

### Pupil Premium Strategy 2017-18

<b>NOR</b>	304
<b>Number of pupils eligible for PP funding</b>	193
<b>Percentage of pupils eligible for PP funding</b>	63.5%
<b>Total Budget allocation</b>	£254,760.00
<b>Academy Deprivation Index</b>	0.53
<b>Nominated member of EAB</b>	Elaine Lenc
<b>EAB PP Review dates</b>	January 2018 April 2018 July 2018

### Outcomes of Previous Academic year

	<b>All</b>	<b>PP</b>	<b>Others</b>
<b>EYFS (GLD)</b>	42%	37%	46%
<b>Year 1 Phonics</b>	67%	69%	65%
<b>Key Stage 1 Reading</b>	61%	58%	65%
<b>Key Stage 1 Writing</b>	45%	42%	50%
<b>Key Stage 1 Maths</b>	64%	63%	65%
<b>Key stage 2 Reading</b>	69%	59%	87%
<b>Key stage 2 Writing</b>	71%	59%	93%
<b>Key stage 2 Maths</b>	86%	78%	100%

## **What does the data suggest for priorities for the next academic year?**

### **EYFS**

In EYFS the gap between those eligible for Pupil Premium and others increased when compared to 15/16 outcomes so this will remain an area of focus next year, particularly Moving and Handling, Reading and Writing which were the areas fewest children achieved the Expected standard.

The percentage of pupils eligible for PP in this cohort is lower than in other year group at just 52%, which may mean some children who are eligible may not have been identified.

### **KS1**

Year 1 Phonics Screening results declined slightly from the previous year's outcomes, however pupils eligible for PP outperformed other pupils in the cohort, continuing the trend from their EYFS outcomes. 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 the attainment of pupils eligible for Pupil Premium children improved when compared to academy outcomes in 2015/16 and the difference between those eligible for PPG and others has diminished when compared to 15/16 outcomes. However, the outcomes for 'other' pupils decreased from 15/16. Writing continues to be an area for improvement in 2017/18, particularly spelling, tense, expanded noun phrases and subordination and co-ordination.

### **KS2**

Outcomes at the end of Key Stage 2 improved in all areas when compared to outcomes in 15/16, however there remains a notable difference between those eligible for PP and other pupils in all subjects as in previous years.

### **Behaviour and Attendance**

Attendance continues to be an area to improve, particularly persistent absentees.

Decrease number of fixed term exclusions

**Current Pupils**

	<b>% Eligible</b>	<b>% LAP</b>	<b>% MAP</b>	<b>% HAP</b>
<b>Early Years</b>				
<b>Specific intervention need</b>		S&L Phonological awareness Physical Development	S&L Reading Physical Development	Maths
<b>Objective number</b>		<b>1, 2, 4</b>	<b>1, 3, 4</b>	<b>6</b>
<b>Y1</b>	52%			
<b>Specific intervention need</b>		S&L - Phonological awareness Phonic knowledge & application Handwriting Social, Emotional & Mental Health	Phonic knowledge & application Reading Handwriting	
<b>Objective number</b>		<b>1, 2, 4, 7</b>	<b>2, 3, 4</b>	
<b>Y2</b>	63%	41%	21%	38%
<b>Specific intervention need</b>		S&L Phonic knowledge & application Handwriting Spelling Social, Emotional & Mental Health	Reading Spelling	Reading Social, Emotional & Mental Health
<b>Objective number</b>		<b>1, 2, 4, 5, 7</b>	<b>3, 5</b>	<b>3, 7</b>
<b>Y3</b>	53%	58%	38%	4%
<b>Specific intervention need</b>		S&L Phonic knowledge & application Handwriting Spelling Social, Emotional & Mental Health	Reading Spelling Social, Emotional & Mental Health	Reading Spelling Maths
<b>Objective number</b>		<b>1, 2, 4, 5, 7</b>	<b>3, 5, 7</b>	<b>3, 5, 6</b>
<b>Y4</b>	67%	34%	62%	0%

<b>Specific intervention need</b>		S&L Reading Maths Social, Emotional & Mental Health		Reading Spelling Maths
<b>Objective number</b>		<b>1, 3, 6, 7</b>		<b>3, 5, 6</b>
<b>Y5</b>	<b>66%</b>	<b>25%</b>	<b>50%</b>	<b>25%</b>
<b>Specific intervention need</b>		Reading Handwriting Spelling Maths Social, Emotional & Mental Health	Reading Spelling Maths	Reading Maths – reasoning
<b>Objective number</b>		<b>3, 4, 5, 6, 7</b>	<b>3, 5, 6</b>	<b>3, 6</b>
<b>Y6</b>	<b>70%</b>	<b>43%</b>	<b>43%</b>	<b>13%</b>
<b>Specific intervention need</b>		S&L Reading Handwriting Maths	Reading Handwriting Spelling Maths	Reading Maths – reasoning
<b>Objective number</b>		<b>1, 3, 4, 6</b>	<b>3, 4, 5, 6</b>	<b>3, 6</b>

