

Pupil Premium Plan and Strategy

Academic Year: 2017/2018

NOR	177 (165 excluding FS1)
Number and percentage of pupils eligible for PP funding	71 (43%)
Academy Deprivation Index	0.33
Nominated member of EAB	Chris Dixon
EAB PP Review dates	December 2017, April 2018 & July 2018
Total Budget allocation	£73,920

Outcomes of Previous Academic year

	Expected Standard +	Greater Depth	Progress
EYFS (GLD)	Disadvantaged pupils: 100% All pupils: 67%		
Key Stage 1 Reading	Disadvantaged pupils: 50% All pupils: 65%	Disadvantaged pupils: 17% All pupils: 22%	
Key Stage 1 Writing	Disadvantaged pupils: 33% All pupils: 65%	Disadvantaged pupils: 0% All pupils: 0%	
Key Stage 1 Maths	Disadvantaged pupils: 33% All pupils: 61%	Disadvantaged pupils: 0% All pupils: 17%	
Key stage 2 Reading	Disadvantaged pupils: 50% All pupils: 67%	Disadvantaged pupils: 25% All pupils: 17%	Disadvantaged pupils: 6.6 All pupils: 4.8
Key stage 2 Writing	Disadvantaged pupils: 50% All pupils: 75%	Disadvantaged pupils: 0% All pupils: 17%	Disadvantaged pupils: 5.1 All pupils: 6.1
Key stage 2 Maths	Disadvantaged pupils: 25% All pupils: 58%	Disadvantaged pupils: 0% All pupils: 8%	Disadvantaged pupils: 3 All pupils: 2.9

What does the data suggest for priorities for the next academic year? (*this requires you to identify whether any underachievement was cohort specific or a wider issue to be addressed in the following year)

- To close the gap and increase the number of children attaining the required standard on the phonics screening check so that it is in line or above national
- To improve attainment in reading, writing and maths for all pupils and to close the gap for disadvantaged pupils so they are achieving in line with other pupils nationally by the end of KS1
- To improve the percentage of children attaining Greater Depth at the end of KS1 in writing and maths for all pupils and reading for disadvantaged pupils
- To improve attainment in reading and maths for all pupils and to close the gap for disadvantaged pupils so they are achieving in line with other pupils nationally by the end of KS2
- To improve the percentage of children attaining Greater Depth at the end of KS2 in reading, writing and maths for all pupils.

Current Pupils

	% Eligible	% LAP	% MAP	% HAP
Early Years	16% (4/25)			
Specific intervention need		Language Acquisition/Speech and Language Support	Language Acquisition /Speech & Language Support	
Objective number/s		1	1	
Y1	25% (6/24)	50% (3/6)	50% (3/6)	0 (0/6)
Specific intervention need		Speech & Language Phonics Intervention Reading Intervention - fluency	Speech & language Phonics Intervention Reading Intervention - fluency	
Objective number/s		1, 2 & 4	1, 2 & 4	
Y2	40% (10/25)	40% (4/10)	60% (6/10)	0 (0/10)
Specific intervention need		Phonics Intervention Reading Intervention – Fluency & simple comprehension Nurture Support – Fortis Therapy	Phonics Intervention Handwriting Support Reading Intervention – developing fluency, comprehension skills and reading stamina Maths Intervention Nurture Support	

Objective number/s		2, 4 & 6	2, 3, 4, 5 & 6	
Y3	50% (13/26)	54% (7/13)	46% (6/13)	0 (0/13)
Specific intervention need		Phonics Intervention – Phase 3 Handwriting – to form letters correctly Reading Intervention – developing fluency and comprehension	Reading Intervention – developing comprehension skills and reading stamina	
Objective number/s		2, 3 & 4	4 & 5	
Y4	67% (8/12)	25% (2/8)	75% (6/8)	0 (0/8)
Specific intervention need		Reading Intervention – Fluency & Comprehension	Reading Intervention – developing comprehension skills and reading stamina	
Objective number/s		4	4	

Y5	59% (16/27)	63% (10/16)	31% (5/16)	6% (1/16)
Specific intervention need		Reading Intervention – Fluency & Comprehension Third Space Learning – Maths Intervention (Summer Term) Fortis Therapy - therapeutic intervention	Reading Intervention – Comprehension Third Space Learning – Maths Intervention (Summer Term)	Third Space Learning – Maths Intervention (Summer Term) Reading Intervention – GD
Objective number/s		4, 5 & 6	4 & 5	4 & 5
Y6	56% (14/25)	50% (7/14)	29% (4/14)	21% (3/14)
Specific intervention need		Reading Intervention Third Space Learning - Maths In intervention (Autumn & Spring) Fortis Therapy – therapeutic intervention	Reading Intervention Third Space Learning - Maths In intervention (Autumn & Spring)	Reading Intervention – GD target Maths Intervention – GD target
Objective number/s		4, 5 & 6	4 & 5	
Y7	100% (1/1)	100% (1/1)		
Specific intervention need		Reading Intervention Maths Intervention		
Objective number/s		4 & 5		

