 

**Pupil premium strategy statement:**

**Name of school: Gawthorpe Community Academy.**

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| 1. **Summary information** | | | | | |
| **School** | Gawthorpe Community Academy | | | | |
| **Academic Year** | 2019-2020 | **Total PP budget** | £56,720 | **Date of most recent PP Review** | Dec 2018 |
| **Total number of pupils** | 204 | **Number of pupils eligible for PP** | 43 (no EY) | **Date for next internal review of this strategy** | TBC |

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| 1. **Current attainment at Early Years** | | |
|  | ***Pupils eligible for PP (your school)*** | ***Pupils not eligible for PP (national average)*** |
| % achieving expected standard or above in reading, writing and maths | 60% | 86% |
| % making expected standard or above in reading | 60% | 86% |
| % making expected standard or above in writing | 60% | 86% |
| % making expected standard or above in maths | 83% | 95% |
| **Current attainment at KS1** |  |  |
|  | ***Pupils eligible for PP (your school)*** | ***Pupils not eligible for PP (national average)*** |
| % achieving expected standard or above in reading, writing and maths | 50% | 88% |
| % making expected standard or above in reading | 67% | 92% |
| % making expected standard or above in writing | 50% | 88% |
| % making expected standard or above in maths | 67% | 92% |
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| **Current attainment at KS2** |  |  |
|  | *Pupils eligible for PP (your school)* | *Pupils not eligible for PP (national average)* |
| % achieving expected standard or above in reading, writing and maths | 70% | 89% |
| % making expected standard or above in reading | 67% | 90% |
| % making expected standard or above in writing | 89% | 95% |
| % making expected standard or above in maths | 78% | 95% |

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| 1. **Barriers to future attainment (for pupils eligible for PP including high ability)** | |
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| **In-school barriers** *(issues to be addressed in school, such as poor oral language skills)* | |
|  | Behaviour incidents and/or exclusion figures for children in receipt of pupil premium. |
|  | Lower than expected levels of development on entry into the academy: particularly in mathematics and writing. |
| **C.** | Requirement of additional pastoral support and intervention to access the curriculum in order to achieve in line with peers. |
| **External barriers** *(issues which also require action outside school, such as low attendance rates)* | |
| **D.** | Attendance and Punctuality - the risk of a lower than average attendance as well as poor punctuality which has the potential to minimise the impact of regular high quality teaching. |
| **E.** | Emotional and Social factors – Some children experience complex home and school issues which have the potential to act as significant barriers to learning. |
| **F.** | Limited parental engagement and support for high aspirations – for a number of reasons, there may be potential for parents to not engage well with school. This could limit parental ability to support at home with activities such as homework and limit their aspirations for their child. |

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| 1. **Desired Outcomes** | | |
|  | *Desired outcomes and how they will be measured* | *Success criteria* |
|  | **Behaviour incidents and/or exclusion figures for chn in receipt of pupil premium to reduce from 18/19.**  There were 2 exclusions for children in receipt of pupil premium .2019/2020. A total of 4 children having a fixed term exclusion throughout the year. To reduce these figures to zero.  In 2018/2019 there were 27 behaviour incidents which resulted in isolation. 15/27 were children in receipt of pupil premium .The desired outcome would be to reduce the number of isolation incidents. | Half termly data tracking of behaviour logs from the classroom, integris logs from lunchtime and exclusion file indicate a reduction in incidents involving chn in receipt of pupil premium.    Overall reduction in behaviour incidents including children in receipt of pupil premium, for 2019/2020. |
|  | **Lower than expected levels of development on entry to the academy, including entry to Foundation Stage.**  Evidence from the EEF suggests when gaps are narrowed between disadvantaged pupils and their peers in the Early Years, this gap becomes manageable as pupils move through the years to the end of Primary School. Desired outcomes are for pupils in receipt of pupil premium to achieve GLD in EY aspects – including reading, writing and maths to be in line with peers.  Desired outcome would ensure disadvantaged pupils would make rapid progress from their starting point so across the year they achieve the ELGs. | Attainment data for pp chn to be in line with peers at the end of Foundation Stage.  In year data for writing and maths to be in line with reading in EYFS, KS1 and LKS2.  Impact of interventions to indicate progress has been made for pupils within an intervention to ensure they are in line or better than PAG target. |
