

Pupil Premium Plan and Strategy

2018-19

NOR	204 (plus 35 part time)
Number of pupils eligible for PP funding	39
Percentage of pupils eligible for PP funding	19%
Total Budget allocation	52,420
Academy Deprivation Index	0.23
Nominated member of EAB	Helen Burton Laws
EAB PP Review dates	Autumn 2/Spring 2/Summer 2

Outcomes of Previous Academic year

	All	PP	Others
EYFS (GLD)	20/67%	1/50%	19/79%
Year 1 Phonics	23/76%	3/75%	23/76%
Key Stage 1 Reading	29/67%	6/50%	23/71%
Key Stage 1 Writing	29/63%	6/50%	23/67%
Key Stage 1 Maths	29/73%	6/50%	23/79%
Key stage 2 Reading	23/82%	5/67%	18/86%
Key stage 2 Writing	24/86%	6/100%	18/82%
Key stage 2 Maths	24/86%	6/100%	18/82%

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

Based on the exit data from EYFS in 2018, the key priorities for EYFS in 2018-19 are; raising attainment for pupil premium children in Reading with a focus on use of phonics for blending, Writing with a focus on use of phonics for segmenting and Maths with a focus on number recognition, and raising attendance for children who are pupil premium.

KS1

Based on the SAT's scores at the end of KS1, the key priorities for this year are reading comprehension with a focus on inference and vocabulary and writing with a focus on ensuring children check their work for simple spelling and grammar errors. There is also an emphasis on ensuring middle ability pupils are properly challenged in order to create opportunities to promote accelerated progress. There is also a specific development focus on Phonics, implementing active phonics lessons and interventions, to ensure the gap between disadvantaged and non-disadvantaged is diminished and SPAG.

KS2

Based on the SAT's scores at the end of KS2, the key priorities for this year are reading with a specific focus on vocabulary and writing with a specific focus on the application of SPAG elements to develop cohesion. There is also a specific development focus on SPAG.

Behaviour and Attendance

ASK SUSAN FOR PP ATTENDANCE LAST YEAR

Current Pupils

	% Eligible	% L -PA	% M-PA	% H -PA
Early Years	7/24%	4/14%	3/10%	0/0%
Specific intervention need		Phonological awareness Physical development Mathematical development Writing	Physical development Mathematical development Writing	N/A
Objective number		1, 2, 3, 6,	2, 3, 6	
Y1	3/11%	1/ 3.6%	1/3.6%	1/3.6%
Specific intervention need		Phonics understanding & application Handwriting Maths Reading Spelling	Phonics understanding & application Writing	Maths Reading Writing
Objective Number		1, 2, 3, 4, 5	1, 2, 6	2, 3, 4, 6
Y2	5/17%	2/7%	0/0%	3/10%
Specific intervention need		Phonics understanding & application Handwriting Maths	N/A	Maths Reading Writing

Objective number		Reading Writing 1, 2, 3, 4, 6		3, 4, 6
Y3	6/20%	3/10%	3/10%	
Specific intervention need		Phonics understanding & application Maths Reading Spelling Writing Social, Emotional and Mental Health	Phonics understanding & application Maths Reading Spelling	N/A
Objective number		1,2,3,4,5,6,7	1, 2, 3, 4, 5, 6	
Y4	6/22%	3/11%	2/7%	1/4%
Specific intervention need		Phonics understanding & application Maths Reading	Phonics understanding & application Social, Emotional & Mental Health	Maths Writing

Objective number		Spelling Handwriting Writing 1, 2, 3, 4, 5, 6	1, 2, 7	2, 3
Y5	5/17%	2/7%	0/0%	3/10%
Specific intervention need		Handwriting Maths Reading Spelling Writing Emotional, Social & Mental Health	N/A	Handwriting Spelling Writing
Objective number		2, 3, 4, 5, 6, 7		2, 5, 6
Y6	7/23%	1/3%	3/10%	3/10%
Specific intervention need		Maths Reading Writing	Maths Reading Writing	Maths Reading

Objective number		2, 3, 4, 6	2, 3, 4, 6	2, 4, 6
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Additional Planned Use of Funding (Whole Academy)

Whole school initiative	What will it cost?	How many pupils will benefit?	Who will be responsible?	Impact?
Children to access all experiences and trips offered by the school	£1330	39	All class teachers	All pupils have equal opportunities and access to school trips.
Children to have access to a free healthy breakfast.	£1482 Staff needed to cover ratios £3951.90	39	BK, LT, CM and TG	High learning behaviours with children ready for the day.
Children receive tailored learning that caters for their individuals needs included extending higher ability pupils and children working at expected levels. E.g.		39	All teachers	Pupils would make expected or accelerated progress and would be specifically planned for to ensure their needs are met.

