**Garden City Academy Pupil Premium Strategy Statement**



**& Review of the Impact of 2018/19 Expenditure**

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| **Summary Information** |

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| **Academic Year** | 2018/2019 | **Total PP budget** | £102,906.00 | **Date of most recent PP review** | 2/10/2018 |
| **Total Numbers of children** | 188 Y1-645 EYFS | **Number of pupils eligible for PP** | 92 | **Date for the next internal review of this strategy** | July 2019 |

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| **Attainment 2018 End of year (whole school)** |  |
|  | Pupils eligible for PP | Pupils not eligible for PP | NationalPP |
| % achieving ARE in Reading | 62% | 61% |  |
| % achieving ARE in Writing | 48% | 51% |  |
| & achieving ARE in Maths | 59% | 64% |  |
| % making at least expected progress in Reading  | 91% | 92% |  |
| % making at least expected progress in Writing  | 86% | 90% |  |
| % making at least expected progress in Maths  | 81% | 85% |  |
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| Y6 Reading | 93% | 100% | 75% |
| Y6 Writing | 87% | 57% | 78% |
| Y6 Maths | 100% | 71% | 76% |
| Combined | 87% | 57% | 64% |
| **Barriers to future attainment (for pupils eligible for PP)** |  |
| **In-school barriers** *(issues to be addressed in school, such as poor oral language skills)* |  |
| **a.** | * Historical low attainment (Ofsted June 2016),
* 2017 SATs results below floor standard,
* Attainment historically below national average in reading, writing and maths in most year groups
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| **b.** | * Behaviour issues for a small group of Y5 pupils (mostly eligible for PP) are having detrimental effect on their academic attainment and progress and that of their peers.
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| **c.** | * Part of the catchment is a lower layer super output area and is in the 10% of most deprived areas in the country. PP is significantly higher than national average. Children enter the school with significant issues in speech and language and development.
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| **d.** | * Attendance is below national average for 2017/18 at 94.9%.
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| **Desired Outcomes** |  |
| **a.** | Attainment to rise to in line with or above national averages for all children. | Data is in line or above national average and all children make accelerated progress in Reading, Writing and Maths. |  |
| **b.** | Progress to be in line with or above national averages for all children. | Progress in line with or above national expectations for children in reading, writing and maths. |  |
| **c.** | Close the gap for disadvantaged pupils in reading, particularly in Y1 and Y3, in writing particularly in Y1, Y3 and Y5 and in maths particularly in Y1 and Y3. | Gap closing in all subject areas between disadvantaged and non-disadvantaged pupils. |  |
| **d.** | Improve the progress of PP pupils in reading, writing and maths | Gap between the progress of Disadvantaged and Non-Disadvantaged continues to be reduced. |  |
| **d.** | Improved behaviour and behaviour for learning of all pupils, particularly in Y5 | Improved learning opportunities for all children and engagement in learning. |  |
| **e.** | Improved attendance for all pupils but especially PP children. | Attendance in line with or above national expectations (96%) |  |
| **f.** | Reduced persistent absence for all pupils but especially PP children. | Persistent absence in line with or below national data (-8.8%) |  |
| **Planned expenditure 2018/2019** |  |
| 1. **Improve the quality of teaching for all pupils**
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| **Desired Outcome** | **Chosen Action / Approach** | **Evidence and rationale for choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **Review date** |  |
| Maintain the attainment gap in Reading between disadvantaged and non- disadvantaged children.  | Subject intervention and support in the classroom. ASL support to be provided in Y4 – Y5.Additional teacher support in Y5/6 | Children require intensive support in order to make accelerated progress and attain standards in line with national averages. Use PiXL half termly tests and use question level analysis to address areas of weakness. | Whole school assessment programme in place to ensure appropriate data is available. Regular monitoring of data. Interventions have a baseline and an exit point. This is reviewed every 3 – 6 weeks.Assistant Headteacher-Key stage two outcomes to lead English | Deputy Head Teacher/Headteacher | Half termly |  |
| Closing the attainment gap in Writing between disadvantaged and non- disadvantaged children particularly in Y5. | Subject intervention and support in the classroom. ASL support to be provided. | Children require intensive support in order to make accelerated progress.  | Analysis of writing data. Moderation of writing and Moderator training for writing to improve skills of teaching staff. Assistant Headteacher-Key stage two outcomes to lead English | Deputy Head Teacher/Headteacher | Half termly |  |
| Closing the attainment gap in Maths between disadvantaged and non- disadvantaged children particularly in Y2 and Y4. | Subject intervention and support in the classroom. ASL support to be provided in Y4 – Y5.Additional teacher support in Y5-6 | Children require intensive support in order to make accelerated progress. Use of PiXL half termly tests and use question level analysis to address areas of weakness. | Whole school assessment programme in place to ensure appropriate data is available. Regular monitoring of data. Interventions have a baseline and an exit point - reviewed every 3 – 6 weeks. Deputy Heateacher to lead Maths | Deputy Head Teacher/Headteacher | Half termly |  |
| **Total budgeted cost** | **£ 23,889** |  |

