

James Elliman Academy Pupil Premium Strategy

2017-2018

Every child, every chance, every day.

JAMES ELLIMAN ACADEMY: Pupil Premium Strategy 2017-18

Financial Year	Amount of Pupil Premium funding <small>(PP funding runs from the Financial year: April - March)</small>
2014-15	£208,000
2015-16	£209,880
2016-17	£179,520
2017-18	£161,040

Pupil Numbers	2014-15	2015-16	2016-17	2017-18
Number of disadvantaged pupils	127	121	103	122
Number of LAC eligible for PPG or children from Armed Services Families	1	2	1	0

Ofsted Evaluation: “Disadvantaged pupils make excellent progress because the extra funding for them is used effectively to provide a range of support.” (January 2015)

What is the Pupil Premium?

The Pupil Premium Grant is allocated to children who are looked after by the local authority and/or who have been eligible for Free School Meals (FSM) at any point in the last six years, also known as ‘Ever 6 FSM’. It is intended to identify and eliminate barriers to learning in disadvantaged children and to diminish the difference between disadvantaged and non-disadvantaged children. In the 2016/17 financial year, schools will receive the following funding for each child registered as eligible for free school meals at any point in the last 6 years:

- £1,320 for pupils in Reception to Year 6.
- £1,900 for ‘Looked After Children’.
- The allocation for James Elliman Academy is
- Date of next review: July 2018

The impact of Pupil Premium funding is tracked rigorously by the Senior Leadership Team (SLT) and the impact of interventions is monitored throughout the year. All children are expected to make accelerated progress including children who are academically above average. We have a clear, strategic approach to the use of specific Pupil Premium funding and plans are integrated into wider school support and improvement systems. These are monitored and evaluated regularly and in depth data analysis ensures that the correct support and strategies are identified to maximize progress.

Key Priority

- To diminish the difference by addressing inequalities and raising the attainment of disadvantaged children and those from low-income families.

What do we expect to see?

Targeted additional support strategies which results in every pupil, however financially disadvantaged being able to have full access to our curriculum and all our extra-curricular experiences. All students in the target group who are currently underperforming because of the impact of their disadvantaged background will make improved progress leading to narrowing of any attainment gaps.

We will measure the impact of the pupil premium by:

- Checking attendance
- The engagement of parents in school events (parents evening, homework club etc)
- The progress and attainment (in lessons, within a year, between key stages)
- The downgrading of welfare concerns

SLT will conduct regular reviews of group and allocate support where the focus is. There will be a detailed analysis of the data to identify pupils whose progress is causing concern. Vice Principals leads ensure the funding is used for every pupil premium child and measure the impact of strategies in place.

The Governing Body will ensure that provision is made which secures the teaching and learning opportunities that meet the needs of all pupils. As part of the additional provision made for pupils who belong to any vulnerable group, the Governors of the school and Principal will ensure that the needs of socially disadvantaged pupils are adequately addressed through weekly safeguarding and through pupil progress meetings.

Reporting

It will be the responsibility of the Vice Principal for Inclusion and other Vice Principals to produce termly reports to the Governing Body regarding:
The progress towards diminishing the difference of pupils supported by pupil premium.
Evaluating the cost effectiveness with regards to progress made by children been provided with a specific provision.

Nominated Governor: Sandie Hopkinson
Designated Staff Member: Becky Pinkney

PPG Impact 2016- 2017

Summary of Impact of Expenditure in 2016-2017

In the previous academic year:

The pupil premium funding was spent supporting children during the school day to access the curriculum and achieve their full potential through extra adult support. It was also used to provide extra resources to engage and support the children in their learning, or in extra curricula activities to support their social and mental health wellbeing.