|  | **Requirement of additional pastoral support and intervention to access the curriculum in order to achieve in line with peers.**  Performance of chn in receipt in pupil premium to be in line with their peers based on previous year’s data (see breakdown below).  **Early Years**   |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  | **ELG Reading** | | **ELG Writing** | | **ELG Maths** | | **ELG In RWM** | | **GLD** | | |  | **% Achieved or Exceeded** | **% Above** | **% Achieved or Exceeded** | **% Above** | **% Achieved or Exceeded** | **% Above** | **% Achieved or Exceeded** | **% Above** | **% Achieved or Exceeded** | **% Exceeded** | | Cohort | 86% | 21% | 82% | 14% | 93% | 21% | 82% | 14% | 82% | 14% | | PP | 67% | 0% | 67% | 0% | 83% | 0% | 67 | 0% | 67% | 0% | | Non PP | 91% | 27% | 86% | 18% | 96% | 27% | 86% | 14% | 86% | 14% |   **Year 1**   |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | |  | **Reading** | | **Writing** | | **Maths** | | **Phonics check** | |  | **% ARE or Above** | **% Above** | **% ARE or Above** | **% Above** | **% ARE or Above** | **% Above** | **% Achieved** | | Cohort | 87% | 37% | 80% | 17% | 90% | 27% | 90% | | PP | 67% | 0% | 67% | 0% | 83% | 0% | 80% | | Non PP | 88% | 40% | 84% | 20% | 96% | 28% | 92% |   **Year 2**   |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  | **Reading** | | **Writing** | | **Maths** | | **RWM Combined** | | |  | **% ARE or Above** | **% Above** | **% ARE or Above** | **% Above** | **% ARE or Above** | **% Above** | **% ARE or Above** | **% Above** | | Cohort | 87% | 50% | 80% | 40% | 87% | 47% | 87% | 40% | | PP | 67% | 33% | 67% | 17% | 83% | 0% | 50% | 20% | | Non PP | 83% | 35% | 78% | 22% | 83% | 30% | 90% | 33% |   **Year 3**   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | |  | **Reading** | | **Writing** | | **Maths** | | |  | **% ARE or Above** | **% Above** | **% ARE or Above** | **% Above** | **% ARE or Above** | **% Above** | | Cohort | 77% | 37% | 60% | 20% | 87% | 27% | | PP | 71% | 29% | 57% | 14% | 71% | 0% | | Non PP | 78% | 40% | 61% | 22% | 91% | 35% |   **Year 4**   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | |  | **Reading** | | **Writing** | | **Maths** | | |  | **% ARE or Above** | **% Above** | **% ARE or Above** | **% Above** | **% ARE or Above** | **% Above** | | Cohort | 83% | 40% | 63% | 20% | 77% | 30% | | PP | 89% | 22% | 56% | 0% | 56% | 11% | | Non PP | 81% | 48% | 67% | 29% | 86% | 38% |   **Year 5**   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | |  | **Reading** | | **Writing** | | **Maths** | | |  | **% ARE or Above** | **% Above** | **% ARE or Above** | **% Above** | **% ARE or Above** | **% Above** | | Cohort | 73% | 33% | 70% | 7% | 70% | 23% | | PP | 75% | 13% | 75% | 0% | 88% | 25% | | Non PP | 73% | 41% | 68% | 9% | 64% | 23% |   **Year 6**   |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  | **Reading** | | **Writing** | | **Maths** | | **Grammar** | | **RWM Combined** | | |  | **% ARE or Above** | **% Above** | **% ARE or Above** | **% Above** | **% ARE or Above** | **% Above** | **% ARE or Above** | **% Above** | **% ARE or Above** | **% Above** | | Cohort | 83% | 31% | 90% | 31% | 90% | 41% | 93% | 48% | 76% | 21% | | PP | 70% | 30% | 90% | 20% | 80% | 30% | 90% | 30% | 70% | 20% | | Non PP | 90% | 32% | 90% | 37% | 92% | 33% | 95% | 48% | 84%% | 21% |   Attainment to be measured through rigorous pupil progress meetings across the academy on a termly basis; pupils will be identified and provision put into place by class teachers. Any interventions will be input into target tracker. Attainment and in-year progress of this group will be measured during pupil progress meetings and actions for further progression identified and implemented. | Data tracking following half termly assessment input points indicates that chn in each cohort progress at least in line with their peers in reading, writing and maths.  All leaders and class teachers to be aware of PAG (Prior Attainment Group) targets and where pupils are at risk of not meeting these, intervention to be put swiftly in place.  Development of writing across the academy indicates that chn in each cohort achieve RWM combined by the end of the academic year. |
|  | **Attendance and Punctuality - the risk of a lower than average attendance as well as poor punctuality which has the potential to minimise the impact of regular high quality teaching.**  **Attendance for children in receipt of pupil premium was 94.56% in 2018/2019.** The desired outcome is that with additional support and targeted actions by the Attendance and Behaviour Officer, the attendance for pupil premium chn will raise to be in line with whole school figures.  2018/19  Whole School Attendance 96.52%  Pupil Premium Attendance 94.56%  Attendance to be measured with the Head teacher and Attendance and Behaviour Officer during weekly meeting to identify pupils who are at risk of a reduction in attendance. | Attendance to increase across the academy of children who are in receipt of pupil premium in line with whole school. |
