

## Pupil Premium Plan

Name of Academy: England Lane

Academic Year 2017-18

NOR	189
Number and percentage of pupils eligible for PP funding	64 children 36.36%
Academy Deprivation Index	0.35
Nominated member of EAB	Elaine Lenc
EAB PP Review dates	Autumn, spring and summer standards meetings
Total Budget allocation	£95,040

Outcomes of Previous Academic year

EYs (GLD)	Disadvantaged pupils: 50% All other pupils: 78%
Year 1 phonics	Disadvantaged pupils: 73% All other pupils: 100%
Key Stage 1 Reading	Disadvantaged pupils: 50% All other pupils: 75%
Key Stage 1 Writing	Disadvantaged pupils: 50% All other pupils: 63%
Key Stage 1 Maths	Disadvantaged pupils: 57% All other pupils: 81%
Key stage 2 Reading	Disadvantaged pupils: 25% All other pupils: 70%
Key stage 2 Writing	Disadvantaged pupils: 63% All other pupils: 81%
Key stage 2 Maths	Disadvantaged pupils: 63% All other pupils: 75%

### What does the data suggest for priorities for the next academic year?

- Closing the gap between these children and others at GLD in EYFS.
- Closing the gap at ARE in KS1 particularly in reading and maths.
- Closing the gap at ARE in KS2 particularly in reading and writing.

**Current Pupils**

	<b>% Eligible</b>	<b>% LAP</b>	<b>% MAP</b>	<b>% HAP</b>
<b>Early Years</b>	20%	15%	5%	
<b>Specific intervention need</b>		Speech and language	Concepts of number and maths	
<b>Objective number</b>		4	3	
<b>Y1</b>	36%	50%	50%	0
<b>Specific intervention need</b>		Reading – decoding and phonics	Reading and writing, word spelling and sentence structure.	
<b>Objective number</b>		Reading intervention – 1 to 1 phonics and reading fluency. 1, 5	1, 5	
<b>Y2</b>	27%	50%	33%	17%
<b>Specific intervention need</b>		Developing fluency in reading Developing comprehension levels to build on from phonic decoding.	Stamina for reading and writing. Higher levels of independence in maths.	Greater depth challenge to ensure high attainment is maintained and deepened.
<b>Objective number</b>		1, 5	1, 3, 5	3, 5
<b>Y3</b>	53%	47%	40%	13%
<b>Specific intervention need</b>		Independence and development of stamina for reading. Speech and language Basic skills in maths.	Confidence and further development of independence.	Level of challenge maintained and extended.
<b>Objective number</b>		1, 4, 5	3, 5	3, 5

Y4	31%	25%	75%	0%
<b>Specific intervention need</b>		Basic skills Phonic decoding	Reading stamina and comprehension to build on improved decoding.	
<b>Objective number</b>		1, 2, 5	1, 5	
Y5	46%	69%	8%	23%
<b>Specific intervention need</b>		Social and emotional support. Application of decoding to reading comprehension.	Social and emotional support. Stamina and independence.	Challenge and extension. Development of greater application of knowledge
<b>Objective number</b>		1, 5	5	3, 5
Y6	65%	55%	27%	18%
<b>Specific intervention need</b>		Social and emotional support. Basic skills of reading decoding and comprehension. Speech and language	Stamina and confidence.	Challenge and high expectations.
<b>Objective number</b>		1, 2, 4, 5	3, 5	3, 5

### Additional Planned Use of Funding (Whole Academy)

- To improve the teaching of reading in particular the development of the improved phonics outcomes for these children into improved comprehension outcomes in KS1 and 2.
- To improve support and the delivery of specific therapeutic programmes for children with social and emotional needs which are impacting on their learning.
- To continue to develop the level of challenge, particularly within maths, for these children across the academy.
- To continue to develop speech and language provision.
- To continue to develop attainment and progress in all core subjects through the early bird intervention.

