

# Havercroft Academy Pupil Premium Funding

2017 - 2018



**'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 in 2017/18 is as follows:

<b>Disadvantaged Pupils</b>	<b>Pupil Premium Per Pupil</b>
• Pupils in year groups reception to year 6 recorded as Ever 6 FSM	£1320
• Pupils in year 7 to 11 recorded as Ever 6 FSM	£935
• Looked after children (LAC) defined in Children Act 1989 as one who is the care of, or provided with accommodation by, an English local authority	£1900
• Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order	£1900
<b>Service Children</b>	
• Pupils in year groups reception to year 11 recorded as Ever 6 service child or in receipt of child pension from the Ministry of Defence	£300

## 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)	2017 – 2018 (Financial Year)
<b>£97966</b>	<b>£118300</b>	<b>£117480</b>	<b>£112200</b>	<b>£109568</b>

### Funding

- Pupil Premium grant is based on the number of pupils eligible for Free School Meals in the January 2017 Census, plus any pupils who have been eligible for Free School Meals at any point during the past 6 years.

Timescale for PPG	April 2017 to April 2018
Number of Pupils On Roll	(Without FS1) 163
Number of Pupils Eligible for PPG	83(50.92%)
Amount of PPG Received Per Pupil	£1320
Additional LAC Fund	0
Total Amount of PPG Received	<b>£109568</b>
Amount Spent	£112642
Additional Funds from School Funding	£3074

### 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
Focus on Learning in the Curriculum	58%
Focus on Social, Emotional & Behaviour	16%
Focus on Enrichment Beyond the Curriculum	2%
Focus on Families/Community	24%

**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.
Use of additional adults to support children who are new to school
Allocated non-teaching time SENCO to further develop the provision and teaching of High Priority Needs children.
Release time for Senior Leadership Team 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
After school booster classes and holiday revision sessions to support targeted intervention, including for the most able pupils
<b>Social, Emotional &amp; Behaviour</b>
Challenge Club Provision – staffing, facilities, resources & CPD (Thrive)
Employment of Learning Mentor
Free Breakfast Club provision
Purchase of CPOMs
<b>Enrichment Beyond the Curriculum</b>
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 2016-2017 Spend:**

See *appendix*.

**Pupil Premium Grant Action Plan 2017 – 2018**

<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>Learning in the Curriculum</b>					
<b>Planned Expenditure /Resource</b>	<b>Objective</b>	<b>Approx. Cost</b>	<b>Sutton Trust</b>	<b>Intended Outcome</b>	<b>Impact</b>
<b>Individualising support</b> Use of additional adults to facilitate responsive intervention for phonics, reading, writing and maths.	Targeted support for children to access new curriculum at expected level through pre-learning tasks & responsive interventions.  Small group work to extend children’s ability to meet age related expectations.	£38183	+4	Increased attainment in reading, writing and maths. (Assessment data)	
<b>Quality of support staff provision</b> Member of SLT to monitor quality & provision of additional adults for PPG children through coaching sessions.	To ensure additional adult provision enables PPG children to make rapid progress.	£2306		PPG children make rapid progress (Assessment data)  Provision offered by additional adults is good or better (coaching sheets)	
<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.	£2306		High Priority Needs children make at least expected progress (Assessment data)	
<b>Learning in the Curriculum</b> Release time for Assistant 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.	£4312		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 MLT to further develop & monitor the quality of learning & teaching in English & maths throughout school.	To ensure the provision for PPG children is enabling them to make good progress & further close the gap to non-PPG children.	£2306		Quality of T&L judged as consistently good across school.  Attainment & progress in English & maths improves	
<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.	£2306		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.	£576	+4	Progress & attainment gap between PPG & non-PPG narrows. (Attainment & progress data)  Assessment becomes more formative, ongoing & frequent rather than summative.	
<b>Learning in the Curriculum</b> CPD for support staff -making visible progress	Improve performance of support staff	£500	+8	PPG children make rapid progress (Assessment data)  Provision offered by additional adults is good or better (coaching sheets)	
<b>Learning in the Curriculum</b> Senior teachers to provide intervention to targeted stuck/slow moving and the most able children through after school booster sessions, holiday revisions clubs and additional intervention during the school day.	To ensure most able PPG reach full potential	£2280		Children working at the expected level and making expected progress improves.  Children working at greater depth in reading & maths increases	6
<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	Cost included in additional adults		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)	
<b>Social, Emotional &amp; Behaviour</b>					
<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 using CPOMs system	£10232	+4	Improved attendance. (Attendance analysis)  Targeted children making expected progress. (Assessment data)  Behaviour incidents reduced.	
<b>Overcoming barriers</b> Provision of free Breakfast Club	Improving attendance and punctuality.  Ensuring children are ready to learn.	£4443	+4	Children have a good start to the day with a healthy breakfast. (Observations)  Improved attendance. (Attendance analysis)	
<b>Social, Emotional &amp; Behaviour</b> Challenge Club (Thrive) – 6 week programme per half term, selected children based on Thrive need	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.	Cost included in learning mentor & Inclusion Manager costs	+4	Improved attendance. (Attendance analysis)  Targeted children making expected progress. (Assessment data)  Behaviour incidents reduced.	
<b>Social, Emotional &amp; Behaviour</b> Purchase of CPOMs to support accurate recording of information & to facilitate careful analysis of records	SLT are fully aware of needs in school and how these are being met.  Attendance & behaviour records enable SLT to respond appropriately to issues within school.	£645		Improved attendance. (Attendance analysis)  Targeted children making expected progress. (Assessment data)  Behaviour incidents reduced.	

