

Academy name: Blackthorns Community Primary Academy (2019-20)

What is the pupil premium?

- The pupil premium is a sum of money given to schools each year to support:
 - Raising the attainment of disadvantaged pupils of all abilities to reach their potential
 - Children and young people with parents in the regular armed forces

Why do schools receive this?

- Research shows that children who are in low income families do less well than those who are not. They sometimes face challenges such as poor language skills, less family support and issues with attendance and punctuality. The extra funding is intended to directly benefit those pupils who are eligible.

Your child is eligible if he or she:

- Has qualified for free school meals at any point in the last six years
- Has been looked after under local authority care for more than one day, been adopted from care or has left care
- Has a parent in the regular armed forces

How is it spent?

- Academies can choose how to spend the money for the educational benefit of the pupils of the academy
- Schools are accountable for how they spend the money and Ofsted will report on the attainment and progress of disadvantaged pupils who attract the pupil premium during an inspection

How do we ensure that our spending is effective?

- Through regular monitoring of student data
- By evaluating and reviewing our strategy
- By keeping abreast of research and developments and being proactive in our approach to implementing new strategies
- By not being afraid to change a strategy that isn't working

Note:

- All children in Reception, Year 1 and year 2 now have free school meals, but may not be eligible for the pupil premium funding unless they qualify under low income-based criteria

Pupil Premium Strategy Statement:

1. Summary Information: Current					
Academy: Blackthorns Community Primary Academy					
Academic Year	2019/20	Total PP budget	£16,100	Date of most recent PP review	18 th -19 th September 2018 Section 5 Ofsted Inspection
Total number of pupils	211	Number of pupils eligible for PP	7 (3.3%)	Date of next review	September 2020

2. Barriers to future achievement

Within the academy:

- Majority of pupils entitled to the Pupil Premium Grant are Pupil Premium Plus Pupils.
- With regards to adopted pupils, we are reaching our professional capacity to support the academic and social and emotional development for these pupils. Further adaptations to the provisions offered and support from outside agencies are required.
- The continuing need to support new and inexperienced staff in their knowledge and understanding of how to deliver a holistic provision for our Pupil Premium Pupils.
- Behaviour incidents can be more frequent for pupils entitled to the Pupil Premium grant. This is particularly evident during transitional periods.
- Ensuring that the attendance of our Pupil Premium Pupils is closely monitored to ensure that they are not 'persistent absentees'.
- 43% of pupils entitled to the Pupil Premium grant receive further SEND provision.

3. Barriers to future achievement

External barriers:

- Many of our Pupil Premium pupils have experienced trauma/significant trauma before entry to our setting. This can have an ongoing impact on their character; self-esteem and family life.
- In the main, our Pupil Premium pupils present with a lower level of conceptual understanding. This can be linked to their poor language skills/development upon entry to our setting.
- Lack of resources at home to complete homework

4. How we will spend the funding and why:

What will we spend it on?	Why:	How will we know we are successful?
Part funding for our Academy's Learning Mentor to work with our Pupil Premium children.	<p>We have identified that many of our Pupil Premium children have experienced trauma within their short lives already. Consequently, they are prone to added stress and anxieties that are rooted in feelings about their home life and/or in school. The well-being and therapeutic approaches that the Learning Mentor can offer these children allows them time to talk; feel valued; improve their social communication; and feel ready to learn.</p> <p>In addition, the Learning Mentor monitors the attendance of our Pupil premium children. She works very closely with the office staff and Principal and Vice Principal to ensure that these children are in school learning.</p>	<p>Effectiveness of this provision can be measured through:</p> <ul style="list-style-type: none"> • The assessments and programmes of study that the Learning Mentor plans for the children. • The engagement of the children in their lessons and the academic progress they make (Identified through Target Tracker). • The analysis of the Behaviour Logs at playtime and lunchtimes to establish the frequency of any disagreements with their peers. • Liaison with parents as to how they feel their child(ren) is/are progressing. • Attendance of our pupil Premium children is targeted to be above 97%.
Part funding for the employment of an experience class teacher to support the Inclusion team in delivering comprehension and writing booster groups that include identified Pupil Premium children.	<p>Percentage of Pupil Premium pupils making the expected progress during 2018-19:</p> <p>Reading: 67% (88%) Writing: 67% (76%) Maths: 72% (83%)</p>	<ul style="list-style-type: none"> • Evidence in the intervention planning to support this progress. • Evidence in pupil books of the work completed in this intervention • Records and logs of this intervention • Evidence in pupil class books across all subjects • Evidence of differentiated tasks in teacher's planning. • Monitoring through half termly Pupil Progress meetings with the class teacher and termly progress meetings with inclusion team.

