

Pupil Premium Strategy 2019-20

NOR	203
Number of pupils eligible for PP funding	43
Percentage of pupils eligible for PP funding	22%
Total Budget allocation	£58,080
Academy Deprivation Index	0.19
Nominated member of EAB	Tony Lenc
EAB PP Review dates	Termly

Outcomes of Previous Academic year

	All	PP	Others
EYFS (GLD)	75%	40%	84%
Year 1 Phonics	87%	83%	88%
Key Stage 1 Reading	72%	75%	71%
Key Stage 1 Writing	73%	75%	71%
Key Stage 1 Maths	76%	80%	74%
Key Stage 2 Reading	80%	75%	82%
Key Stage 2 Writing	87%	88%	86%
Key Stage 2 Maths	83%	88%	82%

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

- EYFS data has seen a drop in PP children achieving GLD (40% 2019 from 100% 2018)
- In EYFS we must ensure we continue to focus on the specific areas of reading, writing and mathematics in order to improve progress and GLD attainment and redress the gap between disadvantaged and other pupils.
- We must ensure that well-planned provision is in place and supported to engage boys to develop key reading, writing and maths skills in preparation for Year 1.

KS1

- Phonics – the target is to improve results that are above national at both Y1 and Y2 and to continue to close the gap between disadvantaged and other pupils.
- Reading- data suggests that our PP children are performing higher in reading comparative to others and nationally. However, we need to target PP to ensure a greater number are reaching the GD level.
- Writing- to continue to close the gap between disadvantaged and other pupils and to increase the number of PP pupils attaining the GD level.
- Mathematics- data shows that PP children are attaining higher results than others school and PP nationally. Targeted support is required to ensure that we increase the number of disadvantaged pupils that are achieving the GD level in maths at KS1.

KS2

- Outcomes for PP pupils suggest that PP should remain a focus.
- In reading 75% of PP achieved ARE / 50% GD.
- In writing PP achieved 88% ARE / 67% GD.
- Similarly in maths 88% achieved ARE / 25% GD.

This Year the focus will be on writing as 55% (5/11) of the current Y6 cohort are working at 2.2 or 3 on the assessments.

In Years 3 & 4 the focus will be on PP achieving higher standards in R/W/M.

Year 5 focus on ensuring PP reach ARE. Currently 50% (3/6) are 2.2 or 3 on the assessments.

In addition, in Y6, the focus for PP in reading and maths is to increase the number achieving the GD standard. Currently Maths 55% (5/11) are at 1 or 2.1 on RAG assessments 67% (6/11) are 1 or 2.1 for Reading.

Behaviour and Attendance

- Behaviour across the Academy is generally very good and new behaviour and reward systems are being introduced to further reduce the amount of C4's being issued to ensure PP children are engaged and motivated to learn.
- Attendance for PP is below national at 93.02% for 2018/2019
- Dedicated attendance procedures are in place and being developed to further improve overall attendance and reduce PA. PP premium children with poor attendance are being proactively targeted for the breakfast club. PP premium children not at school by 9.00am are called immediately by attendance officer to speed up the attendance process in the morning and improve attendance.

Current Pupils

	% Eligible	% L -PA	% M-PA	% H -PA
Early Years				
Specific intervention need Objective 1 (2 years/F1) Communication and language Specific intervention need Objective 1 (F2) English, Mathematics, writing.	F1 – 30 (9 morning) (11 pm) F2-8/30/ 26%			
Y1	5			
Specific intervention need Objective number 2,3,4,7		To target those pupils with RW support needing to pass the phonics screening To target those pupils with support to achieve in line with ARE in RWM at the end of Y1 - Social	To target those pupils with RW support needing to pass the phonics screening To target those pupils with support to achieve in line with/above ARE in RWM at the end of Y1	To target those pupils with support to achieve above ARE in RWM at the end of Y1
Y2	6		4 / 6 (66%)	2 / 6 (33%)
Specific intervention need Objective number 2, 3, 4, 5, 7			To target those pupils with support to achieve EXS+ in RWM at the end of KS1	To target those pupils with support to achieve GDS+ in RWM at the end of KS1

