

Pupil Premium Plan and Strategy

2018 -19

NOR	234
Number of pupils eligible for PP funding	73
Percentage of pupils eligible for PP funding	35%
Total Budget allocation	£102,960
Academy Deprivation Index	0.3
Nominated member of AAB	Pippa Robinson
AAB PP Review dates	14/11/2018 13/03/2019 26/06/19

Outcomes of Previous Academic year

	All	PP	Others
EYFS (GLD)	74%	43%	85%
Year 1 Phonics	81%	80%	82%
Key Stage 1 Reading ARE	72%	50%	88%
Key Stage 1 Reading GD	14%	8%	18%
Key Stage 1 Writing ARE	69%	50%	82%
Key Stage 1 Writing GD	10%	8%	12%
Key Stage 1 Maths ARE	79%	75%	82%
Key Stage 1 Maths GD	17%	17%	18%
Key stage 2 Reading ARE	82%	80%	84%
Key stage 2 Reading GD	32%	33%	32%
Key stage 2 Writing ARE	88%	87%	89%
Key stage 2 Writing GD	26%	20%	32%
Key stage 2 Maths ARE	88%	80%	95%
Key stage 2 Maths GD	35%	20%	47%

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

2 out of 7 pp pupils achieved GLD.
 Of the 5 pp pupils who did not achieve GLD, 3 were SEN and 4 had other circumstances.
 1:1 and small group bespoke intervention to be continued; initial focus on reading and speaking and listening.
 EWO to work closely with targeted families to improve attendance and punctuality.

KS1

4/5 pp pupils passed Y1 phonics. Continue with 1:1 phonics intervention.
 PP child who did not pass is SEN and will receive 1:1 behaviour, SEMH and phonics support.
 6/12 Y2 pp pupils achieved ARE in reading and writing. Of the 6 who didn't, 1 was new to school, 2 were SEN and 4 had other circumstances.
 9/12 Y2 pp pupils achieved ARE in maths. Of the 3 who didn't achieve, 1 was SEN and 2 had other circumstances.
 Continue with bespoke 1:1 and small group intervention. SEMH support to continue.

KS2

12/15 Y6 pp pupils achieved ARE in reading. The 3 who didn't were SEN.
 13/15 Y6 pp pupils achieved ARE in writing. The 2 who didn't are SEN.
 12/15 Y6 pp pupils achieved ARE in maths. The 3 who didn't were SEN.
 Targeted intervention to continue across KS2. SEMH support to continue.

Behaviour and Attendance

EWO support to be purchased one morning a week to improve the attendance and PA of pp pupils. 2017-18 attendance for PP children was 94.7% and PA was 17.3%
 1:1 support to be provided for 3 children to support with behaviour to enable them to access learning.
 Very low number of fixed term exclusions during 2017-18 (3 separate exclusions for 2 PP pupils totalling 7 sessions).

Current Pupils

	% Eligible	% L -PA	% M-PA	% H -PA
Early Years	6 =	2=33%	2=33%	2=33%
Specific intervention need				
1: S&L 10: Reading		1 S&L – 6 pupils 10 Reading – 3 pupils		
Y1	8=30%	5=63%	3=38%	0
Specific intervention need				
1: S&L 2: Thrive 5: Maths 8: Spelling 9: Handwriting 10: Reading 12: Nurture		1 S&L – 3 2 Thrive – 2 5 Maths – 6 8 Spelling – 2 9 Handwriting – 3 10 Reading – 7 12 Nurture - 4		
Y2	7 =24%	3=43%	4=57%	0
Specific intervention need				
1: S&L 2: Thrive 3: 1:1		1 S&L – 2 2 Thrive – 3 3 1:1 - 1		

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5: Maths 7: Writing 8: Spelling 9: Handwriting 10: Reading 11: Star Time		5 Maths - 6 7 Writing - 6 8 Spelling - 5 9 Handwriting - 5 10 Reading - 7 11 Star Time - 4		
Y3	12=41%	4=33%	7=58%	1=8%
Specific intervention need				
1: S&L 5: Maths 7: Writing 8: Spelling 9: Handwriting 10: Reading 11: Star Time 12: Nurture		1 S&L - 3 5 Maths - 5 7 Writing - 8 8 Spelling - 7 9 Handwriting - 5 10 Reading - 9 11 Star Time - 1 12 Nurture - 4		
Y4	14=50%	3=21%	10=71%	1=7%
Specific intervention need				
2: Thrive 3: 1:1 4 Learning Mentor 5: Maths 7: Writing 8: Spelling		2 Thrive - 1 3 1:1 - 1 4 Learning Mentor - 1 5 Maths - 2 7 Writing - 4 8 Spelling - 5		

