

# Havercroft Academy Pupil Premium Funding

2016 - 2017



**'Together we can dream, believe and achieve.'**

## **Rationale**

Havercroft Academy recognises that all pupils regardless of their background should have equal access to a curriculum which will enable them to reach their potential. The pupil premium is a Government initiative that targets extra money to pupils from deprived backgrounds, which, research shows; underachieve, compared to their peers. The Government have used pupils entitled to Free School meals as an indicator for deprivation, and have deployed a fixed amount of money to schools per pupil, based on the number of pupils eligible for Free School meals. Looked After Children are also eligible for this increased funding. The Government are not dictating how schools should spend this money, but are clear that schools will need to employ the strategies that they know will support these pupils to increase their attainment, and 'narrow the gap' between their attainment and the attainment of other pupils.

The amount of funding allocated per pupil is £1320 in 2016-2017. From 2012 – 2013, all pupils who had been eligible for Free School Meals in the last 6 years were also included in the funding calculation.

In addition to the Pupil Premium Funding, from 2015 schools, will be given up to £300 for every 3- and 4-year-old from a low-income family to help prevent them falling behind before they have even started school. The early years pupil premium is designed to narrow the attainment gap between young children from low-income families and their peers, setting them on a path to a more successful future. The Early Years Pupil Premium Funding plan is included at the end of this document.

## **Monitoring Pupil Premium Funding Spend**

Thorough evaluation of the progress of pupils helps us to identify where there is need for intervention and strategies to promote improvement. Project plans are completed before funding is allocated and evaluations take place, either at the end of a short-term project, or it is ongoing throughout a longer-term intervention. Interventions are adapted and changed if they do not meet the needs of the pupils.

A wide range of evidence is used to assess the impact of the Pupil Premium Funding spend.

- Assessment data is collected, monitored and analysed at least once each half term to inform the attainment and progress of pupils.
- Attendance data is collated and analysed half termly.
- Teaching staff attend regular pupil progress meetings.
- Observations, learning walks occur frequently.
- Parent/pupil/staff voice informs evaluations of projects.
- Case studies are used to evaluate the impact of pastoral interventions.

### Pupil Premium Funding Allocation

2013 – 2014 (Financial Year)	2014 – 2015 (Financial Year)	2015 – 2016 (Financial Year)	2016 – 2017 (Financial Year)
£97966	£118300	£117480	£112200

### Funding

- Pupil Premium grant is based on the number of pupils eligible for Free School Meals in the January 2016 Census, plus any pupils who have been eligible for Free School Meals at any point during the past 6 years. Looked after children will receive an additional £580.

Timescale for PPG	April 2016 to April 2017	
Number of Pupils On Roll	With FSI 199	Without FSI 168
Number of Pupils Eligible for PPG	85 (43%)	85(51%)
Amount of PPG Received Per Pupil	£1320	
Additional LAC Fund	0	
Total Amount of PPG Received	£112200	
Amount Spent	£132680	
Additional Funds from School Funding	£20480	

### Nature of Support

#### Curriculum Focus:

- Increase % of children working at age related expectations in reading, writing and maths
- Close the gap between PPG children and non-PPG children.

Focus	Intended Spent	Actual Spend
Focus on Learning in the Curriculum	63%	%
Focus on Social, Emotional & Behaviour	28%	%
Focus on Enrichment Beyond the Curriculum	2%	%
Focus on Families/Community	7%	%

**The allocation of Pupil Premium Funding will be spent on:-**

<b>Learning in the Curriculum</b>
Use of additional adults to facilitate more responsive interventions and pre-learning tasks, including targeted CPD to develop quality first teaching.
Allocated non-teaching time SENCO to further develop the provision and teaching of High Priority Needs children.
Release time for Deputy Head Teacher to further develop and monitor quality learning and teaching throughout school.
Targeted intervention for most able pupils.
Maths leader to attend Teaching Leaders training with goals based around raising attainment and progress in maths with a specific focus on closing the gap
<b>Social, Emotional &amp; Behaviour</b>
Challenge Club Provision – staffing, facilities & resources
Employment of Learning Mentor
Revised charges for Breakfast Club
<b>Enrichment Beyond the Curriculum</b>
Revised charges for music lessons.
Young Voices
Wider opportunities music provision.
Visits to support/stimulate learning, including visiting artists.
<b>Families/Community</b>
Inclusion Manager including role of Parent Support Advisor
Letters sent inviting parents to Parent’s Evening
Top-up funding for Universal Free School Meals
Walking Bus

**Key Outcomes of 2015-2016 Spend:**

See *appendix*.

