

Pupil Premium Plan and Strategy

2018-19

NOR	165
Number of pupils eligible for PP funding	60
Percentage of pupils eligible for PP funding	37%
Total Budget allocation	£87,120
Academy Deprivation Index	0.38
Nominated member of EAB	Emma Fletcher
EAB PP Review dates	End of autumn 2018, end of spring 2019, end of summer 2019

Outcomes of Previous Academic year 2017/18

	All	PP	Others
EYFS (GLD) - 27 pupils	74%	57% (7)	80%
Year 1 Phonics- 20 pupils	75%	63% (8)	83%
Key Stage 1 Reading- 22 pupils	64%	40% (5)	71%
Key Stage 1 Writing	59%	60%	59%
Key Stage 1 Maths	73%	40%	82%
Key stage 2 Reading- 25 pupils	76%	64% (14)	91%
Key stage 2 Writing	80%	71%	91%
Key stage 2 Maths	80%	71%	91%

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

5 out of 8 pp pupils achieved GLD.

Of the 3 pp pupils who did not achieve GLD, 2 had poor attendance across the year, one had language deficit

Intervention to focus on speaking and listening.

Attendance officer to work closely with targeted families to improve attendance and punctuality

KS1

Y1- 6 out of 8 pp pupils passed Y1 phonics.

1 pupil who did not pass has recently been placed into foster care and the other pupil was new to our academy.

KS1-2 out of 5 Y2 pp pupils achieved ARE in reading, writing and mathematics. The three pupils who did not achieve ARE- 2 are on the SEND register and one from a vulnerable family.

Continue with bespoke 1:1 and small group interventions.

SEMH support to continue.

KS2

8 out of 15 Y6 pp pupils achieved ARE in all three subjects.

4 out of the 7 who did not achieve are SEND. 3 pupils made significant progress in all three subjects the other pupil was new to KPA in Y6.

1 pupil achieved reading and writing but not maths also arrived at KPA at the beginning of year 6.

1 pupil achieved writing and maths but not reading is from a vulnerable family and historic poor attendance in previous years.

1 pupil who did not meet ARE threshold in any subject is from the GRT community but made significant progress all areas.

Targeted intervention to continue across KS2. SEMH support to continue.

Attendance officer to work closely with targeted families to improve attendance and punctuality

Behaviour and Attendance

Disadvantaged absence for 17/18 was 4.4% compared to 4.5% for all

Persistent absentees for disadvantaged was 6.7% compared to 9.5% for all

4 pupils had fixed term exclusions, 3 /4 were PP

Attendance officer to work closely with targeted families to improve attendance and punctuality.

Inclusion manager to work closely with external agencies to support vulnerable children and families.

To continue to develop bespoke nurture support- both planned and reactive.

To provide breakfast club to improve punctuality and attendance and facilitate a calm start to the day

Current Pupils

Early Years	% Eligible	% L -PA	% M-PA	% H -PA
	4/19- 21%	75%	25%	
Specific intervention / objective 1 Nurture – 1a Theraplay 2 Speech and language 2a welcome 3 English 3a phonics 3b decoding 3c handwriting 4 Maths 4a number recognition		1. Speech and language <i>To answer ‘how’ and ‘why’ questions about experiences and stories.</i> Wellcomm X3 per week . Phonics <i>To respond to all of the phase 2 and phase 3 sounds</i> – Phase 2/3 group X 2 per week . Reading decoding <i>To read CVC words and simple sentences containing Phase 2 and phase 3 sounds</i> – 1-1 reading X 3 per week . Letter formation <i>To correctly form the letters c,a,o,g,q,e,f,s,d</i> – Motor on group X 5 per week 2. Phonics <i>To respond to all of the phase 2 and phase 3 sounds</i> – Phase 2/3 group X 2 per week . Reading decoding <i>To read CVC words and simple sentences containing Phase 2 and phase 3 sounds</i> – 1-1 reading X 3 per week . Letter formation <i>To correctly form the letters c,a,o,g,q,e,f,s,d</i> – Motor on group X 5 per week . Number recognition <i>To count reliably with numbers from one to 20 and put them in order.</i> – Number recognition group X 2 per week 3 Phonics <i>To respond to all of the phase 2 and phase 3 sounds</i> – Phase 2/3 group X 2 per week . Number recognition <i>To count reliably with numbers from one to 20 and put them in order.</i> – Number recognition group X 2 per week .PSED -theraplay	4 . PSED <i>To try new activities. To speak in a familiar group sharing ideas.</i> Theraplay X 1 per week	

