



Pupil Premium funding

Pupil premium is additional funding given to schools so that they can support those vulnerable pupils who are at risk of underachievement. The government believes that this funding is the way to tackle disadvantage and reach the pupils who need it most.

'We believe it is unacceptable for children's success to be determined by their social circumstances. We intend to raise levels of achievement for all disadvantaged pupils and to close the gap between disadvantaged children and their peers.'

Dfe 2010-2015 Government Policy: Education of Disadvantaged Children.

Within the Academy, there are just below 25% of children who qualify for Pupil Premium. There are a number of barriers to learning for these children including low aspirations, low expectations, lack of readiness to learn (no breakfast, incorrect or no uniform), narrow experiences of life outside school, poor English and mathematical skills and the need of parental engagement within their learning.

The Pupil Premium strategy review for this academic year will be undertaken during the Autumn term 2018.

Funding in 2016-2017 was £151,800
Funding in 2017-2018 will be £175,980

Ofsted July 2017 reported:

'The impact of pupil premium funding is tracked meticulously. Every disadvantaged pupil is tracked individually. Where leaders find any underachievement, additional support is devised. As a result of leaders' effective use of assessment, disadvantaged pupils are making strong rates of progress. Pupil premium funding is also used well in the early years to address quickly any emerging barriers to learning.'

How funding has been spent and the impact during 2016 – 2017

Activity/Resource	Purpose	Impact
<p>Parent/pupil support co-ordinator</p> <p><i>All year groups</i></p>	<p>Give support and guidance to pupils and parents to overcome barriers inside and outside school which may have an impact on the attendance, well-being and education of some children.</p>	<p>Involvement with 65% of those children who qualify for Pupil Premium and their families. This has resulted in the children having greater self-esteem, being more confident and focused as they are more settled within school and their family unit. Support has been given and advice offered to children and their family members linked to numerous barriers which may have hindered learning and impacted children's well-being. These have involved behaviour issues, general welfare difficulties, housing issues, medical challenges and family holiday time.</p>
<p>Attendance Manager and attendance officer. Officer to undertake home visits offering guidance and support in respect of attendance</p> <p><i>All year groups</i></p>	<p>Support, guidance and monitoring for families with regard to improving attendance. Advice on how to tackle/overcome issues which impact on children's attendance. Monitoring, home visits and appropriate actions undertaken to ensure children are attending school.</p>	<p>12 children (26 children the previous year) who qualify for Pupil Premium had poor attendance. Of those 67% have now improved their attendance.</p>
<p>Learning Mentors</p> <p><i>All year groups</i></p>	<p>To support children with emotional and behavioural needs to help them to become well-rounded individuals with high expectations of themselves.</p>	<p>100% of children who qualify for Pupil Premium and undertook mentoring made progress regardless of barriers. Maths 82% at least expected progress Writing 77% at least expected progress Reading 77% at least expected progress</p>
<p>Teaching Assistants</p> <p><i>All year groups</i></p>	<p>Due to the success of this intervention we will continue to deploy highly skilled/trained staff to work 1:1 or in small groups to deliver language, maths, reading, phonics and writing booster programmes for targeted children.</p>	<p>The following figures represent at least expect progress made by children who qualify for Pupil Premium across the Academy.</p> <p>80% (71% accelerated) Maths 78% (57% accelerated) Reading 79% (66% accelerated) Writing</p>

Phonic booster – HLTA <i>Y1 and Y2</i>	To continue to raise the number of children who qualify for Pupil Premium to achieve the expected level in Y1 Phonic Screening Check.	36% of those children who qualify for Pupil Premium in Y1 passed the Y1 Phonic Screening Check. 33% in Y2 following the re-check.
Additional Y6 teacher <i>Y6</i>	To raise the confidence and self-esteem of some Y6 children who qualify for Pupil Premium and have additional needs, giving these children the opportunity to achieve in line with their peers.	Maths – 100% made expected progress Reading – 75% made at least expected progress and 63% made accelerated progress Writing – 63% made accelerated progress
Pixl <i>Y5 and Y6</i>	Online resource to be used as intervention for target children in Y5 and Y6 for maths, grammar and reading. This resource is accessible at home and at school.	100% of the children who undertook the Pixl programme made at least expected progress in all areas.
Third Space Learning <i>Y6 initially then Y5</i>	Interactive one to one tutoring programme to improve confidence, knowledge and skills in mathematics for identified children.	90% of children who undertook this intervention achieved age related expectations in maths. This intervention helped to raise children's confidence in tackling a variety of mathematical concepts which has been well received by children, teachers and parents
Reading intervention <i>All year groups</i>	Reading interventions to be undertaken with target children to further raise the interest and attainment of reluctant readers and to develop their love and reading	This has been very well received by children and parents within EYFS. 83% of Pupil Premium qualifying Nursery children have made at least expected progress in reading. Interventions successfully undertaken across the Academy – 78% of children who qualify for Pupil Premium made expected progress, 57% of that was accelerated progress in reading.
SALT (Speech and Language Therapy) <i>Mainly EYFS and Y1, Y2 and some Y3 children</i>	To improve speech and language skills for children across the Academy including those who qualify for Pupil Premium.	Those children who qualify for Pupil Premium have made between 17 and 23 months progress due to Welcomm intervention.
CPOMS <i>All year groups</i>	The Academy will continue to pay for licences for this online safeguarding communication to track communication with external agencies, parents and carers as well and continued actions within the Academy regarding safeguarding and the well-being of our children.	Used daily to record incidents, ongoing events and actions linked to the well-being and safeguarding of the children within the Academy. This resource is used by all staff and has proved to be a great benefit with respect to safeguarding across the Academy.