	% Eligible	% L -PA	% M-PA	% H -PA
Y3	9/ 31		8/9 (88%)	1/9 (12%)
Specific intervention need Objective number 3, 4,5,7			Reading – fluency and general comprehension (2) to consolidate and assure ARE. - Inference and written response (2) GD skills. Writing / Maths – specific focus on GD skills. Social and emotional nurture groups (2)	Reading /Writing / Maths – Specific focus on GD skills of inference and supporting ideas with evidence.
Y4	7/29	3/7 (43%)	4/7 (57%)	
Specific intervention need Objective number 3,4,5,6,7		Reading – group fluency and inference work to develop independent reading skills and understanding. Targeted support in whole class R/W sessions to consolidate understanding and participation. All PP to be targeted and supported in maths to reach GD (Silver/gold task support)	Reading – group fluency and inference work to develop independent reading skills and understanding. Targeted support in whole class R/W sessions to consolidate understanding and participation. PP to be targeted and supported in maths to reach GD Social (2) Focussed support and group sessions with pastoral support worker/learning mentor.	.
Y5	7/31	3/7 43%	4/7 57%	
Specific intervention need 3,4,5,6,7,8		Reading (4) - fluency and independent reading. Inference and understanding of vocabulary. Individual support in class and group intervention to reach ARE. W – targeted support with sentence construction and spellings. M – Focussed interventions for fluency and arithmetic.	Reading (2) - fluency and independent reading stamina. Inference and understanding of vocabulary. ARE and GD. W – targeted support with sentence construction and spellings. M – Focussed interventions for fluency and arithmetic. Social (2) Focussed support and group sessions with pastoral support worker/learning mentor.	

Y6	11/30	3/11	6/11	2/11
<p>Specific intervention need</p> <p>Objective number 3,4,5,6,7,9</p>		<p>(3) Maths – basic number facts and arithmetic support.</p> <p>(3) Engagement to write – develop basic sentence construction, grammar and vocabulary development to ensure ARE outcomes.</p> <p>Reading confidence and engagement to read independently and at length. (3)</p>	<p>(4) Maths – basic number facts and arithmetic support..</p> <p>(6) Engagement to write – develop basic sentence construction, grammar and vocabulary development to ensure ARE outcomes.</p> <p>(6) Reading intervention and support to promote independent reading skills and home reading.</p> <p>Social, emotional and behaviour support. (2)</p>	<p>Maths – Reasoning and justification skills. Exposure to GD skills and problem-solving strategies. (5)</p> <p>Reading – specific inference skills at GD level. Written responses and justification.</p>

Additional Planned Use of Funding (Whole Academy)

Whole school initiative	What will it cost?	How many pupils will benefit?	Who will be responsible?	Impact?
Ensure that pupils have wider opportunities such as access to after school clubs to widen their experiences within school.	Young Voices - £12 per child (t-shirt and entry). £144	12 children are intending to attend the competition.	H of A / AP	Children will have a broad range of experiences that will inspire them and have a positive impact on their attitude towards school and learning. This will be evident in behaviour records and outcomes.
Ensure that pupils are given the opportunity to take part in educational trips and WOW experiences to expand their understanding across all subjects of the curriculum particularly the foundation subjects.	£10 per child for one trip in each class. 2 x WOW experience per term. $£10 \times 44 \times 6 = 3960$ Estimated total cost: £3960 for this academic year.	44	Class teachers	Pupils given inspirational experiences to engage them in their learning and broaden the knowledge and understanding of the world. Their engagement and enthusiasm will be evident through pupil voice and subsequent work undertaken (eg writing and project work)
Ensure pupils are ready to learn daily through provision at Breakfast Club - including a substantial meal and structured play time.	Employment of three members of staff in Breakfast Club + catering element. Cost for the academic year: £4,420	14 Children per day	Breakfast club staff	Children will be ready to learn. Attention, engagement and outcomes in morning sessions will develop strong, resilient learning behaviours. Attendance for PP pupils will improve .Outcomes and productivity will improve – evidenced through achievement.