4. How we will spend the funding and why:

What will we spend it on?	Why:	How will we know we are successful?
<p>Access to online educational resources for pupils entitled to the Pupil Premium grant</p>	<p>During 2018-19 the number of pupils, entitled to the Pupil Premium grant, which reached the Age Related Expectation for reading was 64% This is a downward trend compared to last year (88%). This is largely attributable to the increase in pupils entitled to the Pupil Premium Grant joining the academy in EYFS and who in KS1 have an EHCP. A considerable amount of time and expertise, when working with external agencies and professionals, was spent on settling the pupils into school life.</p>	<p>Increased steps progress in reading for pupils entitled to the Pupil Premium Grant, particularly in Key Stage 1.</p> <p>Regular monitoring of usage of online educational resources by pupils entitled to the Pupil Premium Grant.</p> <p>Staff communicating with parents as to how to best use the online resources to support their child.</p>
<p>Provision for extra-curricular activities for pupils entitled to the Pupil Premium grant</p>	<p>Pupils entitled to the Pupil Premium grant should have every opportunity to participate in any extra-curricular club of their choice.</p>	<p>The increased attendance of pupils entitled to the Pupil Premium grant, compared to last academic year.</p> <p>Parents of pupils entitled to the Pupil Premium grant inform the Academy office if payment for a club would prohibit the pupil from attending. The office staff, with agreement from the Principal, determine whether a full payment or subsidy be paid on behalf of the Academy.</p>
<p>Subsidising school trips to support families of children entitled to the Pupil Premium Grant</p>	<p>Pupils entitled to the Pupil Premium grant should have every opportunity to participate in any school trip organised by the school or locality.</p>	<p>The attendance of all pupils on trips who are entitled to the Pupil Premium grant.</p> <p>Parents are to inform the Academy office if payment for a trip would prohibit the pupil from attending. The office staff, with agreement from the Principal, determine whether a full payment or subsidy be paid on behalf of the Academy.</p>

5. Review of the impact of funding for 2018/19

Academic Year	2018/19	Total PP budget	£28,900
Total number of pupils	241	Number of pupils eligible for PP	14

What we spent the funding on and why

What we spent it on?	Why:	Impact:										
Part funding for our Academy's Learning Mentor to work with our Pupil Premium children.	<p>We have identified that many of our Pupil Premium children have experienced trauma within their short lives already. Consequently, they are prone to added stress and anxieties that are rooted in feelings about their home life and/or in school.</p> <p>The well-being and therapeutic approaches that the Learning Mentor can offer these children allows them time to talk; feel valued; improve their social communication; and feel ready to learn.</p> <p>In addition, the Learning Mentor monitors the attendance of our Pupil premium children. She works very closely with the office staff, Principal and Vice Principal to ensure that these children are in school learning.</p>	<p>The Academic progress of our Pupil Premium Pupils that our Learning Mentor's sessions have contributed to:</p> <table border="1"> <thead> <tr> <th></th> <th>2015-16 4 steps or more progress</th> <th>2016-17 4 steps or more progress</th> <th>2017-18 4 steps or more progress</th> <th>2018-19 4 steps or more progress</th> </tr> </thead> <tbody> <tr> <td>R, W, M</td> <td>37%</td> <td>86%</td> <td>81%</td> <td>75%</td> </tr> </tbody> </table>		2015-16 4 steps or more progress	2016-17 4 steps or more progress	2017-18 4 steps or more progress	2018-19 4 steps or more progress	R, W, M	37%	86%	81%	75%
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Part funding for the employment of an experience class teacher to support the Inclusion team in delivering comprehension and writing booster groups that include identified pupils entitled to the Pupil Premium Grant.	<p>During the analysis in the 2017-18 academic year, based on the success of the last academic year, pupils entitled to the Pupil Premium grant, in Years 4 and 5, continued to receive further support in comprehension and spelling and composition skills.</p> <p>The employment of a qualified teacher to work with identified pupils (including identified Pupil Premium pupils) in a writing workshop was deemed the most effective use of time and money to ensure academic</p>	<p>During the 2018-19 academic year 67% of the Pupil Premium pupils, in Years 4 and 5, participating in this intervention, made 4 steps or more progress compared to the previous academic year. One pupil made 3 steps progress relative to their starting point and EHCP application is pending for this pupil.</p> <p>The Academy feels that this intervention should continue into the next academic year. The intervention should be concentrated on Years 4 and 5 (due to the nature of Pupil Premium need) and should</p>										

