

Pupil Premium Strategy Statement: Delce Academy 2017-18

The pupil premium gives schools extra funding to raise the attainment of disadvantaged pupils from reception to year 11.

The money a school receives is based on the following:

- children eligible for free school meals at any point in the past 6 years
- children who have been looked after, adopted from care or left care under a special guardianship order at any time
- children for whom one parent is serving in the regular armed forces, has done so in the past 3 years or died whilst serving in the armed forces at any time

The Pupil Premium Grant (PPG) is paid to schools as they are best placed to assess what additional provision their pupils need. In the last three years the school has received the following funding to support pupils.

- 2014/15 we had 120 pupils identified and received £155,000
- 2015/16 we had 126 pupils identified and received £177,000
- 2016/17. we had 135 pupils identified and received £176,895

Ofsted inspections report on how schools' use of the funding affects the attainment of their disadvantaged pupils.

When making decisions about Pupil Premium spending, it is important to consider the context of the school and the subsequent challenges faced. As an Academy, our main objective is to close the gap between our PPG and non-PPG pupils so that all pupils across the Academy make good or better progress.

We have identified some key priorities for the academic year 2017/2018, which inform the basis of our Improvement Plan. Our Pupil Premium funding will be used to support these key priorities in order to continue closing the gap for our PPG pupils.

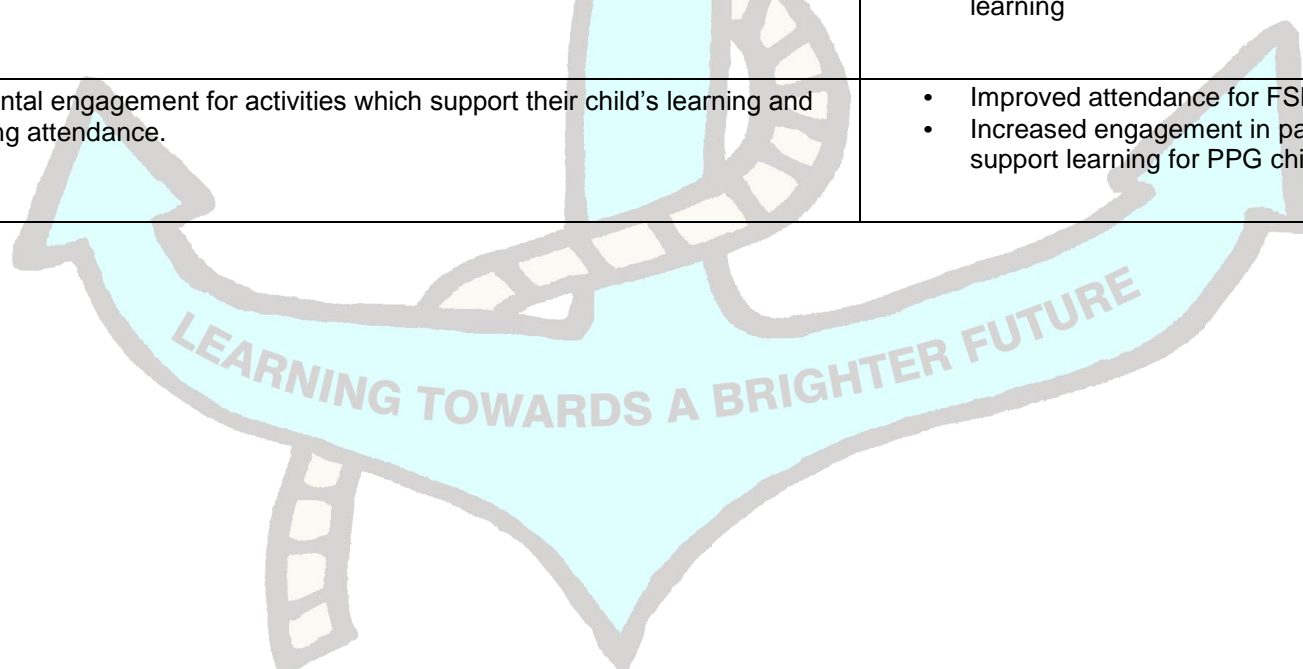
School Context	
Pupil Premium	Whole School
<ul style="list-style-type: none"> • 8% are EAL • 89% have English as their first language • 49% SEND • 57% boys • 43% girls 	<ul style="list-style-type: none"> 18% EAL 82% English as their first language 33% SEND 52% boys 48% girls

1. Summary information					
School	Delce Academy				
Academic Year	2017-18	Total PP budget	£184,800.00	Date of most recent PP Review	October 2017
Total number of pupils	541	Number of pupils eligible for PP	140	Date for next internal review of this strategy	July 2018