extension activities, targeted questioning				
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Objective 1 Years: EYFS, 1, 2, 3, 4	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 reaching GLD	Provide targeted support in addition to whole class teaching for individuals and groups. Monitor progress of pupils to identify those at risk of not reaching GLD and review provision.	Learning support staffing: £2640	EYFS - 7	All staff within EYFS	Expected in Reading ELG at end of Reception.
Increase % of pupils reaching the required standard to pass Y1 Phonics screening and Y2 Phonics re-sit.	Provided targeted support in addition to whole class teaching for individuals and groups. Monitor progress of pupils to identify those	Learning support staffing: £2640	Year 1 – 5 Year 2 – 2	Key Stage 1 Teachers Phonics Lead All teaching assistants SENCO	Increased % reaching the required standard and close the gap with National in both Y1 and Y2. Increased average score in Phonics Screening.

	at risk of not reaching required standard and review provision.				Increased % achieving
Raise attainment in Reading for LAP Y3 pupils who did not reach the required standard and close gap with others.	Provide targeted support to those pupils who did not reach the required standard to pass the Y2 Phonics re-sit. Liaise with SENCo to identify any additional needs and strategies to implement.	Learning support staffing: £755	Year 3 - 2	Year 3 teacher SENCO Phonics Lead Teaching Assistants	Increased speed and fluency when reading and decoding (Speed Reading).
Review Term 1					
Review Term 2					
Review Term 3					
Objective 2 Years: EYFS, 1,2,3,4,5,6	What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible?	What will success look like?

Increase % EY pupils achieving Expected in Moving and Handling (Physical Development)	Provide targeted support in addition to whole class handwriting sessions and continuous provision for individuals and groups, e.g. Write Dance, Write from the Start	Learning support staffing: £2640	EYFS - 7	EYFS teachers and support staff	Improved letter formation and fine-motor skills resulting in increased % of PP pupils achieving Expected in Moving and Handling and Writing ELG.
Improve the standard of handwriting, with a specific focus on speed/fluency.	Provide targeted support in addition to whole class handwriting sessions for individuals and groups, SENCo to identify additional needs and implement additional strategies, e.g. writing claws or slopes	Learning Support staffing: £754	Year 1 – 3 Year 2 – 5 Year 3 – 6 Year 4 – 6 Year 5 – 5 Year 6 – 7	Deep Teaching & Learning Lead Writing Lead Class teachers and support staff SENCO	Improved letter formation and speed/fluency resulting in increased % of PP pupils achieving age-related expectations in Handwriting strands of English curriculum.
Review Term 1					
Review Term 2					
Review Term 3					

Objective 3 Maths Years: EYFS,1,2,3,4,5,6	What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible?	What will success look like?
<p>Increase % of pupils achieving ARE, and those working beyond ARE.</p>	<p>Provide targeted support, additional Same Day Intervention, pre-teach sessions, in response to formative and summative assessments, and QLA.</p> <p>Y6 weekly Maths booster session from September 2018 with incentives to attend.</p> <p>Renew Times Tables Rock Stars</p>	<p>Learning support staffing: £14,708</p> <p>Times Tables Rock Stars: £11.40 (19% £60 subscription)</p>	<p>EYFS – 7 Year 1 – 3 Year 2 – 5 Year 3 – 6 Year 4 – 6 Year 5 – 5 Year 6 – 7</p>	<p>Deep Teaching & Learning Lead</p> <p>Maths Lead</p> <p>Class teachers and support staff</p>	<p>Increased % reaching the required standard and close the gap with National across the academy.</p> <p>Increased % achieving Expected at end of Year 2 and Year 6 and close the gap between disadvantaged pupils and all pupils.</p> <p>Increased % achieving Higher Standard at end of Year 2 and Year 6 and close the gap between disadvantaged pupils and all pupils.</p> <p>Increased % achieving Expected in Number and SSM ELGs at end of Reception.</p>
<p>Review Term 1</p>					

Review Term 2					
Review Term 3					

Objective 4 Reading	What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible?	What will success look like?
Years: 1,2,3,4,5,6					
Increase % of pupils achieving ARE, and those working beyond ARE.	<p>Provide targeted support and additional reading fluency sessions.</p> <p>Y2 and Y6 weekly Reading booster sessions from September 2018 with incentives to attend.</p> <p>Improve standardised assessments to prepare pupils for end of Key Stage tests and use of QLA to inform teaching.</p>	<p>Learning Support staffing: £14,708 for interventions & in class targeted support</p> <p>Cost of Y6 Flamingo Land reward for PP chn attending boosters</p>	<p>EYFS – 7</p> <p>Year 1 – 3</p> <p>Year 2 – 5</p> <p>Year 3 – 6</p> <p>Year 4 – 6</p> <p>Year 5 – 5</p> <p>Year 6 – 7</p>	<p>Deep Teaching & Learning Lead</p> <p>Reading Lead</p> <p>Class teachers and support staff</p>	<p>Increased % reaching age related expectations/curriculum and close the gap between disadvantaged pupils and all pupils.</p> <p>Increased % achieving Expected at end of Year 2 and Year 6 and close the gap between disadvantaged pupils and all pupils.</p>

