

Pupil Premium Plan and Strategy

2018- 2019

NOR	480
Number of pupils eligible for PP funding	176
Percentage of pupils eligible for PP funding	36%
Total Budget allocation	£246,840
Academy Deprivation Index	0.4
Nominated member of EAB	A. Clarkson
EAB PP Review dates	Dec 2018/ Apr 2019/July 2019

Outcomes of Previous Academic year

	All	PP	Others
EYFS (GLD)	66%	57%	71%
Year 1 Phonics	80%	83%	79%
Key Stage 1 Reading	64%	61%	70%
Key Stage 1 Writing	61%	57%	63%
Key Stage 1 Maths	70%	62%	74%
Key stage 2 Reading	61%	60%	61%
Key stage 2 Writing	79%	77%	81%
Key stage 2 Maths	73%	67%	78%

Pupil Premium – What is Pupil Premium?

Pupil Premium was introduced by the Department for Education (DfE) in 2011, as additional funding for pupils who receive Free School Meals and who are Looked After Children. This is because the DfE have recognised that good education is the key to improving young people's life chances. This is particularly true for children from low-income families, or who are Looked After Children, research shows that without intervention these children are far less likely to leave schools with good GCSE results than other children.

The Pupil Premium, using additional resources from outside the School's Budget, is intended to address the current inequalities by ensuring that funding reaches the pupils who need it most.

The Pupil Premium has also been introduced for children whose parents are currently serving in the armed forces. This service premium is designed to address the emotional and social well-being of these pupils.

The DfE have stated that schools have the right to spend this funding as they see fit based upon their knowledge of pupil needs. There is obvious accountability that serves to ensure that the money is used effectively and to the benefit of these key groups.

What does the data suggest for priorities for the next academic year?

EYFS

In foundation stage, the percentage of children who achieved a GLD as a whole was 66%. The percentage of PP children who achieved GLD was 57%; this is 14% lower than the non-PP children at 71%.

Target areas for next year based on the areas which are holding back children's progress;

- Developing early language development
- Developing early reading and maths skills
- Developing parental involvement to aid early reading and maths skills
- Developing physical development

KS1

Phonic screening in Year 1, the pass rate increased from 75% in 2017 to 80% in 2018. 83% of PP children passed their phonic screening compared to 79% of others. This goes against the trend nationally of PP children being 15% lower than their peers in published 2017 data.

At the end of key stage 1, PP children were below their peers. 52% achieved EXS compared to 70% of others in reading; 57% achieved EXS in writing compared to 63% of others; 62% achieved EXS in maths compared to 74% of others.

At GDS, there are also differences between PP and non PP children. In reading there is a 14% difference, in writing a 12% difference and in maths a 21% difference in the percentage achieving GDS.

Year 1

- Provision for middle achievers to maintain progress

Year 2

- Provision for higher achievers in reading, writing and maths

KS2

At the end of KS2, 53.3% of PP children met expected standard in Reading, writing and maths compared to 61.6% of non PP children. In reading, 60% achieved EXS compared to 61.1% of others; in writing, 76.6% of PP children achieved EXS compared to 80.6% of others; in maths 66.7% of PP children achieved EXS compared to 77.8% of others.

GDS; in reading, 10% of PP children compared to 11.1% of others; in writing, 0% of PP children compared to 27.8% of others; in maths, 3.3% of PP children compared to 5.6% of others.

In year 3 the percentage of children accessing ARE in reading, writing and maths is in line with their KS1 results. In year 4, the percentage of children accessing ARE is increasing in reading writing and maths from their end of KS1 results. This trend continues in Year 5.

Year 3

- Provision for higher and low achievers in reading, writing and maths

Year 4

- Provision for low achievers in reading, writing and maths

Year 5

- Provision for low achievers in reading, writing and maths

Year 6

- Provision for middle achievers in reading, writing and maths
- Progress for Lower and higher achievers in reading
- Progress for higher achievers in maths

Behaviour and Attendance

- Behaviour at play time on football pitch.
- Attitude to learning and wanting to achieve in Year 6.
- Attendance - to maintain above national average attendance of PP children (school 4.9% vs. 5.2% national) and maintain PA at lower than national average (school 9.9% vs. 15.1 national)

Current Pupils

	% Eligible	% L -PA	% M-PA	% H -PA
Early Years	+ N° of chn	40%	50%	10%
Specific intervention need	14%	4 children	5 children	1 child
Objective number		1, 3	1,3	
Y1		36%	45%	18%
Specific intervention need	34%	8 children	10 children	4 children
Objective number		1, 3,	3, 4	
Y2		43%	48%	9%
Specific intervention need	36%	9 children	10 children	2 children
Objective number		2, 3, 4	2, 3, 4, 5	5
Y3		33%	62%	5%
Specific intervention need	32%	7 children	13 children	1 child
Objective number		1, 2, 3, 4	2, 4, 5	5
Y4		15%	65%	19%
Specific intervention need	45%	4 children	17 children	5 children

