

Pupil Premium Plan and Strategy

2018-19

NOR	78
Number of pupils eligible for PP funding	21
Percentage of pupils eligible for PP funding	27%
Total Budget allocation	28, 800
Academy Deprivation Index	0.19
Nominated member of EAB	Pat Kemshell & Chris Pope
EAB PP Review dates	*Monday 19 November 2018 at 4.30pm *Monday 28 January 2019 at 4.30pm *Monday 8 July 2019 at 4.30pm

Outcomes of Previous Academic year

	All	PP	Others
EYFS (GLD)	10/12 (83%)	2/3 (67%)	8/9 (89%)
Year 1 Phonics	10/11 (91%)	2/3 (67%)	8/8 (100%)
Key Stage 1 Reading	7/13 (54%)	0/3 (0%)	7/10 (70%)
Key Stage 1 Writing	8/13 (62%)	1/3 (33%)	7/10 (70%)
Key Stage 1 Maths	10/13 (77%)	2/3 (67%)	8/10 (80%)
Key stage 2 Reading	8/10 (80%)	1/2 (50%)	7/8 (88%)
Key stage 2 Writing	10/10 (100%)	2/2 (100%)	8/8 (100%)
Key stage 2 Maths	10/10 (100%)	2/2 (100%)	8/8 (100%)

Pupil Premium - What is Pupil Premium?

Pupil Premium was introduced by the Department for Education (DfE) in 2011, as additional funding for pupils who receive Free School Meals and who are Looked After Children. This is because the DfE have recognised that good education is the key to improving young people's life chances. This is particularly true for children from low-income families, or who are Looked After Children, research shows that without intervention these children are far less likely to leave schools with good GCSE results than other children. The Pupil Premium, using additional resources from outside the School's Budget, is intended to address the current inequalities by ensuring that funding reaches the pupils who need it most.

The Pupil Premium has also been introduced for children whose parents are currently serving in the armed forces. This service premium is designed to address the emotional and social well-being of these pupils.

The DfE have stated that schools have the right to spend this funding as they see fit based upon their knowledge of pupil needs. There is obvious accountability that serves to ensure that the money is used effectively and to the benefit of these key groups.

What does the data suggest for priorities for the next academic year?

EYFS

1 PP child did not meet a GLD in reading and writing however he did in Maths.

KS1

Phonics – 1 pupil did not achieve phonic screening and will retake in Year 2

Reading – 0/3 children achieved expected standard in reading. 1 child is an initial concern for dyslexia, 1 child is a mobile pupil who arrived halfway through the year and was a persistent absentee last academic year and the final child was a LAC who has transferred to another school at the end of the year. Reading will be a whole school focus on the ADP in this academic year.

Writing – 1/3 children achieved expected standard - 29% lower than all children. 1 child is a mobile pupil who arrived halfway through the year and was a persistent absentee last academic year and the final child was a LAC who has transferred to another school at the end of the year

Maths – 10% lower than all children. 1 child is a mobile pupil who arrived halfway through the year and was a persistent absentee last academic year. These children did not achieve

Pupil premium children are achieving below all other children in reading, writing and maths. 0 children achieved greater depth

KS2

Pupil Premium children are achieving in line with all other children in writing and maths but 1 pupil did not achieve EXS in reading.

1 pupil premium pupil achieved Greater Depth in reading and writing (10% of the Year 6 cohort and 33% of the Year 6 PP cohort)

Behaviour and Attendance

3 PP pupils were classed as PA at some point in the academic year last year.

1 pupil has an Early Help in place

2 pupils had fines for absences

Current Pupils

	Number of ch % Eligible	% L -PA	% M-PA	% H -PA
Early Years	0			
Specific intervention need		_____	_____	_____
Objective number		_____	_____	_____
Y1	3 25%	33%	67%	
Specific intervention need		Motor Skills – Gross Phonics Number recognition Reading fluency	Phonics Reading fluency	
Objective number	1, 2, 3, 4			
Y2	3 33%	33%	67%	
Specific intervention need		Phonics Number Consolidation Reading fluency Handwriting	Phonics Number Consolidation Reading fluency Handwriting	
Objective number	2, 3, 4, 5			
Y3	3 25%	33%	33%	33%
Specific intervention need		Reading fluency Handwriting Maths Consolidation	Reading fluency Handwriting Maths Consolidation	Working at Greater depth. Tracking and monitoring in place to ensure this continues. Has daily access to challenges and acts as a class expert for peer support
Objective number	3, 4, 5,			
Y4	6 60%	50%	50%	

Specific intervention need		Reading fluency Handwriting Maths Consolidation	Reading fluency Handwriting Maths Consolidation	
Objective number	3, 4, 5, 6			
Y5	2 15%		100%	
Specific intervention need			Maths Consolidation	
Objective number	6			
Y6		25%	50%	25%
Specific intervention need		Maths Consolidation	Maths Consolidation Spelling Handwriting	Working at Greater depth. Tracking and monitoring in place to ensure this continues. Has daily access to challenges and acts as a class expert for peer support
Objective number	5, 6, 7			

Additional Planned Use of Funding (Whole Academy)

Whole school initiative	What will it cost?	How many pupils will benefit?	Who will be responsible?	Impact?
£25 grant for all PP children to support with purchase of uniform and school trips	£525	21 pupils	Finance Manager	All pupil premium children will not be at a disadvantage in regards to school uniform or attendance on school visits

Free extra curricular clubs	£2500 per year	All Academy pupils	Class teachers	Access to extra-curricular activities
Access to Extended Services including Behaviour Support, Family Support Worker, Counselling service, Educational Psychologist, Speech and Language	£750	All Academy pupils	Principal, SENDCo, DSL,	Access to extra services that can support with additional needs
Rewards for behaviour	£200	All Academy pupils	Principal, Finance Manager, Class teachers	Incentives provided for behaviour, application and completion of work