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

- Objective 8 - Attendance – First Day Response; Home Visits; Wakefield EWO SLA; Rewards
- Uniforms
- Breakfast Provision
- Experiential learning – subsidised visits, visitors and residential visits

<b>Objective 1</b> <b>Speech and Language</b>  <b>Years: EY, Y1, Y2, Y3, Y4 and Y6</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>
<b>To raise attainment through personalised Speech and Language intervention.</b>	Provide in-house Speech and Language Therapist and training for staff	Speech and Language Therapist SLA: £5,000	All	Speech and Language Therapist	Increased number of PP pupils with age appropriate language and speech sounds scores, evidenced through baseline and end of year screenings.
	Screen all Nursery pupils and new to Reception pupils on entry. Liaise with SALT to plan and deliver individual and small group sessions.	Staffing: £6000 Resources: £200	Nursery – 15 Reception – 18	EYFS teachers and support staff SEN Support SENCo Speech and Language Therapist	PP pupils identified will be targeted through regular 1-1 or small group sessions, reducing number with significant delays.
	Deliver regular 1-1 and small group Speech and Language sessions to children.	Staffing: £4,000 Resources: £200	Year 1 – 4 Year 2 – 6 Year 3 – 7 Year 4 – 6 Year 6 – 2	Class teachers and support SEN Support SENCo Speech and Language Therapist	Increased number of PP pupils with age appropriate language and speech sounds scores, evidenced through baseline and end of year screenings. Increased number of PP pupils achieving Expected in Communication and Language.
<b>Review Term 1</b>					
<b>Review Term 2</b>					
<b>Review Term 3</b>					

Objective 2 Phonics  Years: EY, Y1, Y2 and Y3	What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible?	What will success look like?
<b>Increase % of pupils reaching the required standard to pass Y1 Phonics screening and Y2 Phonics re-sit.</b>	Provided targeted support in addition to whole class teaching for individuals and groups. Monitor progress of pupils to identify those at risk of not reaching required standard and review provision.	Staffing: £3,000  Resources: £1,000 Bearing Away Bear Necessities Decodable Pink Band Books for Reception	Reception – 19 Year 1 – 12 Year 2 – 10	Reading Lead – Alison Murphy  Class teachers and support staff	Increased % reaching the required standard and close the gap with National in both Y1 and Y2. Increased average score in Phonics Screening. Increased % achieving Expected in Reading ELG at end of Reception.
<b>Raise attainment in Reading for LAP Y3 pupils who did not reach the required standard and close gap with others.</b>	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.	Staffing: £3,000	Year 3 - 7	Class teachers and support staff SEN Support SENCo	Increase in Reading Age from Salford Reading Test baseline. Increased speed and fluency when reading and decoding (Speed Reading).
<b>Review Term 1</b>	<b>Record any new actions in a different colour</b>				
<b>Review Term 2</b>	<b>Record any new actions in a different colour</b>				
<b>Review Term 3</b>	<b>Record any new actions in a different colour</b>				

<b>Objective 3 Reading</b>  <b>Years: EY, Y1, Y2, Y3, Y4, Y5 and Y6</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>
<b>Increase % of pupils achieving ARE, and those working beyond ARE.</b>	<p>Provided targeted support and additional reading fluency sessions.</p> <p>Y2 and Y6 weekly Reading booster sessions from September 2017 with incentives to attend.</p> <p>Bug Club log in details provided to pupils to increase engagement with Reading.</p> <p>Investment in Banded Books and class collections to promote love of Reading and pupil engagement.</p>	<p>Staffing: £10,000</p> <p>Resources: £3,000</p> <p>Bearing Away</p> <p>Bear Necessities</p> <p>Bug Club subscription</p> <p>Banded Books</p>	<p>Reception – 12</p> <p>Year 1 – 14</p> <p>Year 2 – 19</p> <p>Year 3 – 14</p> <p>Year 4 – 25</p> <p>Year 5 – 14</p> <p>Year 6 – 12</p>	<p>Deep Learning Lead – Lee Colley</p> <p>Reading Lead – Alison Murphy</p> <p>Class teachers and support staff</p>	<p>Increased % reaching the required standard and close the gap with National in both Y1 and Y2.</p> <p>Increased average score in Phonics Screening.</p> <p>Increased % achieving Expected in Reading ELG at end of Reception.</p>
<b>Review Term 1</b>	<b>Record any new actions in a different colour</b>				
<b>Review Term 2</b>	<b>Record any new actions in a different colour</b>				
<b>Review Term 3</b>	<b>Record any new actions in a different colour</b>				

<b>Objective 4</b> <b>Handwriting / Physical Development</b>  <b>Years: EY, Y1, Y2, Y3, Y4, Y5 and Y6</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>
<b>Increase % EY pupils achieving Expected in Moving and Handling (Physical Development)</b>	Provided targeted support in addition to whole class handwriting sessions and continuous provision for individuals and groups, e.g. Write Dance, Write from the Start	Staffing: £1,200  Resources: £250	Nursery – 15 Reception – 19	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.
<b>Improve the standard of handwriting, with a specific focus on speed/fluency.</b>	Provided targeted support in addition to whole class handwriting sessions a for individuals and groups, e.g. Write from the Start, Fit to Learn and Speed Up. SENCo to identify additional needs and implement additional strategies, e.g. writing claws or slopes	Staffing: £3,600  Resources: £150	Year 1 – 12 Year 2 – 15 Year 3 – 15 Year 4 – 20 Year 5 – 21 Year 6 – 10	Deep Learning Lead – Lee Colley  Writing Lead – Kate Linstead  Class teachers and support staff SEN Support SENCo	Improved letter formation and speed/fluency resulting in increased % of PP pupils achieving age-related expectations in Handwriting strands of English curriculum.
<b>Review Term 1</b>	<b>Record any new actions in a different colour</b>				
<b>Review Term 2</b>	<b>Record any new actions in a different colour</b>				
<b>Review Term 3</b>	<b>Record any new actions in a different colour</b>				



Objective 5 Spelling  Years:	What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible	What will success look like?
<b>Improve spelling across the academy and % pupils achieving ARE and those working beyond ARE in Spelling strands of Writing.</b>	Discrete spelling sessions timetabled with additional individual and small group sessions to target focus pupils.  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.	Staffing: £3,600  Spelling Shed App: £74.50	Year 1 – 14 Year 2 – 18 Year 3 – 17 Year 4 – 20 Year 5 – 22 Year 6 – 20	Deep Learning Lead – Lee Colley  Writing Lead – Kate Linstead  Class teachers and support staff	Increased % pupils achieving ARE spelling objectives and achieving age-related scores on standardised tests.  Reduced number of spelling errors within daily written work.
<b>Review Term 1</b>	<b>Record any new actions in a different colour</b>				
<b>Review Term 2</b>	<b>Record any new actions in a different colour</b>				
<b>Review Term 3</b>	<b>Record any new actions in a different colour</b>				

<b>Objective 6 Maths</b>  <b>Years: EY, Y1, Y2, Y3, Y4, Y5, Y6</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>
<b>Increase % of pupils achieving ARE, and those working beyond ARE.</b>	<p>Provided targeted support, additional Same Day Intervention, pre-teach sessions.</p> <p>Y6 weekly Maths booster session from September 2017 with incentives to attend.</p> <p>Purchase Times Tables Rock Stars School Plan and communicate log on details with parents.</p> <p>Investment in Banded Books and class collections to promote love of Reading and pupil engagement.</p>	<p>Staffing: £10,000</p> <p>Resources: £2500</p> <p>Times Tables Rock Stars: £102.40 (64% £160 subscription)</p>	<p>Reception –</p> <p>Year 1 – 14</p> <p>Year 2 – 15</p> <p>Year 3 – 15</p> <p>Year 4 – 19</p> <p>Year 5 – 14</p> <p>Year 6 – 10</p>	<p>Deep Learning Lead – Lee Colley</p> <p>Maths Lead – Sarah Coopey</p> <p>Class teachers and support staff</p>	<p>Increased % reaching the required standard and close the gap with National in both Y1 and Y2.</p> <p>Increased average score in Phonics Screening.</p> <p>Increased % achieving Expected in Reading ELG at end of Reception.</p>
<b>Review Term 1</b>	<p><b>Record any new actions in a different colour</b></p>				
<b>SPRING 2018</b> <b>Improve support staff understanding of mastery approach in Maths and strategies to deepen understanding.</b>	<p>Two members of staff to attend White Rose Maths – Jigsaw Package to improve knowledge of strategies to develop a deep understanding and mastery approach in Maths.</p>	<p>3 day training : £488 (£244 per delegate)</p> <p>Resources: £1,000</p>		<p><b>Maths Lead</b> – Sarah Coopey</p> <p><b>Support Staff</b> - Katrina Tolson &amp; Kim Greaves</p>	<p>Support staff will embed strategies throughout their whole class group work and interventions ensuring pupils’ mathematical understanding is improved and gaps in learning are addressed.</p>

