

Pupil Premium Plan and Strategy 2018-2019

NOR	305
Number of pupils eligible for PP funding	183
Percentage of pupils eligible for PP funding	60%
Total Budget allocation	£241,560.00
Academy Deprivation Index	0.52
Nominated member of EAB	Elaine Lenc
AAB PP Review dates	January 2019 April 2019 July 2019

Outcomes of Previous Academic year

	All	PP	Others
EYFS (GLD)	38%	33%	41%
Year 1 Phonics	64%	61%	68%
Key Stage 1 Reading - EXP	53%	57%	47%
Key Stage 1 Reading - GD	11%	13%	6%
Key Stage 1 Writing - EXP	36%	37%	35%
Key Stage 1 Writing - GD	6%	7%	6%
Key Stage 1 Maths - EXP	57%	60%	53%
Key Stage 1 Maths - GD	6%	7%	6%
Key stage 2 Reading - EXP	85%	79%	100%
Key stage 2 Reading - HS	45%	46%	40%
Key stage 2 Writing - EXP	76%	67%	100%
Key stage 2 Writing - HS	18%	17%	20%
Key stage 2 Maths - EXP	76%	71%	90%
Key stage 2 Maths - HS	29%	17%	60%
Key Stage 2 RWM - EXP	68%	58%	90%
Key Stage 2 RWM - HS	18%	17%	20%

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

In EYFS, whilst the gap between those eligible for Pupil Premium achieving a Good Level of Development and others is lower than the figure nationally, improving outcomes at the end of EYFS remains an area of focus next year. Attainment in all areas of learning remains below the national figures, however Literacy and Maths which were the areas fewest children achieved the Expected standard.

The percentage of pupils eligible for PP in this cohort is significantly lower than in other year groups at just 32%, 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 the gap between pupils eligible for PP and other pupils remains less than the gap nationally. Pupils continue to make good progress between EYFS and Y1, with 61% of eligible pupils meeting the phonics threshold, compared with 42% who achieved Reading ELG in EYFS. 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 PP improved when compared to academy outcomes from the previous year and the difference between those eligible for PPG and others has diminished.

However, attainment in all subjects remains below outcomes nationally therefore improving outcomes in all subjects at the expected standards and greater depth remains a priority.

KS2

Outcomes at the end of Key Stage 2 improved in all areas when compared to outcomes in the previous year, and eligible pupils outperformed similar pupils when compared to national results in 2017. However, whilst the gap between disadvantaged pupils and others is diminishing, there remains a notable difference between those eligible for PP and other pupils in Reading, Writing and Maths and the combined measure, there is also a significant difference in the percentage of disadvantaged pupils achieving the Higher Standard in Maths when compared to other pupils (17% / 60%). Disadvantaged pupils however outperformed other pupils at the Higher Standard in Reading.

Behaviour and Attendance

Attendance for disadvantaged pupils improved from the previous year and is higher than the national average for similar pupils, with a lower % of persistent absentees when compared to the figure nationally.

	Overall	National 2016-17	Persistent absentees (<90%)	National 2016-17
All (2016-17)	95.1% (94.6%)	96%	13.7% (17.5%)	8.3%
Disadvantaged	94.8%	94.5%	14.1%	15.7%

Whilst improvements have been made, attendance and punctuality remains a key area of focus to ensure pupils attend regularly and arrive on time.

Current Pupils

	% Eligible	% L -PA	% M-PA	% H -PA
Early Years				
Specific intervention need		Speech and Language Physical Development Phonics, Reading, Writing, Maths	Physical Development, Phonics, Reading, Writing, Maths	Reading, Writing, Maths
Objective number		1, 2, 3, 4, 5, 6	2, 3, 4, 5, 6	4, 5, 6
Y1	37% (18)			
Specific intervention need		Speech and Language Gross and fine motor skills (Handwriting) Phonics & Reading, Writing, Maths	Phonics & Reading, Writing, Maths	Reading, Writing, Maths SEMH
Objective number		1, 2, 3, 4, 5, 6	3, 4, 5, 6,	4, 5, 6, 7
Y2	58% (29)			
Specific intervention need		Speech and Language Gross and fine motor skills (Handwriting) Phonics & Reading, Writing, Maths	Reading – fluency & comprehension	Reading, Writing, Maths Writing
Objective number		1, 2, 3, 4, 5, 6	4	4, 5, 6
Y3	58% (29)			
Specific intervention need		Speech and Language Gross and fine motor skills (Handwriting) Phonics & Reading, Writing, Maths	SEMH Reading – fluency & comprehension	Reading, Writing, Maths

