

E-ACT pupil premium strategy

2018-2019

Financial year 2018-19

For each child registered as eligible for free school meals at any point in the last 6 years:

- £1,320 for pupils in Reception to Year 6
- £935 for pupils in Year 7 to Year 11

Schools will also receive £1,900 for each pupil identified in the spring as having left local-authority care because of 1 of the following:

- adoption
- a special guardianship order
- a child arrangements order
- a residence order

If a pupil has been registered as eligible for free school meals and has also left local-authority care for any of the reasons above, they will attract the £1,900 rate. Children who have been in local-authority care for 1 day or more also attract £1,900 of pupil premium funding.

Pupils in year groups Reception to Year 11 recorded as Ever 6 Service Child or in receipt of a child pension from the Ministry of Defense £300

Funding is for:

- raising the attainment of disadvantaged pupils of all abilities to reach their potential
- supporting children and young people with parents in the regular armed forces

The grant may be spent in the following ways:

- for the educational benefit of pupils registered at that school
- for the benefit of pupils registered at other maintained schools or academies
- on community facilities

The LAC premium must be managed by the designated virtual school head (VSH) and used without delay for the benefit of the looked-after child's educational needs as described in their personal education plan.

The VSH should ensure there are arrangements in place to discuss how the child will benefit from pupil premium funding with the designated teacher or another member of staff in the child's education setting who best understands their needs.

Evaluation of funding for 2017 – 2018

1. Review of expenditure				
2017 – 2018				
1)				
Desired outcome	Chosen action/approach	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)	Cost
To raise the attendance of PP children so that it is in line with non-PP	Attendance mentors Walking bus Attendance rewards	PP attendance now 94% in line with non-PP at 94.8%	Children respond well to the mentors schemes and the walking bus. We need to widen the route and think of more rewards for attendance.	£10,909 Attendance officer
2)				
Desired outcome	Chosen action/approach	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)	Cost
To improve S&L skills of PP pupils and support SEN especially for EYFS.	LEAP EYFS additional support TA S&L support in school	Progress seen through data and in provision. Children are more settled and now accessing curriculum with support.	Next year this needs to start earlier in the year. Transition of Minnows to Willows. Creation of larger Willows unit next year with SENCO and TA3.	£21,488-TA3
3)				
Desired outcome	Chosen action/approach	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)	Cost
To develop learning behaviours of PP children	Year 7 interventions in English and passport maths	Case studies from Pastoral team show an improvement in learning behaviour and engagement. 0 exclusions and a reduction in behaviour incidents. Increase in progress and attainment in some year groups.	This is a key area for our children so more focus on this next year.	£21,104 Senior learning mentor 18,796 Senior learning mentor

The requirements for a pupil premium strategy and what should be published on the website

The academy's strategy for the PP allocation for the current year

- the amount of pupil premium
- the main barriers to **educational** achievement faced by the eligible pupils

- how the allocation is to be spent to address those barriers and the reasons for that approach
- how the school is to measure the impact and effect of its expenditure of the pupil premium allocation, and
- The date of the school's next review of its strategy.

E-ACT's Pupil premium template for 2018 - 2019

Barriers to educational achievement
1)Attendance and punctuality
2)Learning behaviour and attitudes
3)Social and emotional skills
4)Language and literacy skills
5)Memory/recall/retention
6)Knowledge and understanding of the world
7)English as an additional language
8)Self-esteem and confidence
9)Aspirations

Pupil premium strategy statement (primary)

2. Summary information					
School	Pathways Academy				
Academic Year	2018-19	Total PP budget	£341,210	Date of most recent PP Review	March 2018
Total number of pupils	507	Number of pupils eligible for PP	148	Date for next internal review of this strategy	23 rd September 2018

3. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP</i>
% working at ARE in reading	Y2-50% Y3-65% Y4-59% Y5-43% Y6-62%	Y2-35% Y3-59% Y4-75% Y5-57% Y6-62%
% working at ARE in writing	Y2-38% Y3-42% Y4-59% Y5-34% Y6-50%	Y2-54% Y3-58% Y4-75% Y5-57% Y6-63%