Additional Planned Use of Funding (Whole Academy)

Item / Project	Cost	Objective	Outcome
Nurture Support	£5610	<ul style="list-style-type: none"> To support the emotional well-being of vulnerable pupils through bespoke therapeutic interventions. 	
£50.00 allocated to each pupil entitled to Pupil Premium for school uniform, visits etc.	£4500	<ul style="list-style-type: none"> Ensure that Pupil Premium Pupils have equality of opportunity regarding school visits. To support parents with the cost of new school uniform so that children have access to new uniform and feel like they belong to the academy community. 	
SEN Support	£2,541	<ul style="list-style-type: none"> Additional support for those pupils with SEND. 	
Good to be Green Awards & 100% Attendance Awards	£2,101	<ul style="list-style-type: none"> To promote positive attitudes to learning and increase children's self-esteem. To encourage good attendance. 	
Breakfast Club Salaries	£5,223	<ul style="list-style-type: none"> To provide pupils with the opportunity to have a healthy breakfast at the start of the day so they are ready to learn. 	
Fortis Therapy	£5,610	<ul style="list-style-type: none"> To support pupils with their emotional well-being to ensure that they are ready to learn and are able to deal with their emotions appropriately 	
Teaching Assistant Support	£41,547	<ul style="list-style-type: none"> To provide small group and 1:1 support for identified pupils – see development plans 	
Total	£67,132		

Action plan

Objective 1 – Speech & Language/Language Acquisition	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 & Y1					
Objective 1 EYFS	Weekly small group and 1:1 support to deliver speech & language intervention.	£1000	4 – LD, JD, HG & EW	EI & TE	Children able to articulate sounds clearly and pronounce words accurately
Objective 1 Year 1	Weekly small group and 1:1 support to deliver speech & language intervention	£250	2 – SD & RR	LR/HA/JK	Children able to articulate sounds clearly and pronounce words accurately
Review Term 1	Record any new actions in a different colour				
Review Term 2	Record any new actions in a different colour				
Review Term 3	Record any new actions in a different colour				

Objective 2 Phonics Intervention Years: 1, 2, & 3	What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible	What will success look like?
Objective 2 Year 1	Small group & 1:1 support daily Small Group support (1x weekly)	TA Phonics Intervention £2000	6 Children – SD, RR, FP, JG, CM, J-LW	LR & HA	Children able to recognise digraphs and blend/segment in their reading and writing. Children pass the phonics screening check in June
Objective 2 Year 2	Small group & 1:1 support daily	Phonics Intervention £2000	4 Children – LE, LW, LW, RJ	KP, JS	Children are able to be able to decode, segment & blend. Phase 2 – RJ Phase 3 – LW Phase 5 – LE, LW
Objective 2 Year 3	Small group support – daily (10 mins)	Phonics Intervention £2000	4 children – AM-H, IJ, OH, JH	GW & GR	Children are able to blend and segment Phase 3 sounds.
Review Term 1	Record any new actions in a different colour				

Review Term 2	Record any new actions in a different colour
Review Term 3	Record any new actions in a different colour

Objective 3 Fine Motor and Handwriting Skills	What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible	What will success look like?
Years: 2 & 3					
Objective 3 Year 2	2 x 20 mins (weekly)	TA Support - JS	2 children – JB & JM	KP & JS	Children are able to write clearly and neatly. Children can join their handwriting (cursive)
Objective 3 Year 3	2 x15 mins (weekly)	TA Support – GR	2 children- JH & AM-H	GW & GR	Children will be able to form all letters correctly with clear ascenders and descenders
Review Term 1	Record any new actions in a different colour				

Review Term 2	Record any new actions in a different colour
Review Term 3	Record any new actions in a different colour

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 & 7					
Objective 4 Year 1	1:1 and small group support to develop word recognition, fluency and expression Weekly/Daily	TA Support – JK/KD	6 children – SD, RR, FP, JG, CM & J-LW	LR & HA	Children are able to read some texts fluently and are developing a range of strategies when decoding. Children are able to talk about the text.
Objective 4 Year 2	1:1 and small group support to develop word recognition, fluency and expression Weekly/daily	TA Support – JK/KD	4 children- LW, LS, RJ & LE	KP	Children will be able to read fluently, decoding using a range of strategies and are able to talk about the text confidently.