Objective number		SEMH 1, 2, 3, 4, 5, 6, 7,	7, 4	4, 5, 6
Y4	58% (28)			
Specific intervention need		SEMH Reading – fluency Writing -	Reading, Writing, Maths	Reading, Writing, Maths
Objective number		7, 4, 5,	4, 5, 6	4, 5, 6
Y5	67% (31)			
Specific intervention need		Reading, Writing, Maths SEMH	Reading, Writing, Maths, SEMH	Reading, Writing, Maths
Objective number		4, 5, 6, 7	4, 5, 6, 7	4, 5, 6
Y6	64% (27)			
Specific intervention need		Gross and fine motor skills (Handwriting) SEMH	Reading, Writing, Maths,	Maths
Objective number		2, 7	4, 5, 6	6

Additional Planned Use of Funding

Whole school initiative	What will it cost?	How many pupils will benefit?	Who will be responsible?	Impact?
Attendance Improve attendance and punctuality through Well-being Team, Wakefield EWO, rewards and incentives	£30,000	All pupils	HoA VP / Deep Support Lead Well-being Lead Wakefield EWO	
Uniforms All pupils provided with a jumper or cardigan (and tie in Y6)	£4,200	All pupils	HoA Admin staff	
Breakfast Provision (not paid Breakfast Club) Breakfast snack available free of charge to all pupils to ensure they do not start the day hungry.	£18,000	All pupils	Teachers Support staff Admin	
Experiential Learning All pupils to be able to access trips, visits and experiences at a reduced cost.	£14,700	All pupils	Teachers Deep Experience Lead	
Primary Director of Learning Targeted support to support teaching and learning	£13,350	Y5 & 6 – 88 pupils	UKS2 Teachers Primary Director of Learning HoA	

<p>Applied Psychologies 8 days Educational Psychology support for pupils with SEND and staff training.</p>	<p>£3,960</p>		<p>HoA VP / Deep Support Lead SENCo</p>	
<p>Music Opportunities Provide all KS2 pupils with the opportunities to access specialist music tuition</p>	<p>£5,040</p>	<p>Y3 - 29 Y4 - 28 Y5 - 31 Y6 - 27</p>	<p>Teachers Deep Experience Lead</p>	

Objective 1 Speech & Language Years: EYFS – Y6	What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible?	What will success look like?
To raise attainment through personalised Speech and Language intervention.	Provide in-house Speech and Language Therapist	Speech and Language Therapist SLA: £3,420 (60% of 5,700)		Speech and Language Therapist Teachers Support staff	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 – Reception –	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. Increased number of PP pupils achieving Expected in Communication and Language.
	Deliver regular 1-1 and small group Speech and Language sessions to children.	Staffing: £4,000 Resources: £200	Year 1 – Year 2 – Year 3 – Year 4 – Year 5 – Year 6 –	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.
Review Term 1					
Review Term 2					
Review Term 3					

Objective 2 Physical Development (Gross and Fine Motor skills) & Handwriting	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 – Y6					
Increase % EY pupils achieving Expected in Moving and Handling (Physical Development) Improve the standard of handwriting, with a specific focus on speed/fluency.	Provided targeted support and intervention through daily Motor On sessions.	Motor On: £11,200	Reception – Year 1 – 17 Year 2 – 12 Year 3 – 12 Year 4 – 2 Year 6 – 4	Motor On – N Curtis Teachers Support staff	Improved letter formation and fine-motor skills resulting in increased % of PP pupils achieving Expected in Moving and Handling and Writing ELG. Improved letter formation and speed/fluency resulting in increased % of PP pupils achieving age-related expectations in Handwriting strands of English curriculum.
	Provided targeted support in addition to whole class handwriting sessions 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 – Year 2 – Year 3 – Year 4 – Year 5 – Year 6 –	Teachers Support staff SENCo	Improved letter formation and speed/fluency resulting in increased % of PP pupils achieving age-related expectations in Handwriting strands of English curriculum.
Review Term 1					