% working at ARE in maths	Y2-84% Y3-54% Y4-61% Y5-41% Y6-49%	Y2-83% Y3-59% Y4-71% Y5-55% Y6-57%
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4. Desired outcomes		
Barrier	Desired outcomes	Success criteria
1)	To raise the attendance of PP children so that it is in line with non-PP	<ul style="list-style-type: none"> • PP attendance will rise • PP lates will diminish • PP attendance will impact on attainment and progress for these pupils.
2)	All PP children will engage in lessons and show good learning behaviours	<ul style="list-style-type: none"> • PP behaviour incidents will reduce • Impact will be seen on progress and attainment • PP children will attend well • PP children will show enthusiasm and engagement and enjoy learning.
3)	All PP children to engage with others well and to interact well with peers and adults in school	<ul style="list-style-type: none"> • Behaviour incident will reduce • Strategies will be in place to support these pupils to avoid escalation • Jigsaw will evidence impact on social times
4)	Reading, writing and phonics attainment and progress will rise in line with national for PP.	<ul style="list-style-type: none"> • Attainment in phonics will rise to in line with national • Attainment in reading will rise in line with national • Attainment in writing will rise in line with national • EYFS GLD for PP will rise to national • Progress for all PP children will be evident • Home reading will be established and tracked for PP children • Interventions in place for any falling behind
5)	For all PP children to use facts and basic skills fluently	<ul style="list-style-type: none"> • PP children will recall basic facts such as times tables fluently • PP children will be able to use prior knowledge to support current learning
6)	For all PP children to engage in society and show understanding of British values and democracy.	<ul style="list-style-type: none"> • PP children will contribute to the class and wider school society • PP children will have an understanding of British values • Jigsaw will evidence impact
7)	For all PP children to have high aspirations and a good knowledge of how to achieve their goals	<ul style="list-style-type: none"> • Pupil voice will demonstrate high aspirations • Jigsaw work will evidence understanding of achieving goals • Pupil voice survey will evidence aspirations

5. Planned expenditure					
Academic year	2018 - 2019				
Barrier					
1)					
	Chosen action / approach	What is the evidence and rationale for this choice?	How will you know it is implemented well?	Staff lead	When will you review implementation?
To raise the attendance of PP children so that it is in line with national	<ul style="list-style-type: none"> Attendance panels First day phone calls Half termly certificates/badges Best attendance celebration events Attendance mentors Links with Parkwood Walking bus Part of Phase Leader meetings Adjusting morning gate times 	<p>Current PP attendance Autumn 2018- 95.6%. Non PP 92.7%</p> <p>Trends indicate PP attendance is below national although is higher than non- PP and is roughly in line with Sheffield average.</p>	<ul style="list-style-type: none"> Reduction in behaviour incidents as evidenced on behaviour tracker. High engagement in lessons. Parent and Student voice show better engagement. 	JB/ZF/KY	End Term 1
Total budgeted cost					£25,770
2)					
	Chosen action/approach	What is the evidence and rationale for this choice?	How will you know it is implemented well?	Staff lead	When will you review implementation?
All PP children will engage fully in lessons and show good learning behaviours	<ul style="list-style-type: none"> Targeted small group intervention. 1:1 intervention Theraplay Whole school Ethos Supportive curriculum Forest Schools 	PP sanctions have been higher than non PP in the past.	<ul style="list-style-type: none"> Reduction in behaviour incidents as evidenced on behaviour tracker. High engagement in lessons. Parent and Student voice show better engagement. 	Pastoral team. RL- School council Phase leaders- drop ins Class teachers- wellness survey	End Autumn 1
Total budgeted cost					£126,188
3)					
	Chosen action/approach	What is the evidence and rationale for this choice?	How will you know it is implemented well?	Staff lead	When will you review implementation?

