

# Discovery Primary Academy Pupil Premium

## Strategy September 2018- July 2019

**(This strategy is a continuation from the rewritten PP strategy Summer 2018)**



1. Summary information							
<b>School</b>	Discovery Primary Academy						
<b>Academic Year</b>	Sept 2018 To July 2019	<b>Total PP budget</b>	Pupil Premium £140,572.55 Service Children. To be confirmed. LAC To be confirmed	<b>Date of most recent PP Review</b>	July 2018 See School website		
<b>Total number of pupils</b>	590	<b>Number of pupils eligible for PP</b>	Approx 175	<b>Date for next internal review of this strategy</b>	July 2019		
Current attainment FS Autumn 2018 (Known by October 2018)							
Targets will be set By October 2018 Pupils eligible for PP (Discovery Non Pupil Premium (Discovery)  Baseline Data 2018			<i>Below 30-50</i>	<i>30-50 beginning</i>	<i>30-50 con</i>	<i>40-60 beg</i>	<i>40-60 con</i>
<b>% currently achieving in reading</b>			3%	54%	24%	19%	0%
<b>PP currently achieving in reading</b>			6%	50%	13%	31%	0%
<b>Non PP % currently achieving in reading</b>			2%	55%	27%	16%	0%
<b>% currently achieving in writing</b>			7%	29%	28%	36%	0%
<b>% PP currently achieving in writing</b>			12%	19%	38%	31%	0%
<b>Non PP % currently achieving in writing</b>			5%	32%	25%	38%	0%
<b>% currently achieving in number</b>			0%	50%	13%	38%	0%

<b>PP currently achieving in number</b>	0%	50%	13%	38%	0%
<b>Non PP % currently achieving in number</b>	3%	39%	20%	38%	0%
<b>% currently achieving in shape</b>	6%	19%	42%	33%	0%
<b>PP currently achieving in shape</b>	5%	13%	44%	38%	0%
<b>Non PP % currently achieving in shape</b>	6%	21%	41%	32%	0%
<b>Current attainment FS Summer 2019</b>					
<i>Pupils eligible for PP (Discovery)</i> <i>Non Pupil Premium (Discovery)</i> The end of year attainment of the cohort is higher than last year at 68% <ul style="list-style-type: none"> <li>• GLD of whole cohort – 68%,</li> <li>• GLD of core cohort - 70%</li> </ul> <b>Summer term 2019</b>	<i>Below 30-50</i>	<i>30-50 beginning</i>	<i>30-50 con</i>	<i>40-60 beg</i>	<i>40-60 con</i>
<b>% currently achieving in reading</b>	0%	0%	4.8%	14.3 %	9.5%
<b>Non PP % currently achieving in reading</b>	0%	0%	0%	9.1%	9.1 %
<b>% making progress in writing</b>	0%	0%	4.8%	19%	4.8 %
<b>Non PP % making progress in writing</b>	0%	0%	0%	18.3 %	9.1%
<b>% making progress in number</b>	0%	0%	4.8%	14.3 %	4.8%
<b>Non PP % making progress in number</b>	0%	0%	0%	7.3%	10.9 %
<b>% making progress in shape</b>	0%	0%	4.8%	9.5%	9.5 %
<b>Non PP % making progress in shape</b>	0%	0%	1.8%	7.3%	10.9%

**Targets for end of year 2 (Set by October 2018)**

Number of PP 20 Number of Non PP 69. (Now 70)	<i>Pupils eligible for PP (your school)</i> 20	<i>Pupils not eligible for</i> 69 <i>School data</i>	<i>Pupils not eligible for PP</i> (Draft figures) 2019
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		<i>Increase in number of Non PP. July 2019 70 pupils.</i>	
<b>% achieving expected or above in reading, writing and maths</b>	15/20 75% <b>Achieved 85%</b>	41/69 59% <b>Achieved 72%</b>	
<b>% reaching expected or above in reading</b>	16/20 80% <b>Achieved 80%</b>	44/69 64% <b>Achieved 67%</b>	
<b>% reaching expected or above in writing</b>	16/20 80% <b>Achieved 75%</b>	41/69 59% <b>Achieved 60%</b>	
<b>% reaching expected or above in maths</b>	16/20 80% <b>Achieved 80%</b>	47/69 68% <b>Achieved 69%</b>	
<b>Targets for end of year 6</b>			
Number of PP 24 (Now 32 July 2019) Number of Non PP 55 (Now 49 July 2019)	<i>Pupils eligible for PP (your school) 24 Increase in PP pupils. Now 32 July 2019.</i>	<i>Pupils not eligible for PP 55 School data Decrease in PP pupils. Now 49 July 2019</i>	<i>Pupils not eligible for PP (Draft figures) 2019</i>
<b>% achieving in reading, writing and maths</b>	16/24 66% <b>Achieved 34%</b>	40/55 72% <b>Achieved 67%</b>	
<b>% reaching expected or above in reading</b>	21/24 87% <b>Achieved 44%</b>	44/55 80% <b>Achieved 78%</b>	
<b>% reaching expected or above in writing</b>	16/24 66% <b>Achieved 56%</b>	41/55 74% <b>Achieved 75%</b>	
<b>% reaching expected or above in maths</b>	17/24 70% <b>Achieved 69%</b>	42/55 76% <b>Achieved 84%</b>	

