

Garden City Academy Pupil Premium Strategy Statement 2017/18



& Review of the Impact of 2016/17 Expenditure

Summary Information

Academic Year	2017/2018	Total PP budget	£117,480	Date of most recent PP review	15 th November 2016
Total Numbers of children	234	Number of pupils eligible for PP	105	Date for the next internal review of this strategy	July 2018

Attainment 2017 End of year (whole school)

	Pupils eligible for PP	Pupils not eligible for PP
% achieving ARE in Reading	50%	49%
% achieving ARE in Writing	47%	53%
& achieving ARE in Maths	40%	47%
% making at least expected progress in Reading	90%	97%
% making at least expected progress in Writing	87%	99%
% making at least expected progress in Maths	91%	100%

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.	<ul style="list-style-type: none"> Historical low attainment (Ofsted June 2016), 2017 SATs results below floor standard, Attainment below national average in reading, writing and maths in most year groups
b.	<ul style="list-style-type: none"> Behaviour issues for a small group of Y4 pupils (mostly eligible for PP) are having detrimental effect on their academic attainment and progress and that of their peers.
c.	<ul style="list-style-type: none"> 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.
d.	<ul style="list-style-type: none"> Attendance is below national average for 2016/17 at 94.9%.

Desired Outcomes

a.	Attainment to rise to in line with or above national averages for all children.	Data is in line or above the floor standard 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 is reduced.
d.	Improved behaviour and behaviour for learning of all pupils, particularly in Y4	Improved learning opportunities for all children
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 2017/2018

1. Improve the quality of teaching for all pupils

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 Y1 – Y5. Additional teacher support in Y6	Children require intensive support in order to make accelerated progress and attain standards in line with national averages. Introduce 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.	Deputy Head Teacher ASL (Associate School Leader)	Half termly
Closing the attainment gap in Writing between disadvantaged and non-disadvantaged children particularly in Y1, Y3 and 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.	Deputy Head Teacher ASL (Associate School Leader)	Half termly
Closing the attainment gap in Maths between disadvantaged and non-disadvantaged children particularly in Y1 and Y3.	Subject intervention and support in the classroom. ASL support to be provided in Y1 – Y5. Additional teacher support in Y6	Children require intensive support in order to make accelerated progress. Introduce 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 Head Teacher ASL (Associate School Leader)	Half termly
Total budgeted cost					£86,462

2. Other Approaches					
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	NJ/ Deputy Head	Annually
Ensure there are 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/ Deputy Head	Termly.
Total budgeted cost					£31,075
Review of Expenditure – Previous academic year (2016/2017)					
1. Quality of teaching					
Desired Outcome	Chosen Action / Approach	Estimated 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 improved. Gap between Disadvantaged and non-disadvantaged in maths reduced to 7%	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.		
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.	Attainment of maths across the school improved. Gap between Disadvantaged and non-disadvantaged in writing reduced to 6%	Higher profile and extra stimulus for writing impacted positively on the attainment of Disadvantaged children in writing.		
Cost				£66,831	
2. Targeted support					
Desired Outcome	Chosen Action / Approach	Estimated Impact	Lessons Learned	Cost	
Low level behavioural issues are minimal	Behaviour support worker	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.		
Address pupils and	Art therapy / Parent	Parent support workers have	Increasing demand on this facility provided by		

families emotional wellbeing and mental health and raise individuals self esteem	support workers	greatly supported the families in challenging circumstances. Casework has risen.	our school.	
Cost				£46989

3. Other Approaches

Desired Outcome	Chosen Action / Approach	Estimated 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.	
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	
Cost				£22605

GE 12/9/17