

Pupil Premium Strategy Statement

2017-2018



Summary Information					
School	Maple Court Academy				
Academic Year	2017-18	Total PP budget	£404,920	Date of most recent PP Review	Dec 2016
Total number of pupils	488	Number of pupils eligible for PP	305	Date for next internal review of this strategy	Mar 2018

Current Attainment – End of Key Stage 2 Performance July 2017		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	46.34%	60.61%
% making progress in reading	58.54%	72.6%
% making progress in writing	65.85%	79.48%
% making progress in maths	78.05%	76.08%

Barriers To Future Attainment	
In-School Barriers	
A.	Attainment of Pupils – Pupils significantly below age related expectation on entry, and historical underachievement of pupils impacting on attainment levels in Key Stage 2
B.	Communication Needs – Low levels on entry of Pupil Premium pupils, particularly in Communication and Language and Literacy
C.	Social, Emotional and Wellbeing Needs – A large majority of Pupil Premium pupils have additional needs

External Barriers

D.	Supporting Vulnerable Families - Some families struggling to support pupils financially, low levels of parental engagement, limited support for home learning, limited life experiences, attendance rates, safeguarding issues
----	--

Desired Outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	<p>Attainment of Pupils</p> <p>Desired Outcome</p> <ul style="list-style-type: none"> ▪ Gap between KS2 Maple Court Academy Pupil Premium pupils and national average for Non Pupil Premium pupils closes in Reading, Writing and combined RWM. ▪ Gap between KS1 Maple Court Academy Pupil Premium pupils and national average for Non Pupil Premium pupils closes in Reading, Writing and Maths. ▪ Pupil Premium pupils perform in line with Non Pupil Premium counterparts in EYFS ▪ Pupil Premium pupils perform in line with Non Pupil Premium counterparts in Phonics in Year 1 and 2 ▪ There is no gap between Pupil Premium pupils and Non Pupil Premium pupils in all year groups <p>Measure</p> <ul style="list-style-type: none"> ▪ End of Key Stage 2 data (July 2018) ▪ End of Key Stage 1 data (July 2018) ▪ End of EYFS data (July 2018) ▪ Year 1 and Year 2 Phonics Data (July 2018) ▪ End of year tracking data for all other year groups (July 2018) 	<ul style="list-style-type: none"> ▪ Increased percentage in the number of pupils achieving the expected standard in Reading, Writing and Maths for EYFS, Year 2 and Year 6 ▪ Increased percentage in the number of pupils achieving the expected standard in Phonics in Year 1 and Year 2 ▪ Increased percentage in the number of pupils attaining age related standards throughout the school ▪ No gap evident between Pupil Premium and Non Pupil Premium pupils
B.	<p>Communication Needs</p> <p>Desired Outcome</p> <ul style="list-style-type: none"> ▪ Increase in the number of pupils achieving targets on their plan ▪ Increased numbers of pupils accessing Speech and Language provision ▪ Increased percentage of EYFS pupils achieving Communication and Language Early Learning Goal ▪ Increased levels of oracy throughout the Academy <p>Measure</p> <ul style="list-style-type: none"> ▪ End of EYFS data (July 2018) ▪ Analysis of the percentage of pupils achieving their targets on their Individualised Speech and Language Programmes ▪ Number of pupils accessing Speech and Language interventions 	<ul style="list-style-type: none"> ▪ An improvement in the number of children achieving the Early Learning Goal for Communication and Language

Desired Outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
C.	<p>Social, Emotional and Wellbeing Needs</p> <p>Desired Outcome</p> <ul style="list-style-type: none"> ▪ Behaviour within the Academy improves even further ▪ Percentage of pupils remaining 'Green' increases ▪ Reduction in the number of exclusions ▪ Reduction in the number of pupils receiving fixed term exclusions ▪ Reduction in the number of pupils receiving multiple fixed term exclusions <p>Measure</p> <ul style="list-style-type: none"> ▪ Exclusion data for the academic year 2017-18 ▪ Good to Be Green data for the academic year 2017-18 ▪ Case studies 	<ul style="list-style-type: none"> ▪ Percentage of pupils remaining 'Green' increases ▪ Reduction in the number of exclusions ▪ Reduction in the number of pupils receiving fixed term exclusions ▪ Reduction in the number of pupils receiving multiple fixed term exclusion
D.	<p>Supporting Vulnerable Families</p> <p>Desired Outcome</p> <ul style="list-style-type: none"> ▪ An increase in the number of families being able to access the support and services that they require ▪ All children within the Academy are safe ▪ Outcomes for all children continue to improve further ▪ Concerns / Issues raised are acted upon swiftly and relevant and appropriate support provided in a timely manner ▪ Increase in the number of pupils accessing extra-curricular activities and trips, increasing their life experiences <p>Measure</p> <ul style="list-style-type: none"> ▪ Parental voice ▪ Safeguarding data ▪ Percentage of pupils accessing trips increase 	<ul style="list-style-type: none"> ▪ All children within the Academy are safe ▪ Outcomes for all children continue to improve further ▪ Increase in the number of pupils accessing trips and extra-curricular activities ▪ Decrease in number of pupils late