Attainment data indicates that PP pupils targets are below national attainment for Non Pupil Premium Pupils however, the progress our PP pupils make is good from their various starting points. At Discovery Primary School other factors affecting PP pupils include mobility, attendance, SEND, EAL and social factors. This is not an excuse but a fact and we expect a conversation around these complex factors.

### 1. Barriers to future attainment (for pupils eligible for PP, including high ability)

<b>In-school barriers</b>		
<b>A.</b>	Oral language skills in Reception are lower for most pupils including pupils eligible for PP. This slows reading and writing progress in subsequent years.	
<b>B.</b>	Oral language skills and a basic use of a wide vocabulary in key stage 1 and 2 are lower for most pupils including pupils eligible for PP. This slows reading and writing progress in subsequent years.	
<b>C.</b>	Pupils who are eligible for PP are making less progress than other high ability pupils across Key Stage 1 due to attendance, mobility and issues out of school .This prevents sustained high achievement in Key Stage 1 and 2.	
<b>External barriers (issues which also require action outside school, such as low attendance rates)</b>		
<b>D.</b>	Poor home learning and attitudes to education such as low adult literacy and confidence to support their child/children result in lower aspirations and less opportunities for PP children	
<b>E.</b>	Attendance rates for pupils eligible for PP are 95%. 1% below the target for all children of 96% or above. This reduces their school hours and causes them to fall behind on average.	
<b>F.</b>	Diagnosed and especially undiagnosed social and emotional mental health issues in parents	
<b>2. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Higher oral language skills in Reception are increased for most pupils including pupils eligible for PP This increases the reading and writing progress in subsequent years.	Pupils eligible for PP in Reception class make rapid progress by the end of the year so that all pupils eligible for PP meet national proportions or higher for age related expectations.  PP pupils maintain this progress throughout KS1 and KS2.
<b>B.</b>	Higher oral language skills and a wide basic use of vocabulary in key stage 1 and 2 are greater for most pupils including pupils eligible for PP. This makes more rapid progress in reading and writing in subsequent years.	Pupils eligible for PP in KS1 and KS2 make rapid progress by the end of the year so that all pupils eligible for PP meet national proportions or higher for age related expectations at end of KS1 and KS2.  PP pupils maintain this progress throughout KS1 and KS2.
<b>C.</b>	Higher rates of progress across KS2 for high attaining pupils eligible for PP.	Pupils eligible for PP identified as high ability make as much progress as other' pupils identified as high ability, across Key Stage 2 in maths, reading and writing. Measured in all years in KS2 by class teacher assessments and successful moderation practices.  PP pupils identified for accelerated progress who were Low Attainers and Middle Attainers.
<b>D.</b>	Better home attitudes to home learning and to education resulting in higher aspirations and greater opportunities for PP children	Pupils eligible for PP meet their challenging targets therefore are able to successfully access KS3 curriculum
<b>E.</b>	Increased attendance rates for pupils eligible for PP.	Reduce the number of persistent absenteeism among pupils eligible for PP to 10% or below. Attendance rates for pupils eligible for PP are 95%. 1% below the target for all children of 96% or above. This reduces their school hours and causes them to fall behind on average.