Y1	% Eligible 9/28- 32%	% L -PA 22%	% M-PA 67%	% H-PA 11%
<p>Specific intervention / objective</p> <p>1 Nurture – 1a Theraplay</p> <p>2 Speech and language 2b narrative</p> <p>3 English 3a phonics 3b decoding 3d inference</p> <p>4 Maths 4a number recognition/bonds</p>		<p>5 punctuality, EW</p> <p>.Maths <i>Number recognition</i> <i>To recognise numbers and count to 10</i> -Number recognition X 1</p> <p>.Speech and language -Narrative x 1 C.A.</p> <p>.Phonics -Phase 2 to recall and recognise</p> <p>6 attendance, EW</p> <p>.Maths- to recall number bonds to 10 X1 S.Sm</p> <p>.Phonics- Phase 3 to recognise and read words Attendance</p>	<p>7.Attendance .speech and language -Narrative x 1 C.A. .phonics - to read and recall Phase 3 phonics. .PSED -theraplay</p> <p>8.EW .phonics - to read words containing Phase 5 phonics. .PSED -theraplay</p> <p>9.EW, attendance . Reading - 1-1 reading x 3</p> <p>10.Phonics - to read words containing Phase 5 phonics.</p> <p>11. .Phonics -to read and recall Phase 3 phonics. .Speech and language -Narrative x 1 C.A</p> <p>12.Phonics. -to read words containing Phase 5 phonics.</p>	<p>13 .Reading -Inference 1 X per week</p>

Y2	% Eligible	% L -PA	% M-PA	% H-PA
<p>Specific intervention / objective</p> <p>1 Nurture – 1b Nurture session</p> <p>2 Speech and language 2c talk boost</p> <p>3 English 3a phonics 3b decoding 3c handwriting 3d inference 3e basic skills – writing</p> <p>4 Maths 4a basic skills- number 4b Power of 1</p>	<p>8/19- 42%</p>	<p>14. EW .Phonics/ Reading -To read words containing phase 5 graphemes. Phonics 3 x per week 1:1 reading 1 x per week .Handwriting -To form lower and upper case letters correctly. -Motor On 5 x per week .Maths -To recognise, count and order numbers to 100. -Power of 1/1st class number 1 x per week. .Social and Emotional -Nurture 2 x per week .Speech and language -Talk Boost</p> <p>15. EW, behaviour .Social and Emotional -More positive attitude to self. -Nurture 4 x per week .Reading -To answer inference questions. -1:1 reading 1 x per week .Maths -To recognise, count and order numbers to 100. -Power of 1/1st class number 1 x per week</p>	<p>17. EW .Reading -To answer inference questions. -1:1 reading 1 x per week .Speech and language -Talk Boost</p> <p>18. .Writing -To use capital letters and full stops accurately. Form all letters the correct way around. .Speech and language -Talk Boost</p> <p>19. EW, punctuality</p> <p>.Reading To answer inference questions. 1:1 reading 1 x per week .Maths -To recognise, count and order numbers to 100. -Power of 1/1st class number 1 x per week.</p> <p>20. .Writing -To proof read own writing and make corrections independently. .Speech and language</p>	