|  | **Emotional and Social factors – Some children experience complex home and school issues which have the potential to act as significant barriers to learning. Our school has an IDACI postcode rating of 18.65 placing us in the 3rd quintile for deprivation.**  A high proportion of our pupil premium children are tracked for varied vulnerabilities; through targeted support, pupil premium attainment to demonstrate the impact of additional pastoral support to ensure all chn make expected or greater progress based on their PAG targets. | Individual tracking document highlights the bespoke support in place for chn who have vulnerabilities – including those who are also pupil premium.  Tracking half termly reading / comprehension age in addition to arithmetic should indicate an improvement in attainment. |
|  | **Limited parental engagement and support for high aspirations – for a number of reasons, there may be potential for parents to not engage well with school. This could limit parental ability to support at home with activities such as homework and limit their aspirations for their child which could hinder pupils’ own feelings towards school and their own achievements and future goals.**  Parent / carers’ attendance in school – including parent information events / parents evenings / INSPIRE events to increase through increasing the range of workshops / open events on offer to parents.    Increase the proportion of families supported by the learning mentor and attendance and behaviour officer from 18/19: for persistent absence 9 families and 10 pupils; 6 of these being disadvantaged. | Attendance at celebration assemblies, class assemblies, showcases, INSPIRE events, coffee mornings, open mornings and parent’s evenings to increase through heightened promotion of events through Twitter feed, newsletters, posters, school website.  Persistent absence to be reduced and the number of families being involved to be reduced to 5 and children in receipt of pupil premium to be reduced to 4 families. Children will be in school to be able to access first wave quality teaching. |
|  | **To diminish the vocabulary gap of children in receipt of pupil premium funding. Linked to our School Development Plan and following on from our research, we have identified that the majority of PP children have a vocabulary deficit in comparison to their peers.**  Give children further opportunity to increase their reading mileage. Focus PP chn to access reading interventions more regularly. Word banks to be developed in classrooms including subject specific vocabulary. | Attainment gaps in reading and writing between PP and Non PP chn to diminish. |

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| 1. **Planned expenditure** | | | | | | | |
| **Academic year** | | **2018/2019** | | | | | |
| The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies. | | | | | | | |
| 1. **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?** |
| **To diminish the difference between PP children and Non PP children with lower than expected levels of development on entry.** | | Additional support staff hours across school.  Additional booster sessions led by SLT members for identified children in Y2 and Y6.  Additional Part-time teacher to support Y6 children 2 mornings per week  Additional maths resources  Additional book resources | | Use of teaching assistants providing high quality feedback can add up to 8 months impact on learning according to the EEF toolkit for teaching and learning.  Small group booster sessions took place in 17/18 with 6 pupils in Y6.  5/6 of these pupils achieved RWM combined in KS2 SATs. All pupil premium children achieved ARE in Reading and Writing and only one didn’t achieve ARE in Maths.  To prepare all children for SATs tests at the end of Year 6, this allows 2 teachers to be there to boost children’s learning.  To raise attainment and progress specifically for those to reach a greater depth of understanding.  To develop the love of reading and allow children to access 2 library books per week to take home | Subject leaders and phase leaders will ensure a comprehensive programme of CPD is in place for staff to ensure feedback and guided learning is effective.  SLT will identify pupils at risk of not attaining a minimum 100 scaled score based on PAG prediction of 98/99. Resources to be ordered and intervention organised for after school.  Lesson monitoring | Core subject leaders  N White  A Mitchell | Half termly pupil progress meetings.  Ongoing attainment tracking. |
| **Requirement of additional pastoral support and intervention to access the curriculum in order to achieve in line with peers.** | | Full time equivalent teaching assistant support in every classroom – including afternoon sessions.  Teaching Assistant staff to each be assigned to two pupil premium chn in the classroom; focus on building a positive working relationship, completing priority readers, supporting with homework and developing social and emotional welfare through regular talk and ‘catch up’ sessions. 10 minute daily catch up x 2 pupils. | | Targeted support from Teaching Assistants 18/19 has indicated that of the 14 pupils assigned to a member of support staff for tracking and monitoring, 10/14 pupils made either academic or social and emotional progress during the year. Of the remaining 4 pupils, 3 were new to the academy throughout the year; all are now being supported by the Learning Mentor and SENDCo. | All staff will be informed of who their target children are during appraisals.  Support staff will have their target chn form part of their performance management targets; pupil progress meetings will ensure rigorous tracking is in place for all pupils. | SLT  Class Teachers | Half termly pupil progress meetings. |