Objective number		2, 4,	4, 5	5
Y5		30%	60%	10%
Specific intervention need	43%	9 children	18 children	3 children
Objective number		1, 2, 4, 5	2, 5	
Y6		40%	25%	35%
Specific intervention need	54%	16 children	10 children	13 children
Objective number		2, 4	2, 5	2, 5

Additional Planned Use of Funding (Whole Academy)

Whole school initiative	What will it cost?	How many pupils will benefit?	Who will be responsible?	Impact?
Educational visits	£16,420	To ensure no child is unable to attend a visit, including residential visits.	All teachers	
Pastoral support	£75,965	To ensure all children are ready to learn when they are in the school, despite factors outside that may have a negative impact on learning. Planned, structured one to one/ small group/ whole class interventions which address SEMH across the whole school, including transition support.	C.Wong	
EWO	£9756	To support and maintain attendance for all children	N.Spray	

Breakfast Club	£5700 food (£150 x 38 weeks) £12,533 staffing	To ensure children arrive on time and have had breakfast and are ready to learn		
Book Swap project	£5000	To ensure all children have access to a range of books that they may keep at home or swap with friends, developing reading stamina and interest.	L. Hammond/A.Hinson	
Lunchtime clubs	£9550	To give children the opportunity to take part in lunchtime clubs, computer club, homework club, sports clubs		
Attendance awards	£500	To promote good attendance at school.	N.Spray/All staff	
Educational psychology	£2500	Additional hours from the educational psychologist.	C. Suich	

1 to 1 tuition	£10000	To support children with their learning, bespoke programmes for individual children.	T.Herrick	
Additional TA support in Y5/6 maths	£9688	To support children with additional intervention daily during SDI in Year 5 and additional intervention as needed in Year 6.	T.Herrick	
Music support	£12,675	To ensure that all children in the academy have the opportunity to develop their music knowledge from a professional musician.	K.Armitage	
Homework club	£4,700	To support children in Year 6 to complete their homework with support.	T.Herrick	
Library books	£4400	To continue to update books in the library and classroom shelves to promote a reading culture throughout the academy.	L.Hammond/A. Hinson	

Objective 1 Speech and Language Years: FS/Yr1/Yr2/Yr3	What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible?	What will success look like?
FS	Language through Listening Programme	2 groups 2x weekly. Totalling 1 hour a week. NNEB £3933	5 children	LB	Children will be able to listen and turn take in a group situation for a short period of time.
FS	SALT therapy with Michelle Baynham (MB)	£1140	1 child 20mins weekly	MB/CS	To be able to follow instructions and name colours
Yr1	SALT therapy with MB	£1140	3 children 30 mins weekly	MB/CS	To be able to use language to communicate successfully in social situations.
Yr 3	SALT Therapy MB Support in class with class teacher overseen	Meeting termly £154	1 child	MB/CS	To be able to use language to communicate successfully in social situations.

Yr 5	SALT Therapy MB Support in class with class teacher overseen	Meeting termly £154	1 child	MB/CS	To be able to use language to communicate successfully in social situations.
Review Term 1					
Review Term 2					
Review Term 3					
Objective 2 Reading Years: All years	What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible?	What will success look like?
Yr 2	ECAR – To improve fluency and word recognition of ch reading.	£15,160	4 children	DR/AH	Chn will progress through levels.
Yr 3	Decoding words and understanding within text To understand prediction To summarise the text	2 x 20 mins £354	4 children	HS/AG/PB	Children will be able to make predictions, summarise texts and decode words.
Yr 3	Decoding words Learning to read unfamiliar words	2 x 20 mins £354	7 children	HS/AG	Children will decode words and demonstrate more fluency.

	Reading to understand the meaning of the text				
Yr 3	Lexia – Practising decode and understand letter sounds	2 x 20 mins £354	2 children		Chn will be using letter sounds independently in reading.
Yr 4	Decoding words and understanding within the text. Understanding how to prediction Learning to summarise the text	2 x 20 mins £354	4 children	PB/PT	Children will demonstrate fluency when reading
Yr 5	Reading fluency	2 x 20 mins £354	5 children	LH/BC/TH	Children will demonstrate fluency and pace when reading
Yr 5	Reading retrieval	2 x 20 mins £354	6 children	LH/BC/TH	Children will understand what a question is asking them and retrieve the correct information.
Yr 5	Reading inference	2 x 20 mins £354	5 children		Children will record a precise answer and refer to the text for clues.
Yr 6	HAP – Vocabulary and inference	Learning director once a week. £2280	1 child	FM/TH/Year 6 teachers	Children test scores will increase termly towards their prediction
Yr 6	MAP -	Learning director once a week. £2280	3 children	FM/TH/Year 6 teachers	Children test scores will increase termly towards their prediction
Yr 6	LAP -	Learning director once a week. £2280	4 children	FM/TH/Year 6 teachers	Children test scores will increase termly towards their prediction