Pupil Premium Planned Expenditure

2017-2018



Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Barrier A Increased percentage in the number of pupils achieving the expected standard in Reading, Writing and Maths in Year 6	Two additional experienced teachers employed for three days a week	<ul style="list-style-type: none"> Additional teachers in Year 6 will provide smaller class sizes Booster groups for target pupils will enable pupils' needs to be better met, with interventions in the afternoon 	<ul style="list-style-type: none"> Meticulous tracking of progress data to ensure that Pupil Premium pupils are making accelerated levels of progress Book scrutinies demonstrate increased progress 	Director of Teaching and Learning	January 2018 March 2018 July 2018
Barriers A & B Improvements in academic data for all year groups	Teaching Assistants in each KS1 class each morning and across year groups in KS2	<ul style="list-style-type: none"> Pupils receive additional in class support and interventions to ensure that they make accelerated progress in reading, writing and maths Split pitch teaching ensures that the needs of all learners in the class are met 	<ul style="list-style-type: none"> Meticulous tracking of progress data to ensure that Pupil Premium pupils are making accelerated levels of progress The gaps between the achievement of Pupil Premium pupils and Non Pupil Premium pupils close Book scrutinies demonstrate increased progress 	Director of Teaching and Learning	January 2018 March 2018 July 2018

<p>Barrier A To improve the Quality First Teaching for all pupils within the Academy</p>	<p>Kagan Strategies</p>	<ul style="list-style-type: none"> ▪ An increase in the number of lessons being taught with pupils making outstanding progress ▪ Pupils are more active and attentive in lessons leading to increased levels of participation and therefore increased levels of progress ▪ All pupils make accelerated levels of progress and as a result there is no gap between the attainment of and progress made by Pupil Premium pupils and their Non Pupil Premium counterparts 	<ul style="list-style-type: none"> ▪ Lesson observations indicate higher proportions of learners making accelerated levels of progress within lessons ▪ Lesson observations evidence increased levels of pupil participation and increased progress ▪ Book scrutinies demonstrate increased progress 	<p>Director of Teaching and Learning</p>	<p>January 2018 March 2018 July 2018</p>
Total budgeted cost					£195,000

Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Barriers A & B To raise attainment ensuring that all pupils in each year group make accelerated progress</p>	<p>Teaching Assistants in each EYFS and KS1 classroom and shared Teaching Assistants throughout KS2 classrooms</p>	<ul style="list-style-type: none"> ▪ Provide targeted interventions for Pupil Premium pupils in the afternoons to ensure that they make accelerated progress in reading, writing and maths 	<ul style="list-style-type: none"> ▪ The gaps between the attainment of pupil premium pupils and non pupil premium pupils close 	<p>Director of Teaching and Learning</p>	<p>January 2018 March 2018 July 2018</p>
<p>Barriers C & D To provide a nurture provision for those pupils with social, emotional and behavioural needs</p>	<p>Maple Tree – Acers, Saplings & Pre-Saplings (Nurture Provision)</p>	<ul style="list-style-type: none"> ▪ Nurture provision offered to enable pupils to feel safe and secure within the school environment with the provision effectively reflecting and meeting the needs of vulnerable pupils ▪ Raised self-esteem and attitudes allow for pupils accessing the curriculum in class leading to raised levels of attainment ▪ Accelerated progress evident 	<ul style="list-style-type: none"> ▪ Improvements in behaviour ▪ Reduction in the number of fixed term exclusions ▪ Reduction in the number of red and yellow cards ▪ Improvements in self-belief and self-worth (as judged by Boxall Profile) ▪ Pupil voice ▪ Case studies 	<p>Inclusion Manager</p>	<p>January 2018 March 2018 July 2018</p>

Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Barriers C & D To further improve the behaviour of pupils within the academy by ensuring that their emotional needs are met	Younger Minds Counsellor	<ul style="list-style-type: none"> Pupils feel safe and secure in school in the knowledge that they have a 'safe' person to share their worries and concerns with 	<ul style="list-style-type: none"> Improvements in behaviour Reduction in the number of fixed term exclusions Reduction in the number of red and yellow cards Improvements in self-belief and self-worth (as judged by Boxall Profile) Pupil voice Case studies 	Inclusion Manager	January 2018 March 2018 July 2018
Barriers C & D To ensure that the needs of pupils with social, emotional and behavioural issues are met	Learning Mentor Support	<ul style="list-style-type: none"> Targeted support ensure that pupils with emotional and behavioural needs have the opportunity to receive 1-1 or small group mentoring Barriers to learning addressed leading to improvements in behaviour 	<ul style="list-style-type: none"> Improvements in behaviour Reduction in the number of fixed term exclusions Reduction in the number of red and yellow cards Improvements in self-belief and self-worth (as judged by Boxall Profile) Pupil voice Case studies 	Inclusion Manager	January 2018 March 2018 July 2018
Barriers B, A & D To ensure that early communication needs are met	Speech and Language Therapists	<ul style="list-style-type: none"> Delivery of individualised speech and language programmes ensures that pupils are able to better access the curriculum and engage in the world around them Accelerated rates of progress across the areas of Communication and Language 	<ul style="list-style-type: none"> Meticulous data analysis of individual programmes of intervention Increase in the number of pupils at the end of Reception able to score as 'age appropriate' according to the Early Years Communication Screener 	Inclusion Manager	January 2018 March 2018 July 2018

Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Barriers B, A & D To ensure that early communication needs are met	Reading Recovery Teacher	<ul style="list-style-type: none"> A Reading Recovery teacher would enable additional high quality reading interventions to take place with those pupils with highest levels of need Accelerated levels of reading progress for these pupils would be evident 	<ul style="list-style-type: none"> Meticulous data analysis of individual programmes of intervention Increase in the number of pupils having age appropriate reading levels 	Director of Teaching and Learning	July 2018
Total budgeted cost					£136,000

Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Barriers D & A To ensure that pupils receive access to opportunities outside of curriculum lessons	Educational Visits and Visitors	<ul style="list-style-type: none"> Pupils have an exposure to and immersion in a range of situations, activities and experiences in order to enrich the curriculum opportunities that they receive Pupils can draw on these increased experiences in all curriculum areas, particularly in writing, leading to raised achievement Greater aspirations for all pupils as they gain experience of the wider world around them 	<ul style="list-style-type: none"> Pupil voice Case studies which demonstrate increased aspirations Book scrutinies demonstrate that pupils use this knowledge and additional experience to further improve their writing 	Director of Teaching and Learning	January 2018 March 2018 July 2018
Barriers C & D To reduce the number of 'lates' and ensure	Breakfast Club	<ul style="list-style-type: none"> Pupils provided with breakfast to ensure that their basic needs are met 	<ul style="list-style-type: none"> Weekly tracking of individual attendance data 	Pupil Premium Champion	January 2018 March 2018 July 2018

Other approaches

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
that pupils arrive at school ready to learn		<ul style="list-style-type: none"> Pupils ready and prepared for lessons having satisfied their need for food, resulting in greater involvement and progress made within lessons Pupils increased concentration and focus within lessons leads to them making accelerated progress, therefore closing the gaps in attainment between their non pupil premium peers 	<ul style="list-style-type: none"> Weekly tracking of the number of minutes late Lesson observations demonstrate increased levels of pupil concentration and focus 		
Barriers C & D To ensure that all pupils within the Academy are in full and correct uniform	Uniform	<ul style="list-style-type: none"> Improved social and emotional well-being for pupils results in a positive impact in their readiness to learn Increased well-being has a positive impact on behaviours for learning and pupils therefore make accelerated progress Increased sense of belonging 	<ul style="list-style-type: none"> Learning walks indicate higher percentages of pupils wearing full school uniform Pupil Voice Case studies Feedback from parents indicates increased levels of feeling supported 	Pupil Premium Champion	January 2018 March 2018 July 2018
Barrier C & D To improve attendance	Attendance Minibus	<ul style="list-style-type: none"> Support is effectively targeted to improve attendance The number of Persistent Absences decreases Pupils make accelerated levels of progress due to their improved attendance Attainment improves across all curriculum areas 	<ul style="list-style-type: none"> Weekly tracking of individual attendance data Weekly tracking of individual attendance data 	Pupil Premium Champion	January 2018 March 2018 July 2018
Barrier C & D To ensure the safety of each and every pupil within the academy	Safeguarding Officer	<ul style="list-style-type: none"> A designated safeguarding officer will ensure that the safeguarding needs of all pupils are met Greater relationships will be built with parents, ensuring that they feel supported 	<ul style="list-style-type: none"> Improved outcomes for pupils 	Inclusion Manager	January 2018 March 2018 July 2018

Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
		<ul style="list-style-type: none"> Improved parental links and communication will lead to more positive outcomes for pupils 			
Barrier C & D To ensure that families of all pupils are supported and welcomed into the school community	Home / School Link Worker	<ul style="list-style-type: none"> Improved relationships built with parents Increased parental literacy and numeracy skills will enable them to more effectively support their child's learning at home Improved parental links and communication will lead to more positive outcomes for pupils 	<ul style="list-style-type: none"> Improved outcomes for pupils Parental feedback 	Inclusion Manager	January 2018 March 2018 July 2018
Barrier C To improve attendance	Attendance Strategies i.e. 12 Days of Christmas, Termly Prizes	<ul style="list-style-type: none"> Attendance initiatives inspire pupils and motivate pupils to attend school each day Pupils make accelerated levels of progress due to their improved attendance Attainment improves across all curriculum areas 	<ul style="list-style-type: none"> Improved attendance The number of Persistent Absences decreases Attainment data indicates increased numbers of pupils attaining age related expectations 	Director of Behaviour Pupil Premium Champion	January 2018 March 2018 July 2018
Barrier C To further improve the behaviour of pupils within the academy	Behaviour Incentives – Golden Time and Resources	<ul style="list-style-type: none"> Behaviour initiatives inspire pupils and motivate pupils to attend school each day 	<ul style="list-style-type: none"> Improved behaviour Improvements in self-belief and self-worth (as judged by Boxall Profile) Reduction in the number of fixed term exclusions Reduction in the number of red and yellow cards 	Director of Behaviour	January 2018 March 2018 July 2018
Total budgeted cost					£74,000

