



## **Pupil Premium funding 2018 – 2019** ***Written July 2019***

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 (110 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 2019.

Funding in 2016-2017 was £151,800  
Funding in 2017-2018 was £175,980  
Funding in 2018-2019 was £158,400  
Funding in 2019-2020 will be £145,200

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 2018 – 2019

<b>Activity/Resource</b>	<b>Purpose</b>	<b>Impact</b>								
<p>Parent/pupil support co-ordinator All year groups</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 57% 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 All year groups</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>Attendance of children who qualify for Pupil Premium is improving.</p> <table border="0"> <tr> <td>Summer 1 2016</td> <td>94.63%</td> </tr> <tr> <td>Summer 2 2017</td> <td>95.47%</td> </tr> <tr> <td>Summer 2 2018</td> <td>95.76%</td> </tr> <tr> <td>Summer 2 2019</td> <td>95.64%</td> </tr> </table>	Summer 1 2016	94.63%	Summer 2 2017	95.47%	Summer 2 2018	95.76%	Summer 2 2019	95.64%
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<p>Learning Mentors All year groups</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.</p> <p>Maths 75% at least expected progress Writing 75% at least expected progress Reading 72% at least expected progress</p>								

<p>Teaching Assistants All year groups</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 expected progress made by children who qualify for Pupil Premium across the Academy. 75% (20% accelerated) Maths 72% (18% accelerated) Reading 75% (21% accelerated) Writing</p>
<p>Phonic booster – HLTA/TA Y1 and Y2</p>	<p>To continue to raise the number of children who qualify for Pupil Premium to achieve the expected level in Y1 Phonic Screening Check.</p>	<p>57% of those children who qualify for Pupil Premium in Y1 passed the Y1 Phonic Screening Check. 25% in Y2 following the re-check.</p>
<p>Pixl Y5 and Y6</p>	<p>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.</p>	<p><b>Year 5</b> Reading - 87% of the pupil premium children made expected or better progress Writing – 87% of the pupil premium children made expected or better progress Maths – 91% of the pupil premium children made expected or better progress</p> <p><b>Year 6</b> Reading – 92% of the pupil premium children made expected or better progress Writing 100% of the pupil premium children made expected or better progress Maths – 100% of the pupil premium children made expected or better progress</p>
<p>Third Space Learning Y6 initially then Y5</p>	<p>Interactive one to one tutoring programme to improve confidence, knowledge and skills in mathematics for identified children.</p>	<p>86% of children who undertook this intervention achieved age related expectations in maths. One child attained greater depth. This intervention helped to raise children’s confidence in tackling a variety of mathematical concepts which</p>

		has been well received by children, teachers and parents
Reading intervention All year groups	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	Interventions successfully undertaken across the Academy – 72% of children who qualify for Pupil Premium made expected progress, 18% of that was accelerated progress in reading.
SALT (Speech and Language Therapy) Mainly EYFS and Y1, Y2 and some Y3 children	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 11 and 23 months progress due to Welcomm intervention.
CPOMS All year groups	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.
Marvellous Me All year groups	Continue to engage parents in their children's learning through this online resource.	We had a total of 475 pupils with at least one parent engaged (93%). Some primary parents have shared their enthusiasm with family members which gave us a total of 612 followers and 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.
Toast and Drink All year groups	The Academy will continue to provide toast and a drink during snack time for all	This has ensured that children are well nourished and ready to learn.

	children who qualify for free school meals.	
Off site visits All year groups	Funding is allocated to ensure children who qualify for Pupil Premium have the same opportunities as their peers.	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.
Purple Mash All year groups	Online resource to be used as across the academy for a range of subjects and topics. This resource is accessible at home and at school.	Children gained confidence in a range of skills and subjects including coding and presenting data in different ways. Online books have been used to support reading. Teachers have commented on how, 'It is a valuable resource with a broad range of subjects.' Pupil voice 'It's educational and fun. You are able to write stories on there' Y6 'It's a fun way to learn' – Y5 'It's good for activities and learning' Y5

How will funding for 2019 – 2020 be spent?

<b>Activity/Resource</b>	<b>Purpose</b>	<b>Impact</b>
Parent/pupil support co-ordinator All year groups	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 All year groups	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 All year groups	To support children with emotional and behavioural needs and enable them to access the curriculum.	
Teaching Assistants All year groups	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 Y1 and Y2	To raise the number of children who qualify for Pupil Premium to achieve the expected level in Y1/2 Phonic Screening Check.	
Purple Mash All year groups	Online resource to be used as across the academy for a range of subjects and topics. This resource is accessible at home and at school. Use to develop the curriculum	
Pixl Y5 and Y6	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 Y6 initially then Y5	Interactive one to one tutoring programme to improve knowledge and skills in mathematics for identified children who qualify for Pupil Premium.	
Reading intervention All year groups	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	
SALT (Speech and Language Therapy) Mainly EYFS and Y1, Y2 and some Y3 children	To improve speech and language skills for children across the Academy including those who qualify for Pupil Premium.	
CPOMS All year groups	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.	
Marvellous Me All year groups	Continue to engage parents in their children's learning through this online resource.	
Toast and Drink All year groups	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 All year groups	Funding is allocated to ensure children who qualify for Pupil Premium have the same opportunities as their peers.	