<b>F.</b>	To support parents with SEMH to contribute to their child's education	<p>Clear evidence support for parents/families with known diagnosed mental health issues through working with outside agencies, TAC meetings when required.</p> <p>Clear evidence support for school attendance by collecting children when parents unable to bring them to school.</p> <p>Clear evidenced support for families we believe to be undiagnosed with mental health issues.</p> <p>Open door policy, forming relationships with all parents, home visits if required. Supporting them in medical appointments.</p> <p>Supporting children of these families with counselling/mentoring sessions, referrals to young carers.</p>
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3.	<b>4. Planned expenditure</b>																																													
	academic year 2017-2018																																													
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.																																														
i.	ii. Quality of teaching for all																																													
	<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and 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>																																								
A	Higher oral language skills in Reception are increased for most pupils including pupil's eligible for PP This increases the reading and writing progress in subsequent years.	<p>All staff use sentence stems (as modelled through SFA) throughout the day and expect full sentence responses from all pupils.</p> <p>Sentence stems will encourage different forms and different types of rich vocabulary in context</p> <p>Continue to implement the SFA approach which immerses the pupils in a language rich curriculum.</p>	<p>We want to continue to implement the SFA program throughout the school with particular emphasis on KS1 and KS2.</p> <p>The SFA program is based on 40 years research, existing research into what works in education then further research into how this can work in schools.</p> <p>It was also a program that Peterborough City Council brought in to certain Peterborough Primary Schools, Discovery Primary School being one of those schools.</p>	<p>Use staff meetings to deliver training.</p> <p>SFA learning walks focusing on the implementation of SFA but also the use of sentence stems orally and in any writing opportunities.</p> <p>Lessons from training embedded in school feedback policy.</p> <p>PP pupils will achieve at or above Non Pupil Premium in Reading and Writing.</p> <table border="1" data-bbox="1534 1072 1863 1361"> <thead> <tr> <th>Yrs</th> <th colspan="2">Reading PP NPP %</th> <th colspan="2">Writing PP NPP %</th> </tr> </thead> <tbody> <tr> <td>FS</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>1</td> <td>70</td> <td>56</td> <td>55</td> <td>50</td> </tr> <tr> <td>2</td> <td>80</td> <td>67</td> <td>75</td> <td>60</td> </tr> <tr> <td>3</td> <td>73</td> <td>59</td> <td>54</td> <td>57</td> </tr> <tr> <td>4</td> <td>41</td> <td>47</td> <td>19</td> <td>34</td> </tr> <tr> <td>5</td> <td>50</td> <td>54</td> <td>18</td> <td>46</td> </tr> <tr> <td>6</td> <td>44</td> <td>78</td> <td>56</td> <td>75</td> </tr> </tbody> </table>	Yrs	Reading PP NPP %		Writing PP NPP %		FS					1	70	56	55	50	2	80	67	75	60	3	73	59	54	57	4	41	47	19	34	5	50	54	18	46	6	44	78	56	75	Assistant Head  Deputy Head	July 2019
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<p><b>B</b></p>	<p>Higher oral language skills and a wide basic use of vocabulary in key stage 1 and 2 are greater for most pupils including pupils eligible for PP. This makes more rapid progress in reading and writing in subsequent years.</p>	<p>All staff use sentence stems (as modelled through SFA) throughout the day and expect full sentence responses from all pupils.</p> <p>Sentence stems will encourage different forms and different types of rich vocabulary in context</p> <p>Continue to implement the SFA approach which immerses the pupils in a language rich curriculum.</p>	<p>We want to continue to implement the SFA program throughout the school with particular emphasis on KS1/2.</p> <p>The SFA program is based on 40 years research, existing research into what works in education then further research into how this can work in schools.</p> <p>It was also a program that Peterborough City Council brought in to certain Peterborough Primary Schools, Discovery Primary School being one of those schools.</p>	<p>Use staff meetings to deliver training.</p> <p>SFA learning walks focusing on the implementation of SFA but also the use of sentence stems orally and in any writing opportunities.</p> <p>Lessons from training embedded in school feedback policy.</p> <p>PP pupils will achieve at or above Non Pupil Premium in Reading and Writing.</p> <table border="1" data-bbox="1534 550 1848 1332"> <thead> <tr> <th>Yrs</th> <th colspan="2">Reading PP NPP %</th> <th colspan="2">Writing PP NPP %</th> </tr> </thead> <tbody> <tr> <td>FS</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>1</td> <td>70</td> <td>56</td> <td>55</td> <td>50</td> </tr> <tr> <td>2</td> <td>80</td> <td>67</td> <td>75</td> <td>60</td> </tr> <tr> <td>3</td> <td>73</td> <td>59</td> <td>54</td> <td>57</td> </tr> <tr> <td>4</td> <td>41</td> <td>47</td> <td>19</td> <td>34</td> </tr> <tr> <td>5</td> <td>50</td> <td>54</td> <td>18</td> <td>46</td> </tr> <tr> <td>6</td> <td>44</td> <td>78</td> <td>56</td> <td>75</td> </tr> </tbody> </table>	Yrs	Reading PP NPP %		Writing PP NPP %		FS					1	70	56	55	50	2	80	67	75	60	3	73	59	54	57	4	41	47	19	34	5	50	54	18	46	6	44	78	56	75	<p>Assistant Head</p> <p>Deputy Head</p>	<p>July 2019</p>
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C	<p>PP pupils across KS1 and KS2 achieve their targets, accelerated if appropriate, in order to close the gap between PP pupils and other pupils.</p>	<p>Staff training and identification of pupils who are PP in SFA, maths and class groups.</p> <p>Sentence stems will encourage different forms and different types of rich vocabulary in context</p> <p>All staff aware of the challenging targets set for all PP pupils but also PP pupils who can move from Low attainer's to Middle attainer's. Middle attainer's to High attainer's by July 2019. This will be a target as part of staff performance management.</p> <p>Targeted CPD for all staff including TAs to develop their awareness of targeted teaching for all pupils but specifically PP pupils</p> <p>Professional development for subject progression with Maths becoming a focus in the autumn term</p>	<p>We want to ensure that PP pupils can achieve high attainment as well as simply 'meeting their expected standards'.</p> <p>Phase leaders action plans are targeting PP pupils to monitor their progress half termly and on a termly basis. Individual issues will be picked up and the individuals supported.</p> <p>Pupil Progress meetings will focus on PP pupils and also those targeted to move from low to middle, middle to higher and those predicted higher to achieve those targets.</p>	<p>Use Phase leader meetings/staff meetings to discuss progress of PP pupils and also to identify the barriers to their progress. Such as attendance, mobility and issues at out of school.</p> <p>Phase Leaders to meet with PP pupils in their phase to discuss progress, achievements and next steps.</p> <p>PP pupils discussed at Pupil progress meetings every half term.</p> <p>PP pupils will achieve at or above Non Pupil Premium in Reading ,Writing and Maths.</p> <table border="1" data-bbox="1534 686 1848 1468"> <thead> <tr> <th rowspan="2">Yrs</th> <th colspan="2">Reading</th> <th colspan="2">Writing</th> </tr> <tr> <th>PP</th> <th>NPP</th> <th>PP</th> <th>NPP</th> </tr> <tr> <td></td> <td colspan="2">%</td> <td colspan="2">%</td> </tr> </thead> <tbody> <tr> <td>FS</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>1</td> <td>70</td> <td>56</td> <td>55</td> <td>50</td> </tr> <tr> <td>2</td> <td>80</td> <td>67</td> <td>75</td> <td>60</td> </tr> <tr> <td>3</td> <td>73</td> <td>59</td> <td>54</td> <td>57</td> </tr> <tr> <td>4</td> <td>41</td> <td>47</td> <td>19</td> <td>34</td> </tr> <tr> <td>5</td> <td>50</td> <td>54</td> <td>18</td> <td>46</td> </tr> <tr> <td>6</td> <td>44</td> <td>78</td> <td>56</td> <td>75</td> </tr> </tbody> </table>	Yrs	Reading		Writing		PP	NPP	PP	NPP		%		%		FS					1	70	56	55	50	2	80	67	75	60	3	73	59	54	57	4	41	47	19	34	5	50	54	18	46	6	44	78	56	75	<p>Phase Leaders</p> <p>Headteacher</p> <p>School Inclusion Manager</p>	<p>July 2019</p>
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	<b>Total budgeted cost</b>					£39,500
<b>iii.</b>	<b>iv. Targeted support</b>					
	<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and 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>