Objective 1 Years: 1	What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible?	What will success look like?
Improve motor skills	Provide gross motor skills intervention to support with DCD	£400	1	Teaching assistant	Autumn – tone shoulder and arm muscles. Begin to perform competently and with stamina exercises 2,3, 4 and 8 for pupils with DCD End of Year – Stamina to complete exercises 1 – 8, competently 80% of the time, ultimately to improve gross

					motor skills to in line with peers
Review Term 1					
Review Term 2					
Review Term 3					
Objective 2 Years: 1, 2, 3 & 4	What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible?	What will success look like?
Improve the percentage of children achieving ARE or Greater Depth in Reading and increase the % passing the phonics screening test	Provide daily reading 1:1 or in small groups children working below ARE to improve fluency	Staffing: TA £8000	27 pupil premium children	Middle Leaders, Class teachers and Teaching assistants	End of Year Increased % reaching the required standard and greater depth
	Y1 Phonics Group	Staffing: TA 2.5 hours per week £850	All Year 1 pupils	Y1 teacher, TA, Middle Leader and Principal	End of Year Increased % of children achieving the Phonics screening standard
	Y1 & 2 Phonics Booster Group	Staffing: TA £400	4 pupils	Y 1/ 2 teacher, TA, Middle Leader and Principal	End of Year Increased % of children passing the phonic screening test

	Year 3 reading for fluency	Staffing : TA £400	3 pupils	Year 3 teacher, TA, Middle Leader and Principal	End of Year Choosing books independently from the age appropriate reading shelf. Increased % of children achieving ARE or Greater Depth in Reading
	Year 4 reading for fluency	Staffing : TA 10 mins daily £400	5 pupils	Year 4 teacher, TA, Middle Leader and Principal	End of Year Choosing books independently from the age appropriate reading shelf. Increased % of children achieving ARE or Greater Depth in Reading
	Y6 SAT's Booster group	Staffing: LD £2500	All Y6 pupils	Learning Director and Principal	End of Year Increased % of children achieving ARE and GD
Review Term 1					
Review Term 2					
Review Term 3					

Objective 3 Years: 1 - 6	What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible?	What will success look like?
Improve the percentage of children achieving ARE or Greater Depth in Maths	Y1 Develop knowledge of number	Staffing: TA £400	1	Year 1 teacher, TA, Maths Lead, Principal	Autumn – Recognise numbers to 20 Spring – Recognise multiples of 10 End of Year – Recognise numbers to 100
	Y2 Consolidation of understanding of number	Staffing: TA £400	2	Year 2 teacher, TA, Maths Lead, Principal	End of Year – Pupils to have improved understanding and independent application to achieve EXS
	Y3 Targeted intervention	Staffing: TA £600	3	Year 3 teacher, TA, Maths Lead, Principal	End of Year – Pupils to have improved understanding and independent application to achieve EXS
	Y4 – Targeted intervention Plus classroom support for targeted pupils	Staffing: TA £600	4	Year 4 teacher, TA, Maths Lead, Principal	End of Year – Pupils to have improved understanding and independent application to achieve EXS
	Y5 - Targeted intervention plus classroom support for targeted pupils	Staffing: Teacher £1100	2	Assistant Principal, TA, Principal	End of Year – Pupils to have improved understanding and independent application to achieve EXS
	Y6 – Power of 2 (Maths) plus classroom support for targeted pupils	Staffing: Teacher £1100	1	Assistant Principal, TA, Principal	End of Year – Pupils to have improved understanding and independent application to achieve EXS
	Y6 – Improved arithmetic knowledge plus classroom support for targeted pupils	Staffing: Teacher/TA £1100	3	Assistant Principal, TA, Principal	End of Year – Pupils to have improved understanding and independent application to achieve

					EXS and challenge themselves to achieve GD
Review Term 1					
Review Term 2					
Review Term 3					

Objective 4	What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible?	What will success look like?
Years: 1, 2, 3, 4, 6					
Improve pupils handwriting to meet the national curriculum requirements	Year 2: Taught shape, size, formation and ascenders	Staffing: Teacher/TA £400	Whole class	Year 2 teacher, TA, Principal	Autumn – Use spacing between words that reflects the size of the letter Spring – Specific a: Form lower-case letters in the correct direction, starting and finishing in the right place. Specific b: Use spacing between words that reflects the size of the letters. End of year

					Form lower-case letters of the correct size relative to one another.
	Year 3: Taught shape, size, formation and ascenders	Staffing: Teacher/TA £400	3	Year 3 teacher, TA, Principal	End of Year Children will consistently follow the requirements of the national curriculum and the handwriting policy and will write fluently
	Year 4: Taught shape, size, formation and ascenders	Staffing: Teacher/TA £400	4	Year 4 teacher, TA, Principal	End of Year Children will consistently follow the requirements of the national curriculum and the handwriting policy and will write fluently
	Year 6: Accuracy in formation	Staffing: Teacher £900	1	Year 6 teacher, Principal	Autumn Work on improving the % accuracy of words written per minute End of year: Will be able to write own responses to SATS tests as opposed to using a scribe and answers will be legible
Review Term 1					

Review Term 2	
Review Term 3	

Objective 5 Years: 6	What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible?	What will success look like?
Improve the spelling accuracy of pupils towards meeting End of year expectations	IT programme daily with a focus on overlearning	Staffing: Teacher £900	1	Year 6 teacher, TA, SENDco, Principal	Will be able to write own responses to SATS tests as opposed to using a scribe and answers will be legible
Review Term 1					
Review Term 2					



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Review Term 3	
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