Pupil Premium Summary 2018-2019

Pupil Premium (PP) was introduced in April 2011. Each year the Senior Leadership Team, teachers and governors decide how to spend the Pupil Premium funding which we receive in order to provide the most effective learning environment. The Pupil Premium is allocated to children who are known to be eligible for Free School Meals (FSM), Service Children and children who have been looked after continuously for more than six months. This will also include pupils eligible for FSM at any point in the last six years (known as the Ever 6 FSM measure).
It is our responsibility to ensure that all children in our school achieve their potential and in order to do so we seek to meet the individual needs of every child. Pupil Premium will be used and managed by us to enable us to tailor support for identified children in a range of ways appropriate to their needs.

Principles:

- We ensure that appropriate provision is made for pupils who belong to vulnerable groups. This includes ensuring that the needs of socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the pupil premium to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil Premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. We are very committed to making a difference for these pupils and despite the reality that limited funding and resources creates challenges in affordability, we add an additional 42%+ of the allocation, from our Academy funding, to these identified projects.

Aims:

- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age related expectations.
- Pupil premium resources may also be used to target more able children on free school meals to achieve higher levels.
- To encourage and improve pupils aspirations, providing them with opportunities to shine.

Overview our PP funding for this academic year (2018-2019): based on January 2018 Census

Total number of pupil on roll	462 incl: Nursery (January 2018 Census)
Total number of pupils eligible for PPG (not including EYFS)	68 children
Total number of LAC	4
Total number of service children	3
Total number of pupils eligible for Early Years PPG	8 children
Total amount of PPG received	£87,500
Total amount of PPG received for EYFS	£12,460
Total PPG and EYPPG Funding	£99,960

Our priorities for PP spending in 2018/19 are:

- Ensure KS1 pupil premium pupils make expected or better than expected progress above the national average.
- Ensure KS2 pupil premium pupils make expected or better than expected progress above the national average.
- Continue to ensure earlier identification of pupils' specific needs, through analysis of data, monthly Venn diagrams, termly pupil progress meetings and then planning appropriate strategies to support these needs.
- To use targeted, measurable intervention strategies including small group work and 1:1 tuition.
- To strategically use the Inclusion Team to address, personalise and facilitate learning, both academic and that relating to Social, Emotional, Mental Health (SEMH) and Wellbeing.
- To establish a Wellbeing programme that identifies and supports Disadvantaged and Vulnerable pupils and filters out to their families in the wider community (linked with 2 areas of the Academy Improvement Plan).
- To facilitate The Plymouth Oracy Project across the school, with a KS1 lead, ensuring impact on the spoken language of PP pupils.
- Continue to fund Thrive trained practitioners to support children with more social and emotional needs.
- To offer financial support for wider school opportunities such as clubs, enhanced curriculum provision and off-site visits.
- To Increase attendance of pupil premium pupils to 96% (ensuring it is *at least* in line with national average).

Reporting:

It will be the responsibility of the Vulnerable Pupils Group of the Local Standards Board, supported by our Data Manager, Pupil Premium Manager and Pupil Premium Champion, to produce regular information for the Local Standards Board. This will then be reported to the Riviera Education Trust Board.

The progress made towards narrowing the gap by year group for disadvantaged pupils

- An outline of the provision that was made since the last meeting
- An evaluation of the cost effectiveness in terms of progress made by the pupils receiving a particular provision, when compared with other firms of support.

The trustee board of the Academy will ensure that there is an annual statement to parents on the website, on how the pupil premium funding has been used to address the issue of narrowing the gap for socially disadvantaged pupils. This task will be carried out within the requirements published by the DFE.

Appeals:

Any appeals against this Policy with be through the Trustees' Complaints Procedure.

Provision:

- A curriculum, under constant review, which is designed to offer maximum flexibility to meet the needs of individuals.
- Ongoing staff development and training to ensure that all staff in the Academy are able to provide the most appropriate opportunities for each individual child.
- A broad and varied extra-curricular programme offering experience outside of the classroom to children.
- Programmes such as Thrive, mentoring, Family Support and CAMHS to support children with emotional difficulties - mostly delivered through a strategically timetabled and managed Inclusion Team.
- FFT programme to boost achievement in Reading
- A 1:1 iPad scheme, free to Pupil Premium children in Years 4, 5 and 6
- Financial support to ensure that children do not miss educational opportunities due to financial hardship i.e. educational visits, residential visits and after school clubs.
- Additional teaching and learning opportunities through trained TA's or external agencies

- Additional parental support through our Learning Mentor and Family Support Worker.

- National College NPQH Leadership Development School
- ICT Mark
- Gold Sports Award
- Sing Up Silver Award
- Road Safety Bronze Award
- Apple Regional Training Centre
- Online Safety Hub

We have strengths in the Arts, ICT, Writing and Growth Mindset.

Across-School Strategies and Projects		
Project	**Strategic objective**	**Anticipated impact**
Thrive Support	Targeted early identification of children's emotional and social development; supporting the emotional health and well-being of pupils.	Pupils will have improved emotional and social skills and demonstrate increased engagement in learning.
SENCO, Inclusion Team and Family Support Worker to support with the attendance and barriers to learning of Pupil Premium pupils.	Targeted family support to help families in overcoming barriers to attendance and barriers to children's learning.	Improved attendance and punctuality through attendance analysis. Improved rate of progress of learning for pupils from targeted families.

