

Pupil Premium Strategy



#TransformingLives

Summary information					
Academy	Ravens Academy				
SLT Lead	Charley Minter				
Link Governor	To be decided				
Date of most recent PP Review:	July 2019				
Date of next PP Review:	July 2020				
Academic Year	2019-2020	Total PP budget	£ PP-£334 000 £ EYFS – £46000 £LAC- £ 1300 £ Forces-£0	Total number of pupils on roll:	390
				Total PP:	251
				Ever 6 PP:	45
				EYFS PP:	28
				LAC PP:	1
				Refugee:	0
				Forces:	0

Contextual/Additional information:

We have approximately 62% PP children. Our strategy is to provide appropriate support and resources for all our children, but where there may be a particular impact for PP children part of the cost is apportioned (app) to the PP grant received. Our children come into the academy with generally below ARE communication and literacy skills so we target support in these areas. We also have persistent problems with low attendance while some children have poor behaviour when they first join. Again these are focus areas for our PP spend.

Historic Performance Indicators

	National all 2017	National all 2018	Academy 2017	Academy 2018	National PP 2017	National PP 2018	Academy PP 2017	Academy PP 2018
% achieving at or above ARE combined by the end of Y6:	62%	65%	55%	54%	48%	51%	52%	53%
% achieving at or above ARE in reading by the end of Y6:	72%	75%	62%	68%	60%	64%	59%	65%
% achieving at or above ARE in writing by the end of Y6:	77%	78%	79%	77%	66%	67%	78%	70%
% achieving at or above ARE in maths by the end of Y6:	75%	75%	83%	70%	64%	64%	81%	70%

% achieving at or above ARE in SPAG by the end of year 6	78%	78%	76%	75%	67%	67%	74%	73%
% achieving at or above ARE in reading by the end of Y2:	76%	75%	63%	56%	63%	63%	66%	46%
% achieving at or above ARE in writing by the end of Y2:	68%	70%	27%	49%	55%	56%	24%	39%
% achieving at or above ARE in maths by the end of Y2:	75%	76%	60%	60%	63%	63%	63%	51%
% passing the phonics screening in Y1	81%	82%	53%	63%	70%	72%	36%	64%
% achieving GLD in Rec	69%	70%	51%	50%	54%	55%	50%	44%
Attendance	95.3%	95.2%	93.7%	92.9%	92.7%	92.4%	92.3%	91.4%

Current Performance Indicators					
	National all 2019	Academy 2019	National PP 2019	Academy PP 2019	Variation
% achieving at or above ARE combined by the end of Y6:	65%	34%	51%	29%	
% achieving at or above ARE in reading by the end of Y6:	73%	44%	64%	43%	
% achieving at or above ARE in writing by the end of Y6:	78%	52%	67%	52%	
% achieving at or above ARE in maths by the end of Y6:	79%	67%	64%	76%	
% achieving at or above ARE in SPAG by the end of year 6	78%	64%	62%	48%	-14
% achieving at or above ARE in reading by the end of Y2:	75%	55%	62%	47%	-15
% achieving at or above ARE in writing by the end of Y2:	70%	30%	55%	25%	-30
% achieving at or above ARE in maths by the end of Y2:	76%	41%	63%	42%	-21
% passing the phonics screening in Y1	82%	41%	72%	46%	-28
% achieving GLD in Rec	72%	63%	57%	48%	-9
Attendance:		93%		92%	

2018-2019 Review

Number of pupils and pupil premium grant (PPG) received	
Total number of pupils on roll (not including nursery)	383
Total number of pupils eligible	214
Amount PPG received per pupil	£1400
Total amount of PPG received	£332,240
Total amount of PPG spent	£332,240

Review of expenditure				
Academic Year		2018-19		
i. Quality of teaching for all				
Desired outcome	Chosen action/ approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	
Children to become more aware of the world outside their immediate area	New Cornerstones curriculum focuses on giving children the 'WOW' factor.	Children have been given lots of 'WOW' factors with some excellent trips, journeys and in house visitors. Children are able to relate these experiences to their wider curricular learning.	As an Academy, we are going to focus primarily on the national curriculum objectives whilst using cornerstones for its resources and experience ideas.	£150,000
Improved outcomes by supporting PP children to be successful and lifelong learners.	Additional support employed. Intervention/support staff situated within every year group.	All classes have at least one member of support staff in their classrooms. This adult is used for either one-to-one support, group work or targeted intervention work.	This approach will continue next year. Extra adults will be hired through the apprenticeship scheme in 19-20 and they will also be used during the mornings to guide and progress children's learning.	
ii. Targeted Support				
Run homework and interventions for PP students.	To ensure no PP student is left behind. To provide children with the equipment needed to do	Children attended an after school intervention club run by a member of staff to help support and guide their learning.	This club will be continued into the next academic year.	£25,000

	their homework as this is rarely available at home.			
iii. Other approaches				
To support PP parents with various problems which hinder children's learning.	Develop family support team.	We now have a well embedded, experienced family support team with access to art and play therapy.	This approach will be continued with the added support of an extra behaviour support colleague.	£104,000

