Pupil Premium

The Pupil Premium is an allocation of funding provided to schools to support children who may be vulnerable to underachievement. The Pupil Premium is allocated to schools on the basis of the number of students on roll known to be currently eligible for Free School Meals or who have claimed within the last 6 years, as well as students who have been looked after continuously for more than 6 months by the Local Authority. Children of members of the armed forces are also entitled to an element of this funding. All schools are required to report on the amount of funding received and how this is being used.

Principles

We organise teaching and learning at Haxby Road Academy in order to meet the needs of all children in the best way. We allocate some of the Pupil Premium money to make sure all children have their needs met through quality first teaching. Haxby Road ensures that appropriate provision is made for children who belong to vulnerable groups and that our socially disadvantaged children have their needs adequately assessed and met. Haxby Road Academy further supports these groups using many strategies that are beyond the remit of the expenditure report.

We recognise that not all children who receive the Pupil Premium Grant (PPG) will be socially disadvantaged and we also recognise that not all children that are disadvantaged receive the Pupil Premium Grant. Given this, we will carefully track how well Pupil Premium Grant children are achieving as a group compared to their peers in our school and nationally.

Proposals for Academic Year 2014/15

<table>
<tr><td colspan="2">Number of Pupil and Pupil Premium Grant (PPG) for 2014/15</td></tr>
<tr><td>Total number of children eligible for PPG</td><td>69</td></tr>
<tr><td>Total amount of PPG</td><td>£113,700</td></tr>
<tr><td colspan="2">Objectives
• To ensure the in-school attainment of PPG pupils continues in line with Non PPG children in reading, writing and maths.
• To ensure high attainment of higher achieving PPG pupils.
• To increase targeted extended school opportunities for PPG pupils.
• To increase the range of services available to support the wellbeing of PPG pupils.
• To increase punctuality of PPG pupils through increased monitoring and engagement with families.
• To raise the aspirations of PPG families.
• To ensure the value of education and learning continues to improve within our PPG families.</td></tr>
<tr><td>Proposed spending of Pupil Premium Grant (PPG) 2014/15</td><td>Outcomes</td></tr>
<tr><td>Attainment and Progress
• Support underachieving pupils in literacy and numeracy by providing quality first teaching, supported by well-trained classroom support staff.
• 1:1 & small group pupil support as needed</td><td>Attainment and progress for PPG pupils in 2015.
-In EYFS the % of FSM children achieving a GLD was slightly higher than non-FSM
- In 2015 Year 1 Phonics screening, disadvantaged children are not achieving as highly so this is an area of focus for 2015/2016
- In KS1 the overall NC core subject attainment gap</td></tr>
</table>

- Extra curricular enrichment clubs for all pupils in Y5 and 6.
- Enrichment opportunities with specialists embedded within the curriculum for all.
- Matched interventions for all children, adapted as needed.
- Targeted parent workshops and Inspire events sharing with families, how to engage and support children with their learning.
- Homework clubs, with additional after school provision for PPG siblings, to enable all PPG children to attend.

Well-being and pastoral support

- Free places at breakfast club for PPG pupils to ensure readiness for learning.
- Early support for PPG pupils with special educational needs whilst awaiting SEN funding.
- Support for PPG pupils with identified barriers to learning through a range of targeted emotional/mental health interventions, such as trained ELSAs, Worry-box, Fireworks, Social groups.
- Lunchtime clubs to offer alternative provision to support vulnerable PPG children unable to successfully access free outdoor play.
- Additional time from the Educational Psychology service to offer advice and supervision for the FPST manager and to run 1-1 intervention.

Attendance/Family Support

- Support for vulnerable PPG families via Family and Pupil Support Team including EBOR café drop in and Family Matters sessions.
- Dedicated time for Family and Pupil Support Team to work with families of PPG pupils to increase attendance percentages and improve punctuality.
- Daily attendance monitor to contact parents by 9.30am with follow up visits by member of FPST and Head Teacher, including collection of vulnerable children when necessary.
- Weekly, termly and yearly attendance rewards for ISEDOT to motivate PPG children.
- Courses run for parents on how to remove barriers to learning and bringing families together to support each other (Strengthening Families Strengthening Communities)
- Dedicated time for PFST member to meet with Principal Education Welfare Officer for the Access Inclusion Team to take additional action where vulnerable PPG pupil attendance remains or falls below national average, as well as a minimum of termly visits also including the Head Teacher.
- Dedicated full time FPST manager to liaise with PPG families and support PPG children in school.
- Dedicated time working with 23 PP children and families and multi-agency Safeguarding teams, including FEHAs (Family Early Help Assessments), Child in Need and Child Protection Plans, as well as regular liaison with professionals from Children's Social Care