Record of DSG Spending by item / project 2017-18			
Item / Project	Cost	Objective	Outcome
Year 6 lead teacher	£11,000	<ul style="list-style-type: none"> <li>• To improve the effectiveness of teaching within year six and the attainment and progress of the children within this group.</li> </ul>	•
Improve reading resources around school and also in line with new reading teaching strategy.	£10,000	<ul style="list-style-type: none"> <li>• To improve the impact of reading teaching across the academy and to close the gap between this group and others.</li> </ul>	•
Extend the hours of lunchtime supervisors to enable additional support during phonics and with individual reading to develop fluency.	£3,000	<ul style="list-style-type: none"> <li>• To close the gaps within phonics and improve the fluency of readers particularly in KS1.</li> </ul>	•
Training for 2 new lunchtime supervisor staff on RWI phonics.	£500	<ul style="list-style-type: none"> <li>• To ensure more staff are trained to deliver high quality phonics teaching and to improve attainment for this group.</li> </ul>	•

Additional member of staff to work on an in reach and outreach provision based around the THRIVE programme to impact specifically on these areas of social and emotional need. Including training for staff currently within the academy.	£30,000	<ul style="list-style-type: none"> <li>• Further improvement in progress and attainment for these children and improvements in their social and emotional welfare.</li> <li>• An improved capacity within the academy to continue delivering this through staff training.</li> </ul>	•
Employment of a shared Speech and language therapist to work in the academy 0.5 days per week.	£5,000	<ul style="list-style-type: none"> <li>• To ensure that the speech and language needs of these children are met and that this impacts on their progress and attainment.</li> </ul>	•
Employment of a TA to develop the S+L interventions daily under the direction of the therapist	£9,500	<ul style="list-style-type: none"> <li>• To ensure that the speech and language needs of these children are met and that this impacts on their progress and attainment.</li> </ul>	•
Additional resources to support SDI maths and levels of challenge for HAPs in this group.	£8,000	<ul style="list-style-type: none"> <li>• To close the gap in maths and extend the numbers within this group attaining at greater depth – particularly in KS1.</li> </ul>	•
Training for new staff in ensuring these resources are well used and are having impact (including through team teaching within the academy and across the trust).	£1,000	<ul style="list-style-type: none"> <li>• To close the gap in maths and extend the numbers within this group attaining at greater depth – particularly in KS1.</li> </ul>	•
Continued employment of lead TA to oversee early	£6,500	<ul style="list-style-type: none"> <li>• Improvement of progress and attainment for children eligible for pupil</li> </ul>	•

birds and in academy PP interventions.		premium who have fallen behind their peers through the promotion and training of TAs to work as intervention leads.	
Continued employment of TA staff to deliver early birds and in academy PP interventions.	£7,500	<ul style="list-style-type: none"> <li>Continued improvement of progress and attainment for these groups.</li> </ul>	•

**Action plan**

Objective	What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible	What will success look like?
<p><b>Objective 1</b></p> <p><b>Reading and phonics</b></p> <p><b>Years: all</b></p>	<p>Implement and refine reading comprehension strategy. Develop book resources Training for staff. Additional time for lunchtime supervisors to work 1 to 1 with children on phonics and reading fluency.</p>	<p>£10,000 on resources, training and cover for sharing good practice - reading.</p> <p>£3,000 on additional lunchtime supervisor salaries and RWI training.</p> <p>£5,500 for Y6 lead teacher</p> <p>£500 on RWI training</p>	<p>All pupils</p>	<p>Reading lead</p>	<p>Improved outcomes in KS1 and 2. Gap between PP and other reduced KS1 Autumn: reading gap closed by 5% to 20% Spring: reading gap closed by 5% to 15% Summer: reading gap closed by 5% to 10% KS2 Autumn: reading gap closed by 10% to 40% Spring: reading gap closed by 20% to 30% Summer: reading gap closed by 25% to 20%</p>
<p><b>Review term 1</b></p>	<ul style="list-style-type: none"> <li>• Reading strategy fully in place.</li> <li>• Most lunchtime supervisors working effectively with reading and phonics but some staffing disruption has impacted on this. New staff are being appointed the first week in January and this will ensure a positive second term.</li> <li>• Y6 lead teacher (DoL) working effectively within Y6. Time from this teacher has been increased for Spring term to ensure further impact.</li> <li>• RWI development day postponed due to staff illness. Re-scheduled for second week in January.</li> </ul> <p>KS1 phonics: Gap 4% but currently no PP children have attained the required score in phonics screening checks. KS1 Y2 reading: Disadvantaged: 17% attained 90+ scaled score on test, 50% 2.1+ on RAG Others: 75% attained 90+ scaled score on test, 69% 2.1+ on RAG. Version 1.0</p>				