| **Total budgeted cost** | | | | | | | £19,162.10 |
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| 1. **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?** | |
| **Behaviour incidents and/or exclusion figures for children in receipt of pupil premium to reduce from 18/19.** | | Learning Mentor and Attendance and Behaviour Officer to identify pupils at risk of or have experienced exclusion from school.  Targeted intervention (including Lego Therapy) to be put in place and impact on exclusion data to be monitored by the Learning Mentor and Attendance and Behaviour Officer on a half termly basis.  Targeted playtime and lunchtime roles, routines and activities to be established. Additional clubs including lego therapy, cross stitch, colouring club, book club and library to target pupils. | | To reduce the number of exclusions of PP students from 2 to zero  Behaviour incidents have been increased over the 18/19 year, however this was due to the new behaviour policy that was introduced in the Spring term. These interventions had begun to have a positive impact on the children taking part; in order to continue this work, the learning mentor and behaviour officer will put specific intervention in place and staff will be developed and trained to support the play during academy ‘free time’. | | Directed time provided within timetables to ensure interventions groups for identified children are in place.  Dedicated time for parents / carers to be invited into school and updated on progress of intervention and the impact on behavioural choices and incidents within school.  Resources for behavioural interventions and playtime equipment to be audited in school and additional resources ordered if required.  Regular meetings held between Attendance and Behaviour Officer, Head teacher to monitor behaviour incidents and actions swiftly put into place. | D Pyrah  N White  A Mitchell | Half termly behaviour incident and exclusion report.  Termly reviews | |
| **Emotional and Social factors – Some children experience complex home and school issues which have the potential to act as significant barriers to learning.** | | Learning Mentor deployed to work closely with targeted families identified through the academy vulnerable list – many of whom are also in receipt of pupil premium.  Subsidy for residential visits  Free school milk for children in receipt of the Pupil premium  Additional free clubs | | The pastoral team has supported 29% of pupils and their families in 18/19. 16% of these families are disadvantaged pupils.  We subsidise the cost of the residential visits for children in receipt of the pupil premium in order to ensure that economic hardship does not affect a child’s chance of engaging in highly effective out of school experiences.  To ensure that vulnerable children, who may not have had a nutritional breakfast, have access to milk.  To further develop children’s experiences to enrich their understanding of the world as well as providing and widening opportunities across the curriculum. | | Performance management to reflect welfare, attendance and parental engagement for disadvantaged pupils.  Regular reviews of the Vulnerable list with the H and learning mentor.  Pupil voice to monitor the impact and effectiveness of interventions to support the welfare of identified pupils.  Uptake of PP children will increase- parent’s supported with payment plans.  Milk is ordered for every disadvantaged child and class teachers are aware and monitor those children accessing this.  Uptake of PP children will increase. SLT monitor quality provision. Opportunity to experience an event that they may not necessarily access at home. Opportunities to take part in and make connections with local outside clubs. | D Pyrah  A Mitchell | Half termly update of the vulnerable list.  . | |
| **Total budgeted cost** | | | | | | | | £32,723 | |
| 1. **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?** | |
| **Attendance and Punctuality - the risk of a lower than average attendance as well as poor punctuality which has the potential to minimise the impact of regular high quality teaching.** | | Deployment of the Attendance and Behaviour Officer to monitor key individuals whose attendance drops below the Academy threshold.  Families to be prosecuted for poor attendance.  Regular attendance updates for parents – half termly attendance available for all parents.  Attendance to feature heavily on the weekly academy newsletter to highlight this is a key academy priority. | | 2018/2019  Attendance figures for pupils in receipt of pupil premium indicate:  *Whole school: 96.52%*  *Pupil Premium: 94.56%*  To diminish the gap in this attendance percentage the attendance officer will work with specifically families in receipt of pupil premium funding.  One pupil premium family with persistent absence have caused a small dip in the consistently high attendance percentages we usually achieve. Work with routines and non-negotiables for attending school to reverse this trend. | | Weekly attendance review meetings held between the Attendance and Behaviour Officer, Learning Mentor and Head teacher to highlight and monitor pupil attendance to ensure swift action is taken.  Attendance and Behaviour Officer to continue working closely with the EWO to issue fines for families failing to adhere to attendance boundaries in school. EWO supervision visits with partner school to ensure all monitoring that can be done is taking place.  Parents of pupils whose attendance and/or punctuality to school is seen to be dropping to be invited into school for meetings with the Attendance and Behaviour Officer.  Newsletter to be reorganised to allow for attendance celebration to take place. | A Mitchell  D Pyrah | Weekly attendance review meetings.  Weekly and half termly attendance reports. | |