**Pupil Premium Grant Action Plan 2016 – 2017**

<b>Curriculum Focus:</b>						
<ul style="list-style-type: none"> <li>• Increase % of children working at age related expectations in reading, writing and maths</li> <li>• Close the gap between disadvantaged children and non-disadvantaged children.</li> </ul>						
<b>Year Group</b>	<b>Planned Expenditure /Resource</b>	<b>Objective</b>	<b>Approx. Cost</b>	<b>Sutton Trust</b>	<b>Intended Outcome</b>	<b>Impact</b>
Whole school	<b>Family support work</b> Employment of Inclusion Manager whose role will incorporate Parent Support Advisor	Targeted family work to support families in overcoming barriers to attendance and barriers to the children’s learning.  PSA to organise & facilitate parental courses & upskill parents in supporting their children.  Enhance communication and support for specific families.  Carryout Designated Safe-Guarding Officer role.	£9000	+4	Improved attendance. (Attendance analysis)  Reduction in the % of PA. (Attendance analysis)  Children of targeted families make accelerated progress. (Assessment data)	
	<b>Supporting families to ensure children have the appropriate equipment for the day</b> Provision of spare uniform for vulnerable children.	All children are prepared for the day	£100	+0	Improved attendance. (Attendance analysis)  Reduction in the % of PA. (Attendance analysis)	
	<b>Overcoming barriers</b> Employment of Learning Mentor	Targeted intervention to work with disruptive pupils, enabling them to access the curriculum and prevent wasted learning time of peers.  Supporting learning within the nurture groups.  Monitor behaviour incidents across school.	£9000	+4	Improved attendance. (Attendance analysis)  Targeted children making expected progress. (Assessment data)  Behaviour incidents reduced.	

<p><b>Overcoming barriers</b> Employment of TA to support learning &amp; additional training as required to meet the needs of targeted children</p>	<p>Providing additional support for children with a range of needs – emotional, social, behavioural, attendance/punctuality etc.</p> <p>Supporting learning within the nurture group.</p>	£9000	+4	<p>Barriers to learning are overcome and targeted children make rapid progress. (Assessment data)</p> <p>Improved attendance. (Attendance analysis)</p> <p>Reduction in the % of PA. (Attendance analysis)</p>	
<p><b>Overcoming barriers</b> Revised charges for Breakfast Club where appropriate.</p>	<p>Improving attendance and punctuality.</p> <p>Ensuring children are ready to learn.</p>	£600	+4	<p>Children have a good start to the day with a healthy breakfast. (Observations)</p> <p>Improved attendance. (Attendance analysis)</p>	
<p><b>Overcoming barriers</b> Walking bus provision for targeted children – 2.5 staff &amp; breakfast.</p>	<p>Ensure targeted children are attending school regularly, punctually &amp; having had breakfast prior to the start of the school day.</p>	£1200	+4	<p>Improved attendance. (Attendance analysis)</p> <p>Barriers to learning are overcome and targeted children make rapid progress. (Assessment data)</p>	
<p><b>Individualising support</b> Use of additional adults to facilitate responsive intervention for phonics, reading, writing and maths.</p>	<p>Targeted support for children to access new curriculum at expected level through pre-learning tasks &amp; responsive interventions.</p> <p>Small group work to extend children’s ability to meet age related expectations.</p>	£62000	+4	<p>Increased attainment in reading, writing and maths. (Assessment data)</p>	
<p><b>Quality of support staff provision</b> Member of SLT to monitor quality &amp; provision of additional adults for PPG children through coaching sessions.</p>	<p>To ensure additional adult provision enables PPG children to make rapid progress.</p>	£1500		<p>PPG children make rapid progress (Assessment data)</p> <p>Provision offered by additional adults is good or better (coaching sheets)</p>	

