

Annual Pupil Premium report – September 2019

The pupil premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged students of all abilities and to close the gaps between them and their peers.

The impact and spending strategy for pupil premium funding is reviewed at every Academy Council/ Rapid Improvement Board meeting. The annual review is published on the academy's website in September each year.

The main barriers to achievement for disadvantaged pupils in this academy are:

- Low levels of parental support with learning
- Low level of attainment on entry
- Poor levels of attendance
- High levels of support required from external agencies with regards to well-being, family support and safeguarding.
- Limited access to reading materials and other educational opportunities in the home environment and local environment.

Total pupil premium funding for current year: - £145200

Disadvantaged¹ pupils by year group

Year group	Disadvantaged number	Disadvantaged percentage
R (59)	16	27%
1 (50)	8	16%
2 (60)	8	14%
3 (49)	10	20%
4 (58)	24	41%
5 (57)	14	25%
6 (60)	15	25%

Pupil premium expenditure plan 2018/19

Strategy	Cost	Success criteria	Effect of spending on pupil premium pupils
<p>Pupil Support Manager employed to work with pupils and their families:</p> <ul style="list-style-type: none">accessing appropriate support from outside agencies;	£36500	Disadvantaged pupils and their families access any additional	77% of DP and their families have worked directly with Pupil Support Manager.

<ul style="list-style-type: none"> engaging with 'hard to reach' families; managing procedures outlined in the attendance and punctuality policies to improve the attendance levels of disadvantaged pupils; <p>Supporting pupils with challenging behaviour and promoting positive behaviour including that of disadvantaged pupils.</p>		<p>support they require from outside agencies.</p> <p>Increased parental engagement leads to improvements in attendance, behaviour and academic achievement for disadvantaged pupils.</p>	<p>33% of DP have worked directly with an outside agency as a result of the Pupil Support Managers work with pupils and their families.</p> <p>All vulnerable DP were contacted on a twice weekly basis by Pupil Support Manager,CT s and HLTAs</p> <p>End of year outcomes for 2019-2020 is not available dur to Covid school closure. Data shows increase in attendance between Autumn and Spring Term for DP</p>								
<p>Contribute to the cost of traded support from Families First to provide support for vulnerable pupils and their families.</p>	<p>£700</p>										
<p>Provide access to CHOICES counselling services for children and their families to support with a range of issues.</p>	<p>£720</p>		<table border="1" data-bbox="1352 683 1966 798"> <thead> <tr> <th></th> <th>Autumn Term</th> <th>Spring Term</th> <th>Difference</th> </tr> </thead> <tbody> <tr> <td>DP</td> <td>93.32%</td> <td>95.59%</td> <td>▲ 2.27%</td> </tr> </tbody> </table>		Autumn Term	Spring Term	Difference	DP	93.32%	95.59%	▲ 2.27%
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<p>Increase support for disadvantaged pupils to close the gap between their attainments and rates of progress and that of other pupils through :</p> <ul style="list-style-type: none"> 1:1 support small group support 	<p>£76000</p>	<p>Higher proportion of disadvantaged pupils achieving the expected standards in Reading and Mathematics.</p> <p>The gap between the pupil premium outcomes and that of other pupils will narrow.</p>	<p>End of year outcomes for 2019-2020 are unavailable due to Covid school closure. Data shows increase in attainment of DP Pupils in Re4ading and Maths from Autumn Assessments to Spring Assessments</p>								

<ul style="list-style-type: none"> • additional reading opportunities <p>(Speech and language support, RWI intervention, Power of 2 Maths, Nessy)</p> <p>Rapid responsive teaching to address misconceptions.</p>																										
<p>Increased targeted support for disadvantaged pupils in Key Stage 2 due to high proportions of disadvantaged pupils.</p>		<p>Higher proportion of disadvantaged pupils achieving the expected standards in reading and mathematics.</p>	<table border="1"> <thead> <tr> <th data-bbox="1352 344 1559 608"></th> <th data-bbox="1559 344 1765 608">Reading difference between Autumn and Spring Assessments for DP</th> <th data-bbox="1765 344 1973 608">Maths difference between Autumn and Spring Assessments for DP</th> </tr> </thead> <tbody> <tr> <td data-bbox="1352 608 1559 687">Year 1</td> <td data-bbox="1559 608 1765 687">Remained same (88%)</td> <td data-bbox="1765 608 1973 687">Remained same (88%)</td> </tr> <tr> <td data-bbox="1352 687 1559 727">Year 2</td> <td data-bbox="1559 687 1765 727">▲ 25%</td> <td data-bbox="1765 687 1973 727">▲ 50%</td> </tr> <tr> <td data-bbox="1352 727 1559 767">Year 3</td> <td data-bbox="1559 727 1765 767">▼ 10%</td> <td data-bbox="1765 727 1973 767">▲ 10%</td> </tr> <tr> <td data-bbox="1352 767 1559 839">Year 4</td> <td data-bbox="1559 767 1765 839">Remained Same (55%)</td> <td data-bbox="1765 767 1973 839">▲ 5%</td> </tr> <tr> <td data-bbox="1352 839 1559 911">Year 5</td> <td data-bbox="1559 839 1765 911">Remained same (65%)</td> <td data-bbox="1765 839 1973 911">Remained same (72%)</td> </tr> <tr> <td data-bbox="1352 911 1559 951">Year 6</td> <td data-bbox="1559 911 1765 951">▲ 7%</td> <td data-bbox="1765 911 1973 951">▲ 10%</td> </tr> </tbody> </table>				Reading difference between Autumn and Spring Assessments for DP	Maths difference between Autumn and Spring Assessments for DP	Year 1	Remained same (88%)	Remained same (88%)	Year 2	▲ 25%	▲ 50%	Year 3	▼ 10%	▲ 10%	Year 4	Remained Same (55%)	▲ 5%	Year 5	Remained same (65%)	Remained same (72%)	Year 6	▲ 7%	▲ 10%
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<p>Provide disadvantaged pupils with access to additional before and after school learning activities</p> <ul style="list-style-type: none"> • Maths DS Club • Lunchtime Problem-Solving Club • Maths and Reading After School Clubs 		<p>The gap between the pupil premium outcomes and that of other pupils will narrow.</p>																								
<p>Provide 1:1 maths tutoring for disadvantaged pupils in Years 5 and 6 through the use of Third Space Learning Program.</p>	<p>£9000</p>		<p>100% of DPs had started receiving 1:1 Maths tutoring through Third Space Learning. Although pupils only completed 3 sessions prior to School closure.</p>																							
<p>Provide 1:1 and 1:2 tutoring to identify disadvantaged pupils to increase progress in reading and maths.</p>	<p>£500</p>		<p>1:1 -1.:2 Training had been postponed due to Covid.-19. Up until March 2/3 all DP pupils offered support (Y6) had attended these sessions. Y5 DP sessions were about to go live.</p>																							

