

NOR	Total 161 (+ 15 nursery)
Number and percentage of pupils eligible for PP funding	60 pupils - 37%
Academy Deprivation Index	0.38
Nominated member of EAB	Emma Fletcher
EAB PP Review dates	Spring 2018, Summer 2018
Total Budget allocation	£85,800

Outcomes of Previous Academic year

	ALL (national)	Disadvantaged
EYs (GLD)	82% (71%)	75% - (4 pupils)
Phonics	93% (81%)	100% - (4 pupils)
Key Stage 1 Reading	EXS 81% (76%) GDS 19% (25%)	40% GDS 0
Key Stage 1 Writing	EXS 75% (68%) GDS 13% (16%)	40% GDS 0
Key Stage 1 Maths	EXS 78% (75%) GDS 16% (21%)	40% GDS 0
Key stage 2 Reading	EXS 60% (71%) GDS 25% (25%)	EXS 45% GDS 18%
Key stage 2 Writing	EXS 80% (76%) GDS 20% (18%)	EXS 45% GDS 9%
Key stage 2 Maths	EXS 75% (75%) GDS 35% (23%)	EXS 73% GDS 45%

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

- Continue to ensure the % of disadvantaged pupils achieving GLD is in line with national (a gap has been evident in the previous two years)
- Continue to ensure the % of disadvantaged pupils achieving phonics is in line with national (a gap has been evident in the previous year previous year)
- Continue to increase the % of pupils achieving EXS in reading, writing and maths in KS1 (cohort specific in reading and writing)
- Increase the % of pupils achieving GDS in reading, writing and maths in KS1
- Continue to increase the % of pupils achieving EXS in reading, writing and maths in KS2
- Increase the % of pupils achieving GDS in reading, writing in KS2
- Attendance figures 16/17- ALL: 95.9% Disadvantaged: 95.9%
- Persistent absentees 16/17- ALL: 7 pupils - 5%. Disadvantaged 5 pupils - 8%

Current Pupils	% Eligible	% LAP	% MAP	% HAP
Early Years	3/27 11%	33%	66%	
<u>Specific intervention need/Objective number</u> S & L – Welcomm 1a Nurture- Thera play 2a <u>Across Academy</u> Attendance Inclusion		1. -PSED, Lit, Num, CLL, attendance	2. - EW, PSED, CP, attendance 3. – speech, CLL, PSED, Lit , Num, attendance	
Y1	7/17 41%	43%	57%	
<u>Specific intervention need/Objective number</u> S & L - Talk boost 1b Nurture- Thera play 2a 1-1 bereavement 2b Phonics 3a Every day reading; decoding and fluency 3c Handwriting 3e <u>Across Academy</u> Attendance Inclusion Maths SDI		4. - handwriting, reading, phonics, EW, CP, attendance 5. – handwriting, reading, phonics, S&L, EW, bereavement 6. - EW, maths, handwriting, reading, S&L, CP, attendance	7. – phonics, handwriting 8. - reading, phonics, handwriting 9. - gross motor skills, handwriting, reading, attendance 10. - S&L, EW	
Y2	2/17 12%		100%	
<u>Specific intervention need/Objective number</u> S & L - Talk boost 1b Nurture- Thera play 2a 1-1 bereavement 2b Every day reading; decoding and fluency 3c inference and comprehension 3d <u>Across Academy</u> Attendance Inclusion Maths SDI			11. - confidence, S& L, attendance 12. – English, maths, EW, attendance , bereavement	

Y3	11/32 34%	64%	18%	18%
<u>Specific intervention need/Objective number</u> S&L- Talk Boost 1b Nurture; 1-1 bereavement 2b group focus from Boxall profile 2c Phonics 3a Every day reading; decoding and fluency 3c Reading Leicester reading comprehension – inference 3d Handwriting 3e Fine motor skills 3f Writing- GPS 3g <u>Across Academy</u> Attendance Inclusion Maths SDI		13. - EW, reading writing, strong maths, confidence, attendance, behaviour (exclusion risks) 14. - attendance and late, EW, low in all areas, S& L, behaviour 15. - low in all areas, S& L, behaviour, concentration, social skills, EW 16. -very low in all areas, non-reader, confidence, EW, CP, S&L, fine motor skills 17. - S&L, letter / number formation, coordination, social skills, EW 18. – low in all areas, concentration, S&L, EW 19. - SEND global delay 1-1 support, EW, CP	20. - EW, CP, elective mute (on occasion), behaviour, S&L 21. – EW, anger issues, bereavement, attendance	22. – fine motor skills, handwriting, behaviour, EW, social skills 23. – achievement RWM needs to continue
Y4	13/24 54%	23%	62%	15%
<u>Specific intervention need/Objective number</u> S&L- Talkabout 1c Nurture; group focus from Boxall profile 2c Spelling 3b Every day reading; decoding and fluency 3c Reading Leicester reading comprehension – inference 3d Handwriting 3e Fine motor skills 3f Writing- GPS 3g <u>Across Academy</u> Attendance Inclusion Maths SDI		24. - behaviour (exclusion risk) attendance, low in all areas, EW, CP, S&L, 25. - EW, CP, spelling, reading, maths 26. - reading, spelling, handwriting, EW	27. - maths, writing, behaviour, EW 28. - writing, spelling, reading, S&L, EW 29. - handwriting, maths, EW 30. - handwriting, maths 31. - reading, spelling, EW, CP 32. - retention, maths, spelling, lateness, attendance, EW 33. - handwriting, spelling, lateness, attendance, EW 34. - reading	35. - writing, EW, CP 36. - EW