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9: Handwriting 10: Reading 12: Nurture		9 Handwriting – 4 10 Reading – 8 12 Nurture – 12		
Y5	11=37%	4=36%	7=64%	0
Specific intervention need				
2: Thrive 3: 1:1 5: Maths 7: Writing 8: Spelling 9: Handwriting 10: Reading 12: Nurture		2 Thrive – 2 3 1:1 – 2 5 Maths – 9 7 Writing 3 8 Spelling – 2 9 Handwriting – 4 10 Reading – 9 12 Nurture – 6		
Y6	15=47%	1=7%	9=60%	5=33%
Specific intervention need				
2: Thrive 3: 1:1 4: Learning Mentor 5: Maths 7: Writing 8: Spelling 9: Handwriting 10: Reading		2 Thrive – 1 3 1:1 – 1 4 Learning Mentor – 4 5 Maths – 10 7 Writing – 5 8 Spelling – 5 9 Handwriting – 5 10 Reading – 4		

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<p>11: Star Time 12: Nurture</p>		<p>11 Star Time - 1 12 Nurture – 6</p>
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Additional Planned Use of Funding (Whole Academy)

Whole school initiative	What will it cost?	How many pupils will benefit?	Who will be responsible?	Impact?
<p>Music provision Choir – funding for transport and for weekly tuition EYFS Music Makers Y3 & Y4 Wider Opportunities Y5 – development sessions</p>	<p>Choir £1660 EYFS £1680 Y3 & Y4 Wider Opps £4700 Y5 £1260</p>	<p>Choir 14 Music Makers 6 Y3 Wider Opportunities 12 Y4 Wider Opportunities 14 Y5 Developmental 6</p>	<p>Class teachers & HOA</p>	
<p>Attendance EWO – purchased ½ day each week. Reward trips for classes and individuals, certificates.</p>	<p>£3857 £2000</p>	<p>All</p>	<p>HOA & Admin Officer</p>	
<p>Relicensing and restocking of pupil reward points.</p>	<p>£2000</p>	<p>All</p>	<p>Rachael Walker, Lindsey Dawson</p>	

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Solihull parenting programme delivered by Learning Mentor	£2700	TBC	Kerry Cousins	
Subsidise visits/visitors including residential.	£7000	All	HOA & Business Manager	
Motor On	£9500	14 to begin with plus staff CPD	HOA	
Purchase RWI resources and deliver 1:1 including to Y3 who did not pass Y1 or 2 phonics.	£1500	All pupil premium children in Reception, Key Stage 1 plus 2 Y3	RWI lead	
Additional NQT employed to enable Assistant Principal to: support teaching and learning every morning in Y6 Support teaching and learning across the academy Deliver intervention to Y6	£29291	All	Assistant Principal & HOA	

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Objective 1 Speech & Language	What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible?	What will success look like?
	F2 - daily S&L intervention involving 20 mins talking game with TA. Y1, Y2, Y3 daily intervention involving 10mins with TA.	£550 £825	F2 – 6 pupils Year 1 – 3 pupils Year 2 – 2 pupils Y3 – 3 pupils	Class teachers & SENCo	Children speaking clearer and confident to contribute to discussions; not becoming frustrated. Speech not impacting on other areas.
Review Term 1					
Review Term 2					
Review Term 3					
Objective 2 SEMH Support - Thrive	What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible?	What will success look like?

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	Y1, 2, 4,- 40 mins 1:1 weekly with Thrive Practitioner	£1320	Y1 – 2 pupils Y2 – 3 pupils Y4 – 1 pupil Y5 – 2 pupils Y6 – 1 pupil	Class teachers & SENCo	Social and emotional development is age-related; children able to manage feelings.
	Y5, 6 - 60 mins 1:1 weekly with Thrive Practitioner	£990			
Review Term 1					
Review Term 2					
Review Term 3					

Objective 3 Intensive 1:1	What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible?	What will success look like?
	Provide 1:1 support to enable children to access learning, build self-esteem and develop independence.	£30 000 (3 x TAs)	Y2 – 1 pupil Y4 – 1 pupil Y5 – 2 pupils Y6 – 1 pupil	Class teachers & SENCo	Accessing learning in the classroom and diminishing the difference to ARE.

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Review Term 1	
Review Term 2	
Review Term 3	

Objective 4 SEMH – Learning Mentor	What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible?	What will success look like?
	Y4 & 6 – regular weekly check-in with Learning Mentor. 10 mins.	£350	Y4 – 1 pupil Y6- 4 pupils	Class teachers & SENCo	More settled and opportunity to offload.
Review Term 1					
Review Term 2					

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	<p>during assembly with TA for 20 mins for ARE</p> <p>Y5 - ARE and GD group with class teacher weekly for 20 mins.</p> <p>Y6 – weekly GD group with another academy for 1 hour. Weekly arithmetic focus group with HLTA for 1 hour.</p>	£330				
Review Term 1						
Review Term 2						

