

Pupil Premium Strategy and Plan 2018-19

NOR	169
Number of pupils eligible for PP funding	70
Percentage of pupils eligible for PP funding	41%
Total Budget allocation	£92,400
Academy Deprivation Index	0.35
Nominated member of EAB	Elaine Lenc
AAB PP Review dates	January 2019 April 2019 July 2019

Outcomes of Previous Academic year

	All	PP	Others
EYFS (GLD)	72%	100%	58%
Year 1 Phonics	60%	50%	65%
Key Stage 1 Reading - EXP	64%	50%	69%
Key Stage 1 Reading - GD	14%	13%	15%
Key Stage 1 Writing - EXP	59%	50%	62%
Key Stage 1 Writing - GD	14%	13%	15%
Key Stage 1 Maths – EXP	68%	63%	69%
Key Stage 1 Maths - GD	18%	25%	15%
Key stage 2 Reading - EXP	71%	60%	86%
Key stage 2 Reading - HS	29%	10%	57%
Key stage 2 Writing - EXP	71%	60%	86%
Key stage 2 Writing - HS	18%	10%	29%
Key stage 2 Maths - EXP	76%	70%	86%
Key stage 2 Maths - HS	18%	10%	14%
Key Stage 2 RWM - EXP	71%	60%	86%
Key Stage 2 RWM - HS	12%	10%	14%

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

In EYFS, all those eligible for Pupil Premium achieved a Good Level of Development, exceeding the percentage nationally for all and other pupils.

Work will continue to ensure disadvantaged pupils continue to achieve the expected standard and provide challenge to support them to exceed the expected standard.

KS1

Year 1 Phonics Screening results declined from the previous year's outcomes. The difference between the academy and national outcomes will be addressed in the coming year through rigorous staff CPD and a revised teaching strategy. Those pupils who did not achieve the required standards in Year 1 will continue to be targeted to diminish the difference in Year 2. In Year 2, the gap between the attainment of pupils eligible for PP and others remained the same as outcomes in 2017. The percentage of disadvantaged pupils achieving Greater Depth improved when compared to academy outcomes from the previous year and this will continue to be an area of focus.

However, attainment in all subjects remains below outcomes nationally therefore improving outcomes in all subjects at the expected standards and greater depth remains a priority.

KS2

Outcomes at the end of Key Stage 2 improved in all areas when compared to outcomes in the previous year and the year before, demonstrating a three-year improving trend. However, whilst the gap between disadvantaged pupils and others is diminishing, there remains a notable difference between those eligible for PP and other pupils in Reading, Writing and Maths and the combined measure.

Behaviour and Attendance

	Overall	National 2016-17	Persistent absentees (<90%)	National 2016-17
All (2016-17)	94.1% (93.9%)	96%	16.1% (16.9%)	8.3%
Disadvantaged	92.9%		22.8%	

Attendance remains a significant priority for the academy, with significant actions taken from March 2018 to improve the attendance and punctuality of all pupils. Whilst there has been an improvement from the previous year, it still remains significantly below the figure nationally.

Additional Planned Use of Funding

Whole school initiative	What will it cost?	How many pupils will benefit?	Who will be responsible?	Impact?
Subsidised Breakfast Club	£3700	All PP pupils	HoA	Increased number of PP pupils accessing a healthy nutritious breakfast resulting in more alert and engaged pupils in learning. Improved attendance at school
Primary Director of Learning Targeted support to support teaching and learning	£13,350	Y6 – 15	UKS2 Teachers Primary Director of Learning HoA	Increased % pupils reaching expected standard in Reading, Writing, Maths and GPS at end of KS2. Increased % pupils achieving higher standard in Reading, Writing, Maths and GPS at end of KS2. Increase in average scaled score for disadvantaged pupils at end of KS2.

Objective 1 Speech & Language Years: EYFS – Y6	What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible?	What will success look like?
To raise attainment through personalised Speech and Language intervention.	Provide in-house Speech and Language Therapist	Speech and Language Therapist SLA: £5,700	All pupils screened As below	Speech and Language Therapist Teachers Support staff	Increased number of PP pupils with age appropriate language and speech sounds scores, evidenced through baseline and reassessments.
	Screen all Nursery pupils and new to Reception pupils on entry. Liaise with SALT to plan and deliver individual and small group sessions.	Staffing: £6000 Resources: £200	All pupils screened	EYFS teachers and support staff SEN Support SENCo Speech and Language Therapist	PP pupils identified will be targeted through regular 1-1 or small group sessions, reducing number with significant delays. Increased number of PP pupils achieving Expected in Communication and Language.
	Deliver regular 1-1 and small group Speech and Language sessions to children.	Staffing: £4,000 Resources: £200	Nursery – Reception - 2 Year 1 – 1 Year 2 – 2 Year 3 – 2 Year 4 – 3 Year 5 - 2 Year 6 – 1	Class teachers and support SEN Support SENCo Speech and Language Therapist	Increased number of PP pupils with age appropriate language and speech sounds scores, evidenced through baseline and end of year screenings.

