



Pupil Premium Strategy 2017-18

The Pupil Premium is allocated to Children from low-income families who are currently known to be 'Disadvantaged' in both mainstream and non- mainstream settings and children who have been 'looked after' continuously in the last six months. This also includes children who have been eligible for FSM within the last 6 years (known as the Ever 6 measure).

Schools are free to spend their Pupil Premium allocation as they see fit. However, we are held accountable for how we have used the additional funding to support pupils from low income families. From September 2012, schools were required to publish online information about how we have used the funding. This ensures that parents and others are made fully aware of the attainment of pupils covered by the Premium and the extra support that they receive.

In the coming year, the current successes will be built upon and include continued tracking of individual learners; one to one tuition; support during lunchtimes and interventions by Teaching Assistants to meet the children's social and emotional needs.

In 2017-18 we are continuing structured intervention strategies to support under-attainment and to challenge higher attaining pupils. These strategies including, Lexia, Rapid Writing and the Wellcomm Toolkit (GL) for Speech and language intervention in early years.

All interventions will continue to be specifically targeted, based upon identification of the individual needs of Free School Meals, Ever 6, Forces pupils, and CLA identifying those where progress has been below and those with higher starting points.

Pupil Premium Grant (PPG) received:	April 2016 -17	April 2017-18
Total number of pupils on roll	239	245
Total number of pupils eligible for PPG	17 (£22,440)	15 (8 FSM)
Total number of Early Years PPG	0	2
Total Number of Service Children	0	1 (£300)
Total Number of CLA	4 (£7,200)	1 (£1,900)
Amount of PPG per pupil	£1,320	£1,320
Total amount of PPG received	£29,640	£22,000

Performance of Disadvantaged pupils: (pupils eligible for FSM or in local authority care for more than 6 months)		
FSM pupils Attainment and Progress	2015-2016	2016-17

% of FSM/LAC pupils making expected attainment in Reading	71%	81%
% of FSM/LAC pupils making expected progress in Reading	100%	93%
% of FSM/LAC pupils making expected attainment in Writing	65%	81%
% of FSM/LAC pupils making expected progress in Writing	100%	93%
% of FSM/LAC pupils making expected attainment in Mathematics	65%	81%
% of FSM/LAC pupils making expected progress in Mathematics	89%	97%

Barriers to the future attainment of Disadvantaged Pupils.

In-school barriers:

1. Under-attainment on entry to the relevant programme of study or not meeting potential
2. Learning behaviour and engagement.
3. Learning needs and social and emotional factors
4. Attendance

External barriers:

5. Family Engagement a) Social and Emotional. b) Educational
6. Mental Health and other Health / Medical needs.

Desired Outcomes:

The pupil premium allocation is used to address the barriers identified above. The way in which this is spent and how the impact and effect of its expenditure is measured, is detailed below. This is reviewed on a termly basis with the designated Local Academy Council member for Pupil Premium who will consequently present the findings to the full Local Academy Council.

The LAC, Local Academy Council member is **Mr G. Baker**

Planned Expenditure 2017-18

Perton Primary Academy will use the Pupil Premium to:-

- a) Improve the quality of teaching and learning for all through staff development to enhanced classroom pedagogy.
- b) Provide targeted support through planned interventions and learning resources
- c) Provide enrichment opportunities and support for Academy strategies.

