

SHA: Pupil Premium Strategy 2017-18 (Financial Year)

Summary information						
Financial Year	2017 - 18	Total Pupil Premium budget Received	£20630 £9454.06	Dates for internal reviews of this strategy and received figure update	December 2017 March 2018 July 2018	
Total number of pupils	48 (50 roll)	No. pupils eligible for Pupil Premium	41 (84%)			
Strategy 2017-18						
Barriers to future attainment for pupils eligible for Pupil Premium			Desired outcomes			
<ul style="list-style-type: none"> Financial constraints preventing families from allowing pupils to take part in enriching activities inside and outside of school. Parental engagement in school life Emotional distress Lack of a healthy lifestyle Low academic baseline and slow progress in learning in the core subjects Literacy and Numeracy Special Educational Needs Attendance 			<ul style="list-style-type: none"> Equal access to enrichment opportunities within and outside of school. Increased engagement in school for some parents Emotional stability Increase pupil resilience and positivity Healthier lifestyles and choices for targeted pupils Increased progress in core subjects for pupils who are falling behind Graduated response to SEN, which results in pupils achieving their full potential (<i>see IEBPs or ISP's</i>) Improvement in Literacy and Numeracy Reduction in authorised and unauthorised absences for targeted pupils. 			
Planned expenditure						
i. Access for all						
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review of impact	Cost
Equal access to enrichment opportunities within and outside school	Curriculum matching needs of pupils with enrichment opportunities Uniform costs covered and hardship cases considered for additional uniform equipment and trips Nutrition for healthy mind and body. Breakfast club	<ul style="list-style-type: none"> “Disadvantaged children who take part in after-school clubs during primary school have higher KS2 results than those who do not” NatCen: Can Out of School Activities Close the Education Gap? 2016. Proven track-record of this approach building bridges with families 	Assigning a designated staff lead from SLT and Middle management Keeping records of participation and pupil premium expenditure Behaviour improves Attendance improves	JK, ST, JW, JO	Termly – written report to be submitted to Academy Leadership team	£1,500 (trips, enrichment) Uniform £1500 Breakfast club £500

			Makes good academic progress			
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Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review of impact	Cost
<p>Increase pupil resilience and positivity Socially and emotionally.</p> <p>SIS Surveys demonstrate the baseline. SIS Surveys demonstrate positive progress in Five key areas of social and emotional development.</p>	<p>Continuation of half-termly themes for assemblies, classroom focus (including theme planning) and weekly awards.</p> <p>Keyworker input Look at developing the Wellbeing curriculum and Princes Trust</p> <p>Enrichment activities at all key stages to help support social and emotional development</p>	<ul style="list-style-type: none"> The trend over time in our Baseline Assessment shows that pupils are less ready to start school, socially and emotionally. The growing number of pupils requiring emotional support due to a lack of self-confidence and / resilience. Good progress was made during 2016-17, with improvements evident in behaviour for learning across school. Pupils have a developing awareness of the characteristics required to be positive learners, which can be built on during 2017-18. 	<p>Continued whole school focus driven through the Raising Achievement Plan for 2017-18, monitored half-termly by SLT and termly by governors.</p> <p>SLT / school adviser walkthroughs indicate increase in positive behaviour</p> <p>Pupil feedback from questionnaire, interview and School Council meetings indicate increased positive behaviour.</p> <p>SIS Surveys demonstrate positive progress in at least one key area of social and emotional development</p>	JO,ST	<p>School Council Sep 17</p> <p>Pupil Interviews half termly</p> <p>Half-termly review</p> <p>Pupil Questionnaire termly</p> <p>Parent Questionnaire termly</p>	£1500 (Sleuth licence contribution)

ii. Targeted support						
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review of Impact	Cost
Equal access to enrichment opportunities within and outside of school TrustLinks Healthier lifestyles	<ul style="list-style-type: none"> Gardening (Trust Links) Funding of clubs (Breakfast Club)/ visits / residential for PPG pupils	<ul style="list-style-type: none"> “Disadvantaged children who take part in after-school clubs during primary school have higher KS2 results than those who do not” NatCen: Can Out of School Activities Close the Education Gap? 2016. 	Pupil interviews to feedback on activities indicate positive participation. Behaviour incidents reduce Academic engagement increases	ST, JO	Termly report to SLT	£3750 (Trustlinks) Visits £1000
Emotional Stability Therapeutic Intervention Play therapist Music therapist	Access to weekly counselling sessions with in school trained counsellor	<ul style="list-style-type: none"> Counsellor has a proven track record of success supporting pupils and their families with a range of emotional difficulties. ‘Growing Up: Why mental health matters in schools’ Place2Be 2014 	Weekly meetings with counsellor to review progress. Social and emotional targets are achieved Feedback from pupils indicate increased emotional stability Feedback from parents indicate positive trend with	KP,JK	Half-termly report to SLT	£2,200 £2,200

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review of Impact	Cost
Increased progress in core subjects	On-to-one intervention with experienced teaching assistant. Small group intervention with experienced teaching assistant. Additional teaching assistant support in class	<ul style="list-style-type: none"> • 'Evaluation of the Making Good Progress Pilot' DCSF Research 2010 • Academy's own evaluated provision maps • Parental feedback. 	Half-termly tracking of pupils Evaluation of pupil needs provision maps.	JK, JM	Half termly reviews by Academy leaders and feedback to SLT Meeting	Cost of one intervention staff SHA £1500
Improved Literacy and Numeracy for PP pupils and elimination of gaps between PP and non-PP	Academy wide Literacy and Numeracy strategy Lexia system to be introduced for targeted intervention	<ul style="list-style-type: none"> • Improved Literacy and Numeracy improve academic performance 	Literacy and Numeracy strategy to be reviewed as part of Teaching and Learning monitoring	JM		£1500 (Lexia) Licence contribution £20,650

<p>Reduction in authorised and unauthorised absence for targeted pupils</p> <p>Attendance Strategy</p>	<p>First response protocols followed and logged</p> <p>Academy Leadership Team to follow up with telephone calls</p> <p>Contingency plan for getting child to school made with parent, staff to collect by minibus</p> <p>Involvement of Pupil Attendance Support Team.</p>	<ul style="list-style-type: none"> • Learning is stalling for two pupils due to low attendance • Inability to get children to school is often cited as a reason for absence 	<p>Attendance will improve in line with national expectations</p>		<p>Termly attendance report to SLT</p>	
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