Pupil Premium Review of Expenditure

2016-2017



Quality of teaching for all				
Desired outcome	Chosen action/approach	Impact	Lessons learned	Cost
To raise attainment in Reading	Accelerated Reading Programme	<ul style="list-style-type: none"> Appendices 1 & 2 demonstrate the positive impact that Accelerated Reading is having on both the progress and attainment of Pupil Premium pupils in the area of Reading 	<ul style="list-style-type: none"> Continue to use the Accelerated Reading Programme as this is having a positive impact on Reading progress and attainment for Pupil Premium pupils. 	£5,000
To raise attainment in reading and to foster a love of reading	Additional books added to library	<ul style="list-style-type: none"> Increased percentage in the number of pupils reading for pleasure Increased percentage in the number of pupils regularly having a library book, from 54% (July 2016) to 76.9% (July 2017) 	<ul style="list-style-type: none"> Continue to ensure that the library is stocked with current releases. Use pupil voice to ensure that these reflect pupils' interests. 	£2,000
To provide pupils with an engaging curriculum	International Primary Curriculum	<ul style="list-style-type: none"> Book scrutinies indicate increased progress across all areas of the curriculum There has also been a significant increase in opportunities for pupils to demonstrate their writing across the curriculum 	<ul style="list-style-type: none"> Continue to use. Costs should be lower next academic year as this is a 2 year rolling cycle. 	£20,000
To enable pupils to receive high quality resources to support their learning	Resources	<ul style="list-style-type: none"> Lesson observations provide evidence of pupils being highly engaged and involved in their learning, using high quality resources throughout their lessons Displays throughout the school are well resourced and provide pupils with additional experiential learning opportunities 	<ul style="list-style-type: none"> Continue to invest in high quality resources to ensure that pupils have a greater understanding of the topics that are being taught. 	£15,000

Targeted support				
Desired outcome	Chosen action/approach	Impact	Lessons learned	Cost
To improve the number of pupils achieving the expected standard in EYFS for Language and Communication	Speech and Language Therapist	<ul style="list-style-type: none"> Targeted work with EYFS pupils has led to a significant proportion of Reception pupils making accelerated levels of progress, enabling 66.7% them to reach the Early Learning Goal for Listening and Attention and Understanding and 70% of the cohort achieving the Early Learning Goal for Speaking. Only 15.6% of pupils were at an age appropriate standard in the area of Communication and Language on entry to Reception. 	<ul style="list-style-type: none"> Continue to use Speech and Language therapist to target Reception pupils as they enter the academy with extremely low levels of Communication and therefore there is high need for 1-1 and small group intervention work. More funding to be put aside for Speech and Language work to cater for the demands of the increasing levels of need of pupils entering the Academy. 	£19,000
To ensure that Pupil Premium pupils make accelerated levels of progress resulting in the attainment gap between Pupil Premium and Non Pupil Premium pupils narrowing	Teaching Assistants in each KS1 class and shared across KS2 classes delivering specific and focused interventions for Pupil Premium pupils	<ul style="list-style-type: none"> Appendices 1 & 2 demonstrate the positive impact that Teaching Assistants are having on both the progress and attainment of Pupil Premium pupils in the area of Reading and Mathematics Lesson observations and learning walks provide evidence of high quality split input as well as individualised and targeted interventions taking place Reading Target Group – Pupil Premium Summer Born Boys targeted over the course of the Summer Term. All except one pupil made accelerated progress with the average increase in standardised scores being 7.91 over the course of a 12 week intervention period 	<ul style="list-style-type: none"> Continue to ensure that TAs are deployed effectively and that pupils continue to be targeted effectively for intervention and split input teaching. 	£142,000
To ensure that each and every pupil has access to additional booster classes	Year 6 Booster Classes	<ul style="list-style-type: none"> 100% of Pupil Premium pupils who attended Maths Booster Groups after school achieved the expected standard in Maths 100% of Pupil Premium pupils who attended Reading Booster Groups after school achieved the expected standard in Reading 	<ul style="list-style-type: none"> Need to consider pupil take up – whilst this is an extremely effective method for those pupils who regularly attended booster sessions, several pupils were targeted to attend the booster classes school but did not attend the sessions 	£5,000

To provide a nurture provision for those pupils with social, emotional and behavioural needs	Maple Tree – Acers, Saplings and Pre-Saplings	<ul style="list-style-type: none"> ▪ Nurture provision has demonstrated to have had an extremely positive impact on those Pupil Premium pupils with Social, Emotional and Mental Health needs. ▪ Appendix 3 demonstrates the positive impact that Maple Tree provision has had on 2016-17 exclusion data 	<ul style="list-style-type: none"> ▪ Continue to provide Maple Tree provision, as this has had a significant impact on the reduction of exclusions over the academic year 2016-17. 	£40,000
To further improve the behaviour of pupils with the Academy by ensuring that their emotional needs are met	Younger Minds Counsellor	<ul style="list-style-type: none"> ▪ Younger Minds Counselling has demonstrated to have had an extremely positive impact on those Pupil Premium pupils with Social, Emotional and Mental Health needs. ▪ Appendix 3 demonstrates the positive impact that Younger Minds Counselling has had on 2016-17 exclusion data 	<ul style="list-style-type: none"> ▪ Continue to provide Younger Minds Counselling, as this has had a significant impact on the reduction of exclusions over the academic year 2016-17. 	£13,000
To ensure that the needs of pupils with social, emotional and behavioural issues are met	Learning Mentor Support	<ul style="list-style-type: none"> ▪ 37 Pupil Premium pupils have accessed Learning Mentor Support over the academic year 2016-17 and this has had an extremely positive impact on those Pupil Premium pupils with Social, Emotional and Mental Health needs. ▪ Appendix 3 demonstrates the positive impact that Learning Mentor Support has had on 2016-17 exclusion data 	<ul style="list-style-type: none"> ▪ Continue to provide Learning Mentor support, as this has had a significant impact on the reduction of exclusions over the academic year 2016-17. 	£19,000