Family Support Worker to support parents, carers and pupils in and out of school.	To meet the needs of pupils and parents requiring support for a range of social, emotional and behavioural issues that may occur in or out of the school environment.	FSW supports families to resolve issues or signposts them to the appropriate service for help. Pupils access learning opportunities positively and make good progress.
EAL	To meet the needs of pupils for whom English is not their first language	Increased confidence and competence in the use of English
1:1 iPad Scheme	To provide an effective learning tool available to all Year 4, 5 and 6 pupils on a 1:1 basis. There is a Parental Donation Scheme to enable families to have the iPad at home, leading to eventual ownership. This is paid for, for all PP, SC and LAC pupils. In addition there is a 1:2 provision for Years 2 & 3 and a classroom resource provision for Nursery, Reception and Year 1 pupils.	Access to a wide range of learning resources provided by the Academy as Apps and online access to a wider range of resources. Families to have improved access to effective resources. Pupils to access individual support through targeted resources focused on their learning needs. Parents and carers are able to access pupil learning and home learning through an online App and from that, be more able to support their child effectively.
Enhanced transition for vulnerable pupils	To ensure that pupils make a smooth and positive transition into the next year group, key stage or school.	Pupils will have a positive outlook about transition and will quickly settle into expected routines and age-appropriate learning. They will be more able to form positive relationships with adults.

Developing children as leaders: • Play Leaders • Pupil Council • Eco Council • Class Council • Civic Award • Community Award • Reading Buddies • Children's University	*Building belief and extending life skills; extending opportunities for pupils to take a lead across the school, especially lunchtimes and to develop a portfolio for Civic Award Accreditation.*	Pupils have a range of leadership responsibilities across the school. They take responsibility for leading games and the teaching of others. Pupils will have an active voice in the important issues for the Academy and develop a responsible and contributory attitude. Pupils achieve leadership accreditation for their Civic Award.
School Visits — subsidy	*Extending school hours and building belief*	Increase self' confidence, greater independence with improved collaborative skills Ensure that the most appropriate opportunities are available to all, regardless of economic background
Residentials Subsidy	*Pupils offered residential place in multi-activity centres e.g. Bellever and Normandy*	Increased confidence and enriching experience. Extended opportunities for collaboration, practising a foreign language, facing challenge and developing independence. Ensure that the most appropriate opportunities are available to all, regardless of economic background
Additional EP Visits	*Educational psychology assessments*	Barriers are overcome and children make good progress and attendance
Additional Resources	*To provide hands on learning experiences.*	Greater understanding through hands on learning.

Evaluation and Headlines for 2017/2018 are provisional and will be validated when the national data has been validated.

Impact of Pupil Premium Spending 2017-2018

- 69% of all pupils in Reception attained a Good Level of Development - (2017-18 national average 71%)
- 57% of pupils in receipt of PPG in Reception attained a Good Level of Development

	Emerging		Expected		Exceeding	
	All pupils	PPG (7)	All pupils	PPG (7)	All pupils	PPG (7)

Reading	29%	57%	61%	43%	10%	0%
Writing	29%	57%	70%	43%	2%	0%
Maths (Number)	24%	57%	70%	43%	7%	0%

KS1

- 90% of Year 1 pupils attained the expected standard in the Phonics Screening Test – (above the local and national average)
- 78% of Year 1 pupils in receipt of PPG (9 pupils) attained the expected standard in the Phonics Screening Test.

KS1	EXS +		Greater Depth	
	All	PPG(15)	All	PPG (15)
Reading	77%	47%	20%	20%
Writing	70%	46%	17%	13%
Maths	79%	54%	22%	7%
RWM	68%	40%		

KS2	100 +		110+/GD		Average scaled score		Progress	
	All	PPG (16)	All	PPG (16)	All	PPG (16)	All	PPG (16)
Reading	73%	50%	28%	19%			0.7	
Writing (TA)	83%	81%	25%				1.9	
Grammar	78.3%							
Maths	72%	50%	20%	0%			0.2	
Combined	65%							

Attendance

- Attendance of all pupils was 96.17%
- Attendance of pupils in receipt of PPG was 94.79%

Summary of actions for 2017 to 2018 academic year

Last year, much of the funding was used to provide eligible children with appropriate support to make the expected progress, or better, in their learning. The additional support included one or more of the following:

* Provide a high ratio of adult-pupil support that centres around a tailored Inclusion Team timetable
* Receiving extra support and intervention by a teacher or teaching assistant both within and outside of classroom lessons
* Participating in other intervention groups identified and impact monitored by the class teacher e.g. Power of 2
* Participating in THRIVE and other specific therapy sessions
* Receiving additional support from the Learning Mentor, the Family Support Worker and members of the Inclusion Team
* Part-funding for residential trips and visits
* Lunchtime Leaders to provide 1-1 support to targeted pupils
* Providing tailored support such as access to clubs
* Improving attendance
* Additional teaching resources
* Support from the Educational Psychologist, Learning Support Advisor and the Chestnut Outreach Team