| **Limited parental engagement and support for high aspirations.** | | Develop ‘showcases’ across the curriculum where parents are invited into school to see the achievements of their child and other pupils.  Develop the new PTA group to engage parents to ensure all children can access events.  Learning Mentor and Attendance and Behaviour Officer to develop a programme of workshops for parents throughout the academic year – including ‘life skills’ sessions: cooking, budgeting and eating healthily would help the most vulnerable parents – and benefit their children too. Develop range of ‘real life’ visits and include parents too. | | To reduce the barrier between parents and school by offering a wider range of reasons and opportunities for parents to engage with the academy.  Programme of PHSE to be progressive and develop with age range to prepare chn for life beyond primary school – this will work in hand with the Values Based Education curriculum in place.  Raise aspirations and attainment by providing support and guidance for parents/carers at home – reduce the requirement for parents to feel support is available for both home and school.  To ensure pupils who are able to achieve at a higher standard are sufficiently challenged in all aspects of the curriculum. | | Twitter and Newsletters to share events and celebrate successes; ensure quality teaching in place for the end result and ‘purpose’ to be engaging for parents. Offer range of times to include all parents.  Key Stage Leaders to organise events for their key stages; pupil voice to take place to draw upon the impact of this work.  Parents invited in to see the outcome of this work and in turn, support their child through school.  Monitor numbers and target parents to ensure take up is higher than previous years. Newsletters and twitter to share the events calendar in school.  Parent views for effectiveness within subject monitoring.  Pupil progress meetings. | All Staff |  | |
| **Total budgeted cost** | | | | | | | | £18,047 | |

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| 1. **Review of expenditure:** | | | | |
| **Previous Academic Year** | | **2019/2020** | | |
| 1. **Quality of teaching for all** | | | | |
| **Desired outcome** | **Chosen action/approach** | **Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | **Lessons learned**  (and whether you will continue with this approach) | **Cost** |
| **To diminish the difference between PP children and Non PP children with lower than expected levels of development on entry.** | Additional in class support hours: additional Nursery Nurse in Reception 5 mornings per week to support early numeracy and communication and language  Additional support staff hours across school.  Additional booster sessions led by SLT members for identified children in Y2 and Y6.  Additional Part-time teacher to support Y6 children 2 mornings per week  Additional maths resources  Additional book resources | Evidence from the Early Years Tool kit indicates that early numeracy and communication and language approaches have a great impact on teaching and learning attainment. Of the five pupil premium chn in Rec 17/18, only one child achieved GLD.  Use of teaching assistants providing high quality feedback can add up to 8 months impact on learning according to the EEF toolkit for teaching and learning.  Small group booster sessions took place in 17/18 with 6 pupils in Y6.  5/6 of these pupils achieved RWM combined in KS2 SATs. All pupil premium children achieved ARE in Reading and Writing and only one didn’t achieve ARE in Maths.  To prepare all children for SATs tests at the end of Year 6, this allows 2 teachers to be there to boost children’s learning.  To raise attainment and progress specifically for those to reach a greater depth of understanding.  To develop the love of reading and allow children to access 2 library books per week to take home | 4/6 pupil premium children have this year achieved GLD. Due to budget cuts elsewhere we will be unable to sustain this, however we will endeavour to continue with this level of support using other staff as it has proved to have a positive impact.  Support staff have provided interventions across school as well as targeted in lesson support. Data from all year groups shows that all children have made progress and interventions have had a positive impact.  6/9 pupils achieved RWM combined in KS2 SATs. 8 pupil premium children achieved ARE in writing, 7 achieved ARE in maths and 6 achieved ARE in reading.  This teacher has focused on writing, where 8/9 pupil premium children achieved ARE or above. This will continue next year.  2 pupil premium chn achieve 110+ scaled score in RWM. |  |
