

Total Number of pupils		Year groups attending	Nursery (1 x 15 hrs) Reception – 2 form entry
Number of pupils eligible for PP	21	Total PP budget	£27,720
Number of pupils eligible for PP services	1	Total PPS budget	£300
Number of pupils eligible for EYPP	6	Total EYPP budget	£1,812
		<b>TOTAL</b>	<b>£29,832</b>

Barriers to learning for PP pupils	
A	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	Increased pastoral need support for PP children due to complex family circumstances.
C	Attendance and punctuality due to circumstances of gaining a place at the Academy.

Barrier	Desired outcome	Success criteria	
A	The gap between NPP and PP will decrease Progress of PP pupils will be in line with NPP pupils	<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> </ul>	<p><b>All teaching was good and outstanding in EYFS</b></p> <p><b>Progress of PP pupils was in line with NPP pupils</b></p> <p><b>Records show ALL PP children access interventions to boost attainment and progress</b></p> <p><b>1:1 reading time supported 14/22 of PP children achieve GLD increasing the GLD from baseline (9%) to 64%</b></p>
B	Pastoral provision will strengthen engagement with PP families to enable them to focus on learning and the child's educational needs	<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> </ul>	<p><b>Breakfast club enabled 9/22 families to improve relationships and attendance and punctuality.</b></p> <p><b>6/9 of those were in the social care arena</b></p> <p><b>Homework tasks completed by vast majority of PP pupils in Reception</b></p> <p><b>1:1 interventions supported the mental health of 6 PP pupils who were being supported by CSC.</b></p>
C	Improved attendance and punctuality for all pupils over the year	<ul style="list-style-type: none"> <li>Improved attendance</li> <li>Reduced number of persistent absentees</li> </ul>	<p><b>Academy attendance improved over the year.</b></p>

Objective	Action	Resources	Cost		Evaluation
<b>To ensure that all pupils have access to a healthy breakfast each morning at a subsidised cost for those with PP.</b>	Breakfast club	2 X TA X 5hrs per week	£3,450 – staff £400 - Resources £650 – subsidised cost	<b>£4,500</b>	<ul style="list-style-type: none"> <li>• Over the year there was increased uptake of PP children access the breakfast club 3/13 increased to 9/22.</li> <li>• PP pupils with punctuality concerns were enabled to access school as breakfast club was used as a pastoral support offer.</li> <li>• PP pupils with CSC involvement were supported financially to ensure that the child basic needs were provided for and attendance and punctuality increased</li> </ul>
<b>To ensure that PP pupils are provided with adequate opportunities to develop their physical development and social skills in line with their peers to meet GLD</b>	PD development within the curriculum Jan – July	PE intervention teacher	£20 per hour x 2 x 12 = £480 -  £20 per hour x 2 x 10 = <b>£400</b>	<b>£880</b>	<ul style="list-style-type: none"> <li>• PD opportunities were increased and not limited to the EYFS environment</li> <li>• Children developed team work skills through learning team games and sports</li> <li>• Children developed turn taking skills through team games and sports</li> </ul>
	PP targeted after school club – Apr – July	PE intervention teacher	£20 per hour x 12 = <b>£240</b>		

Objective	Action	Resources	Cost		Evaluation
<b>PP Pupils to access interventions in CLL, PSED, PD, Reading to ensure that they are supported to achieve GLD</b>	TA in pm Interventions	<b>TA 3 (</b>	<b>= £4,254.71</b>	<b>£10,870.97</b>	<ul style="list-style-type: none"> <li>• All PP children were heard read by an additional adult 2 x per week</li> <li>• Intervention targeted PP children and referenced on PP Impact paperwork</li> </ul>
	TA1 – 1:1 readers and homework club	<b>TA 1</b>	<b>= £2,604.80</b>		
	TA1 – 1:1 readers and homework club	<b>TA 1</b>	<b>= £1,221.00</b>		
	UQT - Interventions	<b>UQT</b>	<b>=£1,089.08</b>		
	Employ an additional MDA support the development of PSED – PD - Using a knife and fork	<b>MDA</b>	<b>=£1,701.38</b>		
<b>To ensure that all children can access high quality real life experience to impact on teaching and learning in the EYFS curriculum</b>	All classes take part in a school trip each term– Enhance experiences	<b>CT</b>	<b>= £3,000</b>	<b>£3000</b>	<ul style="list-style-type: none"> <li>• Enhanced curriculum ensuring all children started their learning with similar experiences and increased knowledge of the wider world.</li> <li>• Increased shared experiences to enhance ‘snack chat’ and other speaking, listening and understanding work.</li> <li>• Writing stimulus and opportunities increased.</li> </ul>
<b>To ensure that all PP pupils are supported with Pastoral support if required including attendance and punctuality and CSC involvement</b>	Pastoral team with DSL lead to be established	Pastoral manager (DP) with dedicated time 2 x 2.5hrs pw	<b>=£8, 903.70</b>	<b>£8, 903.70</b>	<ul style="list-style-type: none"> <li>• All children who are part of the CAF/CIN or CP process are also PP children.</li> <li>• Robust systems and structures and capacity to engage in CAF’s ensured that children’s outcomes in learning were maximised and personalised to their pastoral needs.</li> <li>• All CAF/CIN/CP parents accessed parental support such as parent evenings, workshops and parent courses.</li> </ul>