Expenditure	Outcome																											
<ul style="list-style-type: none"> ▪ Teaching Assistants (TAs) across the school working with small intervention groups to improve phonics skills. ▪ 2 specialist phonics teachers have taken groups for phonics teaching. 	<ul style="list-style-type: none"> ▪ 94% of disadvantaged pupils passed the phonics check in 2017 compared to 85% non-disadvantaged children. ▪ Support provided has helped more children pass the phonics check than predicted at the start of the year. ▪ Additional KS2 adult support has been beneficial for targeted pupils in passing the Phonics test. 																											
<ul style="list-style-type: none"> ▪ Daily small group Maths and English sessions in Y2. 	<ul style="list-style-type: none"> ▪ New SATs in Y2. Results in line with Federation schools. <table border="1" style="margin-left: 20px;"> <thead> <tr> <th>Subject</th> <th>15/16</th> <th>16/17</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>73%</td> <td>73%</td> </tr> <tr> <td>Writing</td> <td>71%</td> <td>73%</td> </tr> <tr> <td>Maths</td> <td>75%</td> <td>76%</td> </tr> <tr> <td>Reading PP</td> <td>75%</td> <td>76%</td> </tr> <tr> <td>Writing PP</td> <td>63%</td> <td>72%</td> </tr> <tr> <td>Maths PP</td> <td>69%</td> <td>83%</td> </tr> </tbody> </table>	Subject	15/16	16/17	Reading	73%	73%	Writing	71%	73%	Maths	75%	76%	Reading PP	75%	76%	Writing PP	63%	72%	Maths PP	69%	83%						
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<ul style="list-style-type: none"> ▪ Support for disadvantaged pupils in reading, writing and maths in Year 6 (Y6). ▪ Interventions included: 1:1 tuition, after school booster groups, small group interventions and specialist teaching from senior leaders. ▪ Weekly after school group with Pupil Premium Co-ordinator for more able children in English and Maths. 	<ul style="list-style-type: none"> ▪ Increase in percentage of disadvantaged pupils achieving National Standard in Maths in 2016-2017. However, an increase in number of pupils achieving greater depth for Reading, writing and <table border="1" style="margin-left: 20px;"> <thead> <tr> <th>Subject</th> <th>15/16</th> <th>16/17</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>61%</td> <td>59%</td> </tr> <tr> <td>Writing</td> <td>84%</td> <td>83%</td> </tr> <tr> <td>Maths</td> <td>67%</td> <td>71%</td> </tr> <tr> <td>SPAG</td> <td>78%</td> <td>84%</td> </tr> <tr> <td>Reading PP</td> <td>64%</td> <td>59%</td> </tr> <tr> <td>Writing PP</td> <td>79%</td> <td>74%</td> </tr> <tr> <td>Maths PP</td> <td>57%</td> <td>74%</td> </tr> <tr> <td>SPAG PP</td> <td>71%</td> <td>67%</td> </tr> </tbody> </table>	Subject	15/16	16/17	Reading	61%	59%	Writing	84%	83%	Maths	67%	71%	SPAG	78%	84%	Reading PP	64%	59%	Writing PP	79%	74%	Maths PP	57%	74%	SPAG PP	71%	67%
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On-going Provisions 2017-2018

Focus of Provision	Intended Impact of Provision	Monitoring/Measuring Impact	Amount Allocated (£)
To have a comprehensive up to date list of all Pupil Premium (PP) children and associated provision map.	Register of PP children updated regularly (at least half-termly).	Accurate PP data. All staff know PP children. VP Inclusion.	As part of ongoing monitoring.
To ensure accurate budgeting and review of PP allocation. Ensuring funds are spent on impactful interventions.	6 times a year review of PP expenditure linked to outcomes and progress.	All PP children make progress. Principal. PP Co-ordinator.	As part of ongoing monitoring.
To know each PP child's barrier to learning in Maths & English.	PP children observed/assessed by teachers to establish barrier to learning. Strengths and areas of development completed for each PP child.	Monitoring shows that effective progress is being made by PP children.	As part of ongoing monitoring.
At PPMs, PP children are discussed as a distinct group.	SLT to have a secure knowledge of cohort and whole school performance of PP children.	PP children accelerate progress.	As part of ongoing monitoring.