<b>Individualising support</b> Non-teaching time for SEND Leader to further develop the provision for High Priority Need children.	To ensure children with complex needs make good progress.	£4300		High Priority Needs children make at least expected progress (Assessment data)	
<b>Learning in the Curriculum</b> Release time for Deputy Head Teacher responsible for Standards & Pupil Progress & Teaching & Learning to further develop & monitor the quality of learning & teaching throughout school.	To ensure the provision for PPG children is enabling them to make good progress & further close the gap to non-PPG children.	£3250		Increased % of learning & teaching judgments rated as good or better.  Progress & attainment gap between PPG & non-PPG narrows. (Attainment & progress data)	
<b>Learning in the Curriculum</b> Release time for staff to attend training within the Trust including PPG network meetings, maths support training from TLE.	To ensure the provision for PPG children is enabling them to make good progress & further close the gap to non-PPG children.	£2400		Increased % of learning & teaching judgments rated as good or better.  Progress & attainment gap between PPG & non-PPG narrows. (Attainment & progress data)	
<b>Learning in the Curriculum</b> Maths lead to attend teaching leaders training, with a specific focus on raising attainment and progress in maths for PP pupils.	To ensure PP pupils are adequately supported in maths lessons.	£2000	+4	Progress & attainment gap between PPG & non-PPG narrows. (Attainment & progress data)  Assessment becomes more formative, ongoing & frequent rather than summative.	
<b>Engaging parents</b> Letters sent to targeted parents inviting them to parent's evening.	Parents given guidance and support with regard to the curriculum, children's levels and next steps.	£50	+3	Increased attendance at parent's evening. (PRE attendance report)  Targeted children make at least expected progress. (Assessment data)	
<b>Engaging Parents</b> Inspire mornings – purchase resources & refreshments.	Increase parental involvement in school life. Increase life opportunities for the world around us.	£500	+3	Improved attendance. (Attendance data)  Increased parental engagement (PRE	

	<b>Learning in the Curriculum</b> CPD for support staff -making visible progress	Improve performance of support staff	£500	+8	data). PPG children make rapid progress (Assessment data)  Provision offered by additional adults is good or better (coaching sheets)	
6	<b>Learning in the Curriculum</b> Senior teachers to provide intervention to targeted most able children	To ensure most able PPG reach full potential	£1000		Level 6 in reading & maths increases	6
All	<b>Curriculum enrichment</b> Visits/visitors into school to enrich learning, including artists.	Enjoyment of learning.  Raising self-esteem and self-motivation.  Enhance learning in topic areas & stimulate writing in cross-curricular areas.	£1000		Children enthused with their learning (Teacher/Pupil/Parent evaluations)  Progress & attainment in writing improves for PPG children in comparison to non-PPG children, consequently narrowing the gap.	
1/2	<b>Learning in the Curriculum</b> Additional adults to enable more targeted teaching of phonics	Individualising teaching to enable a greater % of pupils to pass the phonics test.	£1200	+4	Gap of PPG children passing the phonics tests narrow. (Phonics assessment data)	
All	<b>Learning in the Curriculum</b> Additional adults to support children who arrive mid-year.	Raise attainment & progress of new to school pupils in order to close the gaps	£6000		Attainment and progress data show these pupils catch up quickly. (Assessment data)  Positive attitudes towards learning. (Teacher observations)  Parental engagement to build home/school reading support. (Pupil/Parental evaluation)	
	Universal Free School Meals - Top up funds	To ensure children are healthy & ready to learn.	£17480		Attainment and progress in reading, writing & maths is enhanced at KS1. (Assessment data)	

**EYFS Pupil Premium Fund Action Plan 2015 – 2016**

Number of Pupils On EY Roll	Number of Pupils Eligible for EY PPG	Amount of EY PPG Received Per Pupil	Total Amount of EY PPG Received
30	1 (3%)	£300	£300

Year Group	Planned Expenditure /Resource	Objective	Approx. Cost	Sutton Trust	Intended Outcome	Impact
EYFS	<b>Learning in the Curriculum</b> Additional FS TA to develop prime areas of learning Enhance adult/child ratios because the children are entering school significantly below what is typically expected.	Early intervention to enable potential PPG children to meet ARE at end of FS.	£6180	+5	GLD to increase year on year. (Assessment data)	
EYFS	<b>Learning in the Curriculum</b> Provide summer transition packs containing resources to encourage parents to support their children.	Maintain the momentum of progress made in FS.	£400	+2	Baseline data on entry to FS2 & Y1.	
EYFS	<b>Learning in the Curriculum</b> Equipping EYFS with appropriate resources & funding to supporting integrated learning & rising numbers.	Raise % pupil meeting GLD at the end of EYFS	£4300		EYFS data (Assessment data)	