

## Pupil Premium Funding 2018/19

The Pupil Premium is an amount of money allocated by the government to schools for:

- Children of statutory school age from low income families who are known to be eligible for FSM
- Children who have been looked after continuously for more than 6 months
- Children whose parents are currently working in the armed forces.

In 2017/18 we received £300,060 in Pupil Premium funding.

The DFE offer the following guidance on how the Pupil Premium should be spent:

*'In most cases the Pupil Premium is allocated to schools and is clearly identifiable. It is for schools to decide how the Pupil Premium, allocated to schools per FSM pupil, is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility. ...Schools will be held accountable for how they have used the additional funding to support pupils from low-income families.'*

The purpose of this report is to inform parents, carers and governors how much Pupil Premium has been received by the school for 2018/19, the planned spending and the impact the spending has had on pupils' achievement including social and emotional well-being which is a significant barrier to learning for many disadvantaged pupils.

In 2018/19 we are expected to receive £283, 140 in Pupil Premium funding.

### Background

The Academy serves a locality of high sociology economic disadvantage. Currently 249 pupils are eligible for Pupil Premium funding, which is above the National Average. The school has good evidence that the data underestimates need and is looking at ways of increasing registration.

### Breakdown of Pupil Premium within school

	<u>Number of Disadvantaged Pupils</u>	<u>Percentage of Disadvantaged Pupils</u>
Nursery	11	17%
Reception	22	24%
Year 1	25	28%
Year 2	28	30%
Year 3	33	36%
Year 4	41	48%
Year 5	43	48%
Year 6	46	57%

## Pupil Premium 2018/19

### Summary of successful approaches:

- Pupil Premium funding is ring fenced to ensure spending is targeted on specific groups.
- High expectations are in place for all learners
- The school thoroughly analyses which pupils are underachieving and why.
- The school knows that quality first teaching is vital, rather than the use of interventions to compensate for poor teaching.
- The school continues to consider research on which intervention works best and the evidence to back it up.
- There is effective use of achievement data to check interventions' impact and to make adjustments where necessary.
- There has been a substantial investment to ensure that there are highly trained support staff working across the school to target specific individuals and groups.
- The DHT and other senior leaders have an oversight of how Pupil Premium is being spent and this is being monitored regularly.
- All staff know which pupils are eligible for Pupil Premium.

### Barriers to learning

There have been a number of barriers to learning identified through analysis and research over the previous academic year:

- Readiness to learn, including punctuality and attendance
- Speech and Language difficulties
- Learning dispositions and low aspirations
- Low attainment on entry to school
- Under developed cultural literacy
- Parental support including learning resources
- Low adult education including a proportion of adults with literacy/numeracy difficulties.

To meet the needs of pupils in receipt of Pupil Premium the above factor have been taken informed our spending allocation for 2018/19

In 2018/19 we are expected to receive £283, 140 in Pupil Premium funding.

	<b>Specific Allocation</b>	<b>Amount</b>	<b>Actions</b>	<b>Impact</b>
To ensure pupil premium pupils attend punctually and regularly to ensure they are able to participate in learning.	<b>Learning Mentor/Attendance Officer</b>	<b>£18 515</b>	To follow up attendance immediately once registers have been completed Target families of pupils who are persistently late/Attendance below 92% Action plans in place for pupils with attendance below 90%	<b>Attendance to be 96% Increase attendance for targeted pupils</b>
	<b>Attendance Admin</b>	<b>£880</b>	Liaise weekly with Attendance Officers. Ensure letters of communication are sent out weekly and follow up calls made.	<b>Improvement in punctuality of targeted pupils.</b>
	<b>Parenting course</b>	<b>£2550</b>	Courses to be set up across the year to support families in areas of need. Structures and routines/Healthy Eating/Handling money/Literacy/Numeracy	<b>Parents able to support pupils at home and to impact on attainment and progress of % of pupils at ARE</b>
	<b>Before and After School Clubs</b>	<b>£4656</b>	Pupils to be encouraged to attend breakfast clubs and have access to a variety of opportunities after school	<b>Impact on attendance/punctuality Wider outcomes will lead to improvement in attainment and progress.</b>
	<b>SLT Resource (0.2)</b>	<b>£3500</b>	Home Visits completed for families causing concern. Compile evidence for prosecution.	<b>Increase attendance for targeted pupils</b>

	Specific Allocation	Amount	Actions	Impact
To ensure that pupils with poor communication skills on entry to school are targeted for intervention	Speech and Language Delivery	£8981	Observations carried out in EYFS Targeted pupils to receive 1-1/small group support	Increase the number of pupils who are in receipt of SALT in EYFS/KS1
	Speech and Language development	£300	Training of staff to deliver SALT effectively and to increase capacity for intervention Parental drop in sessions to offer advice and support were needed	Impact on phonic screening results and number of pupils at ARE at the end of KS1
	Communication Intervention	£931.20	Additional TA support for targeted pupils	Improvement in communication skills of targeted pupils
	Bold Beginnings Training		VP, AH AND Foundation Staff to attend training	To improve outcomes in all areas.
	Speech and Language resources	£500	Appropriate resources to support SALT and deliver effective teaching.	
To develop Talk for Learning strategies that enable children to explain their thinking, reason and transfer their learning.		£3000	P/VP team to lead on improving language throughout school  Training Nov 17 followed by Lesson Study to facilitate CPD	Children demonstrate improvement in the language of reasoning and subject specific vocab. . KS2 results to be significantly increased for disadvantaged pupils and % of pupils at ARE

