher to improve learning behaviours and ensure potential is reached 4/8 children are working within ARE				
Review Term 3	All PP children have weekly writing intervention. 7/8 work in small group intervention to boost progress and attainment with LSA 6/8 works 1:1 with teacher to improve learning behaviours and ensure potential is reached 7/8 children are working within ARE				

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 Crowther	Close gap in attainment for writing in comparison to Other
Review Term 1	6/13 chn are working within ARE. Teacher providing additional focus group support in writing weekly.				
Review Term 2	10/13 chn are working within ARE. Teacher providing additional focus group support in writing weekly.				

Review Term 3	12/13 chn are working within ARE. Teacher providing additional focus group support in writing weekly.
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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	<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	<p>R- All PP chn have an additional phonics intervention weekly. PP chn are targeted by staff during carpet inputs. 4/5 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. 7/9 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. 13/13 receive additional 1:1 reading time with LSA. 9/13 chn working within ARE.</p> <p>Y3- All children receive additional reading support from LSA weekly through group reading sessions. 5/8 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. 7/10 chn are working within ARE.</p>				

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<p>Review Term 3</p>	<p>Y5K-7/11 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 8/13 chn now working within ARE, 2 have improved RAG score since Sept.</p> <p>Y6- 6/11 working within ARE. All PP chn get 1:1 daily reading in addition to class provision.</p>

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 Stephenson	To close the attainment gap between PP and National Other
Review Term 1	/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	7/11 chn working within ARE. 6/11 chn are accessing after-school booster Planned for 6/11 chn to access greater depth booster in spring term				
Review Term 3	9/11 chn working within ARE. 8/11 chn are accessing after-school booster Planned for 6/11 chn to access greater depth booster in spring term				

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	Miss Bowkett	PP children will close the gap with Other in Maths
Review Term 1	4/11 chn working within ARE All PP chn are targeted for focus group work during daily maths sessions				

Review Term 2	6/11 chn working within ARE All PP chn are targeted for focus group work during daily maths sessions
Review Term 3	9/11 chn working within ARE All PP chn are targeted for focus group work during daily maths sessions