

## Pupil Premium Plan and Strategy 2018 - 2019

### Outcomes of Previous Academic year

<b>NOR</b>	458
<b>Number of pupils eligible for PP funding</b>	165
<b>Percentage of pupils eligible for PP funding</b>	36%
<b>Total Budget allocation</b>	£253,458
<b>Academy Deprivation Index</b>	0.44
<b>Nominated member of EAB</b>	Paul Bland
<b>EAB PP Review dates</b>	January 2019 April 2019 July 2019

	<b>All</b>	<b>PP</b>	<b>Others</b>
<b>EYFS (GLD)</b>	54%	44%	59%
<b>Year 1 Phonics</b>	55%	40%	79%
<b>Key Stage 1 Reading EXP</b>	65%	68%	63%
<b>Key Stage 1 Reading GD</b>	12%	11%	13%
<b>Key Stage 1 Writing EXP</b>	58%	46%	69%
<b>Key Stage 1 Writing GD</b>	0%	0%	0%
<b>Key Stage 1 Maths EXP</b>	63%	61%	66%
<b>Key Stage 1 Maths GD</b>	2%	0%	3%
<b>Key stage 2 Reading EXP</b>	70%	75%	61%
<b>Key stage 2 Reading GD</b>	31%	32%	29%
<b>Key stage 2 Writing EXP</b>	62%	55%	70%
<b>Key stage 2 Writing GD</b>	8%	8%	10%
<b>Key stage 2 Maths EXP</b>	72%	73%	70%

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<b>Key stage 2 Maths GD</b>	18%	18%	19%
<b>Key Stage 2 RWM EXP</b>	50%	47%	57%

### 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

- To continue to increase the percentage of PP pupils achieving GLD. In 2017 it was 44% which was an increase of 19% on the previous year, despite the percentage of Non-PP pupils achieving GLD falling by 2%.
- To continue move towards closing the gap between PP and Non-PP pupils. It narrowed significantly in 2017 but is still too high at 15%. (*Nationally it is 17%*)

#### KS1

##### PHONICS

- To prove the gap in 2017 was abnormally high (-39%) because of a specific cohort by returning to the closed gaps of 2016 (+6%) and 2015 (+1%).

##### KS1

- To address the on-going writing issue and to enable this to become broadly in line with non-PP pupils was -23% last year and -24% in 2016.
- Continued focus on maintaining attainment for PP pupils in M and R to be broadly in line with non-PP

(National gap KS1 2018 17%)

## KS2

- To address the on-going writing issue and to enable this to become broadly in line with non-PP pupils was -15% last year and -21% in 2016.
- Continued focus on maintaining attainment in M, SPG and R to be broadly in line with non-PP pupils.
- Continued focus on the closing the gap between pupil premium and non-pupil premium pupils in RWM combined 2018 -10% (National gap KS2 combined RWM 2018 20%)

## Behaviour, Welfare and Attendance

- To have a continued focus on attendance, closing the gap between pupil premium and non-pupil premium pupils (2017/2018 93.3% pp 94.6% non-pp)
- To reduce persistent absence of pupil premium pupils, last year 19.6% (non-pupil premium 18.31%)
- To support pupil premium pupils to reduce negative behaviour so the gap between pupil premium pupils and non-pupil premium pupils is diminished. (See impact report for more detail)
- To subsidised visits to ensure no child misses out due to deprivation
- To ensure every child has something to eat in a morning
- To ensure all pupils have access to a school uniform and books at home

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**Current Pupils**

	<b>% Eligible</b>	<b>% L -PA</b>	<b>% M-PA</b>	<b>% H -PA</b>
	+ N° of chn			
<b>Early Years</b>	10%			
<b>Specific intervention need</b>	17	<ul style="list-style-type: none"> <li>• WELLCOMM</li> <li>• S and L</li> <li>• Physical Development</li> <li>• Phonological Awareness</li> </ul>	<ul style="list-style-type: none"> <li>• WELLCOMM</li> <li>• S and L</li> <li>• Physical Development</li> <li>• Phonological Awareness</li> </ul>	<ul style="list-style-type: none"> <li>• WELLCOMM</li> <li>• Physical Development</li> </ul>
<b>Objective number 1,2</b>				
<b>Y1</b>	10%			
<b>Specific intervention need</b>	17	<ul style="list-style-type: none"> <li>• Whole class phonics</li> <li>• R,W,M, targeted through provision</li> <li>• TT Rockstars</li> <li>• Reading Champions</li> </ul>	<ul style="list-style-type: none"> <li>• Whole class phonics</li> <li>• R,W,M, targeted through provision</li> <li>• TT Rockstars</li> <li>• Reading Champions</li> </ul>	<ul style="list-style-type: none"> <li>• Whole class phonics</li> <li>• R,W,M, targeted through provision</li> <li>• TT Rockstars</li> </ul>
<b>Objective number 1,2</b>				
<b>Y2</b>	12%			
<b>Specific intervention need</b>	19	<ul style="list-style-type: none"> <li>• Whole class phonics</li> <li>• Specific Writing focus</li> <li>• TT Rockstars</li> <li>• Reading Champions</li> </ul>	<ul style="list-style-type: none"> <li>• Whole class phonics</li> <li>• Specific Writing focus</li> <li>• TT Rockstars</li> <li>• Reading Champions</li> </ul>	<ul style="list-style-type: none"> <li>• Whole class phonics</li> <li>• Specific Writing focus</li> <li>• TT Rockstars</li> </ul>
<b>Objective number 1,2</b>				

