

## Pupil Premium Plan and Strategy

2018-19

NOR	536 including 35 in FS1
Number of pupils eligible for PP funding	120
Percentage of pupils eligible for PP funding	22%
Total Budget allocation	£198,660
Academy Deprivation Index	0.3
Nominated member of AAB	Steve Allan
AAB PP Review dates	Thursday 27/09/18 @6pm AAB      Thursday 08/11/18 @ 2pm Finance Thursday 29/11/18 @ 1pm Standards Thursday 06/12/18 @ 6pm AAB Thursday 07/03/19 @ 2pm Finance Thursday 04/04/19 @ 1pm Standards Thursday 11/04/19 @ 6pm AAB Thursday 16/05/19 @ 1pm Standards Thursday 27/06/19 @ 2pm Finance Thursday 18/07/19 @ 6pm AAB

Outcomes of Previous Academic year

	All	PP	Others
EYFS (GLD)	55%	50%	56%
Year 1 Phonics	69% (Stable 77%)	58%	73%
Key Stage 1 Reading	40% (Stable 53%)	54%	37%
Key Stage 1 Writing	45% (stable 60%)	46%	45%
Key Stage 1 Maths	53% (stable 70%)	69%	50%
Key stage 2 Reading	49%	44%	54%
Key stage 2 Writing	73%	62%	83%
Key stage 2 Maths	73%	64%	83%

### 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

Pupils achieving GLD in 2018 is in line with the previous year. Pupils eligible for PP were below others in the cohort, however the make up of these pupils (stability and SEND needs) affected this. PP pupils who started in FS1 achieved 86% GLD (6/7 Pupils)

Speaking and understanding is a focus area for this year across EYFS.

The percentage of pupils eligible for PP in this cohort is lower than any other year group which may mean that some pupils have not been identified. Procedures are now in place to identify these pupils.

##### KS1

Year 1 Phonics Screening results declined slightly from the previous year's outcomes, with a difference between pupils eligible for PP and other pupils in the cohort. The difference between the academy and national outcomes will be addressed in the coming year, along with targeting those pupils who did not achieve the required standards to diminish the difference in Year 2.

In Year 2 pupils who are eligible for PP outperformed others in the cohort. For these PP pupils, attainment is in line with the previous year. The focus for this cohort is to raise attainment and accelerate progress next year, particularly in reading and maths.

##### KS2

The three year trend shows increasing numbers of pupils reaching EXS and GDS in reading, writing, maths and combined. An increase from last year in reading from 38% to 49% for all pupils and 43% to 44% for DV pupils. For our non Roma DV pupils this rises to 60% for reading. This is still below EXS national outcomes The school has a high number of New to English and English as an Additional Language pupils. Most of the Roma pupils who are entitled to PP are NTE and have missed a large amount of their primary education.

Progress for DV pupils has increased significantly. Reading +0.3 (increase from 2017 of +4.4) Writing +4.7 (increase from 2017 of +4.1) and Maths +4.1 (increase from 2017 of +5.3)

Improving standards in reading remains the main priority to diminish the difference between DV and non DV, bring into line with National expectations and to tackle the challenge of severe language deprivation and high mobility.

##### Behaviour and Attendance

Attendance will remain a priority. Persistently absent pupils will be our focus.

Current Pupils

	% Eligible	% L -PA	% M-PA	% H -PA
FS1		LAP:	MAP:	HAP:
Objective: Phonics boosters				
What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible?	What will success look like?
Objective:				
What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible?	What will success look like?
Objective:				
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Objective:				
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Objective Review FS1				
Review Term 1				
Review Term 2				
Review Term 3				

	% Eligible	% L -PA	% M-PA	% H -PA
FS2		LAP: 2 students	MAP:	HAP:
Objective: <b>To improve Reading skills</b>				
What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible?	What will success look like?
Reading Intervention	£500	All	Class teachers	Pupils reach ARE in Reading

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Objective: <b>To improve writing skills</b>				
What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible?	What will success look like?
Writing Intervention	N/A	All	Class teachers	Pupils reach ARE in Writing
Objective:				
What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible?	What will success look like?
Objective:				
What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible?	What will success look like?
Objective Review FS2				
Review Term 1				

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Review Term 2	
Review Term 3	

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	% Eligible	% L -PA	% M-PA	% H -PA
Year 1		8/14 – 57%	4/14 – 29%	2/14 – 14%
<b>Objective: To improve Phonics skills</b>				
<b>What will we do?</b>	<b>How much will it cost?</b>	<b>How many pupils will benefit?</b>	<b>Who will be responsible?</b>	<b>What will success look like?</b>
Phonics intervention groups – daily intervention in the afternoons.	£500	10/14	AB and Y1 staff	Children passing the Yr 1 phonics screening test.  New arrivals/NTE/SEN pupils make good or better progress towards national expectation.
<b>Objective: To improve Oracy skills</b>				
<b>What will we do?</b>	<b>How much will it cost?</b>	<b>How many pupils will benefit?</b>	<b>Who will be responsible?</b>	<b>What will success look like?</b>
Oracy interventions e.g. Early Talk and Talk Boost.	£300	10/14	AL and Y1 STAFF	Confidence and capability in Oracy are increased.
<b>Objective: To improve Reading skills within the Year group</b>				