Barriers to future attainment and progress (for pupils eligible for PP)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Poor oral, reading and written language skills.
B.	Poor learning behaviour
C.	Poor and unhealthy nutrition
D.	Pupil stamina and resilience

E.	Lack of wider world experience	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
F.	Constant need for family support, including counselling and therapy.	
G.	Low attendance rates	
H.	Parents financially unable to contribute to school trips and journeys.	
Desired Outcomes		
	Desired outcomes and how they will be measured	Success criteria
A	To improve children's oral language skills and to embed this into their wider curricular learning.	<ul style="list-style-type: none"> • If children's verbal language has improved • Increased amount of children at ARE in their data drops • Better progress seen in all aspects of English
B	For children to have an improved outlook on behaviour and to have more respect for themselves and others.	<ul style="list-style-type: none"> • Better manners seen across the academy • More respect seen for the children and for adults • Less incidences reported on CPOMS
C	For all children to be fed across the academy in the mornings.	<ul style="list-style-type: none"> • Better behaviour across the academy • Children eating a healthy breakfast at school and having better concentration levels.

D	For children to be determined, to complete tasks and to produce work to the best of their ability.	<ul style="list-style-type: none"> • To see improved progress and attainment.
E	For children to have a better understanding of the world around them. To understand different cultures and accept all people are different.	<ul style="list-style-type: none"> • To introduce multi-cultural week to the academy. • To teach children that everyone is different and for children to become more accepting of the fact that everyone is different
F	For children to have access to a Family Support team and to be able to take part in therapy and counselling sessions.	<ul style="list-style-type: none"> • Children will feel listened to about their home/personal life • Children will be able to take part in therapy such as art and play. • For children to feel supported with their problems
G	To reach higher attendance rates.	<ul style="list-style-type: none"> • For students and parents alone you see the benefit in coming to school every day. • For lateness and PA to decrease.
H	For all children across the academy to go on all trips.	<ul style="list-style-type: none"> • Children to have a better understanding of the world around them

A small but growing number of schools are using their funding for disadvantaged pupils to offset budget cuts elsewhere, according to polling. The survey of 1,607 teachers, conducted by the National Foundation for Educational Research as part of their Teachers' Voice Omnibus survey, found that one in five didn't know what the main priorities for their pupil premium funding was. The most common priority for spending, identified by over a quarter of teachers (28%), was on early intervention schemes. 13% said that more 1:1 tuition was a priority and 10% said teaching assistants. However, virtually all of the senior leaders surveyed believe that the pupil premium has allowed them to target resources at raising the attainment of their poorest pupils. 98% of primary and secondary leaders and four out of five classroom teachers (79%) agreed with this statement to either a great extent, to some extent or to a little extent. <https://www.suttontrust.com/newsarchive/small-but-increasing-number-of-schools-are-using-their-pupil-premium-funding-to-offset-budget-cuts-new-sutton-trust-and-education-endowment-foundation-polling/>

Sutton Trust: Academies are not helping disadvantaged children enough: The think-tank examined the performance of disadvantaged students – those entitled to [the pupil premium](#) – in sponsored academies in 39 chains from 2013-2015. The report, *Chain Effects 2016*, it found that 8 out of 39 schools were substantially underperforming compared to the national average for disadvantaged pupils.

<http://www.publicfinance.co.uk/news/2016/07/sutton-trust-academies-are-not-helping-disadvantaged-children-enough>

<http://educationendowmentfoundation.org.uk> provide a teaching and learning tool kit that maps out impact vs spend, this document supports the forecasted use of funding within this document.

As such the following strategy outlines precise spending to ensure pupil premium funding is balanced and meets the needs of all pupil premium children within the academy, whilst complimenting and enriching the existing curriculum.

2019-2020 Strategy

Planned expenditure					
2019-2020					
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 Education for all					
Desired	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review Date
A, B, C, E	<ol style="list-style-type: none"> 1. LSA to support primarily PP children in every classroom 2. Behaviour Support Manager employed- (app) 3. Subsidised school visits and journey- (app) 	<ul style="list-style-type: none"> • We underachieve the national standards • We have 62% PP 	<ul style="list-style-type: none"> • To monitor and review • Staff and student surveys 	P, VP	July 2020
Total budgeted cost					£273,000
ii. Targeted support					
Desired	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review Date
F, G, H	<ol style="list-style-type: none"> 1. Family support and counselling support staff employed 2. Attendance Support Company employed- (app) 3. Attendance Manager employed- (app) 	Our attendance is way below national and ATT expectations, noticed and addressed by Ofsted.	<ul style="list-style-type: none"> • To monitor and review • Staff and student surveys 	P, VP	July 2020
Total budgeted cost					£45,000
iii. Other approaches					
Desired outcome (A-H above)	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review Date

Total budgeted					£334,000

Additional Information:

