

## Statement of pupil premium strategy 2018 - 2019

1. Summary information					
School	Intake Primary Academy				
Academic Year	2018-2019	Total PP budget	£186 120	Date of most recent PP Review	January 2018
Total number of pupils	291	Pupils eligible for PP	48.5%	Date for next internal review of this strategy	January 2019

2. Current attainment (Based on 2018 Y6 results see further breakdown in the statement)			
	<i>Pupils eligible for PP (your school)</i>	<i>National figures for pupils not eligible for PP</i>	<i>School Average Score</i>
% achieving expectations in reading, writing and maths	<b>68%</b>	70%	
Progress score in reading	<b>+2.6</b>	+0.3	103
Progress score in writing	<b>+4</b>	+0.2	
Progress Score in maths	<b>+2.4</b>	+0.3	105

3. Barriers to future attainment (for pupils eligible for PP )	
<b>In-school barriers</b>	
A.	The readiness for pupils to learn in class (pupils ready physically, mentally and emotionally to learn).
B.	Baseline data is below age related with the prime areas: communication and language, physical development, personal, social and emotional development is significantly below for PP children.
C.	Poor meta-cognitive skills (children's ability to think and reason about learning).
D.	Many children do not have access to additional opportunities that are needed to provide a rounded education or develop characteristics that lead to successful employment.
<b>External barriers</b>	
E.	Attendance and punctuality.
F.	Opportunities to access resources: books and a lack of life experiences.
G.	Lack of regular routines with home learning and lack of correct equipment in school – PE kit.

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Disadvantaged pupils' attendance will improve.	PP pupils' attendance July 2018 was – This year it will be at least national 96%
<b>B.</b>	Pupils' ability to learn will improve through their physical, emotional and cognitive readiness being met and enhanced.	Pupils are ready to learn without the need for extra interventions. Pupils' resilience and self-esteem will improve producing more independent learning traits.
<b>C.</b>	Gaps in learning are identified and targeted through bespoke targeted interventions.	Assessment will show gaps are addressed and PP children will make expected progress.
<b>D.</b>	Pupils have access to high quality books and other resources to enhance their life experiences and provide opportunities for speaking and listening.	Progress in English and expected levels in reading will be positive and above national.
<b>E.</b>	Pupils will be given the opportunity to engage in a wide range of social and cultural experiences – sport, cooking, music	All pupils will attend visits and activities they would not normally have access to.

5. Planned expenditure					
Academic year		2018 - 2019			
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
<b>i. Quality of teaching for all</b>					
Desired outcome	Chosen action/approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To ensure all pupil premium children make at least good progress in Reading, Writing and maths.	Adult to pupil ratio to be increased to allow for additional direct teaching. High quality teaching from teachers and TAs.	Larger ratio of adults means disadvantaged will have more access to direct bespoke feedback and more of the teacher's time.	Schools monitoring and evaluation process will continually assess the impact of teachers and TAs in the classroom. School CPD will focus on teaching and learning for Teachers and TAs.	Principal SLT	Termly

Interventions are effective at closing gaps in knowledge and skills for disadvantaged.	High ratio of adults to pupils allow for additional teaching groups and interventions to take place.	More adults mean more pre-planned interventions can take place and smaller groups can make better use of resources such as ICT, Abacus and TTRockstars.  There is a greater flexibility for ad-hoc intervention groups based on AFL strategies within class time.	Schools monitoring and evaluation process will continually assess the impact of teachers and TAs in the classroom. School CPD will focus on teaching and learning for Teachers and TAs.	Principal SLT	Termly
Mastery Curriculum is part of quality first teaching for all learners of all abilities.	Teachers to have CPD on developing mastery in maths and English.  Questioning, lessons and feedback will all contribute to the delivery of the mastery curriculum.	Groups tracked through OTrack. More able pupils will be tracked as a separate group to ensure they are being stretched..  Results in all year groups will improve with positive progress measures. Percentage working above ARE will increase as they are developing skills and mastery of the curriculum..	PP meetings termly CPD for staff on mastery teaching and learning.	SLT Maths lead Ad Astrea for CPD	
<b>Total budgeted cost</b>					70%
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence &amp; rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>