A	<p>Higher oral language skills in Reception are increased for most pupils including pupil's eligible for PP This increases the reading and writing progress in subsequent years.</p>	<p>Language rich activities in Foundation Stage. Pre -planned intervention between adult and pupil in supporting/modelling language through play.</p> <p>Small ability grouped SFA groups for pupils in KS1 which immerses them in spoken language, reading and writing through real books. This continues in Key stage 2.</p>	<p>Some of the students need targeted support to catch up. This is a programme which has been independently evaluated and shown to be effective in other schools.</p> <p>Employ Reading Recovery Class teacher to work with identified pupils at KS1 BRP reading intervention occurs termly with individual identified children.</p>	<p>Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time. Consult SFA consultant and other schools which have used the programme to identify any potential barriers to good implementation.</p> <p>PP pupils will achieve at or above Non Pupil Premium in Reading and Writing. See above results</p> <table border="1" data-bbox="1534 574 1859 1356"> <thead> <tr> <th rowspan="2">Yr s</th> <th colspan="2">Reading</th> <th colspan="2">Writing</th> </tr> <tr> <th>PP %</th> <th>NPP %</th> <th>PP %</th> <th>NPP %</th> </tr> </thead> <tbody> <tr> <td>FS</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>1</td> <td>70</td> <td>56</td> <td>55</td> <td>50</td> </tr> <tr> <td>2</td> <td>80</td> <td>67</td> <td>75</td> <td>60</td> </tr> <tr> <td>3</td> <td>73</td> <td>59</td> <td>54</td> <td>57</td> </tr> <tr> <td>4</td> <td>41</td> <td>47</td> <td>19</td> <td>34</td> </tr> <tr> <td>5</td> <td>50</td> <td>54</td> <td>18</td> <td>46</td> </tr> <tr> <td>6</td> <td>44</td> <td>78</td> <td>56</td> <td>75</td> </tr> </tbody> </table>	Yr s	Reading		Writing		PP %	NPP %	PP %	NPP %	FS					1	70	56	55	50	2	80	67	75	60	3	73	59	54	57	4	41	47	19	34	5	50	54	18	46	6	44	78	56	75	Assistant t Headtea cher	July 2019
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<b>B</b>	Higher oral language skills and a wide basic use of vocabulary in key stage 1 and 2 are greater for most pupils including pupils eligible for PP. This makes more rapid progress in reading and writing in subsequent years.	Small ability grouped SFA groups for pupils in KS1 which immerses them in spoken language, reading and writing through real books. This continues in Key stage 2.  Vocabulary enriched activities in KS1 and KS2 as part of SFA program.	Some of the students need targeted support to catch up. This is a programme which has been independently evaluated and shown to be effective in other schools.  Employ Reading Recovery Class teacher to work with identified pupils at KS1 BRP reading intervention occurs termly with individual identified children.	<p>Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time. Consult SFA consultant and other schools which have used the programme to identify any potential barriers to good implementation.</p> <p>PP pupils will achieve at or above Non Pupil Premium in Reading and Writing. See above results</p> <table border="1" data-bbox="1534 1061 1854 1428"> <thead> <tr> <th rowspan="2">Yrs</th> <th colspan="2">Reading PP NPP %</th> <th colspan="2">Writing PP NPP %</th> </tr> <tr> <th></th> <th></th> <th></th> <th></th> </tr> </thead> <tbody> <tr> <td>FS</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>1</td> <td>70</td> <td>56</td> <td>55</td> <td>50</td> </tr> </tbody> </table>	Yrs	Reading PP NPP %		Writing PP NPP %						FS					1	70	56	55	50	Assistant Headteacher	July 2019
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C	PP pupils across KS1 and KS2 achieve their targets, accelerated if appropriate, in order to close the gap between PP pupils and Non PP pupils,	Weekly small group sessions for identified pupils led by class teachers, in addition to standard lessons.	<p>Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit.</p> <p>We want to combine this additional provision with some 'aspiration' interventions such as talks from successful former pupils. These will be recorded on Podcasts and placed on the school website.</p> <p>Clear and effective use of Pixl in year 6 and ensure qualified class teachers deliver the interventions to the pupils.</p>	<p>Impact overseen by Phase Leaders, Subject leaders, Senior Staff and Class teachers.</p> <p>Teaching assistant (TA) CPD for TAs supporting the sessions if required.</p> <p>Engage with parents and pupils before intervention begins to address any concerns or questions about the additional sessions.</p> <p>PP pupils will achieve at or above Non Pupil Premium in Reading and Writing. See above results</p>	Phase Leaders Subject Leaders Senior Staff Class teachers	July 2019
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		<p>All PP pupils are funded free or subsidized places for pupils at breakfast club, after school clubs and on school trips.</p> <p>Opportunities for greater involvement of parents in school through assemblies, reading cafes, visiting to see their child involved in the curriculum.</p> <p>Opportunities for children to access subsidized music tuition</p> <p>Reading cafes and family value sessions completed in partnership with the families</p> <p>PP pupils in year 5 to access Secondary Leading Maths Teachers to ensure they reach their targets.</p>	<p>develop general self-esteem, motivation or self-efficacy.</p>	<p>PE subject Leader to oversee clubs, access to clubs. On the school's list of opportunities, increase the number accessed by disadvantaged learners from numbers 2017-18.</p> <p>Curriculum to provide trip opportunities for each PP pupil. School fund cost of trip.</p> <p>Breakfast club subsidized for PP pupils.</p> <p>Peripatetic Music teachers available to deliver music lessons. School fund teachers if pupils wish for additional lessons.</p> <p>Stories demonstrating the impact of activities on PP pupils.</p> <p>Evidence of PP children attending clubs Evidence of PP children breakfast clubs</p> <p>Children reading five nights a week New curriculum trips Evidence of parents attending organised sessions in school Evidence of PP music tuition</p>	<p>Assistant Headteacher</p>	
<p>E</p>	<p>Increased attendance rates for pupils eligible for PP.</p>	<p>Full time attendance officer and parent support workers employed to monitor pupils and follow up quickly on absences. First day response provision.</p>	<p>We can't improve attainment for children if they aren't actually attending school. NFER briefing for school leaders identifies addressing attendance as a key step.</p>	<p>Thorough briefing of attendance officer, parent support workers, EAL team about existing absence issues. Briefings led by Assistant Headteacher.</p> <p>Assistant Headteacher to support, guide team to ensure new provision and standard</p>	<p>Assistant Headteacher</p>	<p>July 2019</p>

