

## Pupil premium strategy statement (Garden City Academy)

1. Summary information					
<b>School</b>	Garden City Academy				
<b>Academic Year</b>	2016/17	<b>Total PP budget</b>	£139,000	<b>Date of most recent PP Review</b>	15 <sup>th</sup> November 2016
<b>Total number of pupils</b>	234	<b>Number of pupils eligible for PP</b>	81	<b>Date for next internal review of this strategy</b>	May 2017

2. Current attainment (Whole school)		
	<i>Pupils eligible for PP at GCA</i>	<i>Pupils not eligible for PP</i>
<b>% achieving ARE In Reading</b>	47%	49%
<b>% achieving ARE In Maths</b>	40%	50%
<b>% achieving ARE In Writing</b>	36%	47%
<b>% making at least expected progress in Reading (or equivalent)</b>	<b>93%</b>	86%
<b>% making at least expected progress in Maths</b>	<b>97%</b>	85%
<b>% making at least 2 levels of progress in Writing (or equivalent)</b>	<b>90%</b>	87%

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	Historical low attainment-(Ofsted June 2016) SATS results below floor standard –Progress and Attainment significantly below average in Reading, Writing and Maths ROL 2016
<b>B.</b>	High ability pupils who are eligible for PP are making less progress than other high ability pupils across Key Stage 1. This prevents sustained high achievement in Key Stage 2.
<b>C.</b>	Behaviour issues for a small group of Year 3 pupils (mostly eligible for PP) are having detrimental effect on their academic progress and that of their peers. This has also resulted in higher than average Fixed term exclusions in 2014/15

<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>D.</b>	Part of the catchment is a lower layer super output area-in the 10% of most deprived areas in the country. PP is sig higher than national average. Children enter the school with significant issues in speech and language development.	
<b>E.</b>	Attendance below national average for 2015/16- 94.7%	
<b>F.</b>	Parental engagement is still emerging and improving	
<b>4. Desired outcomes</b> ( <i>Desired outcomes and how they will be measured</i> )		<b>Success criteria</b>
<b>A.</b>	Attainment to rise in line with national averages for all children	Data is above or better than the floor standard and all children make accelerated progress in Reading Writing and Maths
<b>B.</b>	Higher rates of progress across KS2 for high attaining pupils eligible for PP.	Pupils eligible for PP identified as high ability make as much progress as 'other' pupils identified as high ability, across Key Stage 2 in maths, reading and writing. Measured in Y4, 5 and 6 by teacher assessments and successful moderation practices established across the multi-academy trust (MAT).
<b>C.</b>	Parental engagement to increase and so children are supported with their learning at home-Established communication and support in place.	Children make accelerated progress in Reading, Writing and Maths.
<b>D.</b>	Regular and consistent attendance for all children but especially PP children. Support for social	Attendance is in line or above national average and PP children have consistently good attendance. NO PP child is a PA.

## 5. Planned expenditure

Academic year

2016-17

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

### 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?
Closing the attainment gap in Maths between Disadvantaged and Non disadvantaged children	Subject intervention and support in the classroom-Specialist Maths leader/TA support	Children require intensive support in order make accelerated progress. Through QLA a gap in reasoning and application skills has been identified. Some children also require adult support to assist with SEMH in order for them to access work in school.	Regular monitoring of data- Interventions have a starting baseline and an exit point. This is reviewed every 3-6 weeks	RS/JB	Termly
Closing the attainment gap in Writing between Disadvantaged and Non disadvantaged children	Designated PP TA to support with Spellings, phonics, reading and speaking and listening	We have identified a group of PP reluctant writers through data analysis.	Training for adults to develop writing skills and inspire children. Provision of writing supports: Mats, pens writing desk and support with handwriting. Analysis of writing data and Pupil progress data. Work scrutiny.	AOH/JR	Termly
<b>Total budgeted cost</b>					£66,831

<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Low level behavioural issues are minimal	Behaviour support worker	PP chn have been identified as having specific behavioural difficulties and SEMH needs	Data analysis of behaviour log and exclusion statistics	JR	Yearly
Address pupils and families emotional wellbeing and mental health and raise individuals self esteem	Art Therapy/Parent support workers	PP chn have been identified as having SEMH needs and require te support of a counsellor	Monitor SDQ scores on entry and exit. Monitor and analyse of number families that family support workers are engaged with	RS	Yearly
<b>Total budgeted cost</b>					<b>£46,989</b>
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Early intervention of speech and language on entry to school	Speech and Lang TA	We have a high proportion of chn starting the school with SPLD difficulties	Welcomm screening and tracking of SPLD	NJ/RS	Yearly
To ensure equal opportunities for PP children compared to non PP children	Breakfast club/Music provision/Uniform grant /Trip 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/JR	Yearly
<b>Total budgeted cost</b>					<b>£22,605</b>

<b>6. Review of expenditure</b>				
<b>Previous Academic Year</b>		<b>2015/16</b>		
<b>i. Quality of teaching for all</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Closing the gap on attainment for PP chn	Learning support and intervention	Not completely-impact should be evident this year due to consistent high quality teaching	Time is required to embed good practices	£66,831
<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Address pupils and families emotional wellbeing and mental health and raise individuals self	Counsellor/Parent support workers/behaviour support	All children SDQ scores reduced as a result of counselling	Inclusion team was restructured to make services available more streamlined.	£46989
Early intervention of speech and language on entry to school	SPLD TA	Early screening and intervention of SPLD has enabled appropriate support to be put in place early so that children can then progress their reading skills.	This is a successful intervention and will continue this year.	

### iii. Other approaches

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
To ensure equal opportunities for PP children compared to non PP children	Music lessons/trip subsidies/uniform grant	Yes, music lessons were taken up by PP children and all trips last year had full attendance. Breakfast club assists children with their concentration and ensure they start the day positively.	We will continue this approach	£2260 5

#### Pupil Premium Plus:

Our children looked after in key stage two are currently working just below age related expectations, their progress is at least expected in all subjects and in some core areas they are exceeding progress expectations.

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

Art therapy

Learning Mentor (nurture/time to talk)

Trained CLA Teaching Assistant to provide additional English and Maths interventions (as well as whole school interventions)

Keyboard lessons

Residential trips and extra-curricular activities