Current attainment 2016/17	% at GLD in EYFS			
	Pupils eligible for PP	Pupils not eligible for PP		
	28.5% (2 Pupils)	69.5% (16 pupils)		
	% of Year 4 at age appropriate		% of Year 4 at greater depth	
	Pupils eligible for PP	Pupils not eligible for PP	Pupils eligible for PP	Pupils not eligible for PP
Reading	52%	75%	20%	21%
Writing	56%	64%	4%	19%
Maths	52%	64%	12%	16%
	% of Year 6 at age appropriate		% of Year 6 at greater depth	
Reading	51%	73%	8%	29%
Writing	62%	80%	8%	25%
Maths	59%	71%	8%	16%

3. Barriers to future attainment	
In-school barriers	
A.	Reading attainment for PPG pupils is significantly lower than non-PPG pupils across KS2
B.	Some pupils who are eligible for PPG have weaker language and communication skills and additional SEN which make learning more challenging in core
C.	
External barriers	
D.	Parental engagement with academic support for some pupils in receipt of PPG is less evident, particularly our most vulnerable pupils.

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Reduce gaps in achievement for PPG children, especially in reading.	<ul style="list-style-type: none"> PPG pupils achieve at least as well as non-PPG pupils in reading (writing and maths)
B.	Interventions for PPG pupils with SEN ensure that gaps in learning are closed.	<ul style="list-style-type: none"> Identified pupils make accelerated progress to close the gaps between them and their peers. Pupils apply their learning from interventions in other learning
D.	Increases in parental engagement for activities which support their child's learning and progress, including attendance.	<ul style="list-style-type: none"> Improved attendance for FSM pupils Increased engagement in parental activities which support learning for PPG children



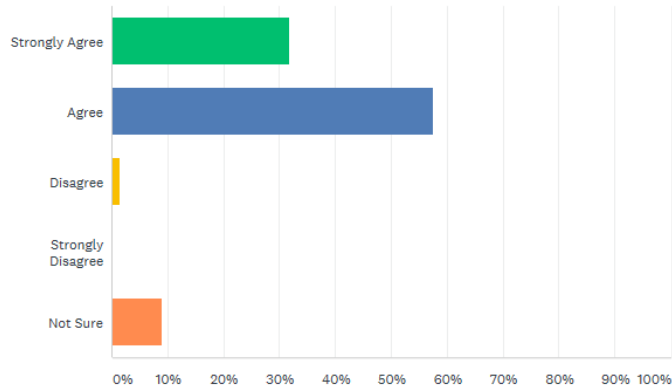
5. Planned expenditure					
Academic year		2017-18			
I. Quality of teaching for all					
Desired Outcome	Chosen action/ approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved attainment for those pupils eligible for Pupil Premium in order to reduce the gap with non-PPG pupils especially in reading.	1/ Leaders of Learning and Achievement to drive forward with action research projects and hold others to account over standards of PPG pupils.	The National College of School Leadership identifies effective middle leadership in their report <i>Making a difference</i> . <i>The school has identified middle leaders and they work across school on action based research projects that support school priorities</i> . The Sutton Trust Toolkit identifies successful approaches within assessment for learning which include strategies such as effective feedback. Key groups are specifically referred to in planning to address the current achievement gap. The school believes that quality first teaching is the most effective way of improving pupil outcomes and that this is best achieved through highly trained members of school staff. The specialist teachers employed will use successful teaching methods described in the Sutton Trust toolkit.	1/ Monitored through Leaders of Learning and Achievement action plans and wider analysis of pupil progress meetings and book scrutiny.	HOS Leaders of Learning	Terms 1, 2, 3, 4, 5 and 6 £44,000
	2 Reading review undertaken to inform the teaching of comprehension skills.		2/ Measured through appraisal review, assessment information and pupil progress meetings.	Performance management appraisers	
	4/ Staff training and development to support individual pupil needs. (phonics and teacher subject knowledge to aid the small step approach in maths mastery)		3/ Project development plan evaluation, pupil results and greater engagement in reading activities throughout the school.	Leader of Learning – reading SLT	
	5/ Small class sizes in Yr3, 5 and 6 to enable greater pupil conferencing and quality feedback.		4/ Evidence from peer development program within school. Whole school CPD in phonics to upskill all staff. Continued CPD in maths mastery evidenced through clearly planned learning journeys.	SLT All teachers	£20,000
Total budgeted cost					£32,000 £96,000

Impact:

- Parents felt more informed about what their children were learning through newsletters and learning conferencing. Parent voice shows:

The weekly newsletter helps me to understand what my child is learning

Answered: 66 Skipped: 0



ANSWER CHOICES	RESPONSES	
Strongly Agree	31.82%	21
Agree	57.58%	38
Disagree	1.52%	1
Strongly Disagree	0.00%	0
Not Sure	9.09%	6
TOTAL		66

- Focused intervention for PPG pupils secured a rise in attainment in Reading and Maths. Outcomes in KS2 statutory assessment show a rise in average scaled score 99.4 in 2017 to 100.4 in 2018. The Percentage of children reaching the expected standard in Reading, Writing and Maths rose from 38% in 2017 to 40% in 2018. The percentage reaching the higher standard in Reading Writing and Maths also rose; 3% in 2017 to 5% in 2018.

