



**PUPIL PREMIUM ALLOCATION
FOR DISADVANTAGED
CHILDREN**

**Planned Pupil Premium
Expenditure 2016-17**

**£304,500 – 56% of children
eligible for Pupil Premium**

SPENDING ALLOCATION	AMOUNT	DETAILS	JUSTIFICATION FOR SPEND	IMPACT DEC 16	IMPACT APR 17	IMPACT JULY 17
CONSULTANT TO SUPPORT IN RECEPTION	£10,000	The consultant will work with Reception Staff to focus on improving provision for disadvantaged pupils	The percentage of disadvantaged pupils achieving a good level of development was significantly lower (52% lower)	Target – 30%	Target 20%	Target 10%
TAPPY TWINS TO SUPPORT CHILDREN WITH EMOTIONAL DIFFICULTIES	£1000	External consultant to work with disadvantaged pupils experiencing emotional difficulties	Poor attendance and punctuation is affecting individual's progress and attainment. This is to support children with emotional difficulties	Attendance above 96% and always at school on time		
TIGS GROUP TO SUPPORT DISADVANTAGED PUPILS WHO ARE UNDERACHIEVING	£20,000	Our current Year 1 cohort contains a number of disadvantaged pupils who require more specialised and individually tailored provision	This group contains a number of pupils who are unable to access the Curriculum and finished Reception with outcomes significantly lower than the expected standard	Pupils within this group will be fully integrated back in to class by Summer Term 2017 and will be accessing the National Curriculum		

ADDITIONAL SUPPORT IN YEARS 5 AND 6	£25,000	2 X Support Staff to work specifically with disadvantaged pupils in Years 5 and 6 in addition to normal staff.	Although it is closing, the gap in writing maths between children reaching AR at the end of Year 6 remains high	Target – Year 5 – 25% Year 6 – 30%	Target – Year 5 – 15% Year 6 – 20%	Target – Year 5 – 8% Year 6 – 10%
COMMANDO JOE	£11,000	<p>The aim is to help all year groups with progress, work as a team and use effective communication skills as well as try to lower the number negative behavior incidents. We will also teach the pupils to be more tolerant and not too quit and give up – challenge pupils and give them more resilience.</p> <p>The majority of pupils are on track, well behaved and engaged, but as in all schools, there is a small group of pupils Commando Joe’s will focus on to help teachers improve on :</p> <ul style="list-style-type: none"> • Positive behavior measured by consequences and reward • listening in class and staying on task • Take ownership of themselves • Self-discipline • Respect • Attendance • Academic achievement 	<p>The target is to reduce the number of exclusions to below NA (0.87)</p> <p>The gap in attendance between Disadvantaged and non-disadvantaged is 1.9%. The Target would be to half this gap to 0.8% which would also significantly improve the school overall attendance</p> <p>Attendance is monitored by Family Support Worker and reviewed on a weekly basis by the Head Teacher</p> <p>The gap is measured a reported on at each LAB meeting</p>	No of Exclusions – Attendance Gap Target – 1.5%	No of Exclusions – Attendance Gap Target – 1.1%	No of Exclusions – Attendance Gap Target – 0.8%

		<ul style="list-style-type: none"> Positive attitudes and improved self-esteem 				
EDUCATIONAL VISITS AND WORKSHOPS FUNDING SUPPORT	£14,000	This allows all children to experience exciting and educationally enhancing curriculum opportunities. This has supported improvements to the redesign of our Academy Curriculum. Examples of this include:	Evidence of impact will be measured through children's improved reading levels and the gap closing between the percentage of children reaching age related expectations (Currently -13% which is Average across whole school)	Target – 10%	Target - 7%	Target - 4%
SUPPORT ASSISTANTS	£125,500	Support Assistant to provide Intervention Groups to underachieving disadvantaged children. This equates to 4 sessions per week in each class. Specific 6 week intervention groups take place. This help support high impact short term progress boost for underachieving children.	<p>The gap in maths and GPS for children reaching AR expectations is significantly above NA. The gap between children making expected progress in reading is also significantly above NA</p> <p>Maths – (School = -33% National = -13%) GPS - (School = - 41% National = -12%) Reading - (School = -32% National = -4%)</p> <p>We aim to close these gaps to be in-line with NA</p>	Target 25%	Target 15%	Target 10%
SUPPORT FOR MUSIC TUITION	£13,000	All children are now given the opportunity to learn a musical instrument in Year 5. They have weekly lessons and perform in	No children receive music tuition outside of school.	This provides the children with a wider curriculum choice. It improves and develops their music skills. The children also have the		