Main Barriers to Educational Achievement for 2017-2018

- Low rates of attendance.
- Oral language skills and access to language is limited when accessing and responding to the curriculum.
- Narrow experience of life outside school.
- Unsettled family arrangements.
- Inappropriate or inadequate housing.
- Emotional instability of family member(s).
- Parents may not have had a successful or enjoyable education.
- Increase parental engagement to increase pupils' aspirations.
- Safeguarding and welfare concerns.

In order to address these barriers we will spend our pupil premium funding to address these barriers, this will be done through

- High quality data analysis and target setting to ensure high expectations.
- Planning that specifically meets the needs of these groups.
- Quality first teaching to diminish the difference and raise attainment and progress.
- High quality teaching assistant support.
- Parent Support/Early help (accessing housing, welfare, health, young carer, adult education support for families).

Based on data outcomes on 2016-2017, we have identified key areas of focus which have helped us to create a plan on how to spend Pupil Premium funding in 2017-2018:

Attainment

To raise the attainment of disadvantaged children to be in line with their peers/to age related expectations.

Reading: in Y2 and KS2

Writing: Years 3/4/5

Maths: Years 1 and KS2

The number of children achieving greater depth in Y2 and Y6 in the core subjects.

Progress

To accelerate the progress of the disadvantaged children to ensure they are in line with their peers or exceed age related expectations.

Reading: Y1 and KS2.

Writing: Years 1/3

Maths: Years 1/3/5

Desired outcomes:

- Raise the achievement of disadvantaged children is not in line with non- disadvantaged children in core subjects.
- Disadvantaged children are not achieving exceeding expectations in core subjects.
- Higher proportion of disadvantaged children achieving a GLD/GLD+
- Greater number of disadvantaged children achieving the expected standard/exceeding the expected standard in KS1 and KS2 -core subjects.
- Vulnerable children to attend school regularly- in line with NA 96.1%
- Improved outcomes for disadvantaged children with SEND.

Pupil Premium Strategy 2017/18

Focus	What This Does	Targeted Pupils	Cost from PPG Funding	New or Continued	Monitored by	Specific Intended Outcomes	Impact (to be reviewed termly)
<p>1. Early Years Practitioners (EYPs) in Early Years (EY) to focus working with children to ensure they meet age related expectations. Increase the % of children achieving a GLD+</p>	<p>To ensure an increase in the number of pupils meeting age related expectations and exceeding at the end of the EY.</p>	<p>Specialist early goal teaching to ensure children achieve GLD; - Early Learning Goal (ELG) 9; Reading - ELG 10; Writing - ELG 11; Numbers</p>	<p>£4,852</p>	<p>Continued.</p>	<p>YTLs. EYL.</p>	<p>Children achieving Good Level of Development (GLD) score at the end of Reception increases. An increase to access of language for PP children who have an lower starting point compared to Non-PP.</p>	
<p>2. Additional teacher to work in the Inclusion Team who has completed advanced safeguarding training.</p>	<p>Liaise with Early Help support to provide vulnerable children and families, easy and rapid support. Track the attendance of vulnerable children. To improve pupil outcomes for disadvantaged children who are also SEND. Teacher to liaise with the attendance officer and parents to increase attendance for children in Y4 and Y6. Allows for rigorous tracking of the progress of SEND pupils. The teacher will liaise with the relevant staff and external agencies.</p>	<p>Support for disadvantaged SEND pupils across the school. Children with low attendance.</p>	<p>£13,339</p>	<p>New.</p>	<p>Inclusion VP. Class teachers. SENDCo. YTLs.</p>	<p>To diminish the difference between PP SEND children and Non-PP SEND children.</p>	