- Outcomes in Y1 Phonics indicate that focused PPG supported attainment; evidence supported by formative teacher assessment. Overall outcomes for the first Phonics screen were:

Area of Learning	PP 11pupils	National FSM	Diff	Non-PP 19pupils	National Non FSM	Diff	SEND 12 pupils	National SEN	Diff	Non-SEND 18 pupils	National Non- SEND	Diff				
Year 1 phonics screening passes	7	63.6%	70%	- 6.4%	17	89.5%	84%	+5.5%	6	50%	44%	+6%	18	100%	89%	+11%

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	When will you review implementation?
Interventions for PPG pupils with SEN ensure that gaps in learning are closed	1/ Graduates and specialist teachers used for intervention groups.	The Sutton Trust toolkit shows that mastery learning and 1:1 tuition both have an impact of plus five months on pupil learning. Through a precision teaching approach, Inclusion Officers and specialist teachers will work 1:1 with pupils on mastering specific learning targets that are gaps in their learning. The Ofsted report <i>Pupil Premium How schools are spending the funding successfully to maximize achievement</i> states that successful schools focus on behavior alongside quality teaching as these schools can embed their support for disadvantaged pupils. From experience the school has seen that pupils who demonstrate positive learning behaviours make improved progress. This approach will support children with Social, Emotional and	1/ 360 monitoring, data tracking, monitoring of provision maps to track progress of identified pupils.	SENCO Nurture teacher Specialist teachers including art therapy, SALT and dyslexia specialist Inclusion officers SLT	Terms 1,2,3,4,5 and 6 £25,000
	2/ Nurture group to provide pupil led learning based around high engagement of all; providing support for key pupils and families.		2/ Boxhall and assessment data, 360 monitoring and case study notes of increased participation from families.		£8,000
	3/ Specialist assessments to identify key areas of need (e.g. SALT) and recommends strategies to address these areas of need.		3/ Assessment reports and Pupil Progress meeting notes, planning.		
	4/ Small group specialist tuition to address specific		4/ Planning, assessments info, book scrutiny. Target reviews on provision map.		£36,000

	<p>objectives and enable peer support to take place.</p> <p>5/ Specialist interventions: art therapy, OT, SALT, dyslexia support.</p>	<p>Mental Health needs. The same report identified seven distinct "building blocks of success" including; addressing the needs of individual pupils. These specialist interventions will target specific pupil needs so that they are better able to access learning and make rapid progress.</p>	<p>5/ Assessment feedback, pupil reports and notes, assessment information.</p>		<p>£18,000</p>
Total budgeted cost					£87,000

Impact:

- Pupil voice indicates that children in receipt of PPG feel supported by the school:

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
	50.0% (13)	42.3% (11)	3.8% (1)	3.8% (1)	0.0% (0)

- Pupil voice indicates that children in receipt of PPG feel they get help and support when it is needed:

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
	42.3% (11)	50.0% (13)	3.8% (1)	0.0% (0)	3.8% (1)

- Parental engagement in Nurture provision enjoyed initial success. Breakfast provision and family learning had up to 50% take up. This reduced through the year and the model was revised towards weekly open classroom events.