				<p>school processes work smoothly together.</p> <p>Continue to reduce the number of persistent absenteeism among pupils eligible for PP to 10% or below.</p> <p>Attendance rates for pupils eligible for PP are 95%. 1% below the target for all children of 96% or above. This reduces their school hours and causes them to fall behind on average.</p> <p>PP case studies relating to increased attendance</p> <p>Attendance data</p>		
F	To support parents with SEMH to contribute to their child's education	<p>Clear evidenced support for parents/families with known diagnosed mental health issues through working with outside agencies, TAC meetings when required.</p> <p>Clear evidenced support for school attendance by collecting children when parents unable to bring them to school.</p> <p>Clear evidenced support for families we believe to be undiagnosed with mental health issues.</p> <p>Open door policy, forming relationships with all parents, home visits if required. Supporting them in medical appointments.</p> <p>Supporting children of these families with counselling/mentoring sessions, referrals to young carers.</p>	Difficult to improve attainment for children if their family concerns, care or general home situation is turbulent.	<p>Continuous briefings led by Assistant Headteacher. Whole school awareness of our families so all signs are picked up and dealt with accordingly.</p> <p>Assistant Headteacher to support, guide team to ensure that the process works well and the help is targeted to the right families.</p> <p>Inclusion report to Govs Evidence from TAC meetings Evidence from Inclusion Team Case Studies</p>	Assistant Head teacher	July 2019
<b>Total budgeted cost</b>						£40,772.55