<p>To ensure children's social, emotional and behavioural needs are met and consequently children access learning more effectively.</p>	<p>Nurture group provision each afternoon.</p> <p>Thrive program used effectively.</p> <p>Magic breakfast – as well as staffing costs updating of breakfast facilities are needed.</p> <p>Pastoral team to work closely with the families of Pupil Premium so they receive the support and encouragement to succeed from home as well as school.</p> <p>Attendance officer to work with children to ensure they have good attendance. Work with families of persistent low attendance so they reengage with education.</p>	<p>As a result of children's emotional needs being met, children make good progress academically across the year. They will be able to rationally assess situations and their emotions.</p> <p>Breakfast club will improve children's ability to concentrate in class.</p> <p>Attendance to be above 96%+ for PP children. Persistent Low Attendance to decrease. Families previously with poor attendance to engage in and support school.</p>	<p>Attendance is continually monitored.</p> <p>Monitoring of PSA actions and interventions.</p> <p>Thrive reports and assessment data.</p> <p>Recordings of poor behaviour recorded in Cpoms will be reduced.</p>	<p>Principal Attendance officer PSA</p>	<p>Weekly attendance</p>
<p>Identified gaps in learning will be addressed.</p>	<p>Variety of interventions – based on identified need - will be provided for targeted children.</p>	<p>Gaps identified in formative and summative assessment allow for targeted teaching to close these gaps.</p>	<p>Progress is reviewed in termly pupil progress meetings.</p>	<p>Principal SLT</p>	
<b>Total budgeted cost</b>					<p>20%</p>

**iii. Other approaches (including links to personal, social and emotional wellbeing)**

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence &amp; rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<p>To encourage all PP pupils to participate in a variety of After-School Clubs, thereby strengthening their inclusion</p>	<p>Clubs extra to those provided by the sports funding include: arts and crafts, hobbies and interests.</p> <p>Access to trust wide enhancement opportunities.</p>	<p>Pupils benefit from working with others and being introduced to a variety of experiences.</p>	<p>Monitor the pupils attending extra-curricular activities.</p> <p>Include pupils voice through school council and pupil questionnaires and interviews.</p>	<p>Staff</p>	<p>Termly</p>

PP will have access to trips, visits and residential otherwise not experienced.	Each year pupils will partake in offsite visits to places of cultural interest.	Pupils' will be exposed to a much bigger world and have their horizons and aspirations broadened as they learn through experience about geography, history and culture.	Review programme of trips and which pupils are attending.	Staff	Yearly
<b>Total budgeted cost</b>					<b>10%</b>

## PUPIL PREMIUM (pp) STATEMENT 2017 to 2018

### Impact of spend – end of Key Stage results

ATTAINMENT KS1		
	Disadvantaged % (cohort 11/32) <b>(National)</b>	Other % (cohort 21/32)
Reading	73 <b>(79)</b>	62 <b>(79)</b>
Writing	64 <b>(74)</b>	52 <b>(74)</b>
Maths	82 <b>(80)</b>	71 <b>(80)</b>

	ATTAINMENT KS2		PROGRESS FROM KS1	
	Disadvantaged % (cohort 22/33) <b>National</b>	Other % (cohort 11/33)	Disadvantaged score (cohort 22/33) <b>National</b>	Other score (cohort 11/33)
Reading	86 <b>(80)</b>	91 <b>(80)</b>	2.61 <b>(0.31)</b>	3.96 <b>(0.31)</b>
Writing	86 <b>(82)</b>	91 <b>(83)</b>	4.02 <b>(0.24)</b>	7.93 <b>(0.24)</b>
Maths	77 <b>(81)</b>	91 <b>(81)</b>	2.42 <b>(0.31)</b>	5.13 <b>(0.31)</b>
Reading/Writing/Maths	68 <b>(70)</b>	91 <b>(70)</b>		

## **How the Pupil Premium was spent:**

**Rational and evidence base:** Sutton Trust allocates 4+ months increased catch up for Phonics and 5+ months catch up for reading and comprehension strategies. These figures have a strong evidence base and proven results. Small group tuition closes the gap by 4 months.