		<p>16. Phonics/ Reading -To read words containing phase 5 graphemes. -Phonics 3 x per week -1:1 reading 1 x per week .Handwriting -To form lower and upper case letters correctly. -Motor On 5 x per week .Maths -To recognise, count and order numbers to 100. -Power of 1/1st class number 1 x per week</p>	<p>-Talk Boost 21..Reading -To answer inference questions. -1:1 reading 1 x per week .Social Skill - Breakfast club 5 x per week .Speech and language -Talk Boost</p>	
Y3	% Eligible	% L -PA	% M-PA	% H-PA
	6/22-27%	50%	33%	17%
<p>Specific intervention / objective</p> <p>2 Speech and language 2c talk boost</p> <p>3 English 3a phonics 3b decoding 3c handwriting 3f spelling</p> <p>4 Maths 4a basic skills- number 4c times tables /KIRFS</p>		<p>22..Spelling -Precision spelling -.High frequency spellings .Reading 1:1 Reader .Maths -Gap filling , pre teaching .Speech and language -Talk Boost</p> <p>23..Hand Writing – letter formation .Phonics -Read write inc .Reading -Daily reader .Speech and language -Talk Boost</p> <p>24..Arithmetic – times tables</p>	<p>25..Handwriting – letter formation .Arithmetic – times tables -KIRFs .Speech and language -Talk Boost</p> <p>26..Reading 1:1 Reader .Hand Writing – legible joined .Arithmetic – times tables -KIRFs .Speech and language -Talk Boost</p>	<p>27. .Maths – times tables -KIRFs .Speech and language -Talk Boost</p>

		-KIRFs .Speech and language -Talk Boost		
Y4	% Eligible	% L -PA	% M-PA	% H-PA
	10/31-32%	60%	30%	10%
Specific intervention / objective 1 Nurture – 1b Nurture session 2 Speech and language 2c talk boost 3 English 3b decoding 3c handwriting 3f spelling		28. EW, reading writing, strong maths, confidence, attendance, behaviour (exclusion risks) .Reduce the number of classroom exclusions -Nurture x2 .Improve fluency and confidence with reading in line with ARE by end of academic Year. -1:1 reading x 3 29. attendance and late, EW, low in all areas, S& L, behaviour .To improve maths rapid recall -KIRfs maths boost x3 .Reading- To improve fluency and confidence and to close gap with ARE -Reading x 3 .To spell most 1 & 2 High frequency words correctly and some yr 3 & 4 -Spelling (precision) x 5	34. EW, CP, attendance, elective mute (on occasion), behaviour, S&L .To improve resilience and compliance – increase confidence when speaking to adults -Nurture x 1 .To improve speech and language acquisition and confidence -Talk Boost x1 35 – fine motor skills, handwriting, behaviour, EW, social skills, attendance .Target: Reduce the number of classroom exclusions -Nurture x2 .To improve pride and resilience when engaging in written recording	37– achievement RWM needs to continue To increase leadership skills Whole Class Responsibility (Take 5 Ambassador) .To improve speech and language acquisition and confidence -Talk Boost x1

<p>4 Maths 4c times tables /KIRFS 4d power of 2</p>		<p>30. <i>low in all areas, S& L, behaviour, concentration, social skills, EW</i></p> <p>.To improve concentration skills and self organisation. -Small group working .To improve rapid recall of number facts -KIRfs maths boost x3 .Reading- To improve fluency and confidence and to close gap with ARE -1-1 Reading x 4 .To spell most 1 & 2 High frequency words correctly and use them independently -Spelling (precision) x 5</p> <p>31. <i>very low in all areas, non-reader, confidence, EW, CP, S&L, fine motor skills ,</i></p> <p>.To improve speech and language acquisition and confidence -Talk Boost x1 .To improve understanding of basic number -Power of 2 Daily .To improve fluency and confidence and to close gap with ARE -Reading x 4 .To spell most 1 & 2 High frequency words correctly and use them independently -Precision spelling x 5</p> <p>32. <i>S&L, letter / number formation, coordination, social skills, EW</i></p> <p>.To improve speech and language acquisition and confidence -Talk Boost x1 .To improve understanding of basic number -Power of 2 Daily .To improve fluency and confidence and to close gap with ARE -Reading x 4 .To spell most 1 & 2 High frequency words correctly and use them independently -Precision spelling x 5</p> <p>33 – <i>low in all areas, concentration, S&L, EW</i></p> <p>.To improve rapid recall facts – KIRFS -Rapid recall facts x 3</p>	<p>-handwriting and presentation x 1</p> <p>36. <i>attendance, punctuality, spelling, reading</i></p> <p>.Reading- To improve fluency and confidence and to close gap with ARE -1-1 Reading x 4 .To improve speech and language acquisition and confidence -Talk Boost x1</p>	
--	--	---	---	--