5. Review of expenditure																																												
Previous Academic Year																																												
i. Quality of teaching for all/desired support																																												
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost																																								
<p><b>A.</b> Higher oral language skills in Reception are increased for most pupils including pupil's eligible for PP This increases the reading and writing progress in subsequent years.</p>	<p>Language rich activities in Foundation Stage. Pre -planned intervention between adult and pupil in supporting/modelling language through play.</p> <p>Small ability grouped SFA groups for pupils in KS1 which immerses them in spoken language, reading and writing through real books. This continues in Key stage 2.</p>	<p><b>Foundation Stage</b> The whole cohort has increased in all areas compared to last year The biggest improvement was within Reading - the whole cohort achieved 13% higher than last year. EAL had the biggest gain of 29% higher than last year and girl's attainment had increased by 18% However there is still a gap between boys and girls (17%) FSM, non-FSM and Non EAL are broadly in line with last year's data. Attainment in writing across the cohort has also increased by 8% this year. EAL children had a great increase of 26% and girls 16%</p> <p>Positive outcome for a low entry cohort and it will have an impact going forward.</p> <table border="1" data-bbox="674 935 1003 1225"> <thead> <tr> <th>Yrs</th> <th colspan="2">Reading PP NPP %</th> <th colspan="2">Writing PP NPP %</th> </tr> </thead> <tbody> <tr> <td>FS</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>1</td> <td>70</td> <td>56</td> <td>55</td> <td>50</td> </tr> <tr> <td>2</td> <td>80</td> <td>67</td> <td>75</td> <td>60</td> </tr> <tr> <td>3</td> <td>73</td> <td>59</td> <td>54</td> <td>57</td> </tr> <tr> <td>4</td> <td>41</td> <td>47</td> <td>19</td> <td>34</td> </tr> <tr> <td>5</td> <td>50</td> <td>54</td> <td>18</td> <td>46</td> </tr> <tr> <td>6</td> <td>44</td> <td>78</td> <td>56</td> <td>75</td> </tr> </tbody> </table> <p>As can be seen from the table above the gap in Key stage 1 is very positive. The gap in writing that existed in year 2 last year has closed by 6%. In year 3 the picture is very similar.</p> <p>In year 4 and 5 writing is an area that needs to be addressed and the gap needs to close.</p>	Yrs	Reading PP NPP %		Writing PP NPP %		FS					1	70	56	55	50	2	80	67	75	60	3	73	59	54	57	4	41	47	19	34	5	50	54	18	46	6	44	78	56	75	<p>Year 4 and 5 need the gap closing between PP and Non-PP. In both reading and writing but particularly in relation to writing. There is a change of teaching staff for both year groups which will be positive.</p> <p><b>Conclusion</b></p> <p>When comparing this year's data to 2018 it is apparent that the gap is closing in reading and writing in years 1 to 3. This trend should continue into years 5 and 6 as the year groups' progress through the academy.</p> <p>Continue with SFA and embed the new writing units related to SFA. The Oracy Project work will begin in Spring 2020 and will support SFA across the academy.</p>	
Yrs	Reading PP NPP %		Writing PP NPP %																																									
FS																																												
1	70	56	55	50																																								
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In year 6 the gap has widened in comparison to the previous year but that is mainly as a result of mobility.