		concerts. Those that wish to continue after Year 5 are able to do so. Specialised Singing Teacher		responsibility of practicing at home and looking after their instrument This supports our choir and helps children take part in Young Voices. It allows children to have enriched curriculum opportunities.		
CONSULTANT TO SUPPORT DEVELOPING WRITING IN KS2 FOR DISADVANTAGED PUPILS	£6000	A.S to support 2 teachers in lower Key Stage 2 with project around writing	The gap in writing at the end of KS1 was too high. We hope to accelerate the reduction in the gap in Early KS2 to allow children to build on this and reach ARE	Target - -40%	Target - -30%	Target - -20%
ADDITIONAL MENTORING SUPPORT	£18,000	The Senior Learning Mentor works with all children on dealing with emotional difficulties and behaviour issues. She supports staff with dealing with behaviour issues effectively. She manages playtimes and lunchtimes ensuring that different groups are operated and children enjoy opportunities that meet their needs.	The number of serious incidents of unwanted behaviour will reduce and exclusions will be below National Averages.	Serious Incidents of unwanted behaviour are reduced by 50% The percentage of exclusions is below 0.87% as a percentage of the group		
TO PROVIDE MORE ABLE DISADVANTAGED	£13,500	Enrichment Activities provided through Education Central and	To close the gap between disadvantaged and non - disadvantaged exceeding AR at the end of both Key Stages.	Key Stage 1 Year 2 R – 8%	Key Stage 1 Year 2 R – 4%	Key Stage 1 Year 2 R – 0%

CHILDREN CURRICULUM ENRICHMENT OPPORTUNITIES		Simply Gifted and Talented to challenge children EG. Writers Workshop – Tutbury Castle Sherlock Holmes Investigation – Woodgate School Maths Workshop – Kenilworth Castle	2014-15 <table border="1" data-bbox="974 352 1509 512"> <thead> <tr> <th></th> <th>KS1 GAP</th> <th>KS2 GAP</th> </tr> </thead> <tbody> <tr> <td>READING</td> <td>-11%</td> <td>-22%</td> </tr> <tr> <td>WRITING</td> <td>-13%</td> <td>-16%</td> </tr> <tr> <td>MATHS</td> <td>-14%</td> <td>-21%</td> </tr> </tbody> </table>		KS1 GAP	KS2 GAP	READING	-11%	-22%	WRITING	-13%	-16%	MATHS	-14%	-21%	W – 13% M – 14% Key Stage 2 Year 6 R – 15% W – 10% M – 21%	W – 8% M – 10% Key Stage 2 Year 6 R – 10% W – 5% M – 14%	W – 4% M – 6% Key Stage 2 Year 6 R – 5% W – 0% M – 7%
	KS1 GAP	KS2 GAP																
READING	-11%	-22%																
WRITING	-13%	-16%																
MATHS	-14%	-21%																
MALACHI	£10,500	Counselling Service x1 days per week. Malachi provides support to vulnerable parents and children. This is facilitated through home visits and also meetings in the Academy. They also support with Persistent Absence	Absence and Exclusions for disadvantaged children are higher than non-disadvantaged children. These gaps will all be reduced	Absence gaps in all Year groups reduced to at least 2.7% Whole School Exclusion rate (Including Disadvantaged) stays below 0.87%														
ADDITIONAL SUPPORT FOR CHILDREN NOT ON TRACK IN READING	£1000	Beanstalk to support individual disadvantaged pupils with 1:1 reading	Children do not receive additional support at home. Beanstalk gives the children opportunities to read more often.	All children involved in project are on track for reading														
RESIDENT ARTIST TO SUPPORT	£17,000	Hilary Baker to support teacher's working with disadvantaged pupils and also	Pupils identified through non engagement with barriers to learning and also underachieving will work with Artist	Pupils chosen to work with artist are underachieving so an increased percentage will be on track to achieve AR														

DISADVANTAGED PUPILS		engage pupils through group projects	in groups to engage them through curriculum projects	
PROVIDE ALL PUPILS IN YEARS IN 2 AND 6 WITH ASSESSMENT MATERIALS	£6000	Each pupils is given support materials to enable them to revise at home towards the assessments	The gaps between disadvantaged and non-disadvantaged pupils are bigger than national at the end of KS1 and KS2	The gap between disadvantaged and non-disadvantaged pupils closes further at the end of KS1 and KS2 and is smaller than the National gap
SPEECH AND LANGUAGE THERAPIST ONE DAY PER WEEK IN SCHOOL	£14,500	All pupils assessed and given specialist support where necessary	The percentage of pupils reaching the expected standard for C and L and also Speaking and Listening at the end of KS1 are below National Average	The percentage of pupils reaching the expected standard are in line with National Averages
	£304,500			