Other approaches				
Desired outcome	Chosen action/approach	Impact	Lessons learned	Cost
To ensure that pupils receive access to opportunities outside of curriculum lessons	Educational Visits and Visitors	<ul style="list-style-type: none"> Access to a wider and engaging curriculum has ensured that pupils are motivated by the topics that they are learning and the experiences that they have received. 	<ul style="list-style-type: none"> More structured plan of trips and visits to be devised. This is to include trips to raise academic aspirations, such as visiting high schools, colleges and universities. 	£18,000
To ensure that pupils arrive at school ready to learn	Breakfast Club	<ul style="list-style-type: none"> Increased percentage in the number of pupils accessing breakfast club. An increase of 5.2% has been evident in the academic year 2016-17 with 79.4% of pupils accessing breakfast club regularly being pupil premium pupils. 	<ul style="list-style-type: none"> Continue to invest in school uniform to provide pupils with the opportunity to receive breakfast in school and engage in educational activities before school. 	£3,000
To ensure that all pupils wear correct school uniform	Uniform	<ul style="list-style-type: none"> Increased number of pupils wearing full school uniform. 29% of Pupil Premium pupils benefitted from school uniform during the academic year 2016-17 	<ul style="list-style-type: none"> Continue to invest in school uniform to ensure that all pupils are consistently in full school uniform. 	£2,500
To improve attendance	Attendance Minibus	<ul style="list-style-type: none"> The provision of the attendance minibus has enabled 25 pupils to access the service over the course of the academic year 2016-17. This has led to an increased average attendance of 93.22 from 84.92% Appendix 3 demonstrates the increased attendance throughout 2016-17 	<ul style="list-style-type: none"> Attendance minibus is required to continue to target those pupils who struggle to attend the Academy on time. Continue to monitor attendance and implement minibus intervention where necessary. 	£4,000
To improve attendance	Attendance Strategies, i.e. 12 days of Christmas, Termly Prizes	<ul style="list-style-type: none"> Pupil Premium Attendance data for 2016-17 indicates an overall improvement of 0.67% from the 2015-16 pupil premium attendance data. Pupil Premium data for 2016-17 indicates that there has been an improvement each term apart from Summer 1. The gap between Pupil Premium pupils and Non Pupil Premium pupils has closed even further, with an improvement of 0.15% over the academic year. The gap between Pupil Premium attendance and Non Pupil Premium attendance has now reduced to below 1%. 	<ul style="list-style-type: none"> Continue to incentivise attendance to ensure that the improvements that are evident continue, with the aim of pupil premium attendance being greater than 96%. 	£2,000

To equip staff with the knowledge and understanding to deal with attachment issues	Attachment Aware Training	<ul style="list-style-type: none"> ▪ Increased staff awareness of the impact of attachment and early trauma in relation to pupils' behaviour ▪ Sharing of strategies that can be deployed to support pupils with attachment and early trauma ▪ Increased staff awareness has led to pupils' needs being better met and an decrease in behavioural issues and exclusions that may have occurred without this training 	<ul style="list-style-type: none"> ▪ Effective use of funding for staff training to meet the needs of pupils. Further training to be considered in the future, but not deemed to be necessary for the next academic year. 	£500
To ensure the safety of each and every pupil within the academy	Safeguarding Officer	<ul style="list-style-type: none"> ▪ Extremely high levels of safeguarding issues require a full time designated member of staff to ensure that any safeguarding needs are acted upon in a timely manner. ▪ This role has also enabled all meetings to be attended in person and therefore give a truly accurate reflection of the issues that present in school ▪ 86.6% of pupils who have received Safeguarding Officer Support are Pupil Premium pupils 	<ul style="list-style-type: none"> ▪ Continue to fund safeguarding officer to ensure that the needs of the most vulnerable pupils and families are effectively met. 	£16,000
To further improve the behaviour of pupils within the Academy	Behaviour Incentives – Golden Time & Resources	<ul style="list-style-type: none"> ▪ Good To Be Green data indicates an improvement in the number of pupil premium pupils remaining 'Green'. ▪ High quality Golden Time provision and enticing rewards ensure that all pupils are motivated by the behaviour system. 	<ul style="list-style-type: none"> ▪ Continue funding behaviour incentives. ▪ Increase opportunities for pupil voice when selecting end of term rewards to maximise pupil motivation. 	£6,000
To ensure that families of all pupils are supported and welcomed into the school community	Family Support Worker	<ul style="list-style-type: none"> ▪ Increased parental participation in learning events and generally in regards to the amount of parents willing to take part in workshops ▪ There has been an increase of 267% in the uptake of family learning events in the academic year 2016-17 as opposed to 2015-16 data. ▪ Some 2016-17 courses were over-subscribed, whereas in 2015-16, several had to be cancelled as there was insufficient uptake. ▪ Family Learning events have included: <ul style="list-style-type: none"> ○ The Gruffalo ○ I-Robots ○ Keeping up with the Children KS1 ○ Keeping up with the Children KS2 ○ Weekly Stay and Play Session 	<ul style="list-style-type: none"> ▪ The support provided by the Family Support Worker is pivotal in ensuring that relationships with parents are built and there is increased parental engagement. Continue with funding. 	£19,000