Ensure pupil cultural development whilst enriching life experiences through providing free music tuition.	£180 per child for the academic year £1080	Currently 6 PP children are taking part in music tuition.	Guitar tutor	Pupils will experience a sense of achievement. They will learn a new skill and be given the opportunity to perform at celebration assemblies.
Provide an opportunity to develop life skills and widen experiences, which cannot be provided in school by attending a residential visit in Year 6.	Cost for this academic year : £1,778 (7 children)		Class teacher Support staff x2	Pupil develop key life skills such as resilience, teamwork, independence and empathy through the off-site experiences.
Provide children with school uniform to minimise home costs.	£1000 – current in year expenditure for school uniform.	44 children		Support families with the cost of uniforms. All pupils feel confident and fully included in the school community.
Children receive tailored learning that caters for their individual needs included extending higher ability pupils and children working at expected levels. E.g.	-	All children	All teachers	Pupils to make expected or accelerated progress.
Develop a love of reading, with increased confidence and ability, ultimately leading to longer-term improvement in attainment and progress by providing a book club.	£10 per child Total cost: £440	44 children	H of A / AP	
Speech and Language interventions with those children who enter the EYFS with low Speaking and Listening baselines and	Annual cost: £5,800	All children	EC (SENCO) / Learning mentor.	Children will acquire strong S&L skills which will result in increased confidence, accessibility to, and outcomes across the curriculum.

children progressing through the Primary phases.				
Primary Director of Learning Targeted support to support teaching and learning	£13,350	Y6 – 11 PP	UKS2 Teachers Primary Director of Learning HoA	Increased % pupils reaching expected standard in Reading, Writing, Maths and GPS at end of KS2. Increased % pupils achieving higher standard in Reading, Writing, Maths and GPS at end of KS2. Increase in average scaled score for disadvantaged pupils at end of KS2.
Primary Director of Learning Targeted support to support teaching and learning in EYFS.	£13,350	EYFS – 9	EYFS Teachers Primary Director of Learning HoA	Increased % pupils reaching GLD

Objective 1 Years: EYFS	What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible?	What will success look like?
<p>A diminished difference between PP and non at GLD</p> <p>A diminished difference between Boys PP and Girls PP</p> <p>Increased number of PP chn at exceeding</p>	<p>Employment of a Primary Director of learning one full day a week with an Early Years specialism to support the development of the provision and of the teaching and assessment taking place (EYFS PDoL).</p> <p>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 GLD and review provision.</p>	<p>£13,350</p> <p>£4005 per year</p>	<p>All (9 EYPP)</p>	<p>HLTA Class Teacher EYFS PDoL</p> <p>Learning support staff in EYFS</p>	<p>Provision is in place to match the children's next steps on their journey to GLD and Exceeding.</p> <p>An above national percentage of children achieving GLD in the End of Year Data Submission.</p> <p>Through support and CPD from the DoL staff in EYFS will be targeting and supporting PP children effectively.</p>
<p>Review Term 1</p>					
<p>Review Term 2</p>					
<p>Review Term 3</p>					

Objective 2 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 ensure all common exception words from year 1 and 2 can be read and spelt correctly.	Small group intervention- 30 min sessions once a week 2 x weekly 1:5 – 30 minutes.	£546 per year	10 (5Y1 / 5Y2)	Teaching assistant	The children will be able to read and spell the common exception words from Year 1 and Year 2.
Review Term 1					
Review Term 2					
Review Term 3					

Objective 3 Years: 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?
Objective : To increase the % of PP children achieving ARE and the higher standards in Reading in all year groups.	<p>Year 2 – HA intervention group focused on ensuring GD outcomes for KS2. 2x 30mins per week.</p> <p>Year 3 – 2 x 30 mins reading intervention per week – 1- reading fluency and comprehension work. 2 – inference and deduction skills (GD). TA – targeted support in whole class sessions</p>	<p>£936 per year</p> <p>£975 per year</p>	<p>8</p> <p>6</p>	<p>Teaching assistant</p> <p>1x Class teacher 1 x Teaching assistant</p>	<p>Improved outcomes for reading in KS1 and KS2. Pupils will be more confident and engaged with reading and the will be an increasing amount of PP children working at GD/Higher level.</p> <p>Year 2 children will demonstrate reading fluency and comprehension skills at the higher level.</p>