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Review Term 3	
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Objective 7 Writing	What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible?	What will success look like?
	<p>Y2 small group weekly intervention during assembly with class teacher for 20 mins.</p> <p>Y3 – small group weekly intervention during assembly with class teacher for 20 mins - one for ARE and one for GD.</p> <p>Y4 - small group weekly intervention with TA for 20 mins.</p> <p>Y5 - 30 mins daily with TA 1:2 for two pupils. Y5 – one child daily guided group.</p>	<p>£110</p> <p>£840</p>	<p>Y2 – 6 pupils Y3 – 8 pupils Y4 – 2 pupils Y5 – 3 pupils Y6 – 5 pupils</p>	<p>Class teachers, SENCo & Writing Leads</p>	<p>Progress being made and diminishing the difference to ARE and GD.</p>

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	Y6 – guided writing daily with teacher for 30 mins.				
Review Term 1					
Review Term 2					
Review Term 3					

Objective 8 Spelling	What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible?	What will success look like?
	Y1/2/3/4 - daily 1:1 precision spelling with TA 10 mins.	£5000 £385	Y1 – 2 pupils Y2 – 5 pupils Y3 – 7 pupils Y4 – 5 pupils Y5 – 2 pupils	Class teachers, SENCo & Writing Leads	Spelling patterns being applied to independent writing.

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	Y5/6 3 x weekly 1:1 precision spelling with TA for 10 mins.		Y6 – 5 pupils		
Review Term 1					
Review Term 2					
Review Term 3					

Objective 9 Handwriting	What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible?	What will success look like?
	Y1 – handwriting group with class teacher x2 weekly for 10 mins.		Y1 – 3 pupils Y2 – 5 pupils Y3 – 5 pupils Y4 – 4 pupils	Class teachers & Writing Leads	Clear, consistent handwriting applied in independent writing.

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	Y2 – daily intervention with TA for 10 mins.	£280	Y5 – 4 pupil Y6 – 5 pupils		
	Y3 – small group weekly intervention during assembly with class teacher for 20 mins.				
	Y4 - x2 weekly intervention with TA for 20 mins.	£220			
	Y5 – weekly intervention with TA for 15 mins.	£82			
	Y6 - 3 x weekly intervention for 10 mins with TA.	£165			
Review Term 1					
Review Term 2					

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Review Term 3	
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Objective 10 Reading	What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible?	What will success look like?	
	F2 – Library reward time with TA 15 mins x3 weekly.	£250	F2 – 3 pupils Y1 – 7 pupils Y2 – 7 pupils Y3 – 9 pupils Y4 – 7 pupils Y5 – 9 pupils Y6 – 4 pupils	Class teachers, SENCo & Reading Leads	Children to be more confident using phonic knowledge blending orally and in writing.	
	Y1- class teacher daily 1:1 reading with all 6 pupils plus daily 1:2 Read Write Inc set 1 sounds/magnetic letters with TA 10 mins. Y1 – daily 1:1set 2 sounds with class teacher (Linden)	£280				Children will be fluent readers.
	Y2 – daily 1:1 reading with either class teacher or TA.	£1680				Children will be able to answer reading comprehension questions at ARE and GD.
	Y3 - daily 1:1 reading with either class teacher or TA.	£1680				

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	Y4 – ARE group with TA and GD group with class teacher weekly for 20 mins.	£110			
	Y5 - ARE and GD group with class teacher weekly for 20 mins.				
	Y6 – small group reading inference intervention 2x weekly for one hour with TA. 1:1 reading for one child 3 x weekly with class teacher or TA for 10 mins.	£660 £165			
Review Term 1					
Review Term 2					

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Review Term 3	
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Objective 11 Star Time	What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible?	What will success look like?
	Daily 1:1 10 minute session with TA to discuss feelings to enable them to access learning. Pre-learning also done.	£1680	Y2 - 4 pupils Y3 - 1 pupil Y6 - 1 pupil	Class teachers & SENCo	A settled start which continues throughout the session.
Review Term 1					
Review Term 2					
Review Term 3					

Objective 12 Nurture	What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible?	What will success look like?
	<p>Y1 – playing for purpose and friendship groups with TA one hour weekly.</p> <p>Y3 – work on self-esteem and confidence with SENCo weekly one hour</p> <p>Y4 – work on team work and getting on, problem solving weekly one hour with SENCo (2 groups).</p> <p>Y5 – work on self-esteem and self-confidence weekly one hour with SENCo.</p> <p>Y6 – work on becoming more emotionally secure weekly with SENCo</p>	<p>£330</p> <p>Y3/4/5/6 = £9000</p>	<p>Y1 – 4 pupils Y3 – 4 pupils Y4 – 12 pupils Y5 – 6 pupils Y6 – 6 pupils</p>	<p>SENCo</p>	<p>Increase on developmental strand of Boxhall Profile.</p> <p>Increase on 'negativism towards self' strand of Boxhall Profile.</p> <p>A cohesive class. Increase on 'accommodates others' strand of Boxhall profile.</p> <p>Increase on 'insecure sense of self' strand of Boxhall Profile.</p> <p>Increase on 'becoming emotionally more secure' strand of Boxhall Profile</p>

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Review Term 1	
Review Term 2	
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