

## Pupil Premium Strategy 2018-19

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

### Outcomes of Previous Academic year

|                            | All | PP   | Others |
|----------------------------|-----|------|--------|
| <b>EYFS (GLD)</b>          | 82% | 100% | 80%    |
| <b>Year 1 Phonics</b>      | 92% | 80%  | 93%    |
| <b>Key Stage 1 Reading</b> | 88% | 43%  | 94%    |
| <b>Key Stage 1 Writing</b> | 77% | 43%  | 81%    |
| <b>Key Stage 1 Maths</b>   | 85% | 71%  | 87%    |
| <b>Key stage 2 Reading</b> | 88% | 100% | 87%    |
| <b>Key stage 2 Writing</b> | 87% | 100% | 85%    |
| <b>Key stage 2 Maths</b>   | 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 |
|-----------------------------------|--------------------------|--|---|---------|
| <b>Early Years</b>                | + N° of chn              |  |   |         |
| <b>Specific intervention need</b> | 4.5%<br>4 chn            | <b>3 chn nursery 3.3%</b><br><b>1 child reception 1.1%</b>   |   |         |
| <b>Objective number: 1, 4</b>     |                          | Group work with FPSW on social skills and confidence   |   |         |
| <b>Y1</b>                         |                          |  |   |         |
| <b>Specific intervention need</b> | 1.6%<br>1 child          |  | <b>1.6%</b><br><b>1 child</b>   |         |
| <b>Objective number: 1,4</b>      |                          |  | Greater depth intervention and challenges in core subjects<br>FPSW nurture time             |         |
| <b>Y2</b>                         |                          |  |   |         |
| <b>Specific intervention need</b> | 10%<br>6 chn             | <b>3.3%</b><br><b>2 chn</b>  | <b>6.6%</b><br><b>4 chn</b>   |         |
| <b>Objective number: 1, 3, 4</b>  |                          | Phonics intervention<br>Daily reading<br>FPSW nurture time   | Daily reading<br>FPSW nurture time  |         |
| <b>Y3</b>                         |                          |  |   |         |
| <b>Specific intervention need</b> |                          | <b>6.6%</b><br><b>4 chn</b>  | <b>5%</b><br><b>3 chn</b>   |         |
| <b>Objective number: 1, 4</b>     | 11.6%<br>7 chn           | Daily intervention phonics<br>Weekly reading club.<br>Gap analysis and specific interventions to close gaps<br>Daily reading | Gap analysis and specific interventions to close gaps<br>Daily reading<br>FPSW nurture time |         |

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

### 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<br>$\pounds 1.50 \times 44 \times 3 = \pounds 198$  | 44                            | Dan Bright               | Access to extra-curricular activities |
| Free school trips, swimming and residential     | Average of $\pounds 12$ per trip, per year $\rightarrow 26 \times \pounds 12 = \pounds 312$<br>Y6 resi- $11 \times \pounds 150 = \pounds 1,650$<br>Y4 resi- $7 \times \pounds 150 = \pounds 1,050$<br>Y4 Swimming- $7 \times \pounds 20 = \pounds 140$<br><br>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     |

| <b>Objective 1</b><br><b>Years: R, 1, 2, 3, 4, 5, 6</b> | <b>What will we do?</b>   | <b>How much will it cost?</b> | <b>How many pupils will benefit?</b> | <b>Who will be responsible?</b> | <b>What will success look like?</b>                                 |
|---|---|-------------------------------|--------------------------------------|---------------------------------|---|
|   | 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 |
| <b>Review Term 1</b>                                    | 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. |                               |                                      |                                 |   |
| <b>Review Term 2</b>                                    | Reviewed plan.  |                               |                                      |                                 |   |
| <b>Review Term 3</b>                                    | Due to absence, SLT and class teachers oversee PPG progress whilst interventions narrowed down to most needy PPG pupils across school ie. Through Lego Therapy, external counselling in some cases. Boxall Profile completed and due for review early Sept 2019.                                |                               |                                      |                                 |   |