	<p>Year 4 - 1:1 reading support. 15mins (x 6) sessions based on individualised targets towards ARE /GD skills.</p>	£1462.50 per year	6	Teaching assistant	Year 3 children will show improved fluency when reading and be able to articulate their ideas about the texts they read.
	<p>Year 5 - intervention 30mins x 1 per week. Focused on developing higher level skills. GD. 40 mins per week group and individual support for PP in reading sessions.</p>	£652.50 per year.	6	Teaching assistant	Year 4 children will understand their individual targets and will be supported in addressing them.
	<p>Year 6 - Teacher targeted support for PP. Focused on developing groups towards Year 6 ARE /GD. 40mins per week.</p>	£546 per year	9	Teaching assistant	Year 5 children(4) will be access whole class reading sessions and contribute confidently to discussions. They will support their answers with credible and informed opinions about the text.
		= £4113	<u>35</u>		Year 6 PP children will consistently demonstrate ARE/GD skills during reading sessions and will result in increased % in SATs data.
Review Term 1					
Review Term 2					
Review Term 3					

Objective 4 Years: 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>Objective : To increase the % of PP children achieving ARE and the higher standards in Maths in all year groups.</p>	<p>Year 2 – TA focused on ensuring ARE/GD outcomes through structured questioning for Year 2 PP 3 x 20 mins per week in SDI lessons.</p>	£936	5	Teaching assistant	Improved outcomes for reading in KS1 and KS2. Pupils will be more confident and engaged with reading and the will be an increasing amount of PP children working at GD/Higher level.
	<p>Year 3 – 3 x 30 mins Maths intervention per week – 1- times tables and number facts. 2 – problem solving and justification(GD). TA – targeted support in whole class sessions</p>	£744 per year.	6	Class Teacher Teaching assistant	Year 2 PP children will develop their problem solving skills and will be able to support their thinking with explanations.
	<p>Year 4 - Group maths intervention. 30 mins x 2. Based on fluency and reasoning skills for ARE/GD.</p>	£496 per year	6	Teaching assistant	Year 3 and 4 PP children will develop strong times tables and rapid recall skills and will use these to support reasoning and fluency.
	<p>Year 5 - intervention 30mins x 3 per week. Focused on basic number facts and arithmetic skills. 40 mins per week group and individual support for PP in maths sessions.</p>	£1267.50 per year.	6	Teaching assistant	Year 5 – Daily arithmetic scores will reflect increased fluency. More PP working on S/G tasks during SDI sessions.
	<p>Year 6 - Teacher targeted support for PP. Focused on developing groups towards Year 6 – arithmetic support and targeted reasoning taken from feedforward objectives. ARE /GD. 40mins per week.</p>	£546 per year = £3989	9 35	Class Teacher	Year 6 – Increased arithmetic results shown through assessment points. Increase in GD scores 110+ also.

Review Term 1	
Review Term 2	
Review Term 3	

Objective 5 Years: 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?
Objective : To increase the % of PP children achieving ARE and the higher standards in Writing in all year groups.	Year 2 – Teacher supporting GD PP writers (3) – small group focus. 2x 30mins per week.	£819	8	Teacher TA	Improved outcomes for reading in KS1 and KS2. Pupils will be more confident and engaged with reading and the will be an increasing amount of PP children working at GD/Higher level. Year 2 writers will edit and improve work independently and write independently with confidence. Year 3 writers will make effective independent choices about sentence structures and vocabulary when writing and drafting.
	Year 3 – 2 x 30 mins writing intervention per week – 1- sentence structure and spelling (ARE). 2 – Applying Alan Peat sentence constructs in different contexts (GD). Teacher – targeted support in whole class sessions 30 mins per week (re-drafting process for GD)	£1384.50 per year.	6	Class teacher Teaching assistant	
	Year 4 - Group spelling/vocabulary/drafting support 15mins (x 4) sessions based on individualised writing targets from feedforward.	£468 per year	6	Teaching assistant	