<p>3. The appointment of a highly effective Higher Level Teaching Assistant (HLTA) who will be focusing on disadvantaged children in year 2 - exceeding in core subjects and year 1 children to achieve the expected standard in core subjects.</p>	<p>To diminish the difference between Pupil Premium and non-PP children. To ensure their achievement is in line with National expectations. Higher proportion of children achieving exceeding expectations. To help children reach their full potential in English and Maths through high quality teaching.</p> <p>Improved learning outcomes in reading, writing and maths.</p> <p>High quality teaching assistance support to diminish the difference between PP and Non-PP.</p>	<p>Year 1 and 2</p>	<p>£7,209</p>	<p>Continued.</p>	<p>Inclusion Vice Principal (VP). Class teachers. Year Team Leaders (YTL).</p>	<p>Diminish the differences between PPG and non-PPG pupils by raising attainment and achievement across the school in English and Maths so that PPG pupils attain in-line with peers, particularly at the greater depth standard.</p>	
<p>4a. Teacher to support Pupil Premium (PP) children to meet and exceed the standard in Reading and maths in Y5/6.</p>	<p>To increase the % of pupils achieving the scaled score of 100 in Reading and Maths Y6. To increase the % of pupils exceeding the scaled score of 100 in Reading and writing in Y6. Quality first teaching/planning to specifically meet the needs of these pupils to diminish the difference between PP and Non-PP.</p>	<p>Increased teacher to pupil ratio in order to increase attainment and progress.</p>	<p>£15,795</p>	<p>Continued.</p>	<p>YTL - Year 6 UKS2 VP. VP Inclusion.</p>	<p>Accelerate progress of pupils who had made limited progress to date and increase the percentage of pupils achieving the national standard in year 5/6.</p>	
<p>4b. 1:1 tuition with specialist tutor for 1 day for Year 6 pupils.</p>	<p>To diminish the difference between Pupil Premium and non-PP children. To ensure their achievement is in line with National expectations. Quality first teaching/planning to specifically meet the needs of these pupils to diminish the difference between PP and Non-PP.</p>	<p>Targeted children in writing and maths.</p>	<p>£6,075</p>	<p>Continued.</p>	<p>Upper Key Stage 2 VP. YTL - Year 6.</p>	<p>To diminish the difference between disadvantaged and non- disadvantaged children in writing and maths.</p>	
<p>5. Teacher to support Pupil Premium (PP)</p>	<p>To increase the % of pupils achieving and exceeding the expected standard in core subjects.</p>	<p>Increased teacher to pupil ratio in order to increase</p>	<p>£17,785</p>	<p>New.</p>	<p>LKS1 VP YTL</p>	<p>Accelerate progress of pupils who had made limited progress to date and increase the percentage of</p>	

children for 2 days to meet and exceed the standard in Y3 core subjects.	Quality first teaching/planning to specifically meet the needs of these pupils to diminish the difference between PP and Non-PP.	attainment and progress.				pupils achieving national standards.	
6. Teacher to support Pupil Premium (PP) children for 5 mornings to make good progress in Reading and maths in Y4.	To increase the % of pupils achieving the national standard in reading and maths. Quality first teaching/planning to specifically meet the needs of these pupils to diminish the difference between PP and Non-PP. Teacher to liaise with the attendance officer to track absences and provide personalised teaching to children who have on going medical conditions.	Increased teacher to pupil ratio in order to increase attainment and progress.	£27,353	New.	LKS1 VP YTL	Accelerate progress of pupils who had made limited progress to date and increase the percentage of pupils achieving national standards.	
7. Read Away TA for children working significantly below expectations in KS2 for 5 afternoons.	Diminishes the difference in understanding, pre-reading of texts in English. High quality fiction and nonfiction texts will promote a love for reading and provide children with greater opportunities to read. Improve reading outcomes across KS2. High quality teaching assistance support to diminish the difference between PP and Non-PP.	Work daily with under-achieving readers/writers over a 20-week period.	£7,950	Continued.	VP Inclusion.	Children will achieve the expected standard of literacy to access learning across the curriculum.	
8. Reading and Maths 'catch-up' groups via 3 TAs during the school day.	Enhance the opportunity for pupils to access a balanced curriculum and develop reading for pleasure. Improve reading outcomes for disadvantaged pupils to be in line with non-disadvantaged children. High quality teaching assistance support to diminish the difference between PP and Non-PP.	Pupils whose reading age is significantly lower than would be expected in Y3-5.	£23,358	Continued.	Year Team Leaders 1, 3-5. KS1 VP. KS2 VPs.	Improved attainment and progress of children in reading and Maths. Children will be achieving age related expectations.	