		<p>.To improve fluency and confidence and to close gap with ARE -Reading x 4 .To spell most 1 & 2 High frequency words correctly and use them independently -Precision spelling x 5</p>		
Y5	% Eligible	% L -PA	% M-PA	% H-PA
	12/25- 48%	8%	75%	16%

Registered Office / Head Office

Education House, Spawd Bone Lane, Knottingley, WF11 0EP

Company Number: 07386086 (England and Wales) Charity Exempt under the Academies Act 2010 VAT Number 115 811 243

<p>Specific intervention / objective</p> <p>1 Nurture – 1b Nurture session</p> <p>2 Speech and language 2c talk boost</p> <p>3 English 3b decoding 3f spelling</p> <p>4 Maths 4c times tables /KIRFS</p>		<p>38- EW behaviour .Reading -1: 1 reading, .Spelling -Precision spelling, .Maths -Kirfs , Number Bonds 20 , 3 x tables, .PSED -nurture</p>	<p>39- <i>maths, writing, behaviour, EW,</i> .Maths Times tables/ KIRFs</p> <p>40<i>writing, spelling, reading, S&L, EW, attendance</i> .PSED -nurture .Speech and language -Talk Boost Reading 1-1 .Spelling -Precision spelling</p> <p>41 <i>writing, maths, EW, social skills</i> .Maths Times tables/ KIRFs</p> <p>42- <i>punctuality, EW, handwriting, maths</i> .Maths Times tables/ KIRFs</p> <p>43- <i>reading, writing ,spelling, EW, CP</i> .Maths Times tables/ KIRFs Reading 1-1</p> <p>44<i>EW, attendance, punctuality, confidence</i> .Maths -Kirfs, Number Bonds 20 , 3 x tables .Spelling -Precision teaching</p> <p>45<i>handwriting, spelling, lateness, attendance, EW</i> .Speech and language -Talk Boost .Maths Times tables/ KIRFs</p>	<p>48- <i>writing, EW, CP, Attendance</i> .Speech and language -Talk Boost .Maths Times tables/ KIRFs</p> <p>49 <i>EW, attendance</i> .Speech and language -Talk Boost .Maths Times tables/ KIRFs</p>
---	--	--	--	---

			<p>46 <i>reading, writing</i> .Speech and language -Talk Boost .Maths Times tables/ KIRFs Reading 1-1</p> <p>47 .Reading 1:1 .PSED -Nurture .Maths Times tables/ KIRFs</p>
--	--	--	--

