

Pupil Premium Strategy 2018-19

NOR	407 (+29 nursery)
Number of pupils eligible for PP funding	43
Percentage of pupils eligible for PP funding	10.5%
Total Budget allocation	£62,340
Academy Deprivation Index	0.09
Nominated member of AAB	Ryan Stephenson
AAB PPG Review dates	Autumn 2 2018

Outcomes of Previous Academic year

	All	PP	Others
EYFS (GLD)	82%	100%	80%
Year 1 Phonics	92%	80%	93%
Key Stage 1 Reading	88%	43%	94%
Key Stage 1 Writing	77%	43%	81%
Key Stage 1 Maths	85%	71%	87%
Key stage 2 Reading	88%	100%	87%
Key stage 2 Writing	87%	100%	85%
Key stage 2 Maths	83%	100%	81%

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 = 94.8%

Non PPG = 96.3%

Current Pupils

	% Eligible in Year Group	% L -PA	% M-PA	% H -PA
Early Years	+ N° of chn			
Specific intervention need	4.5% 4 chn	3 chn nursery 3.3% 1 child reception 1.1%		
Objective number: 1, 4		Group work with FPSW on social skills and confidence		
Y1				
Specific intervention need	1.6% 1 child		1.6% 1 child	
Objective number: 1,4			Greater depth intervention and challenges in core subjects FPSW nurture time	
Y2				
Specific intervention need	10% 6 chn	3.3% 2 chn	6.6% 4 chn	
Objective number: 1, 3, 4		Phonics intervention Daily reading FPSW nurture time	Daily reading FPSW nurture time	
Y3				
Specific intervention need		6.6% 4 chn	5% 3 chn	
Objective number: 1, 4	11.6% 7 chn	Daily intervention phonics Weekly reading club. Gap analysis and specific interventions to close gaps Daily reading	Gap analysis and specific interventions to close gaps Daily reading FPSW nurture time	

		FPSW nurture time		
Y4				
Specific intervention need	11.6% 7 chn	3.3% 2 chn Gap analysis and specific interventions to close gaps Daily reading FPSW nurture time	8.3% 5 chn Gap analysis and specific interventions to close gaps Daily reading FPSW nurture time Greater depth challenges	
Objective number: 1,4				
Y5				
Specific intervention need	18.3% 11 chn	10% 6 chn Social skills intervention GES behaviour support worker. 1 child AIP (SEMH) Gap analysis and specific interventions to close gaps Daily reading FPSW nurture time	8.3% 5 chn Gap analysis and specific interventions to close gaps FPSW nurture time Daily reading Greater depth challenges	
Objective number: 1, 4				
Y6				
Specific intervention need	18.3% 11 chn		8.3% 5 chn Gap analysis and specific interventions to close gaps Daily reading FPSW nurture time	10% 6 chn GES behaviour support worker Greater depth intervention and challenges in core subjects FPSW nurture time
Objective number: 1, 2, 4				

Additional Planned Use of Funding (Whole Academy)

Whole school initiative	What will it cost?	How many pupils will benefit?	Who will be responsible?	Impact?
Free after school club per term	Average club cost $\pounds 1.50 \times 44 \times 3 = \pounds 198$	44	Dan Bright	Access to extra-curricular activities
Free school trips, swimming and residential	Average of $\pounds 12$ per trip, per year $\rightarrow 26 \times \pounds 12 = \pounds 312$ Y6 resi- $11 \times \pounds 150 = \pounds 1,650$ Y4 resi- $7 \times \pounds 150 = \pounds 1,050$ Y4 Swimming- $7 \times \pounds 20 = \pounds 140$ Total = $\pounds 3,152$	44	Wendy Hutt	Access to extra-curricular activities
Free music lessons for KS2 pupils- 1 instrument	$36 \times \pounds 150 = \pounds 5,400$	36	Wendy Hutt	Access to extra-curricular activities
AIP cost	1 term $\times \pounds 20$ daily = $\pounds 1,520$	1	Wendy Hutt	Access to required SEMH provision

Objective 1 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?
	Family and Pupil support worker to work specifically with every PPG child, every week. Focus determined by individual needs- SEMH or academic	£21,477	44	Laura Coles (AP)	SEMH needs met resulting in positive impact on academic performance
Review Term 1	Every child timetabled every week. Mixture of 1:1 sessions, group work and support in class specifically catered to chn's needs. Boxall profile used where appropriate to measure SEMH progress. Regular evaluations of provision take place to ensure it is effective and meeting chn's needs.				
Review Term 2					
Review Term 3					