between PPG and non-PPG children is slightly narrower than nationally.
-Overall in KS2 PPG pupils' outperformed non-PPG in all subjects. The number of PPG children achieving Level 5 in Reading, Writing and Maths was higher than non PPG and higher than national expectations.
- In Y1 PPG children made outstanding progress in Reading (7.5 APS), Writing (7.9 APS) and Maths (7.1 APS) this was mostly in line with non-PPG peers.
- In Y2 and Y3 PPG pupils made good progress that was the same or greater than their peers.
- In Y4 in writing and maths PPG pupils made more progress than non-PPG with a very slight dip in their progress in reading. (3.64 APS for PPG and 4.00 APS for non-PPG)
-In Year 5 PPG children made more progress than non-PPG in writing and maths however progress in reading was lower. This is an area which will be targeted with PPG funding for these children in 2015/2016.
- Year 6 in reading and writing PPG made greater progress than non-PPG. (+1.75APS reading; +1.38APS writing). In maths PPG children made slightly less progress than non-PPG (-0.25APS)

Well-being and pastoral support for PPG pupils 2015

-Free breakfast places were offered to children up until the summer which developed into children starting to come in early to The Hub (Helping Us Belong) in the second half of summer term.
-In early years, children were taught in small groups, 'family groupings,' of 15 pupils rather than in a large class setting. This enabled them to receive more support and nurture. Children with an identified Special Educational Need were able to access differentiated teaching in the nursery setting within their open plan learning environment.
-66% of PPG pupils have had intervention in place where barriers were identified. SEMH intervention?
-Lunch time clubs included: football, Pokemon, knitting, Lego, Dance & Gymnastics, film club and increased staff presence in the dining hall and on the playground. These clubs have resulted in fewer behavioural incidences on a lunch time as well as increased staff confidence regarding authority with the children.
- 'Go karting club' for targeted SEMH children reduced incidents within the classroom, break and lunchtimes it also improved peer relationships.
-The time used from our Educational Psychologist to work with Karen Doyle, the FPST manager has provided the professional evaluation needed to be able to implement appropriate strategies for children who are struggling in school and ensured they are in line with SEMH best practice. This time has allowed the school to quality assure these interventions & support in place and feed into future planning for support packages required.

Attendance & Family Support for PPG pupils 2015

- Weekly Monday café 90% of attendees were PPG families *(48% of all PPG families in school).*
- Maintained attendance rate above 95.1% tracking by identifying PPG students and working closely thus improving attendance for 50% of PPG children. Maintaining this and raising attendance for the other 50% is a continued focus for 2015/2016
- Weekly assemblies: 100% attendance prizes, class prizes, termly trips & yearly cinema trip
-80% of families attending SFSC were PPG (37% of all PPG families in school)
- 100% of families being supported through multi agency safeguarding teams were PPG *(62% of all PPG families in school).* This now supports **45** children and their families.

PPG Spending Breakdown	Brief Details	Amount
Teachers	<u>Teaching Staff</u> • Additional Y5/6 teacher to allow for significantly lower class sizes <u>Management Staff</u> • Assistant Head – management of PPG and data analysis – 2.5hrs a week • SENCO – intervention planning, supervision and training for intervention staff & reviewing outcomes – 2.5hrs a week • Head Teacher - visiting homes on a morning with FPST manager for children who have not come into school – 1hr a week	£26600 £ 4125 £ 4125 £ 2048
Education support staff	• Quality first teaching and additional class support/interventions delivered by funding additional hours on an afternoon for TA posts across school	£14728
Family and Pupil Support Team	• Manager of Family and Pupil Support Team (Grade 8 manager full time) • Level 3 TA for FPST • Enrichment staff KD 1.5 hrs	£32844 £21275 £ 9432
Staff CPD	Intervention Training • Precision Teaching • Numicon • Team Teach • Phonic Training • Restorative Practice • Building Resilience • Growth Mindset • Stonewall Training • SEND training • Building the Package around the Child • Clicker 6 Training	£ 3648
Educational Resources & additional expenditure	• Bug Club • Numicon • PAM assessments • ICT resources • Clicker 6	£ 3400
TOTAL SPEND		£122225