

## Pupil Premium 2016 – 2017

Total Number of pupils		Year groups attending	Nursery (1 x 15 hrs) Reception – 2 form entry Year 1 – 2 form entry
Number of pupils eligible for PP (Rec/Yr1)	41	Total expected PP budget	£54,120
Number of pupils eligible for PP services	1	Total expected PPS budget	£300
Number of pupils eligible for EYPP	8	Total expected EYPP budget	£2,416
		<b>TOTAL</b>	<b>£56,836</b>

Barriers to learning for PP pupils	
A	<b>Significant gap in baseline data between PP and NPP. Many pupils start school below the national expectation especially in communication and language, physical development and personal and social skills.</b>
B	<b>Significant gap between PP Boys and PP girls in EYFS impacting on Year 1.</b>
C	<b>Increased pastoral need support for PP children due to complex family circumstances. Increased need for toilet training and changing provision in EYFS.</b>
D	<b>Attendance and punctuality due to circumstances of gaining a place at the Academy.</b>

Barrier	Desired outcome	Success criteria	
A	<p>The gap between NPP and PP will decrease</p> <p>Progress of PP pupils will be in line with NPP pupils</p>	<ul style="list-style-type: none"> <li>• Good/outstanding teaching and learning inc. educational visits and experiences</li> <li>• Gap between PP children and NPP closes</li> <li>• PP children targeted for intervention in carefully planned interventions</li> <li>• 1:1 support will be in place for PP children to ensure reading is promoted and developed.</li> <li>• PP children have access to the EYFS outdoor provision during inclement weather.</li> </ul>	<p>Lesson observations and scrutiny demonstrated that teaching was good or outstanding throughout the school – Nursery – Y1. Intervention records and PPM evidence shows that all PP children accessed interventions to boost attainment and progress. These interventions evolved to meet changing need. 1:1 reading and spelling supported PP children to make progress broadly in line with Non PP children.</p> <p>Across school Nursery – Year 1 PP children had marginally lower attainment (less than ½ term) and progress for PP children in Early Years was better than that of non PP children. PP children’s progress out-performed non PP. Rates of progress in all areas were above expected and in CAL Listening and attention progress rates were significantly above for PP children. In KS1 progress was broadly in line with the differential absolutely marginal (0.19 maximum), 1 full point representing a term’s progress.</p>
B	<p>The gap between PP boys and PP girls will decrease</p>	<ul style="list-style-type: none"> <li>• Good/outstanding teaching and learning inc. educational visits and experiences</li> <li>• Improved experiences for PP boys to increase engagement</li> </ul>	<p>Lesson observations and scrutiny demonstrated that teaching was good or outstanding throughout the school – Nursery – Y1. Intervention scrutiny demonstrated that interventions were in place to specifically raise PP boy’s attainment. Resources were purchased and provision and interventions were initiated that ignited boys’ interests and formed a basis for accelerated learning and progress.</p> <p>2015/16 data shows that PP girls performed in line with expected attainment in reading and writing whilst boys were below expected. 2016/17 data shows that boys PP outperformed non PP and that girls PP were marginally below non PP but that the differential was around 1 point (1 term).</p>

			Intervention scrutiny continues to demonstrate a relentless drive to improve attainment progress for all PP children.
<b>C</b>	<b>Pastoral provision will strengthen engagement with PP families to enable them to focus on learning and the child's educational needs</b>	<ul style="list-style-type: none"> <li>• PP families will develop good relationships with school to support their child.</li> <li>• Breakfast club will be established and attended by PP pupils</li> <li>• PP parents will engage in school events such as parents evening and workshops.</li> <li>• Homework will be regularly completed by PP pupils</li> <li>• PP children will receive personalised pastoral support in 1:1 and small group interventions</li> <li>• PP children have access to the EYFS outdoor provision during inclement weather.</li> <li>• Support the health and self-care development of PP pupils with regards to toilet training.</li> <li>• Ensure EYFS pupils health and wellbeing is supported during toilet training.</li> </ul>	<p>Pastoral provision for all pupils has strengthened throughout the school.</p> <p>The school continued to have a higher than average level of families working within the CSC framework.</p> <p>Children are given personalised pastoral support through robust systems and in particular, sessions with our Pastoral Mentor.</p> <p>Parents of PP children in particular, are supported by the school leadership and Pastoral Support Manager. The aim of such high level support being that parents then support their child's learning and development because they are more equipped to do so.</p> <p>Breakfast club is established and available to all pupils. Arrangements are made to subsidise or remove cost where appropriate.</p> <p>Parent engagement at assemblies, workshops and events is continually improving.</p> <p>Children are supported in all areas of the curriculum and particularly in health and self-care development.</p>
<b>D</b>	<b>Improved attendance and punctuality for all pupils over the year</b>	<ul style="list-style-type: none"> <li>• Improved attendance</li> <li>• Reduced number of persistent absentees</li> </ul>	<p>Attendance is monitored and addressed rigorously. Daily calls to parents of any absentees are in place for all children. Particular attention is given to supporting parents of PP children and those working within the CSC arena with the aim of increasing and ensuring attendance and good punctuality so that educational experience and success is not impacted upon.</p> <p>Where 10 unauthorised sessions of absence are accrued or term time holiday is taken (not granted), the local authority are notified to issue a penalty notice.</p>