	<ul style="list-style-type: none"> <li>Based on RAG data the gap is 6% which is positive for teacher assessment predictions.</li> <li>Based on test data the gap is 33% which is a larger gap than in 2017.</li> </ul> <p><u>KS1 Actions for Spring term</u></p> <ul style="list-style-type: none"> <li>Further specific support needed for comprehension in KS1 to enable improved test outcomes for this group and for phonics.</li> </ul> <p>KS2 reading: Disadvantaged: 64% attained 90+ scaled score on test, 24% 2.1+ on RAG Others: 83% attained 90+ scaled score on test, 67% 2.1+ on RAG</p> <ul style="list-style-type: none"> <li>Based on RAG data the gap is 43%</li> <li>Based on test data the gap is 19% at 90+</li> <li>This would suggest a closing of the gap from last year based on test situations and some closing based on RAG data. 43% gap has been reached here as opposed to a 50% gap last year.</li> </ul> <p><u>KS2 actions for spring term</u></p> <ul style="list-style-type: none"> <li>Further decoding and fluency support with a number of the disadvantaged children. They are not on track to attain ARE but need to be making improved progress. Those on track are making progress that is comparable with all others and the gap has begun to close so the current work needs to continue with these children.</li> </ul>				
<b>Review term 2</b>					
<b>Review term 3</b>					
<b>Objective 2:</b>  <b>Social and emotional development</b>  <b>Year: 5 and 6</b>	Link with Elland academy for specific therapeutic support.  In-reach and outreach provision delivered by Elland Academy staff.	£30,000 for two and a half terms of intensive work with all 3 children	3	H of A and Elland Principal	Autumn: Exclusions reduced to below 5 days Spring: Exclusions reduced to below 3 days Summer: 0 exclusions
<b>Review term 1</b>	<p>The intensive support work hasn't begun during the autumn term due to staffing and environmental factors at the proposed off site provision not yet being met. In school support for the children has begun and exclusions have decreased significantly during the second half of the autumn term though the overall total for the autumn term is still higher than the milestone target. From these 3 children only one of them had any exclusion in the second half of the autumn term. Part of this was a continuation from a period which began before the half term break. The second was a single exclusion for 2 days. This represents a significant improvement.</p> <p><u>Key actions for spring term</u></p>				



	<ul style="list-style-type: none"> <li>• Continue with in reach support and the provision of thrive work following staff training.</li> <li>• Full provision to begin – impact to be evaluated.</li> </ul>				
<p><b>Review term 2</b></p>					
<p><b>Review term 3</b></p>					
<p><b>Objective 3</b>  <b>Challenge for higher attaining pupils – maths</b>  <b>Years: EYs, 2, 3, 5, 6</b></p>	<p>Embed SDI model to develop mastery</p> <p>Resources, training and development for new staff.</p>	<p>£8,000 on resources, training and cover for sharing good practice.</p> <p>£1,000 for staff support and training</p> <p>£5,500 for Y6 lead teacher</p>	<p>All</p>	<p>Maths lead</p> <p>Version 1.0</p>	<p>Improved outcomes at greater depth in KS1 and 2.</p> <p>Year 2 Autumn: 1 ch showing elements of GD Spring: 1 ch securely on track for GD Summer: 1 ch at GD</p> <p>Year 6 Autumn: 1 ch showing elements of GD – scaled score above 100</p>