	<p>Maths Lead to work with staff to disseminate training to rest of support staff.</p> <p>Purchase additional mathematical apparatus as necessary.</p>				<p>Support staff will understand how concrete apparatus can be used to support and deepen children's learning.</p>
<p><b>Review Term 2</b></p>	<p><b>Record any new actions in a different colour</b></p>				
<p><b>Review Term 3</b></p>	<p><b>Record any new actions in a different colour</b></p>				

Objective 7 Social Emotional and Mental Health  Years: 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?
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.	Lego Therapy training:  Drawing and Talking Therapy training:  Staffing:  Resources:	EYFS – 2 Y1 – 2 Y2 – 4 Y3 – 5 Y4 – 6 Y5 – 2 Y6 – 3	Deep Support Lead – Laura Fairfield  Sharon Olbison Nicola Gill	Staff will undertake training, purchase necessary resources and begin to implement strategies with identified pupils.
Improve the social, emotional and mental health needs of pupils with significant needs to improve attitudes to learning and reduce risk of exclusion.	Provide full-time personalised provision from October half term with high staff:pupil ratios to meet needs of identified pupils and reduce disruption to learning of whole class.	Staffing: £6800	Y3 – 1 full time Y4 – 2 part time	Deep Support Lead - Laura Fairfield  Well-being Lead - Lesley Silburn	Pupils will engage with learning and have positive attitude towards school. Reduction in behavioural incidents and exclusions for those pupils.
Review Term 1	<b>Record any new actions in a different colour</b>				
JANUARY 2018 Improve the social, emotional and mental health needs of pupils with significant needs to improve attitudes to learning and reduce risk of exclusion.	Provide bespoke provision in partnership with The Elland Academy.	£36.22 per day  <b>January costs: £2,294</b> <i>1 full time = £724.40;</i> <i>5 part time (½ day) = £1,448.80;</i> <i>1 1hr a day = £120.80</i>	Y2 – 1 Y3 – 3 PP + 1 other Y4 – 2  Referrals submitted for 2 other pupils (1 Y2 & 1 Y4)	The Elland Academy  HoA – Christine Mayers  Deep Support Lead – Laura Fairfield  SENCoS – Paula Harris & Jo Graham	Pupils will engage with learning and have a more positive attitude towards school. Reduction in behavioural incidents and exclusions for those pupils.

<b>Review Term 2</b>	<b>Record any new actions in a different colour</b>
<b>Review Term 3</b>	<b>Record any new actions in a different colour</b>

<b>Objective 8 Attendance</b>  <b>Years: EY, Y1, Y2, Y3, Y4, Y5 and Y6</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>
<b>Improve attendance across the academy, with a specific focus on persistent absentees and punctuality.</b>	<p>Ensure all absences are followed up daily with home visits completed where no contact is made or attendance is a concern.</p> <p>Communicate weekly and year to date attendance and punctuality with parents through weekly newsletters, Twitter and classroom window display.</p> <p>Attendance letters sent to pupils whose attendance is below 90% or causes concern, including persistent lateness.</p> <p>Weekly prize draw for 100% attendance and termly badges and/or certificates awarded to those pupils with 96% or better attendance.</p>	<p>Staffing – First Day Response &amp; Home Visits: £1,000</p> <p>Attendance prizes and awards: £740</p> <p>Wakefield EWO SLA: £691.49 (64% full SLA cost £1,080.46)</p>	<p>All</p>	<p>Deep Support Lead - Laura Fairfield</p> <p>Well-being Lead - Lesley Silburn</p> <p>HoA – Christine Mayers</p> <p>Support staff SLT Wakefield EWO</p>	<p>Attendance, persistent absentees and punctuality will improve from previous year and will be closer to National averages.</p>

<b>Review Term 1</b>	<b>Autumn Term Attendance</b> <div style="display: flex; justify-content: space-around; margin-left: 100px;"> <span><b>Aut 2017</b></span> <span><b>Aut 2016</b></span> <span><b>Diff</b></span> </div> <b>Whole School</b> <b>PP</b> <b>Persistent Absentees</b> <b>PP Persistent Absentees</b>  <b>Record any new actions in a different colour</b>
<b>Review Term 2</b>	     <b>Record any new actions in a different colour</b>
<b>Review Term 3</b>	     <b>Record any new actions in a different colour</b>