Y6	% Eligible	% L -PA	% M-PA	% H-PA
<p>Specific intervention / objective</p> <p>1 Nurture – 1b Nurture session</p> <p>2 Speech and language 2c talk boost</p> <p>3 English 3a phonics 3b decoding 3f spelling</p> <p>4 Maths 4d power of 2 4e arithmetic fluency 4f 5 a day</p>	<p>11/21- 52%</p>	<p>50 Maths .Arithmetic <i>Accuracy and confidence in arithmetic test</i></p> <p>51 reading, writing, maths, S&L, EW, attendance .Maths -Power of 2 -5 qu a day arithmetic <i>Accuracy and confidence in certain qu in arithmetic test</i> .Spellings <i>-Ability to spell all Year 3 & 4 common exception words.</i> 1:1 reading <i>-Increase reading fluency</i></p> <p>52 Maths, Reading, Writing, S&L EW, attendance 1:1 reading <i>-Increase reading fluency</i> .Phonics <i>-Independently write a sentence</i> .Maths -5 qu a day arithmetic <i>Accurately add and subtract large numbers with carrying and exchanging.</i> .Nurture <i>-Manage emotions.</i></p> <p>53 maths, attendance .Arithmetic -5 qu day</p>	<p>57 EW, friendship <i>Increased confidence in sharing ideas in class</i></p> <p>.Speech and language -Talk Boost</p> <p>58 self-confidence, S&L <i>Increased confidence in sharing ideas in class</i></p> <p>.Speech and language -Talk Boost</p> <p>59 EW, behaviour, attendance, CP Nurture <i>Manage emotions and take responsibility for actions.</i></p>	<p>60 EW, CP, behaviour (exclusion risk), attendance, underachieving .Maths -5 qu a day arithmetic <i>Accuracy and confidence in certain qu in arithmetic test</i> 1:1 reading <i>Increase reading fluency and confidence</i> Nurture <i>Increase communication skills with others about needs.</i></p>

	<p><i>Accuracy and confidence in arithmetic test</i></p> <p>54 <i>spelling, maths, friendships, attendance, lateness</i></p> <p>Spellings <i>-Ability to spell all Year 3 & 4 common exception words.</i></p> <p>.Maths <i>-Power of 2 -5 qu a day</i></p> <p><i>Accuracy and confidence in arithmetic test.</i></p> <p>1:1 reading <i>Increase reading fluency</i></p> <p>55- <i>behaviour (exclusion risk)EW,Maths</i></p> <p>.Nurture <i>Take responsibility for and learn to control negative behaviours.</i></p> <p>.Arithmetic <i>Accuracy and confidence in arithmetic test.</i></p> <p>56, <i>Reading, writing, confidence</i></p> <p>1:1 reading <i>Increase reading fluency</i></p> <p>Spellings <i>Ability to spell all Year 3 & 4 common exception words.</i></p>		
--	--	--	--

Additional Planned Use of Funding (Whole Academy)

Whole school initiative	What will it cost? Cost –calculated cost % of the whole in relation to the PP % across school-	How many pupils will benefit?	Who will be responsible?	Impact?
Emotional and well-being support				To continue to provide emotional welfare support and support attendance – allowing pupils to achieve their potential
Inclusion manager 0.5 part time	£13,054	32 + facility for all as and when	S Morris B Law	
Resources to support nurture Singing playground, Staff CPD	£1500	60	A Mitchell B Law	
Provide resources, e.g. uniform, PE kits, book bags etc.	£400	Approx. 30	Class teacher C Hancock	To ensure all disadvantaged pupils have the appropriate resources to learn
Enrichment activities				To widen extra curriculum experiences for all pupils
subsidise -visits and visitors school trips After school clubs	£3240	60	Class teachers Phase leaders	
Music provision	£ 360	23	Class teachers Phase leaders	
Further develop outdoor area - Allotment - Forest school - Trim trail	£5000	60	D Findlay V Pearson	
To improve reading outcomes across the academy- phase 2				To continue to improve the outcomes to reading across the academy
continue to update books across the academy, develop a central library	£6000 £364	Approx. 25	Class teachers T Groves	
Purchase Letter land resources to support phonics delivery				

Relicensing and restocking of pupil reward points .	£1,500	60	Class teachers Phase leaders	To encourage all pupils to develop appropriate learning behaviours
Subsidise breakfast club with a targeted approach to ensure children entitled to PP attend.	£2,400	Approx. 20	S Morris C Hancock	To support vulnerable pupils
Attendance Daily Administration dedicated hours for attendance Reward for classes and individuals, certificates.	£4,969	Approx. 40	S Morris C Hancock	to maintain improved attendance and punctuality
Curriculum support Purchase On line resources to support learning and homework- Mathletics, literacy shed, Active learn, TT rockstars, Cornerstones	£2092	60	Class teachers Phase leaders	To enhance curriculum provision
Director of learning To support direct and focussed intervention in Y6	£5000	12	R Barr V Horrocks	Y6 pupils will make accelerated progress