Review Term 2	
Review Term 3	

Objective 3 Phonics Years: EYFS, Y1, Y2 & Y3	What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible?	What will success look like?
Increase % of pupils reaching the required standard to pass Y1 Phonics screening and Y2 Phonics re-sit.	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 – Year 1 – 18 Year 2 – 11	Reading Lead – Alison Murphy EYFS Lead - EYFS & Y1 teachers 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.
Raise attainment in Reading for LAP Y3 pupils who did not reach the required standard and close gap with others.	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 – 10 pupils	Y3 Teachers Support staff SENCo	Increase in Reading Age from Salford Reading Test baseline. Increased speed and fluency when reading and decoding (Speed Reading).
Review Term 1					
Review Term 2					
Review Term 3					

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:					
Increase % of pupils reaching the required standard to pass Y1 Phonics screening and Y2 Phonics re-sit.	See Objective 3				
Increase % of pupils achieving ARE, and those working beyond ARE.	<p>Provided targeted support and additional reading fluency sessions.</p> <p>Y6 weekly Reading booster sessions from September 2018 with incentives to attend.</p> <p>Y2 Reading Club offered to target pupils during Autumn term.</p> <p>Raise profile of Bug Club across the academy and share details with parents/carers to increase engagement with Reading at home.</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 Bearing Away Bear Necessities Bug Club subscription Banded Books</p> <p>NFER tests:</p> <p>Salford Sentence Reading Tests: £200</p> <p>Reading books: £3,000</p>	<p>Initial target pupils: Reception – Year 1 – 17 Year 2 – 29 Year 3 – 29 Year 4 – 28 Year 5 – 31 Year 6 – 27</p>	<p>Deep Learning Lead – Lee Colley</p> <p>Reading Lead – Alison Murphy</p> <p>Teachers Support staff</p>	<p>Increased % reaching age related expectations and close the gap between disadvantaged pupils and all pupils.</p> <p>Increased % achieving Expected at end of Year 2 and Year 6 and close the gap between disadvantaged pupils and all pupils.</p> <p>Increased % achieving Higher Standard at end of Year 2 and Year 6 and close the gap between disadvantaged pupils and all pupils.</p> <p>Increased % achieving Expected in Reading ELG at end of Reception.</p>

	<p>Improve standardised assessments to prepare pupils for end of Key Stage tests and use of QLA to inform teaching.</p> <p>Use pupil voice to extend reading books available to pupils on Reading Tree, to further promote love of reading.</p>				Accelerated increase in reading ages when compared to baseline score and close the gap with chronological ages.
Increase % of pupils achieving ARE, and those working beyond ARE.	<p>Embed Whole Class Reading Strategy throughout the academy, providing all pupils with a copy of the key text each term</p> <p>All teachers to attend Reading Strategy CPD, including refresher training and termly year group network meetings.</p>	<p>Resources: £2,000</p> <p>Staffing/CPD: £1,000</p>	All pupils	<p>Reading Lead – A Murphy</p> <p>Teachers Primary Director of Learning - Reading</p>	<p>Increased % of pupils achieving ARE in all year groups.</p> <p>Increased % of pupils working beyond ARE in all year groups.</p>
Review Term 1					
Review Term 2					
Review Term 3					

Objective 5 Writing Years:	What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible?	What will success look like?
<p>Increase % EY pupils achieving Expected in Moving and Handling (Physical Development)</p> <p>Improve the standard of handwriting, with a specific focus on speed/fluency.</p>	<p>See Objective 2</p>				
<p>Improve spelling across the academy and % pupils achieving ARE and those working beyond ARE in Spelling strands of Writing.</p>	<p>Discrete spelling sessions timetabled with additional individual and small group sessions to target focus pupils.</p> <p>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.</p>	<p>Staffing: £3,600</p> <p>Spelling Shed subscription: £100</p>	<p>Year 1 – 14 Year 2 – 18 Year 3 – 17 Year 4 – 20 Year 5 – 22 Year 6 – 20</p>	<p>Writing Lead – Lee Colley</p> <p>Teachers Support staff</p>	<p>Increased % pupils achieving ARE spelling objectives and achieving age-related scores on standardised tests.</p> <p>Reduced number of spelling errors within daily written work.</p>
<p>Review Term 1</p>					