Review Term 1	See individual support plans and evaluations
Review Term 2	
Review Term 3	

Objective 2 EYFS	What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible?	What will success look like?																																				
Years: EYFS																																									
Increase % EY pupils achieving Expected and Exceeding GLD, with a specific focus on Maths and writing.	Additional member of staff to increase staff: pupil ratios, to ensure high quality interactions and targeted teaching and intervention.	£14,000	All	A South	Maintain outcomes for disadvantaged pupils at end of EYFS. Increase % pupils Exceeding at the end of EYFS.																																				
Review Term 1	High quality interactions and targeted teaching and intervention																																								
	<table border="1"> <thead> <tr> <th></th> <th>C&L</th> <th>PSED</th> <th>PD</th> <th>Reading</th> <th>Writing</th> <th>Number</th> <th>SSM</th> <th>GLD</th> </tr> </thead> <tbody> <tr> <td>%On track ENTRY</td> <td>60</td> <td>80</td> <td>60</td> <td>60</td> <td>20</td> <td>50</td> <td>30</td> <td>20</td> </tr> <tr> <td>%On track T1 END</td> <td>70</td> <td>80</td> <td>70</td> <td>70</td> <td>50</td> <td>70</td> <td>70</td> <td>40</td> </tr> <tr> <td>%Difference</td> <td>+10</td> <td>+/-0</td> <td>+10</td> <td>+10</td> <td>+30</td> <td>+20</td> <td>+40</td> <td>+20</td> </tr> </tbody> </table>						C&L	PSED	PD	Reading	Writing	Number	SSM	GLD	%On track ENTRY	60	80	60	60	20	50	30	20	%On track T1 END	70	80	70	70	50	70	70	40	%Difference	+10	+/-0	+10	+10	+30	+20	+40	+20
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	Impact: accelerated progress across six of the seven prime areas and specifically in targeted areas where assessment information analysis indicated a significant gap to expected (Writing and SSM) For T2 - Systems and strategies to remain in place with further intervention for PP pupils based on analysis of assessment information. One pupil on track for exceeding																																								
Review Term 2																																									

Review Term 3	
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Objective 3 Phonics & Reading Years: EYFS – Y6	What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible?	What will success look like?						
<p>Increase % of pupils reaching the required standard to pass Y1 Phonics screening and Y2 Phonics re-sit.</p> <p>Increase % of pupils achieving ARE and GDS, in all years groups.</p>	Whole staff phonics CPD and coaching to ensure effective phonics teaching.	Delta school to school support - £0	All	Phonics Lead: J Beedle	Increased % Year 1 pupils reaching required standard in Y1 Phonics Screening. Increased % Year 2 pupils reaching required standard in Phonic Screening resit						
	Whole staff Reading CPD and ongoing support to embed Reading Strategy throughout the academy	Resources: £500		Reading Lead: C Milton	Increased % pupils reaching expected standard in Reading at end of KS1 and KS2. Increased % pupils achieving greater depth / higher standard in Reading at end of KS1 and KS2. Increase in average scaled score for disadvantaged pupils at end of KS2.						
Review Term 1	<p>Y1 phonics (6 pupils)</p> <table border="1"> <thead> <tr> <th>September baseline % 32+</th> <th>T1 END %32+</th> <th>% 2019 Prediction</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>66</td> <td>100</td> </tr> </tbody> </table> <ul style="list-style-type: none"> SSE indicates significant uplift in quality of T&L of phonics in all KS1 groups resulting in % 32+ already surpassing 2018 data. 2 pupils not at 32+ are on track and no further intervention required in order to achieve pass at 2019 					September baseline % 32+	T1 END %32+	% 2019 Prediction	0	66	100
September baseline % 32+	T1 END %32+	% 2019 Prediction									
0	66	100									