| Objective 2<br>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. |             |    |          |     |   |            |    |     |     |     |      |    |     |     |    |       |    |     |     |     |               |    |     |     |    |        |    |     |     |     |
| <b>Review Term 1</b>      | <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="472 568 1034 772"> <thead> <tr> <th data-bbox="472 568 651 603">AGE RELATED</th> <th data-bbox="651 568 813 603">60</th> <th data-bbox="813 568 922 603">1 or 2.1</th> <th data-bbox="922 568 1034 603">2.2</th> <th data-bbox="1034 568 1099 603">3</th> </tr> </thead> <tbody> <tr> <td data-bbox="472 603 651 635">All pupils</td> <td data-bbox="651 603 813 635">60</td> <td data-bbox="813 603 922 635">42%</td> <td data-bbox="922 603 1034 635">45%</td> <td data-bbox="1034 603 1099 635">13%</td> </tr> <tr> <td data-bbox="472 635 651 667">Boys</td> <td data-bbox="651 635 813 667">32</td> <td data-bbox="813 635 922 667">44%</td> <td data-bbox="922 635 1034 667">47%</td> <td data-bbox="1034 635 1099 667">9%</td> </tr> <tr> <td data-bbox="472 667 651 699">Girls</td> <td data-bbox="651 667 813 699">28</td> <td data-bbox="813 667 922 699">39%</td> <td data-bbox="922 667 1034 699">43%</td> <td data-bbox="1034 667 1099 699">18%</td> </tr> <tr> <td data-bbox="472 699 651 730">Disadvantaged</td> <td data-bbox="651 699 813 730">11</td> <td data-bbox="813 699 922 730">45%</td> <td data-bbox="922 699 1034 730">55%</td> <td data-bbox="1034 699 1099 730">0%</td> </tr> <tr> <td data-bbox="472 730 651 772">Others</td> <td data-bbox="651 730 813 772">49</td> <td data-bbox="813 730 922 772">41%</td> <td data-bbox="922 730 1034 772">43%</td> <td data-bbox="1034 730 1099 772">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%                      |  |             |    |          |     |   |            |    |     |     |     |      |    |     |     |    |       |    |     |     |     |               |    |     |     |    |        |    |     |     |     |
| <b>Review Term 2</b>      | Change in AP staffing. From Spring 2019, AP roles assumed by Y2 and Y6 teachers. DoL spring term supported progress of Y6 pupils identified by specific attainment and progress data. Boosters for PPG delivered by class teachers and HT ensuring that Y2 and 6 PPG pupils continue to receive support.   |                        |                               |                          |  |             |    |          |     |   |            |    |     |     |     |      |    |     |     |    |       |    |     |     |     |               |    |     |     |    |        |    |     |     |     |
| <b>Review Term 3</b>      | <p>100% (2 pupils) achieved GLD EYFS. 1 PPG in Y1 passed phonics test which sig increase on prev year. Reading at end KS1 – as prev years no PPG (6 in cohort) achieved GD. Sig improve from prev yr at ARE although 10% gap between PPG and cohort overall. Again improve from prev year in Writing at end of KS1 however gap between PPG and overall is sig (20%+). In Maths however PPG pupils outperformed their peers by over 10%. Number achieving GD in Maths also sig increased from prev past 2 years.</p> <p>PPG data at end of KS2 generally in line with that of cohort. 11 pupils in cohort. PPG pupils exceeded peers in Reading at ARE and GD whilst attainment overall lower than 2018. In Writing, again more PPG pupils achieved ARE and at GD in line with peers. All PPG pupils achieved ARE in Maths. Generally in line at GD also.</p>   |                        |                               |                          |  |             |    |          |     |   |            |    |     |     |     |      |    |     |     |    |       |    |     |     |     |               |    |     |     |    |        |    |     |     |     |



| Objective 3<br>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. |             |          |     |   |            |    |     |     |     |      |    |     |     |     |       |    |     |     |    |               |   |     |     |    |        |    |     |     |     |
| <b>Review Term 1</b>    | <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 786"> <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="472 750 672 786">Others</td> <td data-bbox="672 750 730 786">53</td> <td data-bbox="730 750 857 786">58%</td> <td data-bbox="857 750 983 786">30%</td> <td data-bbox="983 750 1108 786">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%                      |   |             |          |     |   |            |    |     |     |     |      |    |     |     |     |       |    |     |     |    |               |   |     |     |    |        |    |     |     |     |
| <b>Review Term 2</b>    | HT and class teachers delivering booster support to Y2 PPG.  |                        |                               |                          |   |             |          |     |   |            |    |     |     |     |      |    |     |     |     |       |    |     |     |    |               |   |     |     |    |        |    |     |     |     |
| <b>Review Term 3</b>    | See above. PPG Maths interventions most effective.   |                        |                               |                          |   |             |          |     |   |            |    |     |     |     |      |    |     |     |     |       |    |     |     |    |               |   |     |     |    |        |    |     |     |     |

| <b>Objective 4</b><br><b>Years: R, 1, 2, 3, 4, 5, 6</b> | <b>What will we do?</b>  | <b>How much will it cost?</b> | <b>How many pupils will benefit?</b> | <b>Who will be responsible?</b>   | <b>What will success look like?</b>            |
|---|--|-------------------------------|--------------------------------------|-----------------------------------|--|
|   | Targeted interventions in response to data   | £10,699                       | 44                                   | Laura Coles (AP)<br>Phase Leaders | Closed gap in all areas of school and subjects |
| <b>Review Term 1</b>                                    | 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. |                               |                                      |                                   |  |
| <b>Review Term 2</b>                                    | Change in staffing – LC left school at Dec. RAG meetings dedicated to PPG progress.  |                               |                                      |                                   |  |
| <b>Review Term 3</b>                                    | Despite some staff absence in summer terms, PPG were still able to achieve well at end of KS2. Gap closed overall in Y6 and Y2 Maths although more work to do with accelerating progress of Y2 into Y3 2019/20 in R and W.   |                               |                                      |                                   |  |