	Specific Allocation	Amount	Actions	Impact
To ensure that Pupil Premium reach their expected milestones and the gap is narrowed.	FFT Reading	£24 173	MS to target children who achieved a 2 at EYFS but are still reading red. SAS to monitor progress	Increase in attainment and progress and % of pupils at ARE
	Additional TA intervention in KS1 (0.6)Additional Phonics	£14 503	Additional support for disadvantaged pupils in KS1 MC to target specific pupils	Phonics results to be significantly increased for disadvantaged pupils Increase in attainment and progress and % of pupils at ARE
	TA intervention within KS2 (L3)	£145 030	Additional support in place for targeted children in literacy and numeracy both through early morning provision and in class support  Follow up Leaps to Success sessions put in place to close gaps in learning.	Increase in attainment and progress and % of pupils at ARE
	Additional morning tuition	£4000	Y6 disadvantaged pupils to be targeted for Maths/Reading support to ensure they are test ready.	Increase in attainment and progress and % of pupils at ARE
	Whole school Maths programme	£3000	Maths team to lead on raising standards in maths through the mastery approach.  Training/Lesson Study to facilitate collaborative CPD with a focus on developing the language of reasoning further.	A significant increase in attainment and progress in maths.  KS2 results to be significantly increased for disadvantaged pupils and % of pupils at ARE

	<b>Targeted phonics intervention within EYFS/Y1</b>	£2000	<b>SS to focus on EYFS entry SAS to lead on raising standards SAS to coach teachers in the delivery of phonics Purchase of additional resources</b>	<b>Phonics results to be significantly increased for disadvantaged pupils.</b>

	<b>Specific Allocation</b>	<b>Amount</b>	<b>Actions</b>	<b>Impact</b>
<b>To ensure that Pupil Premium are equipped with transferable learning skills to raise aspirations</b>	<b>Forest School</b>	<b>£32 267</b>	<b>All children benefit from opportunity to learn outdoors.  PG to oversee and ensure that the curriculum is designed to foster transferable learning skills</b>	<b>All pupils in Years 1-6 have accessed a programme of Forest Schools</b>
	<b>School Counsellor</b>	<b>£7506</b>	<b>Identification of pupils who will benefit from individualised support.  Targeted pupils have weekly sessions. Progress reviewed 4 weekly.</b>	<b>Environmental Factors do not pose a barrier to learning.</b>
	<b>Learning Mentor</b>	<b>£18 515</b>	<b>Identification of pupils who will benefit from group support.  Delivery pf social group interventions throughout all Key Stages</b>	<b>Improvement noted in children's collaborative and communication skills.</b>
	<b>Alternative lunch time provision</b>	<b>£930</b>	<b>Identification of pupils who will benefit from structured support during lunch time.  Delivery of daily sessions promoting transferable learning skills alongside positive behaviour management.</b>	<b>Reduction in incidents during unstructured times.</b>
<b>To ensure all pupils benefit from a broad and balanced curriculum that enable them to</b>	<b>Whole school Curriculum Programme</b>	<b>£3000</b>	<b>Training/Lesson Study to facilitate collaborative CPD with a focus on developing transferable learning skills</b>	

<b>develop transferable learning skills</b>				
	<b>Resources</b>	<b>£500</b>	<b>Purchase of resources to support the above programmes.</b>	

	<b>Specific Allocation</b>	<b>Amount</b>	<b>Actions</b>	<b>Impact</b>
<b>Cultural and Experiential</b>	<b>Dance Coaches</b>	<b>£27 100</b>	<b>Disadvantaged pupils to have the opportunity to participate in a dance show for a range of audiences.</b>	<b>Disadvantaged pupils to further develop a variety of skills in dance.</b>
	<b>Educational Visits</b>	<b>£3000</b>	<b>Disadvantaged pupils to have the opportunity to anticipate in a variety of the trips linked to the curriculum, including residential visits in Year 5/6.</b>	<b>Disadvantaged pupils to have access to a full range of activities.</b>
	<b>Literacy Resources</b>	<b>£3000</b>	<b>Resources to be purchased to support the curriculum and in particular Power of Reading.</b>	<b>Disadvantaged pupils more engaged in reading.</b>
	<b>Christmas Markets</b>	<b>£500</b>	<b>Community event to be held to celebrate success and promote community cohesion.</b>	
	<b>Rocket Cars</b>	<b>£300</b>	<b>Year 6 STEM event-providing opportunity for children to apply skills in a wider context.</b>	<b>Links to maths and writing, leading to rise in pupil attainment.</b>