Provide all teachers with disadvantaged pupil intervention time to allow them to work 1:1 and in small groups with disadvantaged pupils to address misconceptions and areas of weakness on a termly basis.	£2,400		See above for outcomes 100% of teaching staff had received a day to address misconceptions and over teach. As a result, revised intervention started had begun to be implemented.
Provide specific 1:1 support to address communication and language difficulties in disadvantaged pupils with an identified need in this area.	£2,500	Disadvantaged pupils with specific communication and language difficulties will receive expert support to improve their language and communication skills	3 DP pupils were receiving 1:1 communication support from Small Talk. All Teachers were positive about impact this had had, endorsed by parent feedback. Prior to closure 1 child was about to be discharged from support.
Provide additional breakfast provision to Year 6 pupils in End of KS2 Assessment Week.	£200	All disadvantaged pupils are ready for SAT tests by being providing breakfast and drink in morning.	Covid 19 closure prevented this.
Support the implementation of National Schools Breakfast programme	£600	All disadvantaged pupils start the school day fed Improvements in punctuality amongst disadvantaged pupils	All pupils were provided with food at the start of the day prior to closure period.
Increase access to ICT resources to support learning in lessons, lunchtimes and at home: <ul style="list-style-type: none"> • Access to Chrome Books • Web based learning packages 	£6000	Disadvantaged pupils have greater access to ICT resources to support their learning. Higher proportion of disadvantaged pupils achieving the expected standards in Reading and Mathematics.	1x class set of Chrome Books purchased to increase PC to pupil ratio ensuring 3 year groups are able to access Chrome Books to support online learning packages in lessons and as additional PC availability for pupils to complete learning. 2 were distributed to struggling families during the closure period.

		The gap between the pupil premium outcomes and that of other pupils will narrow.	Chrome books were available for any DP without access to appropriate hardware during Covid closure period and were an essential tool to allow teaching to continue when school was open for Key Worker and vulnerable children 18 DP children attended this provision
Increase access to a wider range of quality reading materials (library/home readers/magazine subscriptions)	£2,000	Disadvantaged pupils have access to a wider range of reading materials.	Reading stock in all class bases has been improved. Additional magazine reading material provided for Library Y6 received a subscription to The Week Jr and DP were given priority to read these. See reading data
Purchase additional learning materials for Mathematics and Writing to provide pupils with more real life/practical experiences (Visual Maths Resources/ORT Big Writing Experiences)	£3,000		All listed resources purchased. All pupils provided experienced more practical and real life leaning experiences.
Provide pupils with additional material to support learning at home. (Year 6 – CGP learning materials; EYFS and Year 1 – RWI Home support materials)	£300		All DP Year 6 provided with CGP Revision packs. All EYS and KS1 pupils (DP included) received additional RWI resources to use at school.

<p>Support specific pupils/families :</p> <ul style="list-style-type: none"> • Purchase of uniform; • Purchase of essential school equipment; • Provision of Wraparound care. 	£300	<p>All disadvantaged pupils have necessary school uniform and equipment</p> <p>Improvements in punctuality amongst disadvantaged pupils</p>	3 families supported and able to attend school with all required uniform and kit.
Support disadvantaged pupils in the participation of residential experiences.	£3,500	Enrich the lives of those on Pupil Premium, opening doors and creating new opportunities	DP pupils in Y6 received equal opportunity to attend Laches Wood either through having cost of attendance covered or subsidised (15 DPs)
Subsidise access to school visits and learning experience days.	£1,000	-Enrich the lives of those on Pupil Premium, opening doors and creating new opportunities	All DPs were offered subsidised or free places across the school on educational visits which took place prior to Covid Closure.