Objective 1 Social and emotional support Years: ALL	What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible?	What will success look like?
1a Theraplay FS2,Y1	Thera play sessions to develop self-esteem and confidence	Support staff intervention hours Approximately 1 hr per week £550	4	A Barnes T Groves	Pupils' self-esteem and confidence will develop
1b nurture provision Y2,4,5,6 programmed All – reactive	Small group / 1-1 intervention: Bereavement Boxall profile driven bespoke support, e.g. meet and greet as and when necessary	One 0.5 part time Support staff £12, 450	12 programmed pupils plus reactive support as and when	A Mitchell B Laws	Pupils' emotional needs will be addressed so they are able to learn
Review Term 1					
Review Term 2					

Review Term 3					
Objective 2 Speech and language Small group work to develop communication skills Years: ALL	What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible?	What will success look like?
2a Welcomm / narrative FS2, Y1	Small group intervention to develop basic language to ARE	Support staff hours 1.5 hrs per week £829	5	A Barnes T Groves	Pupils will be able to confident to express themselves
2b Talk Boost Y2,3,4,5,6	Small group intervention to develop communication skills- talking and listening	Support staff hours 5.5 hrs per week £3042	23	A Myson B Law	Pupils will be able to participate in whole class situations more confidently
Review Term 1					
Review Term 2					
Review Term 3					

Objective 3 English Years: ALL	What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible?	What will success look like?
3a phonics FS2, Y1,2,3,6,	Small group intervention to address gap	Support staff hours 3 hrs per week £1659	14	Class teacher Support staff	Pupils will be able to access ARE text
3b reading- decoding FS2, Y1,2,3,4,5,6,	1-1 to develop decoding and fluency	Support staff hours 20 hrs per week £11064	27	Class teacher Support staff	Pupils will be able to access ARE text
3c handwriting FS2, Y1,2,3,4	Small group intervention	Support staff hours 1.5 hrs per week £829	7	Class teacher Support staff	Pupils will apply legible handwriting in lessons
3d reading- inference Y1,2	Small group intervention	Support staff hours 1.5 hrs per week £829	5	Class teacher Support staff	Pupils will be able to read for meaning
3e writing- basic skills Y2	Small group intervention	Support staff hours 0.5 hr per week £276	2	Class teacher Support staff	Pupils will be able to apply basic skills in ARE lesson
3f spelling Y3,4,5,6	Small group intervention to address gaps to ARE	Support staff hours 3 hrs per week £1659	12	Class teacher Support staff	Pupils will be able to access ARE spellings
Review Term 1					
Review Term 2					
Review Term 3					

Objective 4 Maths Years: ALL	What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible?	What will success look like?
4a basic number facts Fs2, Y1,2,3	Small group intervention	Support staff hours 2 hrs per week £1106	9	Class teacher Support staff	Pupil's will have basic skills to be able to access ARE in class
4b Power of One Y2	Small group intervention	Support staff hours 2 hrs per week £1106	4	Class teacher Support staff	
4c timetables/ KIRFS Y3,4,5	Small group intervention	Support staff hours 6 hrs per week £3318	18	Class teacher Support staff	
4d Power of Two Y4,6	Small group intervention	Support staff hours 2 hrs per week £1106	4	Class teacher Support staff	
4e Arithmetic fluency Y6	Small group intervention	Support staff hours 1 hr per week £553	2	Class teacher Support staff	
4f 5 a day Y6	Small group intervention	Support staff hours 1.5 hrs per week £829	5	Class teacher Support staff	
Review Term 1					
Review Term 2					
Review Term 3					