Enrichment Beyond the Curriculum					
<p><b>Curriculum enrichment</b> Visits/visitors into school to enrich learning, including artists.</p>	<p>Enjoyment of learning.</p> <p>Raising self-esteem and self-motivation.</p> <p>Enhance learning in topic areas &amp; stimulate writing in cross-curricular areas.</p>	£1000		<p>Children enthused with their learning (Teacher/Pupil/Parent evaluations)</p> <p>Progress &amp; attainment in writing improves for PPG children in comparison to non-PPG children, consequently narrowing the gap.</p>	
<p>Funding to support disadvantaged pupils participate in Young Voices programme</p>	<p>Enjoyment of learning.</p> <p>Raising self-esteem and self-motivation.</p>	£200		<p>Pupils raised self-esteem &amp; enjoyment of learning.</p> <p>Making at least expected progress in maths &amp; English.</p>	
<p>Wider opportunities music provision</p>	<p>Enjoyment of learning.</p> <p>Raising self-esteem and self-motivation.</p>	£720		<p>Pupils raised self-esteem &amp; enjoyment of learning.</p> <p>Making at least expected progress in maths &amp; English.</p>	
Families/Community					
<p><b>Family support work</b> Employment of Inclusion Manager whose role will incorporate Parent Support Advisor</p>	<p>Targeted family work to support families in overcoming barriers to attendance and barriers to the children's learning.</p> <p>PSA to organise &amp; facilitate parental courses &amp; upskill parents in supporting their children.</p> <p>Enhance communication and support for specific families.</p> <p>Carryout Designated Safe-Guarding Officer role.</p> <p>Manage and facilitate Challenge Club/Thrive</p>	£22197	+4	<p>Improved attendance. (Attendance analysis)</p> <p>Reduction in the % of PA. (Attendance analysis)</p> <p>Children of targeted families make accelerated progress. (Assessment data)</p>	

<p><b>Supporting families to ensure children have the appropriate equipment for the day</b> Provision of spare uniform for vulnerable children.</p>	All children are prepared for the day	£100	+0	<p>Improved attendance. (Attendance analysis)</p> <p>Reduction in the % of PA. (Attendance analysis)</p>	
<p><b>Overcoming barriers</b> Walking bus provision for targeted children – 2 staff</p>	Ensure targeted children are attending school regularly, punctually & having had breakfast prior to the start of the school day.	Cost included in learning mentor & Inclusion Manager costs	+4	<p>Improved attendance. (Attendance analysis)</p> <p>Barriers to learning are overcome and targeted children make rapid progress. (Assessment data)</p>	
<p><b>Engaging parents</b> Letters sent to targeted parents inviting them to parent's evening.</p>	Parents given guidance and support with regard to the curriculum, children's levels and next steps.	£50	+3	<p>Increased attendance at parent's evening. (PRE attendance report)</p> <p>Targeted children make at least expected progress. (Assessment data)</p>	
<p><b>Engaging Parents</b> Inspire mornings – purchase resources &amp; refreshments.</p>	Increase parental involvement in school life. Increase life opportunities for the world around us.	£500	+3	<p>Improved attendance. (Attendance data)</p> <p>Increased parental engagement (PRE data).</p>	
<p>Universal Free School Meals - Top up funds</p>	To ensure children are healthy & ready to learn.	£17480		<p>Attainment and progress in reading, writing &amp; maths is enhanced at KS1. (Assessment data)</p>	

**EYFS Pupil Premium Fund Action Plan 2017 – 2018**

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

Year Group	Planned Expenditure /Resource	Objective	Approx. Cost	Sutton Trust	Intended Outcome	Impact