Record of PPG spending by item/project in 2017/2018

Desired Outcomes for Disadvantaged Children.	Chosen Action / Approach / Item Project	What are we spending PP on?	What Barriers does the strategy refer to?	How / When will the impact be measured?
a) Improve the quality of teaching and learning for all through staff development to enhance classroom pedagogy.				
CPD to ensure a highly skilled workforce confident with subject knowledge.	CPD in Spelling Punctuation and Grammar, Writing at Greater Depth, Stretch & Challenge. CPD in Maths Inspire pedagogy.	Consultancy training by Anna Gregory 2 x £300	1, 2, 3	Diminishing the difference between the attainment of Disadvantaged and Other pupils
Pupils effectively use strategies for developing and monitoring their reading comprehension, writing and Maths.	Teach / model and give structured support and strategies for children to apply, check and overcome barriers towards independence	Learning Walks, Pupil conference with PPG group and Others Half-termly book trawls by SLT 6 x Management sessions	1, 2, 3	Pupil Survey / Conferences Sutton Trust + 9 months.
Use high-quality information about pupils' current capabilities to select the best Next Steps for teaching	Use accurate baseline / termly tests to ensure intervention is appropriate in Reading, Writing and Maths	'Tobens' KS1/2 Assessments in Maths.£110 PIRA Standardized Assessments in Reading £950 Oxford Owl Book Band checks	1,2,3	Termly standardized scores Appropriate Reading Book Levels.
Ensure the performance of these groups is: a) In line with their peers b) In line with National.	One-to-one / small group tutoring to target skills Gaps.	TA support across year groups. R – 3 PPG Y1 – 5 PPG Y2 – 1 PPG Y3 – 6 PPG Y4 – 3 PPG	1, 2, 3	Termly pupil progress reviews Termly data analysis. Sutton Trust + 5 months
To raise standards for under-attaining pupils in core subjects through the acquisition and consolidation of core skills.	Self-review of the Primary Quality Mark in English and Maths through Learning walks. Self-review the	SLT Monitoring / Reports: 1 day	1,2,5b	Prepare for external assessor Interim visit in Au 2018

	Early Years Quality Mark.			
Raise attainment of Disadvantaged learners with Dyslexia.	Self-Review of Dyslexia Enhanced status	Senco Monitoring 1 day / 1 Staff Meeting to update checklist of strategies	1,3,5b	Report to LAC Governor on effectiveness of Dyslexia strategies
b) Provide targeted support through planned interventions				
To raise standards of Speaking and Listening skills.	Wellcomm Speech & Language programme	Wellcomm Tool 15 hours TA Speech & Language support across school.	1, 2, 3 5b	Half Termly reviews of progress in Speech & Language.
To raise standards of Writing for under-attaining groups.	Rapid Writing Intervention programme	Rapid Writing resources. £500	1, 2, 3	Half termly reviews of Writing interventions.
Promote independent learning	Lexia interventions and personalised practice.	Lexia -3 year licence. £1,000 pa	1,3	Senco monitoring of Lexia interventions. +4 months
Secure rapid progress in Phonics for PPG / CLA groups.	Big Cat resources match books to Phonics Phases and to accelerate reading.	TA Phonics Intervention Spr / Su 1 hr daily £100	1, 5b	Half-termly phonics monitoring National Phonics standard met in Year 1
Rapid progress in Maths through Numicon Intervention	Numicon Resources, Handbook and CPD	Numicon resources: £500	1,2,3	
Well-trained workforce-delivering high quality intervention programmes to ensure children make improved progress impacting on attainment.	Training the TAs and PWA's to deliver high impact interventions eg Lego Therapy,	CPD Resources for Therapy sessions £150	1, 3, 4, 5b,	Staff Appraisal. Senco monitoring of appropriate and proportionate interventions.
c) Provide other support for Whole Academy strategies.				
To meet social and emotional needs of Disadvantaged children.	Social Skills Groups	10 sessions £100	2, 5a	Boxall Profile measures self-esteem. Pupil conferences.
To promote positive play-times	Participation in lunch-time nurture activities	£3,420	2, 3, 4, 5a, 6	Calmer lunch-time

Ensure enrichment of the broader Foundation curriculum	Music Tuition	£1,000	1, 2, 4, 5b	Music SL. Pupil grades awarded by London School of Music.
To use digital technology to support learning in problem solving	ICT E-Learning (Purple Mash)	1 pads 6 x £195 : £1170	1, 2, 5b	Learners use technology for problem solving. + 4 months
Effective communication with parents and monitoring of statutory welfare needs	Attendance Officer Monitoring role	1hr x 38 weeks = £380. FSM Eligibility Check £190 Link2ICT My Concern: £600	4, 5a,5b, 6	Half-termly reviews of PP / CLA looking at patterns of attendance with Principal.
Participation in enrichment visits and Residential field trips.	Residential / Trip Extended School opportunities providing enrichment activities which the children might not otherwise get.	Academy contribution to balance cost of visits and field trips Breakfast Club, Uniform for PP / LAC. £1500 estimated	2, 4, 5a , 6	Pupil and Parent feedback on visits. Pupil progress reports reflect engagement.
Total spent on staffing	£ 14,730			
Total spent on resources	£ 7,270			
Total predicted spend	£22.000			
Amount remaining	Predicted amount to be carried forward to 2018 – 19 budget = £ 0			