**B** Higher oral language skills and a wide basic use of vocabulary in key stage 1 and 2 are greater for most pupils including pupils eligible for PP. This makes more rapid progress in reading and writing in subsequent years.

Small ability grouped SFA groups for pupils in KS1 which immerses them in spoken language, reading and writing through real books. This continues in Key stage 2.

Vocabulary enriched activities in KS1 and KS2 as part of SFA program.

Yrs	Reading		Writing	
	PP	NPP	PP	NPP
FS				
1	70	56	55	50
2	80	67	75	60
3	73	59	54	57
4	41	47	19	34
5	50	54	18	46
6	44	78	56	75

As can be seen from the table above the gap in Key stage 1 is very positive. The gap in writing that existed in year 2 last year has closed by 6%. In year 3 the picture is very similar.

In year 4 and 5 writing is an area that needs to be addressed and the gap needs to close. In year 6 the gap has widened in comparison to the previous year but that is mainly as a result of mobility.

When comparing this year's data to 2018 it is apparent that the gap is closing in reading and writing in years 1 to 3. This trend should continue into years 5 and 6 as the year groups progress through the academy.

Continue with SFA and embed the new writing units related to SFA. The Oracy Project work will begin in Spring 2020 and will support SFA across the academy.

<p><b>C.</b>PP pupils across KS1 and KS2 achieve their targets, accelerated if appropriate, in order to close the gap between PP pupils and Non PP pupils,</p>	<p>Weekly small group sessions for identified pupils led by class teachers, in addition to standard lessons.</p>	<p>Please see table from above.</p> <p>As can be seen from the table above the gap in Key stage 1 is very positive. The gap in writing that existed in year 2 last year has closed by 6%. In year 3 the picture is very similar.</p> <p>In year 4 and 5 writing is an area that needs to be addressed and the gap needs to close. In year 6 the gap has widened in comparison to the previous year but that is mainly as a result of mobility.</p>	<p>When comparing this year's data to 2018 it is apparent that the gap is closing in reading and writing in years 1 to 3. This trend should continue into years 5 and 6 as the year group's progress through the academy.</p> <p>Continue with SFA and embed the new writing units related to SFA. The Oracy Project work will begin in Spring 2020 and will support SFA across the academy.</p> <p>Focus will need to be on the PP pupils particularly in year 5 and 6 next year. The year groups have a strong team of teachers who will regularly review the reading and writing data. Mobility hopefully will have less impact moving forward.</p>	