	<p>Year 5 - intervention 30mins x 2 x per week. Focused on developing basic/higher level skills. GD. (2 groups per week) Based on feedforward targets. 40 mins per week group and individual support for PP in writing sessions.</p> <p>Year 6 - Teacher targeted support for PP. Focused on developing groups towards Year 6 ARE /GD. 40mins per week.</p>	<p>£994 per year.</p> <p>£1560 per year</p> <p>= <u>£3821</u></p>	<p>6+</p> <p>9</p> <p><u>35</u></p>	<p>Teaching assistant</p> <p>Teaching assistant</p>	<p>Year 4 writers will become more proficient at evaluating writing and improving effectively.</p> <p>Year 5 writers will develop a clear understanding of how to build upon successes in writing by responding to the feedforward suggestions provided by teachers and support staff.</p> <p>Year 6 PP writers will show independence when understanding the qualities and component of writing at ARE/GD and will be able to critically evaluate writing in this way.</p>
	Review Term 1				
Review Term 2					
Review Term 3					

Objective 6 Years: 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 provide emotional and social support for vulnerable pupils to help reduce behaviour and emotional issues in class to help raise attainment.	Small group intervention with 2 PP children and 4 good role models. Each sessions runs once a week for 30 minutes. 4 sessions take place across the week.	£1092	8 PP	Teaching assistant	A reduction of behavioural incidents recorded on CPOMS. A reduction of emotional (Home Information) updates / changes recorded on CPOMS. An increase in progression across the curriculum.
Review Term 1					
Review Term 2					
Review Term 3					

Objective 7 Years: Y1 – Y6	What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible?	What will success look like?
Reading To increase enthusiasm for reading and develop reading skills so pupils can decode age-appropriate books and be able to answer questions confidently.	1:1 3 times a week for 18 children x 20 minutes in KS1/KS2 Lunchtime supervisors trained to support daily 1:1 or 'in class' reading fluency/comprehension (0.5 hours per day, x5)	£3588 £4000 <u>£7588</u>	18 44	Y1 - Teaching assistant Y2 – Teaching assistant Y3 – Teaching assistant Y4 – Teaching assistant Y5 – Teaching assistant Y6 - Teaching assistant AD/ Lunchtime staff.	The children will read a wide range of texts and develop confidence and fluency. This will support their progress towards accessing the age appropriate reading test at the end of the year scoring 100+.
Review Term 1					
Review Term 2					
Review Term 3					

Objective 8 Years: 5 closing the GAP writing	What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible?	What will success look like?
Raise attainment in writing LAP Y5 pupils who did not reach the required standard and close gap with others in preparation for Y6.	Provide targeted support to those PP pupils who did not reach 90+ in Y5 testing. Liaise with SENCo to identify any additional needs and strategies to implement.	4 x 30min £1248 writing.	4 PP + 3	Learning mentor/ HLTA	The children will access the age reading test at the end of the year scoring 100+.
Review Term 1					
Review Term 2					
Review Term 3					

Objective 9 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?
<p>A diminished difference between Boys PP and Girls PP</p> <p>Increased number of PP chn working at greater depth</p>	<p>Employment of a Primary Director of learning one full day a week with an to support teaching and the development of targeted intervention systems. (PDoL).</p> <p>One teacher allocated for PM session to offer expert support for identified groups.</p> <p>Provide targeted support in addition to whole class teaching for individuals and groups.</p> <p>Monitor progress of pupils to identify those at risk of not reaching ARE/GD and review provision.</p>	<p>DoI £4895</p> <p>Additional Teacher £2574</p>	<p>All (11 PP)</p>	<p>Teachers x 2 HLTA EYFS PDoL</p>	<p>Support is in place to match the children's next steps on their journey to ARE/GD. An above national percentage of children achieving ARE/GD in national tests and end of year TA.</p> <p>Through support and CPD from the DoL staff in Y6 will be targeting and supporting PP children effectively.</p>
Review Term 1					
Review Term 2					
Review Term 3					