

## Pupil Premium Strategy Statement: Delce Academy 2016-17

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

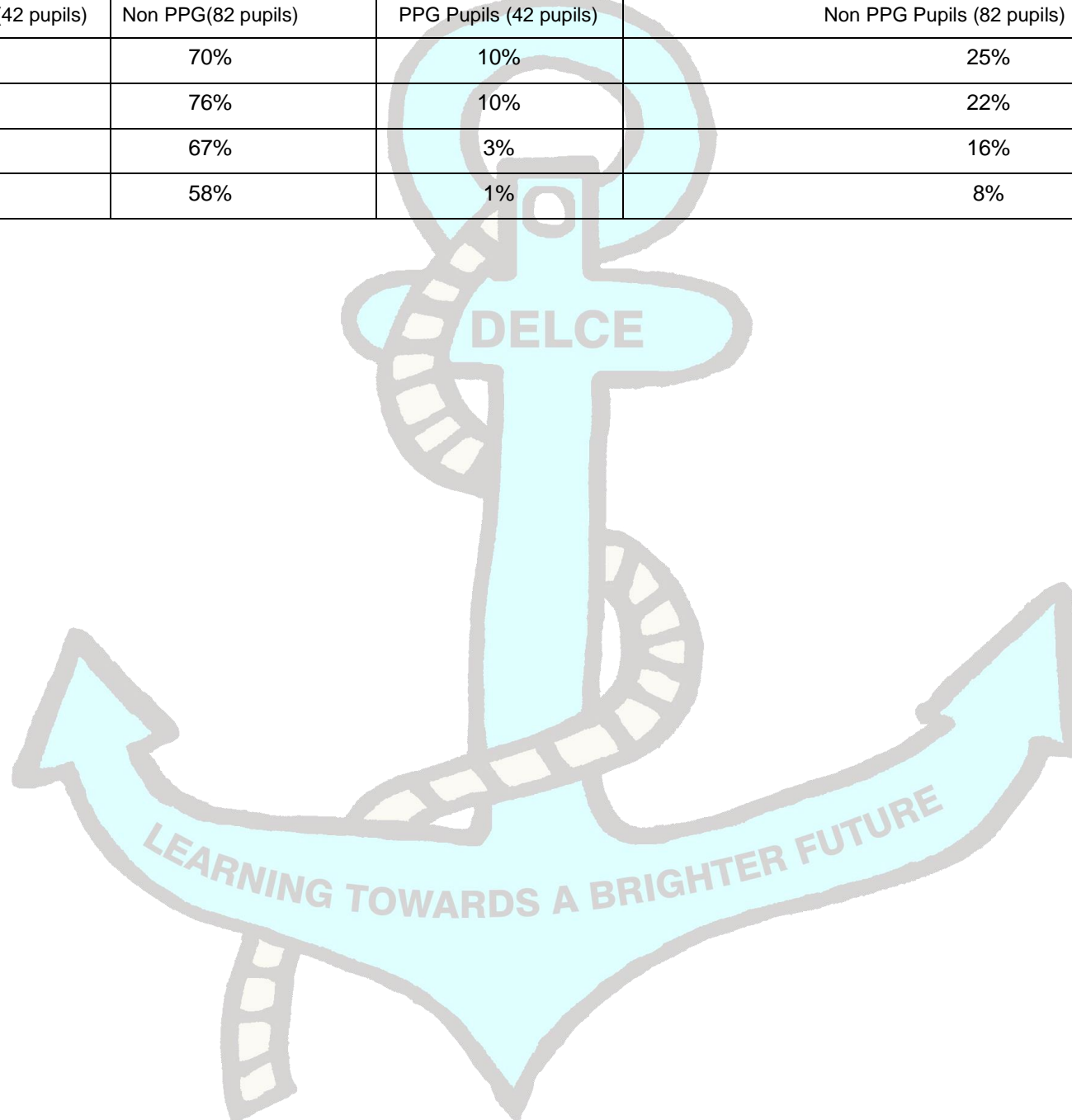
Ofsted inspections report on how schools' use of the funding affects the attainment of their disadvantaged pupils.

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 2016/2017, 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.