<p>9. Curriculum and intervention resources</p>	<p>Cost of Cornerstone resources to develop a questions led and skills based curriculum which will fully engage disadvantaged children which will allow for greater opportunity to explore rich language across foundation subjects.</p> <p>There will be greater oral language (S+L) opportunities for children to explain their reasoning. The curriculum for foundation subjects will provide greater enhance the reading/writing skills across the school</p> <p>Additional resources for Maths No Problem, to compliment the teaching of Singapore maths.</p>	<p>All Years</p>	<p>£2,048</p>	<p>New</p>	<p>Principal VPs YTLs CT</p>	<p>To embed and encourage cross curriculum links into afternoon lessons. Improve confidence in reading and writing so that pupils make substantial progress from a starting point. To widen the experience of PP children to access an enriching curriculum.</p> <p>Disadvantaged pupils will demonstrate improved inference and deduction skills in reading at least in line with their peer, greater depth. Increase the access of language to develop their reading skills.</p> <p>Disadvantaged pupils will demonstrate fluency when applying mathematical skills so that pupils make substantial progress from a starting point. Increase their resilience to answer problems in a number of ways.</p>	
<p>10. Leadership Opportunities</p>	<p>Development of opportunities for disadvantaged pupils to lead and take on responsibilities within school, also developing resilience, being proactive, etc. to prepare pupils for the wider world.</p> <p>Raise the aspiration of PP children.</p>	<p>KS2 pupils</p>	<p>£7,786</p>	<p>New</p>	<p>VP inclusion YTLs</p>	<p>To develop confidence and independence in learning, especially for disadvantaged pupils.</p> <p>Pupils to demonstrate greater awareness of opportunities that are open to them in the wider world.</p>	
<p>11. Attendance Manager to track attendance and punctuality.</p>	<p>Attendance and punctuality improves especially for targeted groups/individuals.</p>	<p>All Years Attendance and punctuality of pupils with more</p>	<p>£7,545</p>	<p>Continued</p>	<p>School's attendance officer VP inclusion.</p>	<p>Continue to demonstrate improved levels in whole school attendance so that attendance between disadvantaged pupils and</p>	

	<p>Class teachers to track poor attendance in their class and meet parents with year leaders.</p> <p>The welfare team will be involved in making first day calls so that the attendance of vulnerable children is tracked and improved.</p> <p>Attendance officers and child and family support worker to make home visits to increase pupil and parental engagement and encourage PP children to attend school, and change the mind-set of their parents/understand the importance of high attendance.</p> <p>Introduction of attendance team to raise awareness of the importance of attending school particular those who have persistent low attendance.</p> <p>Support from the school's attendance officer and attendance team to work with families and children whose academic progress is impacted by poor attendance.</p>	<p>than 5% absence and lateness rigorously monitored by the Attendance Officer and Vice Principal for Inclusion</p> <p>Rewards for 100% attendance</p>			CT	<p>other pupils is in line.</p> <p>Continue to work with families to achieve a further decrease in persistent absentees and latecomers by</p> <p>Attendance improves to 97%.</p>	
12. Breakfast club; 1 teacher/2 TAs to work with children on reading and maths activities.	<p>Targets children with poor punctuality, low attendance and frequent lates due to a range of different home circumstances.</p> <p>To boost and increase pupils' physical proficiency and confidence a sense of well-being.</p> <p>Reading and maths sessions before school. 1:1 reading and a range of maths activities including games to engage children with learning taking place in class.</p>	<p>Pupils entitled to FSM in Y1-Y6.</p>	<p>£1,000 (teacher)</p> <p>£1,658</p> <p>£1,083 (2 TAs)</p>	Continued.	VP Inclusion.	<p>To develop fluency and faster maths thinking.</p> <p>FSM pupils from Y1 to Y6 improve reading attainment.</p> <p>Reading assessments at the beginning and end of half-term to monitor impact</p>	
13. Behaviour and Learning Mentor, with advanced safeguarding	<p>To boost pupils' self-esteem, enhance their attitudes to learning, their sense of well-being and their enjoyment of school.</p>	<p>Disadvantaged pupils with specific behaviour needs.</p>	<p>£7,787 (Behaviour Mentor)</p>	Continued.	VP Inclusion.	<p>To provide specialist behaviour support for pupils so that they are able to develop skills of resilience and self-esteem to impact</p>	