					Spring: 2 ch showing elements of GD – scaled score above 100 Summer: 2 ch showing more solid understanding at GD – scaled scores above 105
<b>Review term 1</b>	<p>KS1: no children have attained GD on the test or are at 2.1+ for the GD measure however 1 child attained 105 on the test and is beginning to show some GD evidence on ITAF. The milestone has been met.</p> <p><u>Actions for Spring term</u> Track this child and ensure levels of challenge are consistently high to ensure that he reaches this. Ensure staffing and resources from this budget are targeted directly towards his needs.</p> <p>KS2: 2 child has attained a scaled score of 100 (though he was not one of the targeted children as was M at KS1). The two children who were H at KS1 attained 99 and 96.</p> <p><u>Actions for Spring term</u> Specific focus for WM and AH who were the original targeted children from this group. Close tracking of ZW (attained 100) and extended challenge levels for him also provided by DoL and from funded resources.</p>				
<b>Review term 2</b>					
<b>Review term 3</b>					
<b>Objective 4</b> <b>Speech and language</b> <b>Years: 3 and 6</b>	Continue to develop speech and language provision with the support of specialist external provider and	£5,000 for shared S+L therapist 1 day per week.	3 in Y6, 1 in Y3, 1 in Y1	SENCO  Version 1.0	Y6: Children able to use spoken sentences to improve their writing attainment.

	from within the academy.	£9,500 for TA to deliver daily interventions			<p>Y3: child able to articulate words more clearly to make himself understood</p> <p>Y1: child able to articulate more clearly and confidence to improve. This then to translate into improved writing outcomes.</p>
<b>Review term 1</b>	<p>Y6: 2 targeted children have not made sufficient progress with their speech to enable writing to progress. This is related to behavioural difficulties as well as speech. One is articulating more clearly in sentences as a result of some speech therapy work but hasn't engaged in written work as much as is required in order to show the impact of this on his writing (MT). One has not engaged actively enough in the S+L sessions (ES). The third child has engaged well in S+L. She is now attempting to articulate and write simple sentences more frequently and shows small steps of progress on B squared. None of these children have shown progress yet on RAG writing attainment.</p> <p><u>Actions for Spring term</u></p> <p>MT: 1 to 1 support worker with this child to liaise with school speech TA (EM) to ensure she uses some techniques from S+L when engaging him in writing.</p> <p>ES: nurture lead to work with ES to prepare him to access S+L and to ensure he engages productively.</p> <p>Ongoing work to continue with HW.</p> <p>Y3: Child has made some progress during S+L sessions but this is not yet showing significant impact on literacy progress. Further work around MSP and EHCP is ongoing as is bespoke external support from the hospital S+L therapist.</p> <p><u>Actions for Spring term</u></p> <p>Continue to support and work with the S+L therapist and the hospital.</p> <p>Y1: Progress shown during sessions and in confidence but not yet visible within written work.</p>				
<b>Review term 2</b>					

<p><b>Review term 3</b></p>					
<p><b>Objective 5</b></p> <p><b>Attainment and progress – ‘Early birds’ intervention</b></p> <p><b>Years: All</b></p>	<p>Closing the gaps between this group and others through targeted support before school. In addition focussed interventions and specific one-to-one support during the day.</p>	<p>£6,500 for lead TA to oversee early birds and interventions</p> <p>£7,500 for continued employment of staff to deliver these interventions.</p>	<p>All pupils Year 1 and above</p>	<p>H of A and VP</p>	<p>Gaps will be closed further and specific barriers will be eliminated.</p> <p>Year 2 Autumn: combined gap to remain as low as 1% (2017 outcome) Spring: combined gap to remain as low as 1% Summer: combined gap to remain as low as 1%</p> <p>Year 6 Autumn: combined gap closed by 15% to 48% Spring: combined gap closed by 17% to 31% Summer: combined gap closed by 17% to 14%</p>
<p><b>Review term 1</b></p>	<p>During the autumn term this was provided for all KS2 children. Progress was seen in reading as detailed in the reading priority. Progress in maths has also been seen though is anecdotal rather than data driven. <small>Version 1.0</small></p>				

	<p>Year 2: Combined gap judged from 2.1+ on RAG is at 11% This needs to decrease further.          Year 6: Combined gap judged from 2.1+ on RAG is 40%. This represents a good closing of the gap so far and is on track to meet the target set.  <u>Actions for spring term</u>          Continue with the work of the early birds group. Further targeted work for specific children in year 6 is planned during these sessions which will show further positive impact from the initial start.</p>
<b>Review term 2</b>	
<b>Review term 3</b>	