1. Summary information					
<b>School</b>	Delce Academy				
<b>Academic Year</b>	2016-17	<b>Total PP budget</b>	£187,600.00	<b>Date of most recent PP Review</b>	April 2017
<b>Total number of pupils</b>	501	<b>Number of pupils eligible for PP</b>	143	<b>Date for next internal review of this strategy</b>	April 2018

2a. Attainment - % at Age Appropriate			2b. Attainment - % above Age Appropriate	
Yr6	PPG Pupils (42 pupils)	Non PPG(82 pupils)	PPG Pupils (42 pupils)	Non PPG Pupils (82 pupils)
<b>Reading</b>	52%	70%	10%	25%
<b>Writing</b>	59%	76%	10%	22%
<b>Maths</b>	66%	67%	3%	16%
<b>Combined</b>	12%	58%	1%	8%



3. Barriers to future attainment	
<b>In-school barriers</b>	
<b>A.</b>	Some pupils who are eligible for the pupil premium have weaker language and communication skills which makes learning more challenging for them across the subjects
<b>B.</b>	Some pupils who are eligible for the pupil premium have a lack of confidence towards their learning which can affect the progress they make
<b>C.</b>	Some pupils who are eligible for the pupil premium can have a negative attitude to learning.
<b>External barriers</b>	
<b>D.</b>	Some pupils who are eligible for the pupil premium have less support with their learning from home. Some pupils also have lower attendance and are more often late for school.

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Improved performance for those children eligible for Pupil Premium children versus those who are not when compared with 2016 results the 2017 results. This will be measured by termly target setting data, end of year assessment results, attendance and punctuality figures	<ul style="list-style-type: none"> <li>• Improvement in attendance rates from 2015-16</li> <li>• Improvement in punctuality rates from 2015-16</li> <li>• Improvement in attainment and progress data from 2015- 16</li> </ul>
<b>B.</b>	Improved parenting skills in identified families so that children are ready to learn when at school. This will be measured by behaviour logs for individual pupils, attendance records, safeguarding audits and attendance records of parents at meetings.	<ul style="list-style-type: none"> <li>• Reduced behaviour incidents from 2015-16</li> <li>• Improvement in attendance of parents at specified meetings from 2015-16</li> <li>• Improvement in attendance and punctuality rates from 2015-16</li> <li>• Improvement in attainment and progress data from 2015- 16</li> </ul>
<b>C.</b>	Personalised interventions ensure gaps in learning are closed for identified children. This will be measured by termly progress and attainment data of pupils, intervention records, monitoring of interventions and book scrutiny.	<ul style="list-style-type: none"> <li>• Identified pupils make accelerated progress and close the gaps on their peers</li> <li>• Pupils apply their learning from interventions in other learning</li> </ul>

5. Planned expenditure					
Academic year		2016-17			
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 performance for those children eligible for Pupil Premium children versus those who are not when compared with 2016 results the 2017 results.	Leaders of Learning and Achievement to drive forward and hold others to account over standards of attainment of Pupil Premium children.	This approach will encompass the successful approaches from the National College of School Leadership report into effective middle leadership: <i>Making a Difference</i> .	Experienced staff within the School will provide the support and the impact will be reviewed regularly through the teaching and learning monitoring cycle.	Principal & Heads of School	Terms 1, 2, 3, 4, 5 and 6
	Staff training and development to support individual pupil needs	The Ofsted report <i>Pupil Premium How schools are spending the funding successfully to maximise achievement</i> identified the success of schools that employed specialist staff with a good track record of working alongside disadvantaged children.	Training will be personalised to staff need. Good practice will be shared within the school; Leaders will support the planning and delivery of training where appropriate.	Heads of School	Terms 2, 4 and 6
<b>Total budgeted cost</b>					£64,204

## Impact

- Percentage of teaching and learning judged as good or better has increased during the year. Coaching and peer development

Whole School Teaching Profile	Autumn	Spring 23 staff	Summer 23 staff
<b>Outstanding</b>	18%	26%	26%
<b>Good or better</b>	86%	95%	95%
<b>Requires Improvement</b>	12%	4%	4%
<b>Inadequate</b>	0%	0%	0%

- Pupil premium children explicitly discussed as part of termly Pupil Progress Reviews and their performance compared to non- pupil premium children
- Attendance has been closely monitored

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>All</b>	96.9	91.3	95.1	95.3	95.5	94.9
<b>Pupil Premium</b>	95.5	86.3	92.8	93.2	93.4	92.5
<b>Non Pupil Premium</b>	97.5	93.2	96.0	96.1	96.2	95.8
<b>Gap</b>	2.0	6.9	3.2	2.9	2.8	3.3

Whilst there is still a gap between pupil premium children and non, the gap has been reduced through the year. Term 6 saw an increase in the gap, this was due to increased number of pupils taking unauthorised holidays. As a school we have worked closely with the attendance advisory service and home school support workers to target key families in order to close the gap further. Next year we are looking to recruit an attendance officer to closely monitor attendance and to support families to improve.