Y5	10/19 53%	60%	40%	
<p><u>Specific intervention need/Objective number</u> S&L- Talkabout 1c Nurture; group focus from Boxall profile 2c Spelling 3b Every day reading; decoding and fluency 3c Reading Leicester reading comprehension – inference 3d Handwriting 3e Fine motor skills 3f Writing- GPS 3g Third Space 4a <u>Across Academy</u> Attendance Inclusion Maths SDI</p>		37. - maths 38. -low all areas, S&L, EW, attendance 39. - low in all areas, S&L EW, attendance 40. - self-confidence, attendance 41. - spelling, maths, friendships, attendance, lateness 42. - behaviour (exclusion risk) EW, low in all areas	43. - EW, friendship 44. - self-confidence, S&L 45. - EW, behaviour 46. -EW, CP, behaviour (exclusion risk) underachieving	
Y6	14/24 58%	29%	71%	7%
<p><u>Specific intervention need/Objective number</u> S&L- Talkabout 1c Nurture; group focus from Boxall profile 2c Spelling 3b Every day reading; decoding and fluency 3c Reading Leicester reading comprehension – inference 3d Handwriting 3e Fine motor skills 3f Writing- GPS 3g Third space 4a <u>Across Academy</u> Attendance Inclusion Maths SDI</p>		47. -reading, spelling, EW 48. -reading, spelling, retention, EW, attendance, lateness 49. - non-reader, very low in all areas, attendance	50. - reading, EW, attendance, lateness 51. -reading, EW, attendance, lateness, CP 52. - reading, handwriting, spelling, number bonds, S&L 53. - reading, spelling, EW, S&L, CP 54. - reading, EW, CP 55. - reading, spelling, number bonds 56. - handwriting, reading, EW, attendance, lateness, confidence 57. -push for greater depth 58. - reading, spelling, handwriting, S& L, confidence 59. - low confidence	60. - maths, attendance, EW

Additional Planned Use of Funding (Whole Academy)	Objective	Cost –calculated cost % of the whole in relation to the PP % across school
Daily Administration dedicated hours for attendance	to maintain improved attendance and punctuality	£4,006
Inclusion manager 0.5 part time	To continue to provide emotional welfare support and support attendance	£15,450
Additional teaching support assistants	To provide focussed support within classes to continue to improve outcomes for all disadvantaged pupils to achieved in line with national; both expected standard and greater depth	£15,475
Enrichment activities – supplement school trips	To widen extra curriculum experiences for all pupils	£2,000
Provide resources, e.g. uniform, PE kits, book bags etc.	To ensure all disadvantaged pupils have the appropriate resources to learn	£200
Breakfast / after school club	To support vulnerable pupils	£4,373
Reward points	To encourage all pupils to develop appropriate learning behaviours	£1,500
Curriculum support	Mathlectics Cornerstones Wordsmith Bug club Literacy shed	£5,000
Review the curriculum, CPD and resources	Adapt the school curriculum to meet the needs of the local curriculum	-
Reading- update books across the academy, develop a central library, CPD for teachers	To improve the outcomes for reading across the academy	-

Action plan

Objective 1 Speech and Language	What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible	What will success look like?
Years: All year groups					
Objective Small group work to develop communication skills	Small group intervention: Welcomm Talk Boost Talk matters	Support staff hours 3 x 30 minutes a week for each intervention £3,094	26	Teaching support staff to deliver Class teacher SENco	Pupils will be able to communicate their ideas in lessons more confidently
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 Nurture	What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible	What will success look like?
Years: All year groups					
Objective Bespoke support work to address emotional needs	Small group / 1-1 intervention: Thera play Bereavement Boxall profile driven As well as bespoke support, e.g. meet and greet as and when necessary	One 0.5-part time teaching support staff £12,450	48	Teaching support staff to deliver Inclusion manager Senco	Pupils will be able to access full time education in class with their peers

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 Reading/ writing Years: All year groups	What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible	What will success look like?
Objective To address gaps in English	Small group / 1-1 intervention: Phonics EYs, Y1,2,3 Spelling Y4,5,6 decoding and fluency Y1-Y6 inference and comprehension Y2-Y6 Handwriting Y1,3,4,5,6 Fine motor skills y3,4,5,6 GPS Y3,4,5,6	Support staff intervention hours Approximately 42 hours per week- £13000	All 60 disadvantaged pupils	Teaching support staff to deliver Class teacher Phase leaders SENco	Accelerated progress will be achieved and the gap to ARE will be diminished
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
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Objective 4 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: All year groups					
Objective To address gaps in mathematical understanding	Third Space Y6, Y5	£5,356 Y6 -58% Y5- 53%	14 Y6 – Sept- May 10 Y5- May- July	Class teacher KS2 phase leader	Accelerated progress will be achieved and the gap to ARE will be diminished
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				