

E-ACT

Pupil Premium strategy statement for 2017-2018

The barriers to learning set out below reflect some deep seated and seemingly intractable socio-economic issues which do not lend themselves to “quick fixes”.

Therefore school uses a large part of its pupil premium money to “bear down” on these barriers consistently over a number of years as a longer term investment in the academic future of our children. For example, spending on school trips and free extra - curricular clubs is a regular item of expenditure.

Within this overall approach, there will be a degree of variation in how pupil premium money is spend on an annual basis in response to specific performance data and the particular concerns this may through up.

Furthermore, the senior leadership of the school does look critically at the impact this spending is having on outcomes for all children, but especially the disadvantaged. Expenditure that does not improve outcomes is redirected as and when necessary to make the best possible use of public monies.

Barriers to learning

A, Narrow experience of life outside school

B, Poor early speech and language development

C, Speaking, reading and writing problems reflecting English as a second language for many

D, Very low baseline attainment on entry into Nursery across all areas of learning, but especially social, emotional and personal development and communication.

E, Parental disengagement / low aspirations/ misplaced ideas around ways of learning

F, Limited access to high quality reading materials outside school

G, Attendance and punctuality issues

H, Safeguarding and emotional barriers

I, Children with Special needs whose learning issues are compounded by some of the above

Pupil Premium Action Plan 2017/18			
Aims	Success Criteria	Costs	Impact
<p>To improve team capacity to respond to attendance issues, therefore impacting positively on attendance. To ensure personalised support through phased interventions, early intervention and home visits can take place to support the attendance of PP children.</p>	<ul style="list-style-type: none"> To ensure that the attendance of all PP children is in line with their peers. To ensure that the attainment gap between PP children and their peers decreases. To reduce the % of pupils who are persistently absent so that it is not higher than national expectations for PA. Monitoring: Data collected 6 x a year. Pupil progress reviews term 2. Whole school PP against Non PP attendance analysed weekly. 	<p>£36, 019 Attendance officer</p>	<p>10 EHCP 3 children transferred to Specialist provision due to personalised support and early identification.</p>
<p>To improve pupil engagement in school and to improve progress and raise standards</p>	<ul style="list-style-type: none"> To raise children's self-esteem so that they can become more engaged in academy life and in their learning. To increase access to a wider curriculum, including sports activities and to support the raising of expectations and aspirations, by supporting children to access additional activity positively. 	<p>£23, 168 learning mentor</p>	<p>ACORNS – Data shows 90%+ progress for SEMH outcomes measured Reasonable adjustments ensure full participation for children with a range of SEND needs – Futures club, after school clubs, educational visits Interventions specifically targeting self-esteem and well-being, plus related interventions, e.g. Lego and Nature Therapy, transition, bereavement, anger management, etc. Prior to coming to Acorns identified children are assessed via a range of questionnaires (SDQs, Ready to Learn Questionnaire, etc.) completed by class teacher and themselves, producing a score. This is then done post-Acorns to assess impact. Consistently children show an improvement in their scores. Pupil Voice data is also unequivocally positive. * Children who attend Acorns have increased access to a wider curriculum via the outdoor area which</p>

			<p>comprises raised beds, grassland and immature orchard and woodland. Mentees have been involved in the growing and cultivation of vegetables and flowers, from seed to plate. As well as curricular links to Science and Geography, this also ties in with the E-ACT Passports, pertaining to the completion of outdoor challenges, habitat creation, growing, cooking and eating and nature walks.</p>
<p>To improve standards across the academy. To provide extra leadership capacity for focused intervention work across the academy.</p>	<ul style="list-style-type: none"> • Outcomes for PP children to be at least in line with national • Improve progress and standards across all phases. • Gaps are narrowed between PP and all children - aiming for good progress • Interventions are tracked six weekly and rapid changes made where progress is less than good. 	<p>£ 88, 328 Y6 teacher and 2 x highly skilled teaching assistants</p>	<p>SEND PP comparisons- closing the gap for average standard score: Maths Years 2,3,4,5 Writing 1,2,3,4,5 Reading 1,2,,5 - Y4 gap closing Year Six impact- Combined pp data has increased by 9% on last year and is closing the gap with other children nationally to 5% using National data from last year.</p>
<p>To support children and families in order to provide nurturing support to safeguard children and remove barriers to learning.</p>	<ul style="list-style-type: none"> • Outcome targets for age related expectations met and gap closing for these targeted pupils. • More families receiving early intervention. 	<p>£ 47, 530 Senior Family support worker</p>	<p>Outcomes towards additional funding and agency response bespoke. Positive impact Art and Play Therapy –capacity building for staff ACORNS –reduction in permanent exclusions, children accessing class due to ACORNS input.</p>
<p>To ensure early identification of needs and to provide additional support and guidance for children and teachers to ensure the highest quality support and strategies are in place</p>	<ul style="list-style-type: none"> • Specialist assessments of children • Specialist support for small group and one to one • Training and development for staff 	<p>£19, 256 TA 3to facilitate high quality interventions led by SENCO</p>	<p>Increased in SEND register due to early identification. EYFS improved SEND outcomes using Wellcomm screening SALT. 5 Minute Box- reading ages increased. Specialism in ASD support evident across the Academy in staff capacity to support children with ASD. ACORNS mentor-Boxall Profiling and Goodman’s strengths and Difficulties Screening tools supporting pupil outcomes in SEMH. The Learning Mentor utilises specialist</p>