	<p>Y2 phonics (2 pupils)</p> <table border="1" data-bbox="461 392 1771 478"> <tr> <td>September baseline % 32+</td> <td>T1 END %32+</td> <td>% 2019 Prediction</td> </tr> <tr> <td>0</td> <td>0</td> <td>50</td> </tr> </table> <p>T2 – Interventions for Y1 pupils to end – support moved to KS1 reading/writing/maths/phonics</p> <p>Reading</p> <ul style="list-style-type: none"> The profile of the teaching of reading across the academy has improved as a result of planned CPD <table border="1" data-bbox="461 715 2089 987"> <thead> <tr> <th>Year group</th> <th>% EOY at ARE</th> <th>% T1 at ARE</th> <th>T1 accessing ARE with support</th> <th>T2 at ARE</th> <th>T2 accessing Are with support</th> <th>T3 at ARE</th> <th>T3 accessing with support</th> <th>+/- YTD</th> </tr> </thead> <tbody> <tr> <td>1</td> <td></td> <td>66</td> <td>33</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>2</td> <td>30</td> <td>10</td> <td>50</td> <td></td> <td></td> <td></td> <td></td> <td>+30</td> </tr> <tr> <td>3</td> <td>50</td> <td>22</td> <td>44</td> <td></td> <td></td> <td></td> <td></td> <td>+16</td> </tr> <tr> <td>4</td> <td>57</td> <td>27</td> <td>60</td> <td></td> <td></td> <td></td> <td></td> <td>+30</td> </tr> <tr> <td>5</td> <td>75</td> <td>55</td> <td>22</td> <td></td> <td></td> <td></td> <td></td> <td>+2</td> </tr> <tr> <td>6</td> <td>33</td> <td>27</td> <td>20</td> <td></td> <td></td> <td></td> <td></td> <td>+14</td> </tr> </tbody> </table>	September baseline % 32+	T1 END %32+	% 2019 Prediction	0	0	50	Year group	% EOY at ARE	% T1 at ARE	T1 accessing ARE with support	T2 at ARE	T2 accessing Are with support	T3 at ARE	T3 accessing with support	+/- YTD	1		66	33						2	30	10	50					+30	3	50	22	44					+16	4	57	27	60					+30	5	75	55	22					+2	6	33	27	20					+14
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Objective 4 Years: 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?																								
Increase % of pupils achieving ARE and GDS, in all subjects by the end of KS2.	Primary Director of Learning Targeted support to support teaching and learning and accelerate progress.	£13,350	Y6 –	UKS2 Teachers Primary Director of Learning HoA	Increased % pupils reaching expected standard in Reading, Writing, Maths and GPS at end of KS2. Increased % pupils achieving higher standard in Reading, Writing, Maths and GPS at end of KS2.																								
	Additional teacher in UKS2 to support teaching and learning and accelerate progress.	£25,000	Y5 – Y6 –	UKS2 staff Assistant Principals																									
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Objective 5	What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible?	What will success look like?																												
Years: R, Y3, Y4, Y5, Y6 Improve the social, emotional and mental health needs of pupils with significant needs to improve attitudes to learning and reduce risk of exclusion.	Provide Thrive provision in partnership with The Elland Academy, twice a week for identified pupils.	Staff: £4,560 £60 per session (£60 x 1 = £120 a week x 38 = £4,560 a year)	6 pupils	The Elland Academy SENCo	Pupils will engage with learning and have positive attitude towards school. Reduction in disruptive incidents and improved engagement.																												
	Provide bespoke provision in partnership with The Elland Academy-	£6,000	Awaiting allocation of support	The Elland Academy SENCo	Pupils will engage with learning and have positive attitude towards school. Reduction in behavioural incidents and exclusions for those pupils.																												
Review Term 1	YTD – 0 exclusions, 1 C4. SSE indicates improved learning behaviours during lessons. 2018-2019 (Up to Feb '18) exclusions Attendance data is high for Thrive provision pupils <table border="1" data-bbox="461 1114 1807 1366"> <thead> <tr> <th>Pupil</th> <th>Attendance YTD</th> <th>Attendance EOY 2018</th> <th>Previous exclusions</th> </tr> </thead> <tbody> <tr> <td>Pupil A</td> <td>98.9</td> <td>98.4</td> <td>N</td> </tr> <tr> <td>Pupil B</td> <td>100</td> <td>98.9</td> <td>Y (1 period, 2 days)</td> </tr> <tr> <td>Pupil C</td> <td>99.5</td> <td>91.3</td> <td>Y (6 periods, 15.5.days)</td> </tr> <tr> <td>Pupil D</td> <td>97.3</td> <td>96.5</td> <td>N</td> </tr> <tr> <td>Pupil E</td> <td>91</td> <td>79.6</td> <td>N</td> </tr> <tr> <td>Pupil F</td> <td>98.9</td> <td>97.8</td> <td>N</td> </tr> </tbody> </table>					Pupil	Attendance YTD	Attendance EOY 2018	Previous exclusions	Pupil A	98.9	98.4	N	Pupil B	100	98.9	Y (1 period, 2 days)	Pupil C	99.5	91.3	Y (6 periods, 15.5.days)	Pupil D	97.3	96.5	N	Pupil E	91	79.6	N	Pupil F	98.9	97.8	N
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