Objective	Action	Resources	Cost		Evaluation
To ensure that all pupils have access to a healthy breakfast each morning at a subsidised cost for those with PP.	Breakfast club	3 X TA X 5hrs per week	£ 7,107.75 staff £400 - Resources £650 – subsidised cost	£8157.75	<p>Numbers of children accessing breakfast club increased throughout the year 2016-17 with numbers in excess of 30 by the end of the academic year.</p> <p>PP families in the CSC arena were able to access breakfast club as regular or ad-hoc support and Pastoral Lead offered breakfast club free of charge to families who were struggling to access food and whose children had attendance and punctuality issues. This enabled improvements with punctuality and attendance and also allowed us to support families involved with CSC through some challenging situations eg. Potentially difficult ‘drop offs’, availability for CSC meetings, lack of food, routine etc.</p> <p>Of the PP children unable to access breakfast club, breakfast snacks were offered on a daily basis where children had not eaten.</p>
To ensure that all children can access high quality real life experience to impact on teaching and learning in the EYFS and Year 1 curriculum	All classes take part in a school trip each term– Enhance experiences	Coaches Workshops Entrance fees	5 x 1000 = £5,000	£6500	<p>Class trip budgets ensured that the cost of all trips was reduced by up to 50%. PP families unable to fund the trip were exempt from charging.</p> <p>Trips to Stamford Park, The Blue Planet Aquarium, LEGOLAND etc. and workshops and fun sessions including circus skills and a day of inflatables were accessed by all children at a reduced cost.</p> <p>Trips allowed children to access a bank of experiences, feelings and vocabulary which formed the basis of class speaking and listening work as well as material to draw upon for writing.</p> <p>EYFS data shows that PP boys out performed Non PP boys in writing attainment and PP girls, whilst broadly in line were slightly below non PP girls.</p> <p>Observation and scrutiny has shown that subsequent interventions have targeted this need and immediately begun to address this gap.</p> <p>KS1 data demonstrates only marginal differentials (less than pt 0.40) and far less than this in all areas but writing, between boys and girls and PP/ Non PP children.</p>
	Subscription to library service for Nursery, Reception and Year 1		1 x 1500		
To ensure that all PP pupils are supported with Pastoral support if	Pastoral team with DSL lead to be established	Pastoral manager (AP) with dedicated		£11,349	<p>All children who are in the social care arena at CAF/CIN or CP level are also PP children.</p> <p>PPM cycle allowed regular discussion relating to the performance and attainment for all children as well as any social/ pastoral need so these could be addressed effectively.</p>