training, to work with disadvantaged pupils with specific behaviour needs.	<p>Small group and 1:1 support with specific behaviour interventions; 3 mornings a week.</p> <p>External agencies to work with PP children with specific behaviour/emotional needs due to emotion instability of family members, unsettled family arrangements and safeguarding concerns.</p>		£1,825 (External agencies)			<p>positively on their learning in class.</p> <p>Impact measured by engagement in class.</p>	
14. Subsidising the cost of school visits; curriculum enrichment, trips including residential trips and activities.	<p>Through trips, workshops and clubs pupils enjoy the experience of being at school and are keen to come before/stay later to participate in chosen activities.</p> <p>To ensure all pupils have access to school visits to enrich their curriculum. Support for payments towards termly extra-curricular trips.</p> <p>Widen the out of school experiences of children.</p>	All pupils when required/requested. Disadvantaged pupils.	£500	Continued.	VP Inclusion	<p>Enrich and extend the learning of pupils based on what will be taught/followed up in class.</p> <p>Increase first hand experiences and remove the potential cost barrier.</p> <p>Broaden the experience of PP children and increase the experience of life outside school.</p>	
15. Enrichment Opportunities. After school clubs for Years 1-6. Range of clubs on offer as extra-curricular provision (reading, art, cooking, sports, board games, etc.)	<p>Provide experiences for vulnerable children outside of school to improve self-esteem, confidence and social skills.</p> <p>Increases the pupils' physical proficiency, talent, skills and efforts in non-academic subjects are celebrated and develop self-confidence</p>	4 spaces allocated to PP eligible pupil in each club, each term; across a range of clubs.	£500	Continued.	VP Inclusion. VPs.	<p>Developing self-esteem of children who may have talents in sport/arts and crafts which will help them develop their confidence across the curriculum. Improved pupil confidence and engagement across school.</p> <p>Numbers of incidents relating to friendship issues will decrease. Tolerance of working with others will improve. Increase of pupil engagement.</p>	
16. Family Support Worker, who is advanced safeguarding	Provide targeted support including intensive 1:1 and group programmes for those with social, emotional and behavioural difficulties.	Vulnerable children. 1:1 LAC CP children CIN	£15,124	Continued.	VP Inclusion. SLT	Provide support for vulnerable children inside/outside of school to build self-esteem, and confidence through a range of coping strategies. The	

<p>trained, 4 mornings a week</p>	<p>Parents to have regular face to face contact with a member of staff from school to better support vulnerable families and children across the school. Support/ information is provided for families struggling to access housing, welfare, health, young carers and adult education.</p> <p>Promotes a sense of well-being. Provide social and emotional support for 1:1 children on CIN, CP plans, and those on LAC</p>					<p>FSW is able to liaise with any external agencies who may be involved with children.</p> <p>Builds the self-esteem and provides children with an adult to openly discuss concerns and issues which impact on their learning. Remove the barriers to learning and further engage participation in the curriculum.</p>	
<p>Total</p>			<p>£170,571</p>				