<p>All PP children to engage with others well and to interact well with peers and adults in school</p>	<ul style="list-style-type: none"> • Thematic curriculum • PSHE curriculum – jigsaw • Learning mentor interventions • Playground buddies • Lunchtime clubs • Mental health training for staff • Educational visits through thematic curriculum • PSHE curriculum – jigsaw • Learning mentors • Implementation of Futures Programme • Student ambassadors • Student council • Use of reward points to promote the culture of achievement – class Dojo • Student led assemblies • 1-1 music tuition for targeted students. • Extra-curricular music club • Increased opportunities to represent school through sport. • Opportunities to attend inter-school competitions. • Extra-curricular/ enrichment programme aimed at targeted cohort, for example chess club • Oscar the Dog • Animal care opportunities • Forest schools • Cooking school 	<p>Learning behaviours have often prevented learning taking place in some PP children. Data shows that learning behaviours affect progress significantly.</p>	<ul style="list-style-type: none"> • Student voice demonstrates that students feel safe and happy in school. • Wellness survey • Staff and parent survey 	<p>Pastoral team</p>	<p>End Autumn 1</p>
Total budgeted cost					£25,634
4)					
	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?

<p>Reading, writing and phonics attainment and progress will rise in line with national for PP.</p>	<ul style="list-style-type: none"> • Targeted interventions and in class support • RWI • Third space learning • Times table rockstars • Literacy assessment online • Moderation • Reading programmes (escal) • Book clubs after school • Lunch time reading club • After school reading booster • Parkwood reading buddies • Improvements to and increased use of library • Book corners created in every classroom • Books tailored to interest of boys • Cracking comprehension • Whole class shared reading 	<p>PP children attainment not in line with peers and below national</p>	<ul style="list-style-type: none"> • Data to be tracked and reported on half termly at RAB meetings- ACTION FROM LAST REVIEW • All staff trained • Quality CPD • Regular moderation meetings within locality and in trust. • Increased number of students will meet ARE. • Increased number of students will be working at greater depth. 	<p>HP</p>	<p>Half termly</p>
Total budgeted cost					£47,645
5)					
	Chosen action/approach	What is the evidence and rationale for this choice?	How will you know it is implemented well?	Staff lead	When will you review implementation?
<p>Memory- recall and retention For all PP children to use facts and basic skills fluently</p>	<ul style="list-style-type: none"> • Extra-curricular/ enrichment programme aimed at targeted cohort, for example chess club • Memory games incorporated into curriculum • Timetable Rockstars • Read. Write. Inc. • Third space learning 	<p>Data shows poor basic skills and recall for some PP children. Fluency especially within maths is an issue.</p>	<p>Increased attainment in basic skills and fluency.</p>	<p>RC/ VK</p>	<p>Data half termly</p>
Total budgeted cost					£1,000
6)					

	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?
Knowledge and understanding of the world. For all PP children to engage in society and show understanding of British values and democracy.	<ul style="list-style-type: none"> • Thematic curriculum • PSHE curriculum – Jigsaw • Educational visits • Enrichment activities • MFL • Community links • Futures programme • Assemblies • British values timetabled weekly • Whole school focus 	Being able to get on with others and develop social skills can be hard for some of our PP children. A feeling of belonging and safety was identified through teacher assessments and pupil voice as an issue.	<ul style="list-style-type: none"> • Progress evidenced in Theme books. • All students graduate their year on the futures Programme. • One educational visit per term. 	EL	Reviewed weekly through drop in and planning/book scrutiny.

Total budgeted cost **£34,389**

7)

	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?
Aspirations For all PP children to have high aspirations and a good knowledge of how to achieve their goals	<ul style="list-style-type: none"> • Futures programme embedded into all year groups. • Culture of achievement and aspiration is promoted through use of values across the school. • Use of reward points to promote the culture of achievement. Class Dojo. 	Low aspirations and lack of life chances identified as an issue through pupil voice.	All students graduate their year on the futures Programme.	EL	Half termly

Total budgeted cost **£52,311**

8)

	Chosen action/approach	What is the evidence and rationale for this choice?	How will you know it is implemented well?	Staff lead	When will you review implementation?
EAL	<ul style="list-style-type: none"> • Family support worker to assist with integration • Ethos of celebrating cultures • Access to Literacy interventions where appropriate 	A large proportion of PP EAL children who were unable to access curriculum or were significantly below their peers as identified on data.	PP EAL identified cohort make progress compared to peers and are meeting ARE.	FM/HP	Half termly

	<ul style="list-style-type: none">• Targeted for specific cohort identified• New books – dual language, targeted EAL literature.					
					Total budgeted cost	£7,736