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost																																				
<p><b>D.</b>Raise aspirations for All children and families, including reading for 5 x a week</p>	<p>Pupil Premium pupils to access after school enrichment activities and booster classes for year 6 pupils.</p> <p>All PP pupils are funded free or subsidized places for pupils at breakfast club, after school clubs and on school trips.</p> <p>Opportunities for greater involvement of parents in school through assemblies, reading cafes, visiting to see their child involved in the curriculum.</p> <p>Opportunities for children to access subsidized music tuition</p> <p>Reading cafes and family value sessions completed in partnership with the families</p> <p>PP pupils in year 5 to access Secondary Leading Maths Teachers to ensure they reach their targets.</p>	<p>The number of clubs before and after the academy day again increased this year.</p> <p>The number of PP pupils attending the clubs has increased due to the number of clubs increasing since September. Not all PP children can attend clubs as they are collected by their siblings coming</p> <p>The figures are:</p> <table border="1" data-bbox="672 587 1211 839"> <thead> <tr> <th>Autumn Term 18</th> <th>Total</th> <th>Non-Pupil Premium</th> <th>Pupil Premium</th> </tr> </thead> <tbody> <tr> <td>Number</td> <td>174</td> <td>119</td> <td>55</td> </tr> <tr> <td>Percentage</td> <td>100%</td> <td>68%</td> <td>32%</td> </tr> </tbody> </table> <table border="1" data-bbox="672 898 1211 1150"> <thead> <tr> <th>Spring term 19</th> <th>Total</th> <th>Non-Pupil Premium</th> <th>Pupil Premium</th> </tr> </thead> <tbody> <tr> <td>Number</td> <td>152</td> <td>111</td> <td>41</td> </tr> <tr> <td>Percentage</td> <td>100%</td> <td>73%</td> <td>27%</td> </tr> </tbody> </table> <table border="1" data-bbox="672 1238 1211 1465"> <thead> <tr> <th>Summer term 19</th> <th>Total</th> <th>Non-Pupil Premium</th> <th>Pupil Premium</th> </tr> </thead> <tbody> <tr> <td>Number</td> <td>168</td> <td>105</td> <td>63</td> </tr> <tr> <td>Percentage</td> <td>100%</td> <td>62%</td> <td>38%</td> </tr> </tbody> </table>	Autumn Term 18	Total	Non-Pupil Premium	Pupil Premium	Number	174	119	55	Percentage	100%	68%	32%	Spring term 19	Total	Non-Pupil Premium	Pupil Premium	Number	152	111	41	Percentage	100%	73%	27%	Summer term 19	Total	Non-Pupil Premium	Pupil Premium	Number	168	105	63	Percentage	100%	62%	38%	<p>Although the number of PP pupils increased not all PP children can attend clubs as they are collected by their siblings from the local Secondary Academy.</p> <p>Continue with the number of clubs available before and after the academy day. To increase the offer to include additional clubs.</p> <p>Continue to subsidize the trips attended by the children.</p> <p>Continue with a range of opportunities for 4 parents to attend throughout the year.</p>	
Autumn Term 18	Total	Non-Pupil Premium	Pupil Premium																																					
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Percentage	100%	62%	38%																																					

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All Pupil Premium children are subsidized for trips as necessary.

Breakfast Club has been subsidized for at least two PP pupils over the year.

Parent evenings are well attended. Any parents not attending are offered other options so they know how well their child/ren are doing. Celebration assemblies are well attended as are other events such as reading cafes.

Two groups of PP children in year 5 going into year 6 accessed Maths intervention work with two leading maths secondary teachers.

**Group 1**

8 pupils. 6 out of 8 got a scaled score of 100 or above. 75%

**Group 2**

6 pupils. All 6 got 100+. 5 out of 6 got greater depth. 83%

<p><b>E.</b> Increased attendance rates for pupils eligible for PP.</p>	<p>Full time attendance officer and parent support workers employed to monitor pupils and follow up quickly on absences. First day response provision.</p>	<table border="1"> <thead> <tr> <th>Attended</th> <th>Auth</th> <th>Unauth</th> </tr> </thead> <tbody> <tr> <td>96.65%</td> <td>2.68%</td> <td>0.67%</td> </tr> <tr> <th>Attended</th> <th>Auth</th> <th>Unauth</th> </tr> <tr> <td>95.63%</td> <td>3.2%</td> <td>1.17%</td> </tr> </tbody> </table>	Attended	Auth	Unauth	96.65%	2.68%	0.67%	Attended	Auth	Unauth	95.63%	3.2%	1.17%	<p>Table one relates to PP children at the end of the Spring Term 19. Table two relates to Non - Pupil Premium.</p> <p>PP attendance as off Spring 2019 was better than Non-Pupil Premium Pupils.</p> <p>Attendance officer has now left for a different position. The process will be the same but it will be dealt with internally by a variety of staff.</p> <p>Case studies are available. The strategies employed by the academy have a positive impact.</p>	
Attended	Auth	Unauth														
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Attended	Auth	Unauth														
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<p><b>F.</b> To support parents with SEMH to contribute to their child's education</p>	<p>Clear evidence support for parents/families with known diagnosed mental health issues through working with outside agencies, TAC meetings when required.</p> <p>Clear evidenced support for school attendance by collecting children when parents unable to bring them to school.</p> <p>Clear evidenced support for families we believe to be undiagnosed with mental health issues. Open door policy, forming relationships with all parents, home visits if required. Supporting them in medical appointments.</p> <p>Supporting children of these families with counselling/mentoring sessions, referrals to young carers.</p>	<p>See Inclusion report to Governors. Autumn,2018, Spring 2019 and Summer 2019.</p> <p>See evidence from TAC meetings See evidence from Inclusion Team</p>	<p>The reports to Governors indicate the range of support offered to parents.</p> <p>The outcomes of the support help support the children in the home and therefore in supporting home the children can learn when attending the academy.</p>	
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				Total £140,572.5 5
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**6. Additional detail**

In this section you can annex or refer to **additional** information which you have used to inform the statement above.