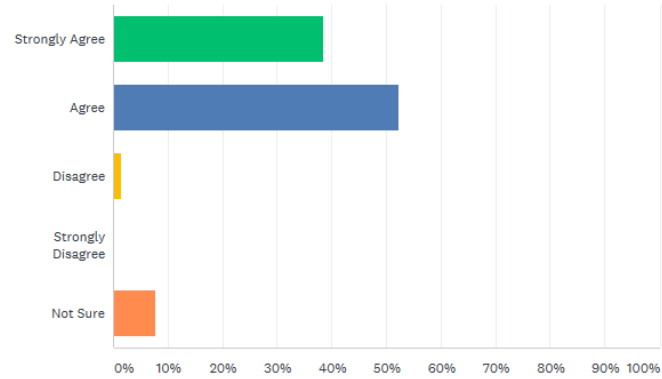
III. Other approaches					
Desired Outcome	Chosen action/ approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Increases in parental engagement for activities which support their child's learning and progress, including attendance.	<p>1/ Family support to help achieve family stability and encourage home learning and engagement with particular focus within Nurture groups.</p> <p>2/ Increase opportunities for parents to join learning in school alongside children.</p> <p>3/ Targeted attendance support to tackle persistent absence and reduce the gap between PP and non-PP pupils. Recruitment of Attendance Officer.</p>	The Sutton Toolkit shows that homework and parental involvement both impact positively on pupil progress and attainment. The Home School Support team will work closely with parents to improve these aspects of home support and also to ensure that pupils are more ready for learning when at school.	<p>1/ CAF meeting minutes, HSSW notes, target review and assessment data, increased attendance of Nurture families to school events and Pupil Learning Conferences.</p> <p>2/ Increased attendance and engagement with school events and parent workshops.</p> <p>Attendance registers, evidence from data that gap is closing, increased attendance and punctuality for vulnerable pupils</p>	HSSW Attendance / SEN officer Pastoral Leads HOS	<p>Terms 1, 2, 3, 4, 5 and 6</p> <p>£27,000 £15,000</p>
Total budgeted cost					£42,000

Impact:

- Feedback from parents regarding family support was initially positive:

By visiting my child's classroom I feel I know more about what my child is learning.

Answered: 65 Skipped: 1



ANSWER CHOICES	RESPONSES	
Strongly Agree	38.46%	25
Agree	52.31%	34
Disagree	1.54%	1
Strongly Disagree	0.00%	0
Not Sure	7.69%	5
TOTAL		65

LEARNING TOWARDS A BRIGHTER FUTURE

- Attendance and engagement

2017-2018

	Term 1 only	Term 2 only	Term 3 only	Term 4 only	Term 5 only	Term 6 only
Boys	96.4	94.7	95.6	96.4	97.4	91.5
Girls	96.5	94.5	96.2	96.5	96.5	92.8
PP	94.5	92.0	94.3	94.6	95.3	86.8
Non PP	97.1	95.6	96.5	97.1	97.5	94.1
EAL	96.5	94.5	96.4	96.7	96.5	93.0
DLAC	96.7	94.9	98.8	96.7	97.6	80.5
Whole school	96.4	94.6	95.6	96.4	96.9	92.1

2016-17

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	Total
Boys	96.3	94.3	94.7	96.1	95.9	94.6	95.0
Girls	94.4	93.9	94.3	96.2	95.8	95.1	96.4
PP	94.6	90.4	92.4	94.1	93.4	92.5	93.5
Non PP	97.5	93.2	96.0	96.1	96.2	95.8	96.3
EAL	96.5	94.6	96.4	97.8	98.2	95.2	96.1
DLAC	93.3	96.8	94.3	96.1	83.3	95.5	96.5
Whole school	96.4	94.1	94.5	96.1	95.5	94.9	95.6

- PP attendance higher in 2017-18 in 5 out of 6 Terms.

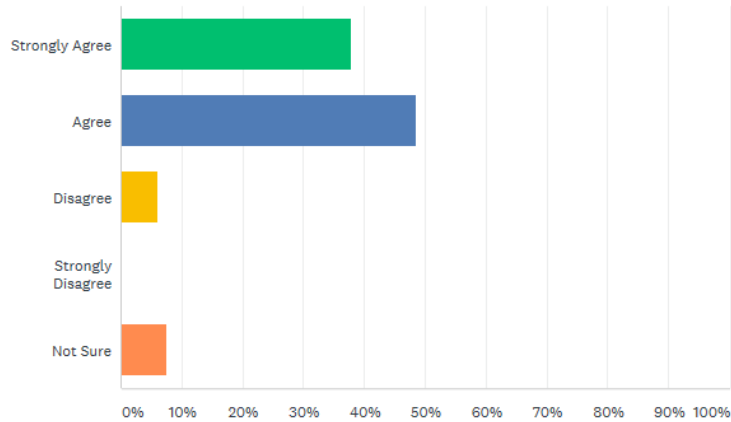
LEARNING TOWARDS A BRIGHTER FUTURE

- Analysis of parent voice from engagement initiatives shows that:

- Parents feel welcomed and think that the teachers help to explain how things are taught
- Most parents felt they know more about what their children are learning by visiting the classroom
- A majority of parents prefer to visit the classrooms

I find it helpful to visit the classroom so I know how things are organised.

Answered: 66 Skipped: 0



ANSWER CHOICES	RESPONSES
Strongly Agree	37.88% 25
Agree	48.48% 32
Disagree	6.06% 4
Strongly Disagree	0.00% 0
Not Sure	7.58% 5
TOTAL	66

ITER FUTURE