Yr 6	ECAR – To improve fluency and decoding in reading	£15,160	2 children	DR/TH	Children to progress through reading levels.
Review Term 1					
Review Term 2					
Review Term 3					

Objective 3 Phonics Years: FS/KS1/KS2	What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible?	What will success look like?
FS	Phonic intervention	20 minutes daily with TA £708	1 child	LW	Children will be able to take turns with a listening game.
FS	Phonic intervention	15 minutes daily With TA £708	4 children	Foundation teachers	Children will recognise, blend and segment phase 2 sounds.
YR 1	Phonic intervention	4 x a week £708	8 children	Year 1 teachers/AH	Children will be able to demonstrate their phonic knowledge in reading and writing

YR 2	Phonic intervention	3 x a week £531	5 children	Year 2 teachers/AH	Children will work towards passing phonic screening
Yr 3/4 Phonic group	Developing the sounding of unfamiliar words, develop understanding and meaning of new words in decoding and spelling	2 x 20 mins £354	3 children	PB	Children will read with some fluency.
Yr 3	Developing knowledge of sounds Developing an understanding in decoding words and spelling	2 x 20 mins £354	2 children	HS/AG/PB	Children will be able to use phonic knowledge in reading and writing.
Review Term 1					
Review Term 2					



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Review Term 3	
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Objective 4 Writing Years: All	What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible?	What will success look like?
Yr 1	Handwriting	3 x week £531	3 children	Yr 1 teachers/AH	Chn writing will become more legible for readers.
Yr 2	Rapid Writing	2 x week 30 mins £354	2 children	Yr 2 Teachers/AH	Chn writing will mirror the handwriting policy
	Handwriting	2 x week 20 mins £354	6 children		
Yr 3	Basic sentence writing	2 x 30mins £354	2 children	JF/CS	Chn to write basic sentences.
Yr 3	Editing and improving their work Improving the structure of their writing	2 x 20 mins £354	6 children	HS/AG	Chn will edit their work effectively to improve their work
Yr 4	Basic sentence writing	2 x 30 mins £354	6 children	JF/CS	
Yr 4	Enhancing the skills of higher achievers – sentence structure, grammatical devices	2 x 20 mins £354	5 children	PB/PT	Chn will demonstrate higher skills in their independent writing
Yr 4	Re-reading what is written Ensuring they meet a success criterion	2 x 20 mins £354	6 children		Chn will read their work, edit it and meet success criteria

	Editing text to meet expected standard and success criteria				
Yr 5	Basic sentence writing using C.L. and F.S.	2 x 30mins £354	2 children	JF/CS	Chn will write independently with C.L. and F.S.
Yr 6	Basic sentence writing using C.L. and F.S.	2 x 30 mins £354	1 child	JF/CS	Chn will write independently with C.L. and F.S.
Review Term 1					
Review Term 2					
Review Term 3					

Objective 5 Maths Years: All	What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible?	What will success look like?
YR 2	Greater Depth maths group	£3765	2 children	HA/AH	Chn will be working at greater depth within maths lessons

YR 2	Expected standard extra maths group	£3765	11 children	HA/AH	Chn will be working at expected standard in maths lessons
YR 3	Spring board maths – addition and subtraction Place value	2 x 20 mins £354	7 children	HS/AG	Chn will demonstrate knowledge of place value across all areas of maths
Yr 3	Numerosity boost the skills of children just below expected standard Calculation and basic number skills	2 x 20 mins £354	4 children	HS/AG	Chn will begin to work at expected standard in maths lessons
YR 4	Numerosity 2x a week – boost the skills of children just below expected standard Calculation and basic number skills	2 x 20 mins £354	2 children	PB/PT	Chn will begin to work at expected standard in maths lessons
Yr 4	Developing knowledge of number bonds Developing addition and subtraction skills Understanding place value	2 x 20 mins £354	6 children	PB/PT	Chn will demonstrate knowledge of place value in all areas of maths
Yr 5	Place Value and number operation	2 x 20 mins £354	5 children	LH/BC/TH	Chn will demonstrate knowledge of place value in maths and complete number operation.

Yr 5	Target children based on SDI teaching	2 x 20 mins £354	3 children	LH/BC/TH	Chn develop independence in maths lessons
Yr 6	HAP – Chn exploring concepts for greater depth	Learning director once weekly £2280	4 children	AC/TH/Year 6 teachers	Chn test scores will increase termly towards their prediction
Yr 6	MAP – Chn addressing gaps in their knowledge.	Learning director once weekly £2280	1 child	AC/TH/Year 6 teachers	Chn test scores will increase termly towards their prediction
Review Term 1					
Review Term 2					
Review Term 3					

Objective 6 Pastoral Years: All	What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible?	What will success look like?
	Planned, structured one to one/ small group/ whole class interventions which address SEMH across the whole school, including transition support.	Weekly sessions for ch either individually and or as groups. (see above)	48 children	Pastoral team CW, TG, SH	Children experiencing positive mental health, feeling safe, happy and ready to learn in school.
Review Term 1					
Review Term 2					



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