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What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible?	What will success look like?
1:1 Reading	£400	14/14	ALL Y1 STAFF	Children achieve national expectation or make good or better progress in reading.  Increased fluency and confidence in reading
<b>Objective: To improve Maths skills</b>				
What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible?	What will success look like?
Maths Boosters	£500	10/14	ALL Y1 STAFF	Closing the gap between previous attainment and the national average in writing and maths

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				<p>Increased attainment and accelerated progress.</p> <p>Children achieve national expectation or make good or better progress in Writing and Maths.</p>
Objective Review Year 1				
Review Term 1				
Review Term 2				
Review Term 3				

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	% Eligible	% L -PA	% M-PA	% H -PA
Year 2		LAP: 10/11 90%	MAP: 1/11 10%	HAP:
Objective: <b>To ensure all children that did not pass the Year 1 Phonics screening test pass by the end of Y2.</b> <b>To raise standards in reading across the year group.</b>				
What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible?	What will success look like?
Phonics intervention groups – daily intervention in the afternoons.	1 x HLTA salary part time – leading phonics interventions	10/11	AB and Y2 staff	<ul style="list-style-type: none"> <li>Recognising and reading all Phase 5 sounds. Segmenting and blending those sounds to read normal and pseudo words.</li> <li>Increased independence both in reading phonically decodable words and writing.</li> </ul>

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				<ul style="list-style-type: none"> <li>Moving at an accelerated pace through the book band levels.</li> </ul>
Objective: <b>To improve standards in writing and maths and ensure children and making expected or greater than expected progress.</b>				
What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible?	What will success look like?
Small group teaching and intervention in writing and maths	-	10/11	ALL Y2 STAFF	<ul style="list-style-type: none"> <li>Closing the gap between previous attainment and the national average in writing and maths</li> </ul>
Objective: <b>To raise standards in reading across the year group</b>				
What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible?	What will success look like?

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1-1 Reading sessions daily	-	ALL	ALL YEAR 2 STAFF	<ul style="list-style-type: none"> <li>• Closing the gap between prior attainment in reading and national average.</li> <li>• Increased fluency and confidence in reading</li> <li>• Increased understanding in comprehending the story and being able to orally respond to questions about the text</li> <li>• Moving at an accelerated pace through the book band levels.</li> </ul>
Objective:				

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What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible?	What will success look like?
Objective Review Year 2				
Review Term 1				
Review Term 2				
Review Term 3				

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	% Eligible	% L -PA	% M-PA	% H -PA
Year 3		LAP: 9/16 – 56%	MAP: 7/16 - 44%	HAP:
<b>Objective: Daily Reading</b>				
<b>What will we do?</b>	<b>How much will it cost?</b>	<b>How many pupils will benefit?</b>	<b>Who will be responsible?</b>	<b>What will success look like?</b>
Provide daily 1:1 reading sessions for all LAP and MAP PP pupils.	£500	16/16	All year 3 staff	Increased attainment and accelerated progress. Children achieve national expectation or make good or better progress in reading.
<b>Objective: Letterland Phonics Booster</b>				
<b>What will we do?</b>	<b>How much will it cost?</b>	<b>How many pupils will benefit?</b>	<b>Who will be responsible?</b>	<b>What will success look like?</b>
Provide additional Letterland phonics for all LAP and MAP PP pupils sessions 5 x per week.	£500	4/16	AB, YM, RZ, HC, AK, RH	New arrivals/NTE/SEN pupils make good progress towards national expectation. Increased attainment in PM Benchmarking.

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<b>Objective: Reading Booster</b>				
<b>What will we do?</b>	<b>How much will it cost?</b>	<b>How many pupils will benefit?</b>	<b>Who will be responsible?</b>	<b>What will success look like?</b>
Provide reading sessions for fluency and comprehension skills	£500	3/16	UR	Increased attainment in PM benchmarking and accelerated progress in reading.
<b>Objective: Handwriting Booster</b>				
<b>What will we do?</b>	<b>How much will it cost?</b>	<b>How many pupils will benefit?</b>	<b>Who will be responsible?</b>	<b>What will success look like?</b>
Letter formation and joining session 3x week	-	12/16	All year 3 staff	Children will have improved letter formation.
<b>Objective: Basic Skills Maths Booster</b>				
<b>What will we do?</b>	<b>How much will it cost?</b>	<b>How many pupils will benefit?</b>	<b>Who will be responsible?</b>	<b>What will success look like?</b>
Daily basic maths skills	-	7/16	All year 3 staff	Increased attainment in arithmetic tests and