| 1. **Targeted support** | | | | |
| **Desired outcome** | **Chosen action/approach** | **Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | **Lessons learned**  (and whether you will continue with this approach) | **Cost** |
| **Behaviour incidents and/or exclusion figures for children in receipt of pupil premium to reduce from 17/18.** | Learning Mentor and Attendance and Behaviour Officer to identify pupils at risk of or have experienced exclusion from school.  Targeted intervention (including Lego Therapy) to be put in place and impact on exclusion data to be monitored by the Learning Mentor and Attendance and Behaviour Officer on a half termly basis.  Targeted playtime and lunchtime roles, routines and activities to be established. Additional clubs including lego therapy, cross stitch, colouring club, book club and library to target pupils. | *Summer 2018:*  *Only one child in receipt of pupil premium received an exclusion in the summer term – totalling 1 day.*  Behaviour incidents have been reduced over the course of 17/18; in order to continue this work, the learning mentor and behaviour officer will put specific intervention in place and academy leaders will be developed and trained to support the play during academy ‘free time’. | Over the course of the whole year only 2 PP children have received an exclusion totalling 2.5 days. Lego therapy and other SEMH interventions have been taking place most afternoons. Learning mentor and attendance officer have worked at lunchtimes and playtimes to help children to avoid conflict and provide an alternative provision. Although this is a slight increase in our exclusion figures, this is due to our new behaviour policy. |  |
| **Emotional and Social factors – Some children experience complex home and school issues which have the potential to act as significant barriers to learning.** | Learning Mentor deployed to work closely with targeted families identified through the academy vulnerable list – many of whom are also in receipt of pupil premium.  Subsidy for residential visits  Free school milk for children in receipt of the Pupil premium  Additional free clubs | The pastoral team has supported 35% of pupils and their families in 17/18. 6% of these are families are disadvantaged pupils.  We subsidise the cost of the residential visits for children in receipt of the pupil premium in order to ensure that economic hardship does not affect a child’s chance of engaging in highly effective out of school experiences.  To ensure that vulnerable children, who may not have had a nutritional breakfast, have access to milk.  To further develop children’s experiences to enrich their understanding of the world as well as providing and widening opportunities across the curriculum. | Children have been able to return to lessons after spending time with the learning mentor and this has not affected their learning. Any issues have been easily resolved. Families have accessed the learning mentor with any concerns and she has supported them with a variety of issues. The learning mentor is now a DSL and attends all CP, CAF and CIN meetings creating continuity for communication with families.  15 pupil premium children went on the residential. This has aided with social and emotional interaction with staff and peers. |  |

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| 1. **Other approaches** | | | | |
| **Desired outcome** | **Chosen action/approach** | **Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | **Lessons learned**  (and whether you will continue with this approach) | **Cost** |
| **Attendance and Punctuality - the risk of a lower than average attendance as well as poor punctuality which has the potential to minimise the impact of regular high quality teaching.** | Deployment of the Attendance and Behaviour Officer to monitor key individuals whose attendance drops below the Academy threshold.  Families to be prosecuted for poor attendance.  Regular attendance updates for parents – half termly attendance available for all parents.  Attendance to feature heavily on the weekly academy newsletter to highlight this is a key academy priority. | Attendance figures for pupils in receipt of pupil premium indicate:  *Whole school: 96.64%*  *Pupil Premium: 94.25%*  To diminish the gap in this attendance percentage the attendance officer will work with specifically families in receipt of pupil premium funding.  One pupil premium family with persistent absence have caused a small dip in the consistently high attendance percentages we usually achieve. Work with routines and non-negotiables for attending school to reverse this trend. | Attendance has improved for all children including pupil premium. We will continue with this approach next year and target persistent absentees.  The previous persistent absence family have not improved. We have now issued fines for this absence and will continue to do so next year. |  |

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| 1. **Additional detail** |
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