(Staff training on feedback) <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/feedback/>

(Mastery learning) <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/mastery-learning/>

(Thrive and Roots of Empathy) <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/>  
<https://www.thriveapproach.com/>     <http://www.rootsofempathy.org/>

(Outdoor Learning) <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/outdoor-adventure-learning/>

(Parental Engagement) <https://educationendowmentfoundation.org.uk/school-themes/parental-engagement/>

(Maths – TT Rockstars) <https://trockstars.com/page/features>

(Quality First Teaching) <https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully>  
[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/473976/DFE-RS411\\_Supporting\\_the\\_attainment\\_of\\_disadvantaged\\_pupils\\_-\\_briefing\\_for\\_school\\_leaders.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/473976/DFE-RS411_Supporting_the_attainment_of_disadvantaged_pupils_-_briefing_for_school_leaders.pdf)

(Reducing Class Size) <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reducing-class-size/>

(Meta-Cognition) <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/meta-cognition-and-self-regulation/>

(Teaching Assistants) <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/teaching-assistants/>

(Attendance) [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/473976/DFE-RS411\\_Supporting\\_the\\_attainment\\_of\\_disadvantaged\\_pupils\\_-\\_briefing\\_for\\_school\\_leaders.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/473976/DFE-RS411_Supporting_the_attainment_of_disadvantaged_pupils_-_briefing_for_school_leaders.pdf)

Action	Reason/how	Impact / Lessons Learned	Cost
T4W	Proven research based approach to writing.	Writing at the end of KS2 was above national. Children have a confidence to write across a range of genres.	£5000 materials £6250 training
Lexia Reading	Improve reading comprehension for children reading below their age. Rapid intervention to close the gap.	Did not have the intended impact. Use at home was limited. Needs a more targeted approach within school to have the impact.	£8000
Develop the reading environment in school	Create a love and respect for books and reading.	Reading has a higher priority in school. The library is used as a centre for learning.	£30000

		The recording of reading at home as increased.  Needs to be a continuous spend on high quality books to maintain the interest.	
Abacus Maths and Maths Factor	Ensure coverage of maths is consistent across school through structured program. Provide home access to maths based homework and skills practise.	Maths results improved and reached better than national average and a better progress score than non PP.	Materials, resources and licence: £5017  Maths factor: £249
Teaching assistants to provide focussed intervention groups in reading, writing and maths.	TAs to receive training in specific areas with a focus on a core subject. TAs to deliver interventions across the school in the afternoons – equivalent to 2 hours a day.	Intervention groups tracked through OTrack. Children in these groups made progress and closed the gap to national.  Look at how interventions in reading can better support PP children.	10 hours a week per TA for delivering interventions – 10 TAs for 10 hours a week equates to £39000

Action	Reason/how	Impact / Lessons Learned	Cost
Thrive Program	Thrive seeks to build the emotional gaps that prevent some children from accessing the school curriculum. 2 staff are trained as Thrive Practitioners and are therefore more able to meet the children’s emotional needs and help them mature. HLTA additional hours to run THRIVE in the afternoons and provide a nurture nest environment for lunchtimes	Less incidents of excessive behaviour recorded - targeted children are able to manage their emotions in an age appropriate way.	Training, resources and staff costs. £5760
Pastoral Team EWO	Children who struggle emotionally are less likely to succeed. A pastoral team provides a focussed environment for children to develop emotionally and be ready to learn in school. An Education Welfare Officer (EWO) has been given extra hours to help reduce absence and raise attendance.	Attendance last year was 95.3%.  Persistent absence decreased.	Total hours 58.5 per week for two staff at a cost of: £27507 per year  Extra EWO support £5000

Magic breakfast	Provision of school breakfast from 8:15 to 9:45 All food provided free but staffing covered by school	Children had a nutritious start to the day enabling them to focus in morning lessons.  Better resources to offer breakfast to more children are required.	Staff costs for running breakfast clubs. £7800

**To address the barriers the school improved standards in KS1 and Early Years for disadvantaged pupils by:**

Action	Reason/how	Impact / Lessons Learned	Cost
Employ 2 teachers for Foundation 2	Reduced class sizes in F2 will ensure children get more teacher time.	More children achieving across the Early Year goals.	Teacher for 2 Terms £15766
Appoint an assistant head for KS1. TLR for middle management.	Strengthen the teaching and learning in KS1 through stronger leadership and direction. TLR for phonics lead in KS1.	Clear focus in direction and cohesion in KS1 teaching and learning.	Assistant head and TLR management appointments £49600
<b>TOTAL</b>	<b>£204,949</b>		