

Pupil Premium Review

2017-18





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| 1. **Summary information**
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| **Academy**  |  |
| **Academic Year** | 2017/18 | **Total PP budget** | £39,600 | **Date of most recent PP Review** | 26.09.17 |
| **Total number of pupils** | 39 | **Number of pupils eligible for PP (Including LAC)** | 32 | **Date for next internal review of this strategy** | 15.12.1723.03.1820.07.18 |
| **Total number of LAC pupils** | 6 | **Link governor for PP** |  | **Lead teacher for PP** | Assistant Principal |

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| 1. **Current attainment (add performance measures)**
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|  | *All pupils* | *Pupils eligible for PP (your academy)* | *Pupils not eligible for PP (national average)*  |
| **KS1 Reading** | **2 out of 6** | 2 out of 6 |  |
| **KS1 Writing** | **0 out of 6** | 0 out of 6 |  |
| **KS1 Maths** | **2 out of 6** | 2 out of 6 |  |
|  |  |  |  |
| **KS 2 Reading** | **3 out of 13** | 1 out of 7 |  |
| **KS 2 Writing** | **0 out of 13** | 0 out of 7 |  |
| **KS 2 Maths** | **2 out of 13** | 1 out of 7 |  |

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| 1. **Barriers to future attainment (for pupils eligible for PP including high ability)**
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|  **In-school barriers** *(issues to be addressed in school, such as poor oral language skills)* |
|  | Pupils Oral language skills are poorly developed. This slows reading progress & impacts on their spelling as well as writing. |
|  | Pupils Emotional & Social skills are poorly developed. Phoenix is an academy to specifically support pupils with these challenges. |
|  **External barriers** *(issues which also require action outside school, such as low attendance rates)* |
| **C.**  | Attendance rates for pupils eligible for PP are 92% (below the target for all children of 96%). This reduces their school hours and causes them to fall behind. |
| **D.** | Often pupils begin Phoenix after they have experienced a time out of education including fixed term exclusion as well as sometimes permanent exclusion.  |

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| 1. **Outcomes**
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|  | *Desired outcomes and how they will be measured* | *Success criteria*  |
|  | Improve oral language skills for pupils eligible for PP in throughout school. This will then impact positively on their phonics which will in turn help the pupils to improve their spelling across the academy. | Pupils eligible for PP across school class make rapid progress by the end of the year so that more pupils eligible for PP meet age related expectations. |
|  | Pupils are able to cope better with their emotions (Behavior Watch shows a reduction in the need for support) & they collaborate well. | Pupils eligible for PP show a decrease in the issues identified by ‘Behaviour Watch’. |
|  | Attendance of PP pupils is closer to the national average. | PP pupils make rapid progress so that more of them are at age related expectations.  |

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| 1. **Planned expenditure**
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| **Academic year** | **2017/18** |
| The three headings below enable academies to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.  |
| 1. **Quality of teaching for all**
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| **Desired outcome** | **Chosen action / approach** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **Cost**  | **When will you review implementation?** |
| A. Improved oral language & phonic skills across school | Small groups for phonics. | Read Write Inc phonics is a scheme with a proven track record to improve pupils reading & oral skills. | HLTA & Assist Principal will monitor the effectiveness of RWI delivery | HLTA CB & Assist Principal JT  | £4.000 | Jan 2018Mar 2018 |
| 1. Improve the pupils ability to spell

A. More pupils are meeting age related expectations at writing | Dedicated spelling sessions each week.Purchase of whole school spelling work (Active Learn)Authors in school in order to develop a love of literature for the pupils. To inspire the pupils to write. | Gl assessments show that very few pupils are attaining at the appropriate spelling age.Staff find that pupils find extended writing difficult & they do not want to edit their work. No pupils were working at age related expectations at the end of the two key stages in 2017. | Dedicated spelling sessions will ensure that pupils practice and apply spelling patternsLiteracy Lead follows up author visits with a sample of pupil questionnaires to see improving pupil motivation towards writing.  | EPEP  | £1,0006\* £350 = £2,100Half termly visit | Jan 2018Mar 2018July 2018Nov 2017Feb 2018June 2018 |
| B. Improved quality of curriculum | Commando Joe working with teachers & pupils to support curriculum development | Independent study from Swansea University found that the instructors helped to boost grades, increase attendance & improved behavior. | Assistant Principal will meet with Commando Joe to monitor improvements & the use of the wider curriculum. | Assistant Principal | £4,000 (part of the total £11,000 cost) | Mar 2018 |
| B. To be able to identify & support new pupils to settle quickly in to the academy & so help to make good progress. | To devise a bespoke assessment package for their individuals who move in to the academy. | The correct assessment of pupils is vital to ensure that good progress is made. | Assistant Principal will monitor the transition of new pupils to the academy & will make amendments to the process when and as appropriate. | Assistant Principal & HLTA | £3,500 | On going |
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| **Total budgeted cost** | £14,600 |

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| 1. **Targeted support**
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| **Desired outcome** | **Chosen action/****approach** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **Cost**  | **When will you review implementation?** |
| A. Improved oral language skills across the school. LAC pupils in Y2 & Y6 in the first instance. | 121 and small group provision of Intervention for targeted pupils  | Some of the students need targeted support to catch up. Half termly interventions which are shown to be effective.  | Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time.  | HLTA | £9,000 | Jun 2017  |
| B. For help pupils deal with the emotional & social behaviours effectively.  | Behaviour lead to look for & identify trends regarding behaviours | If pupils are struggling to regulate their feelings then they will be unable to make progress. | Behaviour trends discussed at weekly Safeguarding Team meetings.The on going subscription to ‘Behaiour Watch’ | Behaviour Lead JS  | £2,500+ £4000 (subscription) | Jan 2018 |
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| **Total budgeted cost** | £15,500 |

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| 1. **Other approaches**
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| **Desired outcome** | **Chosen action/****approach** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **Cost**  | **When will you review implementation?** |
| A. To increase the pupils reading ability | To purchase the online element of Bug Club for use outside of school. | To support reading outside of school – providing opportunities for pupils to have high quality on line reading materials at pupils  | Literacy Lead to monitor the use of pupils on line reading experiences & report back to SMT | Literacy Lead EP | £3,500 (Bug Club)£1,000 books | March 2018 |
| C. Increased attendance rates.  | Part time Family Intervention worker employed to monitor pupils and follow up quickly on absences. First day response provision.Weekly meetings with LA EWO to identify& tackle poor attendance & trends etc.  | We can’t improve attainment for children if they aren’t actually attending school. Attendance rate at the Academy is less than the national average. | Thorough briefing by Family Intervention worker about existing absence issues. Weekly focus in Safeguarding Team meetings.  | Pupil Premium Coordinator & family Intervention worker MS | £5,000 | Jan 2018 |
| **Total budgeted cost** | £9,500 |