

Horbury Primary Academy
Pupil Premium Spend Strategy
2017 – 2018 (£68,000 allocated)

Presenting issue Main Barriers	Action	Cost	Projected impact How measured?	Actual Impact End of year review
Higher proportion of PP children in Year 6 cohort with learning and behavioural needs	Targeted support from additional Teacher (supply)	2 days per week x 38 weeks £16,416	Children who receive targeted support achieve ARE or will have made significant progress to ensure the gap closes between them and their peers.	End of KS2 data shows minimal impact. Additional adult unable to close gap in one year. Consistency essential throughout KS2 to ensure no slippage.
Some children in key stage 2 are showing SEMH concerns and low self-esteem, which are barriers to learning.	Social skills group with Learning Mentor	9/32 children are PP = 1 day per week = £3162	All targeted children improve emotionally and show better resilience in their learning. This will contribute to their success and improve their readiness and resilience for learning.	Case studies of identified pupils show that issues both in and out of school resulted in limited or no progress for key individuals
Low achieving Year 5 and 6 pupils , working towards ARE in Reading and Spelling	IDL Computer based reading and spelling programme Assess pupils Carry out intervention twice a week for 30 mins	2 groups - 30 mins x 2 weekly x 39 weeks (HLTA/TA) = £700	All pupils to achieve ARE in Reading and Spelling	See detailed IDL assessments
Some pupils in EYFS are not on track to achieve a Good Level of Development due to delayed child development	Full time small group and 1-1 support from TA assigned to PP in Reception	TA salary £14,400	All PP pupils to achieve GLD due to additional support	100% achieved GLD
Small group of Year 1 Pupils did not achieve ELG in Reading and not on track to achieve National Phonic Standard in 2018	Provide planned interventions using Letters and Sounds & LCP with regular assessment points (6 week periods)	30 mins x 3 weekly = £500 Additional TA planning time	Score for FSM pupils will be in line with National	3/6 children achieved phonic standard 3/6 pupils did not pass and will re sit in Y2 2 of these pupils are on SEND register

Presenting issue Main Barriers	Action	Cost	Projected impact How measured?	Actual Impact (Reviews)
<p>Some <i>pupils in EYFS (lower and Upper) presenting on entry with low level Speech and Language.</i></p> <p>Some <i>pupils in KS1</i> assessed to be working below ARE</p>	<p>Use WellComm screening tool kit to assess needs of individuals and deliver appropriate programme Use of Chatta to engage children</p> <p>Small group/1-1 intervention in EYFS and Whole School</p>	<p>NNEB 3 x 15 mins per week x 39 weeks = £520</p> <p>2 x TAs 3 x 15 mins per week x 39 weeks = £730</p>	<p>All targeted pupils improve and develop their speech and language to an age appropriate level.</p>	<p>See detailed WellComm provision maps</p> <p>2 children in UFS achieved ELG in C&L and GLD</p> <p>5/6 children in Y1 working at ARE in speaking and listening 1/6 child in Y1 receives SALT</p>
<p>There is a general need to improve cognitive, thinking and processes skills in all children</p>	<p>Introduction of metacognition; member of SLT to attend Focus Ed training; 2 x staff training sessions; classroom observations</p>	<p>Training course £195, DHT ½ day per week = £6010</p>	<p>All children will improve their learning behaviours and make additional progress (EEF Research)</p>	<p>EEF research valid and will continue with this approach next year. See 2018/19 strategy.</p>
<p>Children in Year 3 and 4 Borderline to achieve ARE in Reading</p>	<p>Small group Project X-CODE</p>	<p>4 x 30 mins sessions per week = £1000 Additional HLTA planning time</p>	<p>All children to make additional progress and achieve ARE in reading.</p>	<p>3/4 pupils on programme in Y3 achieved ARE in reading 4/5 pupils on programme in Y4 achieved ARE in reading</p>
<p>Wrap Around Care available for families in need (Breakfast Club and After School Club)</p>	<p>Children can attend BC and be provided with wholesome breakfast and care after school, in a safe and secure environment</p>	<p>Allocated £3000</p>	<p>Support for families during periods of need Parents are able to access employment Eligible children are ready for learning during the day</p>	<p>Attendance and punctuality improved due to additional support. Data held by Learning Mentor to demonstrate improvements.</p>
<p>Some pupils lack creative opportunities outside of school, so need enrichment in school from specialist expert</p>	<p>Peripatetic music teachers drums, clarinet, violins and guitars. Weekly sessions available for all pupils. School to fund sessions for PP. School choir. In school and out of school events.</p>	<p>£300</p>	<p>Maintain creative curriculum for all pupils despite basic skills squeeze.</p>	<p>Impact difficult to measure in educational terms – review for future investment</p>
<p>Some families cannot afford the full cost of the annual Y6 residential. We would like all pupils to attend as the group bonding aspect is vital for class harmony.</p>	<p>Waterpark fees are £175 for a 2 night stay. All PP pupils receive deduction from total amount.</p>	<p>12 children eligible £2100</p>	<p>All pupils can access the annual residential to Waterpark and all of the challenges it presents.</p>	<p>All children had the opportunity to experience outdoor pursuits and spend two nights away from home.</p>

<p>TA deployment – all PP pupils are entitled to the support that will close any learning gaps.</p>	<p>See very detailed TA timetables that pinpoint the support needed for individual pupils, in order to close any learning attainment gaps. (Interventions include Write from the Start, Plus 1, Power of 2, 1:1 reading support, etc)</p>	<p>TA TIMETABLES £32567</p>	<p>Improved basic skills Pre-teaching Post –teaching Better progress</p>	<p>Evaluated interventions and based on level of impact, some will continue in 2018/19. The general focus for TAs next year will be on supporting Quality First Teaching in the classroom.</p>
		<p>Total £81900</p>		

It is important to recognise that 16 children who were in receipt of the Pupil Premium grant were also on the SEND register and attracted additional funding. Some of this funding has been used to top up the above interventions and actions.