Objective 2 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?																														
	Assistant Principal 1 day per week targeted work to raise academic standards in Y6	£10,762	11 (Year 6)	Laura Coles (AP)	Accelerated progress and maintain results from 2017/19 cohort.																														
Review Term 1	<p>Completed by class staff, Director of Learning, Head of Academy and FPSW in Autumn term. Assistant Principal to begin additional work with these chn in Spring term.</p> <p>Disadvantaged currently outperforming other:</p> <table border="1" data-bbox="472 566 1034 770"> <thead> <tr> <th data-bbox="472 566 651 603">AGE RELATED</th> <th data-bbox="651 566 703 603">60</th> <th data-bbox="703 566 813 603">1 or 2.1</th> <th data-bbox="813 566 922 603">2.2</th> <th data-bbox="922 566 1034 603">3</th> </tr> </thead> <tbody> <tr> <td data-bbox="472 603 651 635">All pupils</td> <td data-bbox="651 603 703 635">60</td> <td data-bbox="703 603 813 635">42%</td> <td data-bbox="813 603 922 635">45%</td> <td data-bbox="922 603 1034 635">13%</td> </tr> <tr> <td data-bbox="472 635 651 667">Boys</td> <td data-bbox="651 635 703 667">32</td> <td data-bbox="703 635 813 667">44%</td> <td data-bbox="813 635 922 667">47%</td> <td data-bbox="922 635 1034 667">9%</td> </tr> <tr> <td data-bbox="472 667 651 699">Girls</td> <td data-bbox="651 667 703 699">28</td> <td data-bbox="703 667 813 699">39%</td> <td data-bbox="813 667 922 699">43%</td> <td data-bbox="922 667 1034 699">18%</td> </tr> <tr> <td data-bbox="472 699 651 730">Disadvantaged</td> <td data-bbox="651 699 703 730">11</td> <td data-bbox="703 699 813 730">45%</td> <td data-bbox="813 699 922 730">55%</td> <td data-bbox="922 699 1034 730">0%</td> </tr> <tr> <td data-bbox="472 730 651 770">Others</td> <td data-bbox="651 730 703 770">49</td> <td data-bbox="703 730 813 770">41%</td> <td data-bbox="813 730 922 770">43%</td> <td data-bbox="922 730 1034 770">16%</td> </tr> </tbody> </table>					AGE RELATED	60	1 or 2.1	2.2	3	All pupils	60	42%	45%	13%	Boys	32	44%	47%	9%	Girls	28	39%	43%	18%	Disadvantaged	11	45%	55%	0%	Others	49	41%	43%	16%
AGE RELATED	60	1 or 2.1	2.2	3																															
All pupils	60	42%	45%	13%																															
Boys	32	44%	47%	9%																															
Girls	28	39%	43%	18%																															
Disadvantaged	11	45%	55%	0%																															
Others	49	41%	43%	16%																															
Review Term 2																																			
Review Term 3																																			

Objective 3 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?																													
	Additional support staff in Y2 to raise attainment in reading and writing	£13,622	6	Mark Brakefield	Narrowed gap in end of key stage results.																													
Review Term 1	<p>Due to unforeseen staff absence and the specific needs of children across school this has not been able to be implemented yet.</p> <p>Current position:</p> <table border="1" data-bbox="472 555 1108 785"> <thead> <tr> <th data-bbox="472 555 730 603">AGE RELATED</th> <th data-bbox="730 555 857 603">1 or 2.1</th> <th data-bbox="857 555 983 603">2.2</th> <th data-bbox="983 555 1108 603">3</th> </tr> </thead> <tbody> <tr> <td data-bbox="472 603 672 639">All pupils</td> <td data-bbox="672 603 730 639">59</td> <td data-bbox="730 603 857 639">58%</td> <td data-bbox="857 603 983 639">32%</td> <td data-bbox="983 603 1108 639">10%</td> </tr> <tr> <td data-bbox="472 639 672 676">Boys</td> <td data-bbox="672 639 730 676">29</td> <td data-bbox="730 639 857 676">59%</td> <td data-bbox="857 639 983 676">28%</td> <td data-bbox="983 639 1108 676">14%</td> </tr> <tr> <td data-bbox="472 676 672 713">Girls</td> <td data-bbox="672 676 730 713">30</td> <td data-bbox="730 676 857 713">57%</td> <td data-bbox="857 676 983 713">37%</td> <td data-bbox="983 676 1108 713">7%</td> </tr> <tr> <td data-bbox="472 713 672 750">Disadvantaged</td> <td data-bbox="672 713 730 750">6</td> <td data-bbox="730 713 857 750">50%</td> <td data-bbox="857 713 983 750">50%</td> <td data-bbox="983 713 1108 750">0%</td> </tr> <tr> <td data-bbox="472 750 672 785">Others</td> <td data-bbox="672 750 730 785">53</td> <td data-bbox="730 750 857 785">58%</td> <td data-bbox="857 750 983 785">30%</td> <td data-bbox="983 750 1108 785">11%</td> </tr> </tbody> </table> <p>100% of disadvantaged chn working within ARE objectives.</p>					AGE RELATED	1 or 2.1	2.2	3	All pupils	59	58%	32%	10%	Boys	29	59%	28%	14%	Girls	30	57%	37%	7%	Disadvantaged	6	50%	50%	0%	Others	53	58%	30%	11%
AGE RELATED	1 or 2.1	2.2	3																															
All pupils	59	58%	32%	10%																														
Boys	29	59%	28%	14%																														
Girls	30	57%	37%	7%																														
Disadvantaged	6	50%	50%	0%																														
Others	53	58%	30%	11%																														
Review Term 2																																		
Review Term 3																																		

Objective 4 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 in response to data	£10,699	44	Laura Coles (AP) Phase Leaders	Closed gap in all areas of school and subjects
Review Term 1	Every PPG child is in at least 1 intervention- many in more. These are robustly evaluated and revised in weekly RAG meetings. Assistant Principal monitors class provision maps and ensures these are kept up to date and show an overview of class interventions.				
Review Term 2					
Review Term 3					