<p>Objective 4 Year 3</p>	<p>1:1 reading daily</p> <p>1x weekly To develop fluency, expression & comprehension</p>	<p>TA Support - GR</p>	<p>5 Children – AM-H, IJ, OH, JH & C-JW</p> <p>6 children – TC, KE, SE, K-SJ, MJ & SL</p>	<p>GW</p>	<p>Fluency will be increased so that children are able to make meaning.</p> <p>Children read fluently and can confidently answer questions about a text.</p>
<p>Objective 4 Year 4</p>	<p>1:1 daily reading</p> <p>Small group intervention 1x weekly</p>	<p>TA support – GR/KD</p>	<p>2 children – BB & BR</p> <p>6 children – DB, IC, RC, BH, BH & GM-H</p>	<p>GW & AC</p>	<p>Reading fluency and comprehension has increased.</p> <p>Children are able to access age appropriate texts.</p> <p>Fluency and stamina has increased from baseline assessment</p>
<p>Objective 4 Year 5</p>	<p>Small group intervention 1x weekly</p> <p>1:1 Support for GD Reading</p>	<p>TA support – KD</p>	<p>6 Children – HJ, MK, LL, RT, SR & CB</p> <p>1 child - JT</p>	<p>AC</p>	<p>Able to read and comprehend texts at an age appropriate level and able to begin to give reasons for his answers</p> <p>Able to use evidence from the text to justify answers</p> <p>JT- to reach GDS in reading</p>

Objective 4 Year 6	Target EXS Reading Intervention x1 weekly EXS Reading Intervention x1 weekly GD Reading Intervention x1 weekly	LG, CD, EI, AC, AH, JT, GW & GR £1329	Target EXS – 3 children: BT, AW, C-JW EXS Group – 2 children: MC & JT GD Group – 2 children: ML & LP Progress Group – 2 children: IC & CH	AC, LG, DF & MO	Children will reach EXS+ at the end of KS2 Children will reach GDS at the end of KS2 To make at least expected progress
Objective 4 Year 7	Daily 1:1 support	TA Support JT	1 child: BD	LG	BD will develop his fluency and comprehension. He will be able to talk about the book and answer questions at an appropriate level.
Review Term 1	Record any new actions in a different colour				
Review Term 2	Record any new actions in a different colour				
Review Term 3	Record any new actions in a different colour				

Objective 5 Maths Intervention	What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible	What will success look like?
Years: Y2, Y5, Y6 & Y7					
Objective 5 Year 2	Small group support (daily)	TA Support JS	3 children: LM, MF & LE	KP	Children will achieve EXS+ by the end of the year
Objective 5 Year 5	Third Space Learning X1 weekly (1 Hour) – Summer Term	Third Space Learning £4,000	11 Children – L-AD, PG, LH, HJ, MK, LL, JB, IM, JS, CB, LS, JT	HL & SJ	Children will be EXS+ by the end of the year.
Objective 5 Year 6	<p>EXS Maths Intervention x1 weekly</p> <p>Target EXS Intervention x2 weekly</p> <p>Target GD Maths Intervention x1 weekly</p> <p>GD Maths Intervention x1 weekly</p> <p>Third Space Learning x1 weekly (1 hour) Autumn & Spring Terms</p>	<p>LG, EI, AH, JT & GR</p> <p>£1329</p> <p>Third Space Learning £2,000</p>	<p>EXS Groups – 4 children: AW, BT, MC & C-JW</p> <p>Target EXS – 3 children: L-MT, IC & CH</p> <p>Target GD Group – 3 children ML, LP & OB</p> <p>GD Group - 3 Children: OB, JG & K-MJ</p> <p>5 children: AW, LP, BT, C-JW & MC</p>	LG	<p>Children will reach EXS+ at the end of KS2</p> <p>Children will reach EXS+ at the end of KS2</p> <p>Children will reach GDS at the end of KS2</p> <p>Children will reach EXS+ at the end of KS2</p>

Objective 5 Year 7	1:1 Support Daily	Teaching Assistant Support - JT	1 child: BD	LG	Child will be access an appropriate range of maths skills and begin solve simple problems.
Review Term 1	Record any new actions in a different colour				
Review Term 2	Record any new actions in a different colour				
Review Term 3	Record any new actions in a different colour				

Objective 6 Emotional Support	What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible	What will success look like?
Years: Y2, Y5 & Y6					
Objective 6 Year 2	1:1 Therapeutic Support from Fortis Therapy 1x week (45 Mins)	£41.25 per session	1 child - JB	EI/RB	The child will be able to manage his emotions appropriately, discuss concerns and be able to focus on his learning.

Objective 6 Year 5	1:1 Therapeutic Support from Fortis Therapy 1x week (45 Mins)	£41.25 per session	1 children – LL	EI/RB	The child will be able to manage their emotions appropriately, discuss concerns and be able to focus on his learning.
Objective 6 Year 6	1:1 Therapeutic Support from Fortis Therapy 1x week (45 Mins)	£41.25 per session	1 children – L-MT	EI/RB	The child will be able to manage their emotions appropriately, discuss concerns and be able to focus on his learning.
Review Term 1	Record any new actions in a different colour				
Review Term 2	Record any new actions in a different colour				
Review Term 3	Record any new actions in a different colour				