Review Term 2	
Review Term 3	

Objective 6 Maths	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 – Y6					
Increase % of pupils achieving ARE, and those working beyond ARE.	<p>Provided targeted support, additional Same Day Intervention, pre-teach sessions, in response to formative and summative assessments, and QLA.</p> <p>Raise profile of Times Tables Rock Stars, providing regular opportunities for pupils to access programme within school and communicate log on details with parents.</p>	<p>Staffing: £10,000</p> <p>Resources: £2,500</p> <p>Times Tables Rock Stars: £100 (60% £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>Teachers</p> <p>Support staff</p>	<p>Increased % reaching the required standard and close the gap with National across the academy.</p> <p>Increased % achieving Expected at end of Year 2 and Year 6 and close the gap between disadvantaged pupils and all pupils.</p> <p>Increased % achieving Higher Standard at end of Year 2 and Year 6 and close the gap between disadvantaged pupils and all pupils.</p> <p>Increased % achieving Expected in Number and SSM ELGs at end of Reception.</p> <p>Increase in number of questions answered on TTRS Soundcheck game.</p>
Increase % of pupils achieving ARE, and those working beyond ARE.	Provide weekly Third Space Learning intervention to Y6 pupils.	£13,608	<p>Autumn & Spring term:</p> <p>Y6 – 27</p> <p>Summer term:</p> <p>Y5 – 27</p>	<p>Maths Lead – Sarah Coopey</p> <p>Y5&6 Teachers</p>	Increased % reaching the Expected standard and Higher standard at end of KS2

<p>Improve staff understanding of mastery approach in Maths and strategies to deepen understanding.</p>	<p>Investment in resources and equipment throughout the academy, with a specific focus on resources to support CPA approach (concrete – pictorial – abstract):</p> <ul style="list-style-type: none"> - Base 10 - Numicon - Place value counters - Ten frames <p>CDP to be provided to staff by Maths Lead, Support Staff or external providers where needed.</p>	<p>Resources: £3,000</p> <p>CPD: £1,000 <i>(including New to Y1 and New to Y3 training)</i></p>	<p>All pupils</p>	<p>Maths Lead – Sarah Coopey</p> <p>Teachers</p> <p>Support Staff</p>	<p>Increased % of pupils achieving ARE in all year groups.</p> <p>Increased % of pupils working beyond ARE in all year groups.</p> <p>Reduction in % 2.2 and 3 pupils in all year groups.</p> <p>Increased staff knowledge and confidence in strategies to use to support teaching and learning.</p>
<p>Review Term 1</p>					
<p>Review Term 2</p>					
<p>Review Term 3</p>					

Objective 7 Social, Emotional & Mental Health	What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible?	What will success look like?
Years: Y1-Y6					
Improve the social, emotional and mental health needs of pupils with significant needs to improve attitudes to learning and reduce risk of exclusion.	Implement range of strategies/programmes within the academy to address pupils' social, emotional and mental health needs, including <ul style="list-style-type: none"> • Lego Therapy • Drawing and Talking 	Staffing: £3,000 Resources: £500 Total: £3,500	EYFS – 2 Y1 – 2 Y2 – 2 Y3 – 4 Y4 – 5 Y5 – 6 Y6 – 3	Deep Support Lead – Laura Fairfield Sharon Olbison Nicola Gill	Pupils will engage with learning and have positive attitude towards school. Reduction in behavioural incidents and exclusions for those pupils.
	Provide Thrive provision in partnership with The Elland Academy, four times a week for identified pupils.	Staff: £9,120 £60 per session (£60 x 4 = £240 a week x 38 = £9,120 a year)	Y3 – 1 Y4 – 2 Y5 – 2 Y6 – 1	The Elland Academy SENCo	Pupils will engage with learning and have positive attitude towards school. Reduction in behavioural incidents and exclusions for those pupils.
	Work in partnership with The Military School to provide ½ term programme to Y5 pupils, including whole class session and focused mentoring sessions for identified pupils.	The Military School: £3,000	Y5 - 31	The Military School	Pupils will engage with learning and have positive attitude towards school. Reduction in behavioural incidents for those pupils.
	Provide bespoke provision in partnership with The Elland Academy-	£30,000	Y3 – 2 Y4 – 2 Y5 – 2 Y6 – 1	The Elland Academy – Primary Provision SENCo Deep Support Lead	

Review Term 1	
Review Term 2	
Review Term 3	