Y3	18%			
<b>Specific intervention need</b>	30	<ul style="list-style-type: none"> <li>• Specific Writing focus</li> <li>• TT Rockstars</li> <li>• Comprehension</li> <li>• Reading Champions</li> </ul>	<ul style="list-style-type: none"> <li>• Specific Writing focus</li> <li>• TT Rockstars</li> <li>• Comprehension</li> <li>• Reading Champions</li> </ul>	<ul style="list-style-type: none"> <li>• Specific Writing focus</li> <li>• TT Rockstars</li> <li>• Comprehension</li> </ul>
<b>Objective number 1,2</b>				
Y4	13%			
<b>Specific intervention need</b>	22	<ul style="list-style-type: none"> <li>• Specific Writing focus</li> <li>• TT Rockstars</li> <li>• Comprehension</li> <li>• Reading Champions</li> </ul>	<ul style="list-style-type: none"> <li>• Specific Writing focus</li> <li>• TT Rockstars</li> <li>• Comprehension</li> <li>• Reading Champions</li> </ul>	<ul style="list-style-type: none"> <li>• Specific Writing focus</li> <li>• TT Rockstars</li> <li>• Comprehension</li> </ul>
<b>Objective number 1,2</b>				
Y5	19%			
<b>Specific intervention need</b>	31	<ul style="list-style-type: none"> <li>• Specific Writing focus</li> <li>• TT Rockstars</li> <li>• Comprehension</li> <li>• Reading Champions</li> </ul>	<ul style="list-style-type: none"> <li>• Specific Writing focus</li> <li>• TT Rockstars</li> <li>• Comprehension</li> <li>• Reading Champions</li> </ul>	<ul style="list-style-type: none"> <li>• Specific Writing focus</li> <li>• TT Rockstars</li> <li>• Comprehension</li> </ul>
<b>Objective number 1,2</b>				
Y6	18%			



### Additional Planned Use of Funding (Whole Academy)

Whole school initiative	What will it cost?	How many pupils will benefit?	Who will be responsible?	Impact?
Attendance and Punctuality Improved attendance, punctuality and reduce persistent absence. BCL Consultancy. Rewards linked to above	£4,500	165	Inclusion Leader	PP attendance, punctuality and persistent absence will no longer impact attainment and progress
Parental Engagement Events and support for parents including applying for PP.	£23,024	All Academy pupils	Inclusion Leader /Head Teacher	All parents will have access to the support they need to be able to help their children get the most from their school life.
Educational Psychologist 1 star package for LA high incident team ESCAP Counselling	£7810	165	SENDCo	Access to outside agency services to support additional needs
<b>LAC and previous LAC pupils</b> 1 to1 tutoring including planning and preparation time and extra support in class	£6529	7	Inclusion Leader	PP plus children will have access to the support and resources needed to ensure the gap between

2 x £15 book vouchers per child.	£210			them and Non-pp pupils is closed,
Snack for tuition 1:1 tuition children	£50			
Resources to have at home to support learning, e.g. maths games or mark making resources.	£700			
Other expenditure	£700			
				TOTAL £43,523

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Objective 1 Speech and Language Years: EYFS to Y6	What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible?	What will success look like?
<b>To raise attainment through personalised Speech and Language Intervention</b>	Provide in house Speech and Language Therapy	Speech and Language Therapist: 60% £6,600 (over half of children with SLCN are PP and these are PP targeted for in house support rather than clinic)	All EYFS pupils Year 1 To 6	SALT/SENDSCO	PP pupils can access high quality Speech and Language therapy in school. Increased number of PP pupils with age appropriate speech language and communication evidence through SALT screening.
	WELLCOMM Screen all nursery pupils and new to reception on entry. Liaise with SALT and SLA to plan and deliver individual and small group sessions.	Staffing SLA £3,500 Resources £100	Nursery and Reception	EYFS Leader SALT and SLA All EYFS staff SENDSCO	PP pupils identified will be targeted through regular 1 to1 or small group sessions reducing the number with significant delays and increasing the number of PP pupils achieving ARE in Communication and Language and WELLCOMM

	Deliver regular 1 to 1 and small group Speech and Language sessions to children	Staffing SALT Cost see above	Years 1 Year 2 Year 3 Year 4 Year 5 Year 6	Class teacher and Support SENDCo SALT	Increased number of PP pupil with age appropriate Communication and Language. Evidenced through baseline and end of session screening by SALT.
<b>Review Term 1</b>					
<b>Review Term 2</b>					
<b>Review Term 3</b>					