Additional detail

The key objectives for moving this agenda forward:

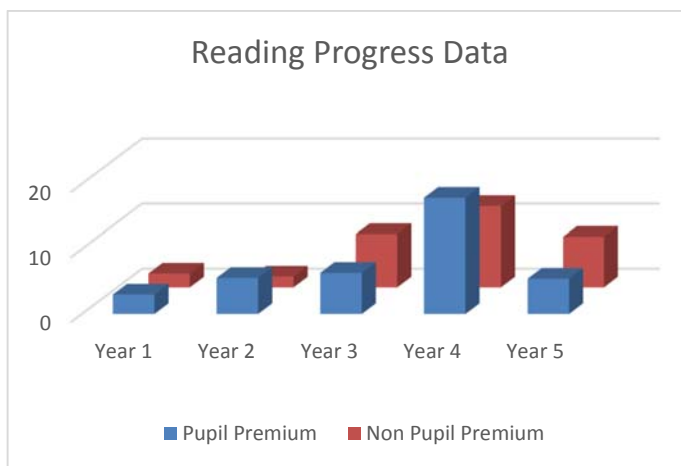
- Targeting the funding well from the outset
- Strengthen teaching typicality so all groups of learners (particularly PP/ SEN) make good or better progress
- Effective intervention classes and individualised programmes improve achievement in English and Mathematics
- Ensuring that teaching assistants help to raise standards
- Minimising barriers to learning and achievement
- To promote the active involvement of Governors
- Effective monitoring and evaluation of the impact of spending

This will be achieved through a clear Disadvantaged Plan which looks at:

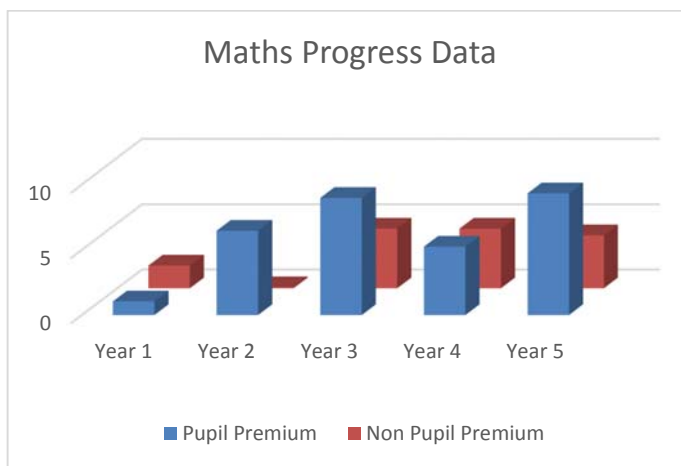
- Whole school strategies
- Individual strategies
- Long term strategies
- Short term strategies
- English and Maths strategies
- Pastoral strategies

2016-17 Progress Data

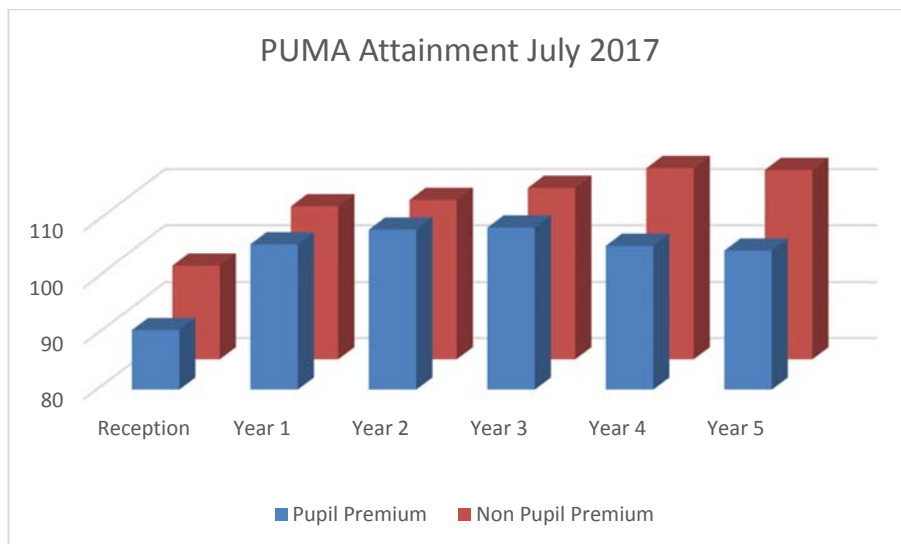
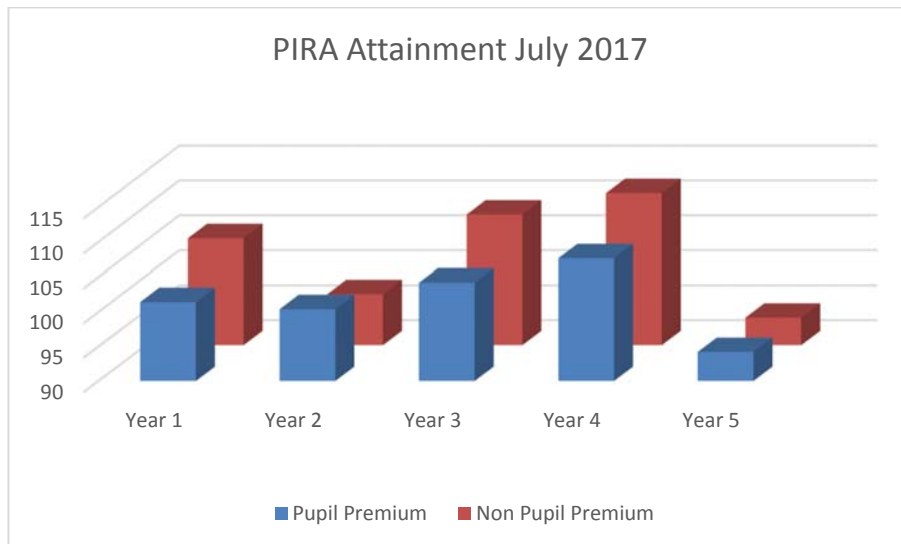
- Reading progress data for the academic year 2016-17 indicates that Pupil Premium pupils have made more significant levels of progress than their Non Pupil Premium counterparts, and therefore have closed the gap (with the exception of Year 3 and Year 5)