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| 1. **Targetted Support and other approaches**
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| **Desired Outcome** | **Chosen Action / Approach** | **Evidence and rationale for choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **Review date** |
| Early intervention of speech and language on entry to school | Speech and Language TA | We have a high proportion of children starting the school with SPLD difficulties. | Welcomm screening and tracking of SPLD | Deputy Head | Annually  |
| Ensure there are equal opportunities for PP children compared to non PP children | Breakfast clubMusic provisionUniform grantTrip subsidy | We have a large proportion of children who require food and clothing. We also want to ensure that children have the opportunity to access music lessons and trips. | Monitor take up of activities and attendance at breakfast club. | LG/ Headteacher | Termly. |
| Social and Emotional Mental health support | Art Therapy | We have a large proportion of children who require mental health support and we can then refer to our in school qualified therapist. | Inclusion team to manage waiting lists and case load. SDQ questionnaire used on entry and exit to Art therapy. | Deputy Headteacher | Annually |
| Disadvantaged children attend reguslry-96% or above and persistent absence is reduced. | Deputy Headteacher leading with attendance | SLT required to reduce PA and ensure regular attendance | Data Tracking | Deputy Headteacher | Annually |
| **Total budgeted cost** | **£87,420** |
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| **Total**  | **111,309** |
| **Difference** | **-8349** |
| **Review of Expenditure – Previous academic year (2017/2018)** |
| 1. **Quality of teaching**
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| **Desired Outcome** | **Chosen Action / Approach** | **Impact** | **Lessons Learned** | **Cost** |
| Closing the attainment gap in Maths between disadvantaged and non- disadvantaged children. | Subject intervention and support in the classroom – specialist maths leader / TA support  | Attainment of maths across the school has improved.There is no notable gap between disadvantaged and non-disadvantaged children.KS1 results broadly in line with national average. Key stage 2 results above national average. | Close tracking of intervention strategies and programmes and use of a specialist maths teacher with TA support impacted positively on the attainment of Disadvantaged children in maths.  | £66831 |
| Closing the attainment gap in Writing between disadvantaged and non – disadvantaged children. | Intervention TA’s to support with spellings, phonics, reading, handwriting and speaking and listening. | Attainment in Writing across is on an upward trend.There is no notable gap between disadvantaged and non-disadvantaged children except in Y1. | Higher profile and extra stimulus for writing impacted positively on the attainment of Disadvantaged children in writing. |
| 1. **Targeted support**
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| **Desired Outcome** | **Chosen Action / Approach** |  **Impact** | **Lessons Learned** | **Cost** |
| Low level behavioural issues are minimal | Behaviour support worker | Behaviour record shows there is less disruption in lessons enabling the improvement in attainment and progress in virtually all assessed areas. | Need to continue to ensure that teacher’s expectations are high and following the agreed school behaviour policy. | £46,989 |
| Address pupils and families emotional wellbeing and mental health and raise individuals self esteem | Art therapy / Parent support workers | Parent support workers have greatly supported the families in challenging circumstances. Casework has risen. | Increasing demand on this facility provided by our school.  |
| 1. **Other Approaches**
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| **Desired Outcome** | **Chosen Action / Approach** | **Impact** | **Lessons Learned** | **Cost** |
| Early intervention of speech and language on entry to school | Speech and language TA | Greater awareness of children’s speech and language skills and appropriate provision being provided to support individual needs. | Ensure all children in EYFS and KS1 have one to one screening to ensure a full awareness of needs, particularly for those entering the school mid-year. | £22,605 |
| To ensure equal opportunities for PP children compared to non PP children. | Breakfast club / Music provision / Uniform grant / Trip subsidy | Children accessing all school events regardless of whether they are pupils eligible for PP funding or not. | Continue practice |

**Pupil Premium Plus:**

Some children in Garden City Academy are entitled to additional funding.

The following support has been made available using Pupil Premium Plus:

* Art therapy
* Learning Mentor (nurture/time to talk)
* Training for teachers and teaching assistants working with these children
* A wide range of academic, social and emotional interventions depending on child’s individual needs
* Additional resources for use in the classroom or during interventions
* Music lessons
* Support with trip payments, including residential trips and extra-curricular activities

***JR 23.11.18***