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?
Personalised interventions ensure gaps in learning are closed for identified children.	Inclusion Officer support for specifically identified 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 will work 1:1 with pupils on mastering specific learning targets that are gaps in their learning.	Weekly training and evaluation opportunities for Inclusions Officers. At least termly monitoring of impact through target setting meetings and quality of teaching monitoring cycle.	Heads of School & SENCO	Terms 1, 2, 3, 4, 5 and 6
	Additional numeracy and literacy support across the school	The specialist teachers employed will use successful teaching methods described in the Sutton Trust toolkit when teaching the additional sessions. These successful approaches will include effective feedback and meta-cognition approaches.	Rigorous staff training on pedagogy. At least termly monitoring of impact through target setting meetings and quality of teaching monitoring cycle.	Heads of School	Terms 1, 2, 3, 4, 5 and 6
	Bought in professional services e.g. art therapy, speech and language therapy,	The Ofsted report <i>Pupil Premium How schools are spending the funding successfully to maximise achievement</i> states that successful schools focus on behaviour alongside quality teaching as these schools can embed their support for disadvantaged pupils. From experience the school has seen that pupils who demonstrate good behaviour for learning make improved progress.	The impact of the professional services delivered will be regularly evaluated. Effective communication will ensure that any recommended strategies are applied consistently. Behaviour logs will be monitored termly. Behaviours for learning will also be monitored regularly.	Principal & Heads of School	Terms 1, 2, 3, 4, 5 and 6
	Resources to support pupil's needs	The research from the above report identified seven distinct 'building blocks of success' including: addressing the needs of individual pupils. These resources will address the needs of individual pupils so that they can better access quality first teaching. The Sutton Trust toolkit showed that the impact of digital technology on pupil progress can be plus four months.	Value for money approaches to purchasing resources will be taken. Interventions will be regularly evaluated and Special Educational Needs monitoring and support will be conducted termly.	Principal & Heads of School	Terms 1, 2, 3, 4, 5 and 6
	Improve access to laptops and tablet computers to support learning				
<b>Total budgeted cost</b>					£101,878

### Impact

- Weekly meetings to discuss vulnerable pupils and review provision to enable timely changes where needed to ensure pupils are successful
- EBD officers direct work with pupils have reduced the number of behavior incidents and has minimized impact on learning
- Overall incidents of behavior have reduced through the year

	No. of behaviour incidents	Cumulative for year
Term 1	234	234
Term 2	204	438
Term 3	173	611
Term 4	203	814
Term 5	138	952
Term 6	275	1227

- 1:1 Mathematics in Upper School has shown pupils to be more confident in their approach to mathematics as reported by staff, parents and pupils.
- Art therapists have worked with 15 pupils this year. Staff have noted increased levels of resilience. The sessions have enabled pupils to begin managing times of stress and anxiety in a calmer manner and use their individual coping strategies
- Outcomes for all children monitored throughout the year

EOY Teacher Assessment		Reading			Writing			Mathematics			Combined		
		PP	Non	Gap	PP	Non	Gap	PP	Non	Gap	PP	Non	Gap
<b>Year 3</b> *provisional data PP=26 Non=101	Ex	73%	85%	-12	50%	75%	-25	73%	78%	-5	50%	71%	-21
	GD	8%	30%	-22	8%	28%	-20	8%	31%	-23	8%	18%	-10
<b>Year 4</b> PP=26 Non=91	Ex	73%	83%	-10	73%	76%	-3	65%	78%	-13	65%	68%	-3
	GD	8%	26%	-18	12%	21%	-9	12%	19%	-7	4%	13%	-9
<b>Year 5</b> PP = 45 pupils Non = 83 pupils	Ex	55%	72%	-17	40%	64%	-24	42%	71%	-29	36%	64%	-28
	GD	18%	30%	-12	13%	16%	-3	16%	32%	-16	11%	16%	-5
<b>Year 6</b> PP= 42 pupils Non = 82 pupils	Ex	64%	82%	-18	62%	78%	-16	74%	79%	-5	55%	68%	-13
	GD	5%	28%	-23	5%	26%	-21	10%	26%	-16	2%	22%	-20

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?
Improved parenting skills in identified families so that children are ready to learn when at school.	Family support to help achieve family stability and encourage home learning	The Sutton Trust toolkit shows that homework and parental involvement both impact positively on pupil progress and attainment. The Home School Support Officer 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.	Deployment of a skilled Home School Support Worker who has experience of working with disadvantaged pupils.	Principal, Heads of School & HSSW	Terms 2, 4 and 6
<b>Total budgeted cost</b>					£10,813
<p><b>Impact</b></p> <ul style="list-style-type: none"> <li>• HSSW team has worked closely with key families to engage them in school and help to support pupils.</li> <li>• They have been pivotal in running CAF / TAF meetings</li> <li>• They provide daily opportunities for pupils to check in with them to discuss worries or to share success</li> </ul>					