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	<p>progress was made. In addition, it was hoped that this would have a positive impact on the pupils' self-esteem and understanding of writing skills needed to be used in the classroom.</p>	<p>concentrate on comprehension, spelling and written composition. Further notes: For the next academic year there should be:</p> <ul style="list-style-type: none"> • Greater communication with the class teacher and the inclusion team regarding the intervention • The Intervention teacher should liaise with the class teacher about adding observations on Target Tracker to support attainment and progress measures. • Discussions with pupils to be carried-out – establishing how they feel the intervention is helping them with the understanding and skills to adopt in the classroom.
<p>Access to online educational resources for pupils entitled to the Pupil Premium grant</p>	<p>In 2017-18, 72% of pupils entitled to the Pupil Premium grant were not on track to meet Age Related Expectations in reading. Therefore, it was felt necessary for the online Reading scheme -Bug Club – to continue to be accessible for all our pupils, but specifically for pupils entitled to the Pupil Premium grant. This was to allow them to access interesting and stage appropriate texts that supported their progression in reading.</p>	<p>During 2018-19, 73% of pupils, entitled to the Pupil Premium grant, reached the Age Related Expectation. Whilst this is broadly in line with statistics last academic year, it should be noted that that this data includes pupils who joined the academy this year and have required significant and ongoing provision to ensure they begin to make progress from their initial starting point.</p>
<p>Provision for extra-curricular activities for pupils entitled to the Pupil Premium grant</p>	<p>Pupils entitled to the Pupil Premium grant should have every opportunity to participate in any extra-curricular club of their choice.</p>	<p>Parents of pupils entitled to the Pupil Premium grant inform the Academy office if payment for a club would prohibit the pupil from attending. The office staff, with agreement from the Principal, determine whether a full payment or subsidy be paid on behalf of the Academy.</p>

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Subsidising school trips to support families of children entitled to the Pupil Premium Grant	Pupils entitled to the Pupil Premium grant should have every opportunity to participate in any school trip organised by the school or locality.	Parents of pupils entitled to the Pupil Premium grant inform the Academy office if payment for a trip would prohibit the pupil from attending. The office staff, with agreement from the Principal, determine whether a full payment or subsidy should be paid on behalf of the Academy. All pupils entitled to the Pupil Premium grant attended trips organised through the school. In addition to this, 10% attended (through invitation) a locality organised trip to London. This trip was fully funded by a locality project.
Staff training focus on Quality First Teaching and monitoring of this within classrooms.	Hornby (2015 p.2) suggests that Inclusive education 'encompasses the process of school transformation and a focus on children's entitlement and access to education.' The Senior Leadership Team felt that the Quality First Teaching principles were fundamental for this to be achieved. It formed a priority on the Academy Development Plan and as a result, staff training through staff meetings and professional visits were introduced to raise the profile of QFT.	"Leaders' use of extra funding for pupils who have additional needs is commendable. The inclusion manager oversees this aspect of the school's work with clear understanding and unwavering determination. Consequently, disadvantaged pupils and those who have SEN and/or disabilities flourish at the school." (Ofsted, September 2018)

Outcomes: 2017/18

End KS2: Year 6		
	<i>Pupils eligible for PP 7 pupils</i>	<i>Others: all pupils</i>
% reaching expected standard R,Wr, ma	57% (14% higher standard)	70%
% reaching expected standard Reading	86% (29% higher standard)	85%
% reaching expected standard Writing	86% (29% higher standard)	82%

% reaching expected standard Maths	71% (14% higher standard)	78%
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End Key Stage 1:		
	<i>Pupils eligible for PP 0 pupils</i>	<i>Others: all pupils</i>
% reaching expected standard Reading	0%	87%
% reaching expected standard Writing	0%	80%
% reaching expected standard Maths	0%	87%

End EYFS:		
	<i>Pupils eligible for PP</i>	<i>Others: all pupils</i>
% reaching Good level of Development: GLD	0%	81%

Attendance:		
	<i>Pupils eligible for PP</i>	<i>Others: all pupils</i>
Academic year 2018-19	97.7%	97.2%