Objective 2 Phonics, Reading and Writing.  Years: Whole School	What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible?	What will success look like?
To continue to raise % of pp pupils achieving ARE in phonics, reading and writing	Provide targeted support in addition to whole class teaching for individuals and groups	£20,000	165	EYFS Leader reading and writing Leaders SENDCo SLT through RAGS Class teachers	Increased % of pp pupils achieving ARE and gap closing with national.
	Closely monitor progress of pupils of PP pupils to identify those at risk of not reaching the standard and review support and provision.		165	Assessment Leader RAG Leads SENDCo Class teachers	Increased % of PP pupils achieving ARE and gap closing with national
Increase % of Pupils achieving the required standard to pass Yr 1 Phonics screen and Yr 2 Phonics re-sit.	Use of Whole class phonics	Resources £1000	All EYFS and KS1 pupils	Phonics Lead KS1 and EYFS team Class teachers	Increased % of PP pupils achieving ARE and gap closing with national

<p><b>Continue to maintain and raise attainment in reading for pupil premium pupils across school Yrs1 to 6</b></p>	<p>Continue to use AR to support and challenge all pupils and reading strategies promoted by academy reading working party. Introduction of benchmarking and book bands. Use of Reading Champions ion yrs2 to 6</p>	<p>£8000</p>	<p>All Academy pupils</p>	<p>Assistant Headteacher Curriculum-Reading lead Class teachers</p>	<p>Children improve reading at an accelerated rate and % progress of PP pupils in reading is above 0%.</p>
<p><b>Raise attainment in writing for pupil premium pupils across school Yrs 1 to 6</b></p>	<p>Introduction of whole school half termly writing focus.</p>		<p>All Academy pupils</p>	<p>Assistant Headteacher Curriculum Deputy Headteacher-Writing Lead Class teachers</p>	<p>Children improve writing at an accelerated rate and % progress for PP pupils in writing is above 0%.</p>
<p><b>Review Term 1</b></p>					
<p><b>Review Term 2</b></p>					

<b>Review Term 3</b>	
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Objective 3 Maths	What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible?	What will success look like?
<b>Years: Whole School</b>					
<b>To continue to raise % of pp pupils achieving ARE in Maths</b>	Provide targeted support in addition to whole class teaching for individuals and groups	£20,000	165	EYFS Leader Maths Leader SENDCo SLT through RAG Class teachers	Increased % of pp pupils achieving ARE and gap closing with national.
	Closely monitor progress of pupils of PP pupils to identify those at risk of not reaching the standard and review support and provision.		165	Assessment Leader RAG Leads SENDCo Class teachers	Increased % of PP pupils achieving ARE and gap closing with national
<b>To continue embed White Rose and SDI to support learning.</b>	Part of the White Rose Hub Research Project	£8000	All academy pupils	Assistant Headteacher Curriculum-	Children improve maths at an accelerated rate and % progress of PP

	Use Academy Mathia ideas to support learning. TT Rockstars			Maths leaders KS1 and Across school Class teachers	pupils in maths is above 0%.
<b>To develop the teaching of Arithmetic across KS2 and Year 2.</b>	Use strategies used in year 6 in years 2 to 5. Keep rigorous records and use misconceptions and gap evidence to plan targeted lessons.		All academy pupils	Assistant Headteacher-SENDco Assistant Headteacher-Curriculum Maths leaders KS1 and Across school Class teachers	Increased % of pp pupils achieving ARE in arithmetic.
<b>Review Term 1</b>					
<b>Review Term 2</b>					
<b>Review Term 3</b>					

Objective 4 SEMH and Attendance Years: Whole School	What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible?	What will success look like?
<b>To ensure pupils have access to quick, reactive and targeted support to help any SEMH needs.</b>	Use of Pastoral team to support SEMH needs both in the classroom and at breaks lunchtimes and before and after school. Rewards to support good behaviours	£81,000	All Academy pupils	Deputy headteacher and Inclusion Leader	SEMH needs and behaviour, including learning behaviours, will be good and have less impact on PP attainment and progress.
<b>To develop a package of support to promote well-being</b>	Snack Uniforms School trips Holiday books and book tokens	£17,590	165	Finance and office Managers Kitchen Manager PCIO	All pupil premium children will not be at a disadvantage in relation to lack of breakfast, uniform, books or attendance on school visits
<b>To increase attendance punctuality and decrease persistent absence for PP pupils</b>	Attendance and Punctuality Improved attendance,	£4.500	Whole School	Inclusion Leader PCIO	PP attendance, punctuality and persistent absence will have less impact on attainment and progress

	punctuality and reduce persistent absence. BCL Consultancy. Rewards linked to above				
<b>Review Term 1</b>					
<b>Review Term 2</b>					
<b>Review Term 3</b>					