- The gap between Pupil Premium and Non Pupil Premium pupils has closed in Maths in all year groups except Year 1

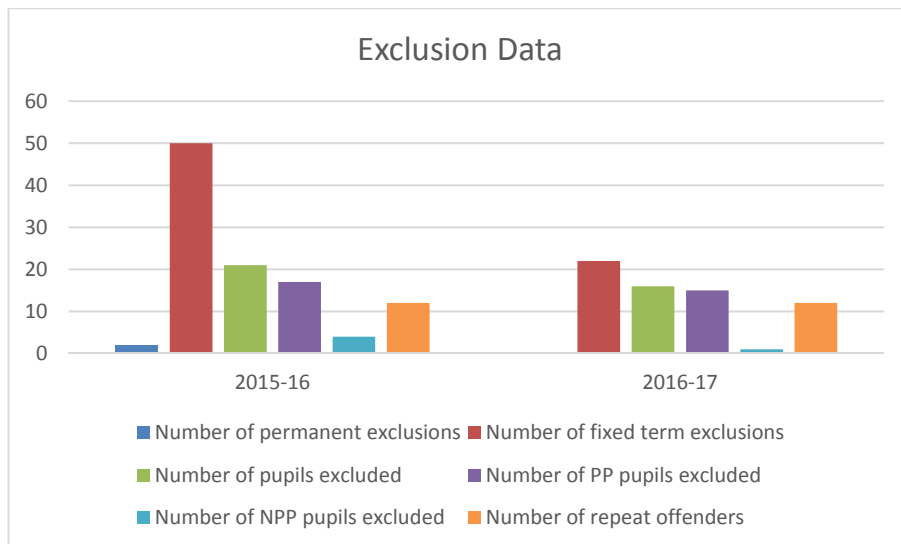


2016-17 Attainment Data

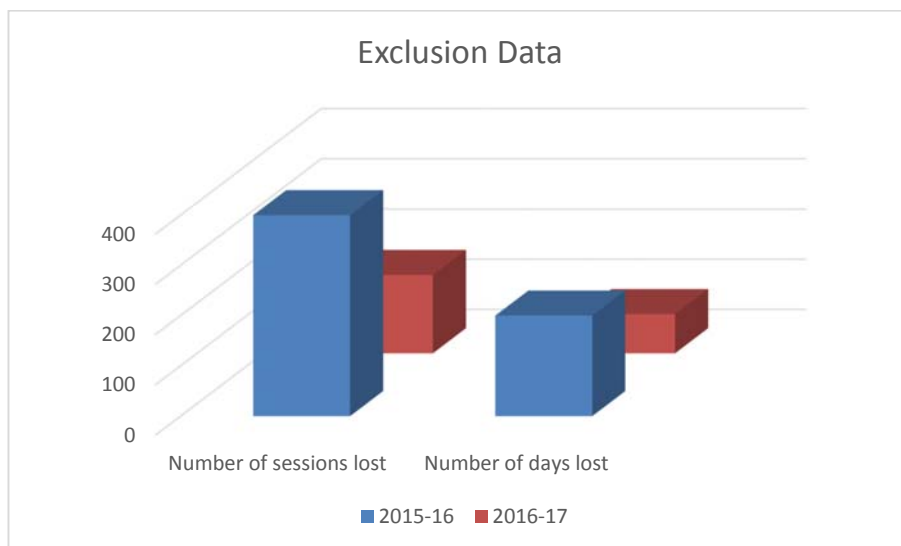


2016-17 Exclusion Data

- Exclusion data demonstrates that 2016-17 shows a significant decrease in the number of exclusions, sessions lost and less Pupil Premium pupils being excluded when compared to 2015-16 data