<p><b>required including attendance and punctuality and CSC involvement</b></p>		<p>time 2 x 2.5hrs pw DP dedicated time 1 x 2.5hrs per week EYFS lead dedicated time 2 x 2.5hrs per week</p>			<p>Pastoral lead and Deputy Principal offered extensive organised and ad-hoc support (as required) to children, parents and families particularly though not exclusively PP. Robust systems and structures in place to support families to engage in CAFs and to support the improvement of children's attendance and punctuality. PP children are targeted for intervention and outcomes and needs are communicated to parents to allow an integrated approach. This ensured that children's outcomes in learning were maximised and personalised to their pastoral needs. All CAF/ CIN/ CP parents accessed Parents' Evening, Performances, Workshops and some accessed parenting courses.</p>
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Objective	Action	Resources	Cost		Evaluation
<p><b>To ensure that EYFS PP pupils are provided with adequate opportunities to develop their physical development and social skills in line with their peers to meet GLD</b></p>	<p>PD development within the curriculum Sept – July</p>	<p>PE intervention teacher</p>	<p>£25 per hour x 2 x 36 =</p>	<p><b>£1950</b></p>	<p>Dance intervention has allowed both boys and girls to develop gross motor skills. Children have developed massively in confidence and many have joined the after school group as a result of how much they have enjoyed it. All PP children made above expected progress in Physical Development (both moving and handling and health and self-care). Additionally snack chat and other opportunities for speaking, understanding and listening in pastoral interventions as well as tailored planning and support have resulted in PP children scoring above average progress in speaking, listening and understanding. The average score across all PP children and non PP children in PD – Moving and Handling and Health and Self Care was 'ELG Expected' and was therefore in line with national average. Additionally, PP children scored overall in line with 'ELG Expected' attainment in Speaking, Listening and Understanding'.</p>
<p><b>PP Pupils in EYFS to access interventions in CLL, PSED, PD, Reading to ensure that they are</b></p>	<p>TA in pm Interventions</p>	<p><b>TA 3</b></p>	<p><b>Ta3 x 12.5 x 39</b></p>	<p><b>£17,111.27</b></p>	<p>All PP children accessed interventions in 'gap' areas, particularly in CL, PSED, PD and Reading. Impact is shown on PP impact report, with 53% PP children achieving GLD and those that did not still making above average or accelerated progress.</p>
<p>TA1 – 1:1 readers and homework club</p>	<p><b>TA 1</b></p>	<p><b>TA1 x 12.5 x 39</b></p>			
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<b>supported to achieve GLD</b>	Employ an additional MDA support the development of PSED – PD - Using a knife and fork	MDA	MDA x 6.25 x 39		Of those children who did not achieve GLD - three are SEN and three joined late, one having missed a considerable amount of his previous schooling and has extensive medical issues which affect attendance. Overall the impact of intervention with all PP children was hugely positive and successful in 'closing the gap' between PP and non-PP children.
<b>To adapt approaches in EYFS to target PP boys engagement'</b>	Boy friendly resources Training for staff and EYFS lead	£1000	<b>£1000</b>	<b>£1000</b>	EYFS Lead attended course relating to improving GLD for boys. Interventions were put in place with this as a specific focus. Boys writing intervention was set up and resources were purchased to support this. The intervention often took place in a dark space eg under the table and resources included dark material, torches etc. in order to motivate and excite the boys about writing.
<b>PP EYFS pupils will be supported with toilet training.</b>	Buy spare clothes and underwear		<b>£100</b>	<b>£100</b>	Clothes, training pants, wipes and toilet steps were purchased in order to support children and for children to get changed if required. Staff offered support to parents. DP/ Head of Early Years met parents of children who were struggling with toileting offer ideas and advice and to get necessary care plans and routines in place so that missing school and any effect on confidence or wellbeing could be minimised.

Objective	Action	Resources	Cost	Evaluation
PP pupils in Year 1 to access interventions in phonics, reading, writing, maths, grammar and spelling.	All pupil premium children will access interventions to successfully target and address gaps in knowledge and learning.	2 x TA running interventions for at least 2 hours per day (PM)  Interventions are fluid and evolve to effectively address changing gaps and needs	2TA X 2 hours per day – 10 pw X 39 weeks per year.  £8915	PPM paperwork and PP Impact report shows that all PP children have accessed a variety of needs driven intervention throughout the year. Interventions have continually evolved to meet changing needs and gaps and have been effective in ensuring that PP children made good progress across reading writing and maths. The data report shows that PP children performed marginally lower than non PP children in all three areas. The differential in Maths was absolutely marginal and in reading and writing could still be described as marginal. The year group scored 87% in the Y1 phonics screening and those children who were unsuccessful again made significant progress due to quality first teaching and targeted

		<p>Eg. Phonics  1:1 add'l  reading  Writing  Basic Maths  1:1 spelling  etc</p>	<p>intervention. At least two children missed out by only two marks. Intervention for these children is continuing in order that we guarantee a 'pass' at the Y2 Phonics resit.  All PP children continue to access targeted, specific and effective teaching and intervention.</p>
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<b>Total expected budget</b>	<b>£56,836</b>
<b>Total budget received 2016/2017 (Yr 1 upwards)</b>	<b>£27,700</b>
<b>Total expenditure</b>	<b>£53,552.87  + £8915 Y1 intervention = £62. 467</b>

Review of impact of PP expenditure will occur in September 2018

**BUDGET ALLOCATIONS**

The Pupil Premium grant for children who are eligible under any of the Free School Meal Ever 6 (FSME6), Former Looked After Children (LAC) and Services criteria is allocated by the ESFA based on the previous academic years Spring pupil census. This means that schools effectively receive Pupil Premium funding for each eligible child the academic year after their inclusion on the Spring Census.

As a recently opened and growing School that does not have children in every year group yet, the initial Pupil Premium grant allocations made to the Academy only includes children in Year 1 and above, at the standard funding rate of £1,320 per child. This grant allocation is subsequently amended the following July to allocate a further £770 for each child in the Reception class based on the Spring pupil census.