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				making good or better progress in maths.
<b>Objective: Writing Booster</b>				
<b>What will we do?</b>	<b>How much will it cost?</b>	<b>How many pupils will benefit?</b>	<b>Who will be responsible?</b>	<b>What will success look like?</b>
Sentence structure and other basic writing skills 2x week	-	6/16	All year 3 staff	Increased attainment in writing and making good or better progress in writing.
<b>Objective Review Year 3</b>				
Review Term 1				
Review Term 2				

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Review Term 3	
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Year 4	% Eligible	% L -PA	% M-PA	% H -PA
Objective		LAP: 11/22 (50%)	MAP: 9/22 (41%)	HAP: 2/22 (9%)
Objective: <b>Phonics boosters</b>				
What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible?	What will success look like?
Regular Phonics boosters with LAP	£500	LAP students	LSA	Increase in number of students moving up book band levels
Objective: <b>Spellings boosters</b>				
What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible?	What will success look like?
Explicit Teaching of Spelling additional to normal QFT	£300	LAP students	Teachers and LSAs	Increase in results in GPS half termly tests
Objective: <b>1:1 reading</b>				

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What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible?	What will success look like?
Provide intensive reading sessions to increase ability throughout cohort	£500	All PP students	Teachers and LSAs	Increase in results in tests, students progressing in book bands and accelerated reader tests.
<b>Objective:</b> <b>Maths GD intervention</b>				
What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible?	What will success look like?
Provide mastery intervention for the HAP students	£500	HAP students	Teachers	Increase in GD scores throughout the year.
Objective Review				
Year 4				
Review Term 1				
Review Term 2				

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Review Term 3	
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	% Eligible + N° of chn	% L -PA LAP: 10/27 (37%)	% M-PA MAP: 7/27 (26%)	% H -PA HAP: 10/27 (37%)
Objective: <b>Phonics boosters</b>				
What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible?	What will success look like?
Regular Phonics boosters with LAP	£500	LAP students	LSA	Increase in number of students moving up book band levels
Objective: <b>Spellings boosters</b>				
What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible?	What will success look like?
Explicit Teaching of Spelling additional to normal QFT	£300	LAP students	Teachers and LSAs	Increase in results in GPS half termly tests
Objective: <b>1:1 reading</b>				

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What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible?	What will success look like?
Provide intensive reading sessions to increase ability throughout cohort	£500	All PP students	Teachers and LSAs	Increase in results in tests, students progressing in book bands and accelerated reader tests.
<b>Objective:</b> <b>Maths GD intervention</b>				
What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible?	What will success look like?
Provide mastery intervention for the HAP students	£500	HAP students	Teachers	Increase in GD scores throughout the year.
Objective Review Year 5				
Review Term 1				
Review Term 2				

Review Term 3	
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	% Eligible + N° of chn	% L -PA 14/26 (54%)	% M-PA 11/26 (42%)	% H -PA 1/26 (4%)
<b>Objective: Reading intervention</b>				
<b>What will we do?</b>	<b>How much will it cost?</b>	<b>How many pupils will benefit?</b>	<b>Who will be responsible?</b>	<b>What will success look like?</b>
Provide intensive reading sessions throughout the cohort twice a week	£500	All PP students	Teachers, DoL and LSAs	- Progress in assessment data Progress through PM benchmark & Accelerated reader assessments
<b>Objective: 1:1 Reading</b>				
<b>What will we do?</b>	<b>How much will it cost?</b>	<b>How many pupils will benefit?</b>	<b>Who will be responsible?</b>	<b>What will success look like?</b>
Provide a daily 20 minute 1:1 fluency session	£500	15/26	Teachers & LSAs	- Progress in assessment data

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				Progress through PM benchmark & Accelerated reader assessments
<b>Objective: After school reading booster</b>				
What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible?	What will success look like?
Explicit teaching of content domain comprehension questions during after school booster	-	11/26	LSA	- Progress in assessment data Progress through PM benchmark & Accelerated reader assessments
<b>Objective: Maths GD intervention</b>				
What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible?	What will success look like?
Provide challenging mastery after school intervention	-	7/26	Teachers	Increase in GD scores
<b>Objective: Handwriting / presentation booster</b>				
What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible?	What will success look like?

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Provide lunchtime handwriting booster		26/26	Teachers & LSAs	Presentation will improve
<b>Objective: Provide a daily Arithmetic intervention</b>	-			
What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible?	What will success look like?
		26/26	Teachers & LSAs	Accelerated progress in daily arithmetic tests – evident on Arithmetic RAG
Objective Review Year 6				
Review Term 1				
Review Term 2				
Review Term 3				

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Whole school initiative	What will it cost?	How many pupils will benefit?	Who will be responsible?	Impact?
Family Breakfast Club	£10,000	All PP pupils	HoA and LSAs	Pupils will have access to the free Early Bird Breakfast Club so that they start the day with a healthy meal and are ready to learn.
Educational Visits				
Intervention groups				

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

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