		Cost of Y2 reward for PP chn attending boosters			<p>Increased % achieving Higher Standard at end of Year 2 and Year 6 and close the gap between disadvantaged pupils and all pupils.</p> <p>Increased % achieving Expected in Reading ELG at end of Reception.</p>
Review Term 1					
Review Term 2					
Review Term 3					

Objective 5 Spelling Years: 1,2,3,4,5,6	What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible?	What will success look like?
<p>Improve spelling across the academy and % pupils achieving ARE and those working beyond ARE in Spelling strands of Writing.</p>	<p>Discrete spelling sessions timetabled with additional individual and small group sessions to target focus pupils.</p> <p>Purchase Spelling Shed App for use by individuals/small groups/whole class to improve spelling of statutory and non-statutory spelling lists of the National Curriculum.</p>	<p>Staffing: 14,708</p> <p>Spelling Shed App: £74.50</p>	<p>EYFS – 7 Year 1 – 3 Year 2 – 5 Year 3 – 6 Year 4 – 6 Year 5 – 5 Year 6 – 7</p>	<p>Deep Teaching & Learning Lead</p> <p>Writing Lead</p> <p>Class teachers and support staff</p>	<p>Increased % pupils achieving ARE spelling objectives and achieving age-related scores on standardised tests.</p> <p>Reduced number of spelling errors within daily written work.</p>
<p>Review Term 1</p>					
<p>Review Term 2</p>					

Review Term 3	
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Objective 6 Writing	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,1,2,3,4,5,6					
Increase % of pupils achieving ARE, and those working beyond ARE.	<p>Provided targeted support</p> <p>Develop children's creativity and imagination in writing through use of the immersive environment</p>	<p>Resources: Immersive Suite £7600 (19% of £40,000 build/installation cost)</p>	<p>Year 1 – 3 Year 2 – 5 Year 3 – 6 Year 4 – 6 Year 5 – 5 Year 6 – 7</p>	<p>Deep Teaching & Learning Lead</p> <p>Reading Lead</p> <p>Class teachers and support staff</p>	<p>Increased % reaching age related expectations/curriculum and close the gap between disadvantaged pupils and all pupils.</p> <p>Increased % achieving Expected at end of Year 2 and Year 6 and close the gap between disadvantaged pupils and all pupils.</p> <p>Increased % achieving Higher Standard at end of Year 2 and Year 6 and close the gap between disadvantaged pupils and all pupils.</p>

					Increased % achieving Expected in Writing ELG at end of Reception.
Review Term 1					
Review Term 2					
Review Term 3					

Objective 7 Emotional, Social Years: 3, 4, 5	What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible?	What will success look like?
Improve the social, emotional and mental health needs of pupils with significant needs to improve attitudes to learning and reduce risk of exclusion.	Develop staff knowledge and understanding of strategies within the academy to address pupils' social, emotional and mental health needs.	£1755 (75% of 2340)	Y3 – 1 Y4 – 1 Y5 – 1	Deep Support Lead Thrive Practitioner Class Teachers Support Staff	Staff will undertake training, purchase necessary resources and begin to implement strategies with identified pupils. Children working with the Thrive practitioner will have reduced behavioural incidents.
Improve the social, emotional and mental health needs of pupils with significant needs to improve attitudes to learning and reduce risk of permanent exclusion.	Provide full-time personalised provision with high staff: pupil ratios to meet needs of identified pupils and reduce disruption to learning of whole class.	£1320 towards alternate provision	Y3 – 1 full time	Deep Support Lead Thrive Practitioner/Elland Academy Class Teachers Support Staff SENCO	Pupils will engage with learning and have positive attitude towards school. Reduction in behavioural incidents and risk of exclusions for those pupils.
Improve the social, emotional and mental health needs of pupils	Provide in class support to meet the need of identified pupil and	£735 toward staffing	Year 5 – 1 child		Pupils will engage with learning and have

with significant needs to improve attitudes to learning and reduce risk of exclusion.	reduce disruption to learning of whole class.				positive attitude towards school. Reduction in behavioural incidents and risk of exclusions for pupil
Improve the social, emotional and mental health needs of pupils with significant needs to improve attitudes to learning and reduce risk of exclusion.	Provide support to Hending Lane Behaviour Unit to meet the needs of identified pupil	£1320	Year 3 child on role at AP	HoA SENCO Staff at Hending Lane	Pupils will engage with learning and have positive attitude towards school as there will be a reduction in behavioural incidents and risk of exclusions for pupil
Review Term 1					
Review Term 2					

Review Term 3					

Objective 8 Speech and Language Interventions	What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible?	What will success look like?
Years: Various	Children should have access to external agencies when necessary. Eg. SALT	% of the ongoing SLA	Varies	SENCO, HoA	Support the breaking down of barriers in target areas specific to the child's needs.
Review Term 1					
Review Term 2					

Review Term 3	
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