

## Intention of spending 2016-17

This year, the academy has received £112,500 from the Pupil Premium (PP) initiative, including EYFS funding. Following a review of last year's spending, and other self-evaluation activities, we identified that our key priorities to maximise the impact of this funding on achievement are:

Pupil Premium Funding	Cost	Purpose	Desired Outcomes
Learning Mentor will ensure that the needs of all vulnerable pupils are effectively met	£25,000	<ol style="list-style-type: none"> <li>1) Ensure attendance for pupils who receive PP is very closely tracked.</li> <li>2) Persistent absence for PP children is monitored very closely and support is given to parents to ensure children regularly come to school.</li> <li>3) Continued support with behavioural and social needs through targeted intervention groups.</li> </ol>	<ol style="list-style-type: none"> <li>1) Increase in daily attendance of PP children.</li> <li>2) Decrease in percentage of PP children who are persistently absent.</li> <li>3) Decrease in amount of PP children who have "time out" of lessons from 12%.</li> </ol>
HLTAs will continue to be employed to release members of the SLT so that teaching and learning can be improved through school.	£40,000	<ol style="list-style-type: none"> <li>1) Individualised support at all levels.</li> <li>2) Targeted support for pupils to address misconceptions, gaps and weaknesses.</li> </ol>	<ol style="list-style-type: none"> <li>1) The outcomes at the end of KS1 and KS2 for PP children will have increased. There will be a focus on maths and GPS at the end of Year 6.</li> </ol>
Purchasing further maths resources to support mathematical understanding	£4000	<ol style="list-style-type: none"> <li>1) Consolidating a multi-sensory resource to help pupils solve problems.</li> <li>2) Improve pupils' confidence in developing reasoning skills and applying problem skills in mathematics.</li> </ol>	<ol style="list-style-type: none"> <li>1) Amount of PP children achieving the expected level in maths at the end of Year 6 will rise from 55%.</li> <li>2) More PP children in other year groups will make better than expected progress.</li> </ol>
Purchase spelling and writing resources to support development of GPS skills	£4000	<ol style="list-style-type: none"> <li>1) Ensure support is given to develop these skills for PP children. Raise the profile of spelling and GPS.</li> </ol>	<ol style="list-style-type: none"> <li>1) Amount of PP children achieving the expected level at the end in writing at the end of Year 6 will rise from 67%.</li> <li>2) The % of children achieving 10plus marks in their spelling score at the end of Year 6 for PP children will increase from 44%.</li> </ol>
Library resources and books to promote a love of reading which PP children can access	£3000	<ol style="list-style-type: none"> <li>1) Continue to raise the profile of reading especially for PP children in EYFS. Raise the profile of reading at home among pupils and parents.</li> </ol>	<ol style="list-style-type: none"> <li>1) Increase in the amount of PP children in EYFS who achieve expected level in reading from 33%.</li> <li>2) Number of EYFS children reading at home increases as evidence in reading record.</li> </ol>
Staff and resourcing for additional after school clubs	£4500	<ol style="list-style-type: none"> <li>1) Provide extra-curricular activities for PP pupils to promote enjoyment outside of the school day</li> </ol>	<ol style="list-style-type: none"> <li>1) More PP children attending after-school clubs. Currently 46% of</li> </ol>

			PP children attend clubs. 2) Develop self-confidence and self-esteem.
Subsidise enrichment activities for each year group such as theatre groups, workshops at YSP, music lessons, school visits and residential visits	£7500	1) Ensure that all pupils, including those in receipt of the PP, receive curriculum provision which deepens learning experiences and that PP children have opportunities to extend learning experiences in a range of contexts.	1) Increased self-confidence and greater independence. 2) Better team work and collaborative skills. 3) Opportunities to capture pupils' imagination and provide greater opportunities.
Revision guides in the core subjects for children in Year 2 and Year 6	£1500	1) Support PP children in their development of basic skills at the end of KS1 and KS2. 2) Maximise parental engagement in order to support children at home.	1) The outcomes at the end of KS1 and KS2 for PP children will have increased. There will be a focus on maths and GPS at the end of Year 6.
School uniform for PP children	£1000	1) Ensure that pupils are school ready.	1) Increased confidence and ready for school.
Trust Leaders of Education (TLE) to support PP children's attitudes to learning	£7000	1) Improved quality of daily teaching and sharing of expertise. 2) Tracking progress of PP children. 3) Monitor and evaluate work done in relation to PP children attitudes to learning. 4) Provide knowledge and advice to staff.	1) The outcomes at the end of KS1 and KS2 for PP children will have increased. There will be a focus on maths and GPS at the end of Year 6.
Employment of ESA as an additional member of Early Years staff	£7000	1) Intervention groups will be run which will support the learning of PP children and address any gaps. 2) Ensure that PP pupils receive the best possible start to their education in EYFS.	1) Increased % of pupils reaching a GLD from 33% last year. 2) The gap between the percentage of children achieving GLD for PP children and non PP children will reduce from 40%.
Purchase English and maths resources to inspire outdoor learning in EYFS and further develop our children's basic skills.	£7500	1) Improve the outdoor learning opportunities for PP children and to extend their learning in a range of new contexts. 2) Continue to raise the profile of core subjects in learning areas	1) An increased engagement in outdoor learning. 2) A higher quality of work produced in reading, maths and writing outside the classroom.
Purchasing additional resources to deliver specific intervention linked to PP need	£500	1) Resources will enable interventions groups to run effectively as gaps in the learning of PP children are addressed.	1) Increased % of pupils reaching a GLD from 33% last year. 2) The gap between the percentage of children achieving GLD for PP children and non PP children will reduce from 40%.

The schools evaluation of its own performance is rigorous. Tracking of progress overtime for each pupil is thorough, and so we can quickly identify any dips and develop sensible strategies and interventions to promote improvement. A wide range of data is used – achievement data, pupils work, observations, learning walks and staff, parent and pupil voice. Assessments are collected, monitored and analysed regularly. Following that stage, teaching staff attend pupil progress meetings. Interventions are then adapted and changed if they do not meet the needs of the pupils. The TLE also holds regular meetings to monitor attendance and persistent absence. Pupil Premium voice is also captured during pupil progress meetings. There is also regular monitoring of pupil participation in sporting activities and after-school clubs.