<p>Marvellous Me</p> <p><i>All year groups</i></p>	<p>Continue to engage parents in their children's learning through this online resource.</p>	<p>We had a total of 425 pupils with at least one parent engaged (89%). Some primary parents have shared their enthusiasm with family members which gave us a total of 616 engagement by families. MarvellousMe has had a positive impact on the atmosphere in the learning room for the children – building self-esteem, confidence and instilling happiness. All staff members have found that the children are very excited by it. Parental questionnaires have also shown that parents enjoy engaging with MarvellousMe.</p>
<p>Toast and Drink</p> <p><i>All year groups</i></p>	<p>The Academy will continue to provide toast and a drink during snack time for all children who qualify for free school meals.</p>	<p>This has ensured that children are well nourished and ready to learn.</p>
<p>Off site visits</p> <p><i>All year groups</i></p>	<p>Funding is allocated to ensure children who qualify for Pupil Premium have the same opportunities as their peers.</p>	<p>Children participated in additional learning experiences outside their normal school activities enabling them to experience events, engage socially and learn in a manner which is different to that in the classroom environment.</p> <p>Pupil comment from residential visit: 'I don't think I will ever see anything that beautiful again.' 'I had so much fun; I loved every part of it. The night walk was just the best thing ever.'</p>

How will funding for 2017 – 2018 be spent?

Activity/Resource	Purpose	Impact
Parent/pupil support co-ordinator <i>All year groups</i>	To continue to provide support for pupils and parents to overcome barriers inside and outside school and strengthen children's resilience and well-being.	
Attendance Manager and attendance officer. Officer to undertake home visits offering guidance and support in respect of attendance <i>All year groups</i>	Support families to improve attendance and provide advice to overcome issues/ barriers which impact on children's attendance. Undertake appropriate action where necessary to help improve attendance.	
Learning Mentors <i>All year groups</i>	To support children with emotional and behavioural needs and enable them to access the curriculum.	
Teaching Assistants <i>All year groups</i>	To continue to deploy highly skilled/trained staff to work 1:1 or in small groups to deliver language, maths, reading, phonics and writing booster programmes for targeted children, to accelerate progress of those children who qualify for Pupil Premium.	
Phonic booster – HLTA <i>Y1 and Y2</i>	To raise the number of children who qualify for Pupil Premium to achieve the expected level in Y1/2 Phonic Screening Check.	
Additional Y6 teacher <i>Y6</i>	To work with children in Y6 including some of those who qualify for Pupil Premium to raise their confidence and self-esteem, enhancing their opportunities to achieve in line with their peers.	
Pixl <i>Y5 and Y6</i>	Online resource to accelerate the progress of children in Y5 and Y6 in maths and English. This resource is accessible at home and at school.	
Third Space Learning <i>Y6 initially then Y5</i>	Interactive one to one tutoring programme to improve knowledge and skills in mathematics for identified children who qualify for Pupil Premium.	

Reading Interventions	Training for staff and purchase of reading materials to continue to raise the interest and attainment of children within reading. To boost the confidence and continue to develop a love of reading for those reluctant or disengaged readers.	
Marvellous Me <i>All year groups</i>	Online resource (app to for parents to download) which prompts parents to engage their children into a meaningful conversation about their day at school. Parents will hopefully be able to have further insight into their children's learning and hopefully increase confidence, progress and well-being for the children.	
Toast and Drink <i>All year groups</i>	The Academy will continue to provide toast and a drink during snack time for all children who qualify for free school meals.	
Off site visits <i>All year groups</i>	Funding will continue to be allocated to ensure children who qualify for Pupil Premium have the same opportunities as their peers.	
SALT (Speech and Language Therapy) <i>Mainly EYFS and Y1 and some Y2 children</i>	To improve speech and language skills for children across the Academy including those who qualify for Pupil Premium.	
CPOMS <i>All year groups</i>	The Academy will continue to pay for licences for this online safeguarding communication to track communication with external agencies, parents and carers as well and continued actions within the academy regarding safeguarding and the well-being of our children.	