Objective	Action	Resources	Cost		Evaluation
To increase the opportunities for independent application of skills taught through targeted intervention for PP pupils	Provide more <ul style="list-style-type: none"> <li>Bikes/trikes</li> <li>PE Equipment</li> </ul> And to provide <ul style="list-style-type: none"> <li>Wellies/waterproofs</li> </ul> For pupils who cannot provide adequate clothing for continuous provision and outdoor learning	Bikes Scooters Wellies Waterproofs	£1000 £1000 £500	£4,000	<ul style="list-style-type: none"> <li>PP children targeted for intervention in PD had increased opportunities during CP to access equipment.</li> <li>All children access to the mud kitchen and outdoor provision in the rain.</li> </ul>
	Increase access to books other than reading books through a school based library service ensuring children have a wide range of reading material at home	Reading books/library books/ Subscription to library service	£1500		<ul style="list-style-type: none"> <li>All children had access to a 'library' and were able to take home books to share at home.</li> </ul>

<b>Total budget</b>	<b>£29,832.00</b>
<b>Total expenditure</b>	<b>£32,394.67</b>
<b>Overspend</b>	<b>£2,562.67</b>

### 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.

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<b>RECEPTION 2015 – 2016 PROGRESS</b>	<b>Cohort Average</b>	<b>NPP Average</b>	<b>PP Average</b>	<b>Differential</b>	
EYFS Making Relationships #	<b>5.85</b>	<b>6</b>	<b>5.65</b>	-0.35	<p><b><u>PROGRESS</u></b></p> <p>Pupil premium children made accelerated progress over the year in line with their peers due to the extensive opportunities they gained at school that they may not have had access to.</p> <p>They exceed their non pp peers in the following areas:</p> <ul style="list-style-type: none"> <li>• Managing feelings and behaviour</li> <li>• Self-confidence and Self awareness</li> </ul> <p>The differential between the progress of PP and NPP was marginal in all other areas, the largest differential being speaking. However there progress was still accelerated.</p> <p><b><u>ATTAINMENT</u></b></p> <p><b><u>All pupils</u></b> 71% of all pupils achieved GLD</p> <p>9% of PP children at age expected on baseline (2/22) 64% of PP children achieved GLD (14/22)</p>
EYFS Self-Confidence and Self-Awareness #	<b>5.53</b>	<b>5.44</b>	<b>5.65</b>	+0.21	
EYFS Managing Feelings and Behaviour #	<b>5.82</b>	<b>5.68</b>	<b>6</b>	+0.32	
EYFS Listening and Attention #	<b>5.8</b>	<b>6</b>	<b>5.52</b>	-0.48	
EYFS Understanding #	<b>6.06</b>	<b>6.36</b>	<b>5.67</b>	-0.69	
EYFS Speaking #	<b>6.14</b>	<b>6.5</b>	<b>5.67</b>	-0.83	
EYFS Moving and Handling #	<b>6.2</b>	<b>6.25</b>	<b>6.14</b>	-0.11	
EYFS Health and Self-Care #	<b>5.8</b>	<b>6</b>	<b>5.52</b>	-0.48	
EYFS Reading #	<b>6.22</b>	<b>6.5</b>	<b>5.86</b>	-0.64	
EYFS Writing #	<b>6.47</b>	<b>6.68</b>	<b>6.19</b>	-0.49	
EYFS Numbers #	<b>6.45</b>	<b>6.46</b>	<b>6.43</b>	-0.03	
EYFS Shape Space and Measure #	<b>6.71</b>	<b>6.82</b>	<b>6.57</b>	-0.25	