			assessments such as SDQs and Boxall profiles. * The Learning Mentor offers specialist interventions (see above) for small groups and one to one.
To improve reading engagement levels	<ul style="list-style-type: none"> • PP children to be given access to weekly library sessions • Use of IPick to ensure texts are appropriate • Visits to the library • Additional 1: 1 reading sessions 	Librarian	5 Minute Box interventions positive upward trend in reading ages. QAA of library sessions have taken place and all children surveyed were reading appropriate texts. PP children had access to reading buddies and have all made good progress.
To ensure pp children have access to high quality outdoor learning provision	<ul style="list-style-type: none"> • PP children to access weekly outdoor learning sessions • Children to develop resilience, team building, co-operation skills • Outcomes for pp children to be at least in line with national • Equipment encourages pp children to be active during and after school and prepare the, for learning. • There is a reduction in lunchtime incidents for pp children 	£ 20,000 Outdoor learning lead £30,000 playground equipment	Gardening therapy in ACORNS huge success supporting resilience and wellbeing. Lunch time support in ACORNS decreased incidents for children with high needs SEMH Children have regular outdoor learning sessions, which depending on the season relate to horticulture, habitat creation, nature experiences and wildlife surveys. * Children will co-operate to propagate, plant, grow and harvest vegetables for the family table. This ensures familiarity with the challenges that each of these processes bring, e.g. pests, vagaries of the weather, etc.
To improve engagement in spelling and maths learning and development of basic skills	<ul style="list-style-type: none"> • All children have individual passwords and use these programmes at school. • Children who have access to the internet access these programmes at home. • Those with no internet access are able to attend lunchtime and after school clubs. • Children make good or better progress in Maths/Reading and the gap is narrowed. 	Education city subscription £720	Children are set weekly homework on Education City and they can access other activities and worksheets independently. Parent voice collected three times a year show a significant increase in positive feedback in relation to homework.

<p>To widen the range of opportunities for many children to visit new places and have new experiences for the educational value linked to themes, social developments and to support Social, Moral, Spiritual and Cultural development.</p>	<ul style="list-style-type: none"> • Visitors into school such as Artist in residence, drumming workshops, Space dome, dance workshops, Circus Skills act, animal workshops etc. • Supporting cost of trips and visits to engage pupils in learning and impact on attainment • Year 6 rewards and incentives throughout the year to support raising of aspiration • Extend pupils life experiences to indirectly raise attainment in reading, writing and maths. Develop pupils Social, Moral, Spiritual and Cultural (SMSC) knowledge and skills. • 	<p>£16 000 additional trips and experiences</p>	<p>Beyond the classroom learning Positive outcomes for children with EHC Plans – viewed as exemplary practice by Manchester SEN Assessment team at Annual Reviews.</p>
<p>Buy in additional Speech and language screening for all EY children and put in place additional staff to deliver remediation programmes</p>	<ul style="list-style-type: none"> • Early identification and remediation of speech and language difficulties in Early Years to help improve outcomes for children in EY in communication, language and literacy 	<p>£4500</p>	<p>Bespoke SALT programmes have supported funding applications and evidence for EHCP. Capacity building for staff to expand the school SALT offer. SALT training for all staff provided by SALT NHS Link to capacity build team.</p>
<p>Maths apparatus to support acquisition of basic concepts</p>	<ul style="list-style-type: none"> • We recognise the need for all pupils but especially the disadvantaged, to grasp the fundamental concepts of place value and number – school is using a models and images approach which requires significant additional apparatus. 	<p>£10,000</p>	<p>March 2018 In year data shows that age related has increased for pp children in every year group Pupil voice has demonstrated that children are much more confident in explaining and reasoning because of the use of apparatus. This has been verified in six weekly RABs.</p>
<p>Enabling Enterprise program</p>	<ul style="list-style-type: none"> • Programme to prepare PP children for employment, developing 8 key employability skills. • Parents to be engaged with learning and raise their and the children’s aspirations. 	<p>£ 6450</p>	<p>Pupil voice evidence raised aspirations and greater awareness of potential career paths.</p>
<p>Improve Reading Challenge books Additional guided reading resources</p>	<ul style="list-style-type: none"> • Purchased longer, more demanding quality novels for all year groups – raise expectations and raise attainment in reading. • Additional guided reading resources – especially aimed at challenging PPG pupils – both the less able and the most able 	<p>£10000</p>	<p>May 2018 In year data shows pp children that all year groups with the exception of year five have made at least progress in Reading June 2018 Further additional sessions have been put in place for year five taught by HT and DHT and accelerated progress has been evidenced.</p>

<p>To increase children's confidence as they prepare for SATs and to prevent a long break in learning.</p>	<ul style="list-style-type: none"> • In year 6 gaps are narrowed between PP and all children – aiming for good progress • Costs for revision guides to support home learning • Small group SATs revision in preparation for May • After school clubs for PP children • Holiday clubs for pp children 	<p>£24, 000 for holiday and after school clubs</p>	<p>In year data shows that pp data for RWM have all increased on last year and have narrowed the gap between pp and other children nationally. Holiday Club – targeting our most vulnerable offering continued support and point of contact to reduce risk/monitor</p>
<p>To improve parental engagement in learning</p>	<ul style="list-style-type: none"> • To ensure that the attendance of all PP children is in line with their peers. • To ensure that the progress and attainment gap between PP children and their peers decreases. • Engagement and enjoyment of school is reflected by positive parent and pupil surveys and positive learning behaviours across the academy. • Dads and lads reading club with educational visits 	<p>See Attendance officer, Learning Mentors and family support worker above</p>	<p>Attendance data closing gap due to forensic work of Attendance lead and DSL to ensure early intervention supports response immediate.</p>
	<ul style="list-style-type: none"> • 	<p>TOTAL £358, 320 REMAINING £294</p>	