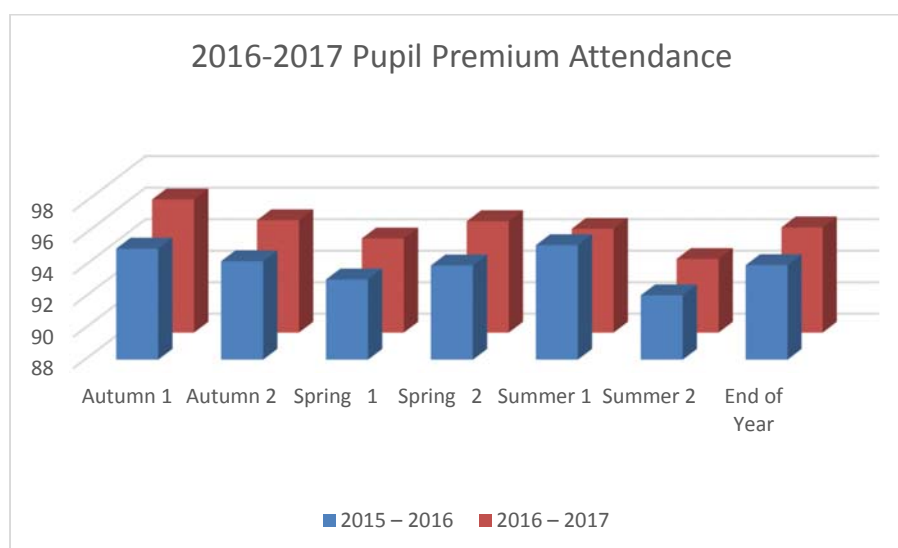
- Exclusion data for 2016-17 also demonstrates a 61% reduction in the number of days and sessions lost when compared to the 2015-16 exclusion data



2016-17 Attendance Data

- Pupil Premium Attendance data for 2016-17 indicates an overall improvement of 0.67% from the 2015-16 attendance data. There has been an increase in attendance for every term, apart from Summer 1.

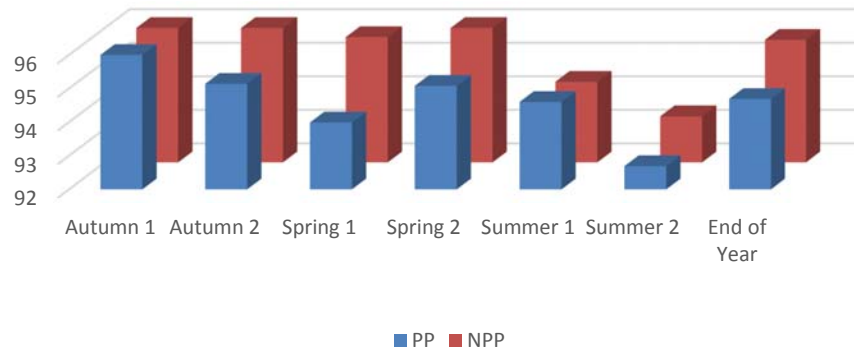
	2015 – 2016	2016 – 2017	Improvement
Autumn 1	95.07%	96.46%	1.39%
Autumn 2	94.27%	95.14%	0.87%
Spring 1	93.11%	93.99%	0.88%
Spring 2	94%	95.08%	1.08%
Summer 1	95.29%	94.6%	-0.69%
Summer 2	92.1%	92.69%	0.59%
End of Year	94.02%	94.69%	0.67%



- Pupil Premium data for 2016-17 indicates that there has been an improvement each term apart from Summer 1. The gap between Pupil Premium pupils and Non Pupil Premium pupils has closed even further, with an improvement of 0.15% over the academic year. The gap between Pupil Premium attendance and Non Pupil Premium attendance has now reduced to below 1%.

	2015-16 PP Attendance	2015-16 NPP Attendance	2015-2016 Difference	2016-17 PP Attendance	2016-17 NPP Attendance	2016-2017 Difference	2016-17 Improvement in Difference
Autumn 1	95.07%	96.38%	-1.31%	96.46%	97.16%	-0.70%	0.61%
Autumn 2	94.27%	95.29%	-1.02%	95.14%	96.08%	-0.94%	0.08%
Spring 1	93.11%	94.71%	-1.60%	93.99%	95.73%	-1.74%	-0.14%
Spring 2	94%	95.67%	-1.67%	95.08%	96.47%	-1.39%	0.28%
Summer 1	95.29%	94.89%	0.40%	94.60%	94.40%	0.20%	-0.20%
Summer 2	92.10%	93.97%	-1.87%	92.69%	93.37%	-0.68%	1.19%
End of Year	94.02%	95.13%	-1.11%	94.69%	95.65%	-0.96%	0.15%

2016-2017 Pupil Premium and Non Pupil Premium Attendance Comparison



2016-17 Attendance Minibus Data

- 25 pupils have accessed the attendance minibus over the academic year 2016-17
- Attendance minibus data for 2016-17 demonstrates an average improvement of 8.3% for individual pupils whilst they accessed the minibus provision compared to their 2015-16 attendance data for the same time period

	2015-16	2016-17	Improvement
Autumn 1	79.05%	92.82%	13.77%
Autumn 2	80.83%	92.58%	11.75%
Spring 1	86.49%	90.93%	4.44%
Spring 2	84.58%	96.20%	11.61%
Summer 1	90.59%	93.94%	3.35%
Summer 2	87.98%	92.84%	4.85%
Average	84.92%	93.22%	8.30%

