



**Ackworth Howard C of E School**  
**Pupil Premium Funding**  
**2018-2019**



## Rationale

Ackworth Howard recognises that all pupils regardless of their background should have equal access to a curriculum which will enable them to reach their potential. The pupil premium is a Government initiative that targets extra money to pupils from deprived backgrounds, which, research shows; underachieve, compared to their peers. The Government have used pupils entitled to Free School meals as an indicator for deprivation, and have deployed a fixed amount of money to schools per pupil, based on the number of pupils eligible for Free School meals. Looked after Children are also eligible for this increased funding. The Government are not dictating how schools should spend this money, but are clear that schools will need to employ the strategies that they know will support these pupils to increase their attainment, and 'close the gap' between their attainment and the attainment of other pupils.

The amount of funding allocated per pupil is £1320. In addition to the Pupil Premium Funding, schools are provided up to £300 for every 3 and 4 year old from a low-income family to help prevent them falling behind before they have even started school. The early year's pupil premium is designed to narrow the attainment gap between young children from low-income families and their peers, setting them on a path to a more successful future. Additional Pupil Premium funding is also provided for service children and post adoption children within this school.

## Monitoring Pupil Premium Funding Spend

Thorough evaluation of the progress of pupils helps us to identify where there is need for intervention and strategies to promote improvement. Interventions are adapted and changed if they do not meet the needs of the pupils.

A wide range of evidence is used to assess the impact of the Pupil Premium Funding spend.

- Assessment data is collected, monitored and analysed in order to inform the attainment and progress of pupils.
- Attendance data is collated and analysed.
- Teaching staff attend regular pupil progress meetings.
- Observations/learning walks occur frequently.
- Parent/pupil/staff voice informs evaluations of projects.
- Case studies are used to evaluate the impact of pastoral interventions where applicable.

Pupil Premium Funding Allocation				
2014 – 2015 (Financial Year)	2015 – 2016 (Financial Year)	2016 – 2017 (Financial Year)	2017-2018 (Financial Year)	2018-2019 (Financial Year)
£23,400	£25,000	£21,380	£22,440	£21,080

### Funding

- Pupil Premium grant is based on the number of pupils eligible for Free School Meals in the January 2018 Census, plus any pupils who have been eligible for Free School Meals at any point during the past 6 years. Looked after and service children will receive additional funding also.

Timescale for PPG	April 2018 to April 2019
Number of Pupils On Roll	207
Number of Pupils Eligible for PPG	16
Amount of PPG Received Per Pupil	£1320
Additional LAC Fund	£2300
Total Amount of PPG Received	£21,080
Amount Spent	£24,600
Additional Funds from School Funding	£3520
Date of Most Recent PP Review	Internal Review – June 2018
Date of Next PP Review	External Review June 2019

### Nature of Support

#### Curriculum Focus:

- Increase % of children working at and exceeding age related expectations in reading, writing and maths.
- Ensure there are no gaps between groups of pupils.

Focus	Intended Spend	Actual Spend
Focus on Quality of Teaching	£12700	£14615
Focus on Social, Emotional & Behaviour	£4600	£4075
Focus on Enrichment Beyond the Curriculum	£5600	£5500
Focus on Families/Community	£1700	£1775
Barriers to future attainment (for pupils eligible for PP, including high ability)		
<b>In-school barriers (issues to be addressed in school, such as poor oral language skills)</b>	<ul style="list-style-type: none"> <li>High ability pupils who are eligible for PP are making less progress than other high ability pupils in Mathematics in some areas.</li> <li>Emotional regulation and stability in readiness for academic learning.</li> <li>Low self-esteem and resilience.</li> <li>Experiences of wider curriculum opportunities.</li> </ul>	
<b>External barriers (issues which also require action outside school, such as low attendance rates)</b>	<ul style="list-style-type: none"> <li>Fragmented family structures – family stress and low resilience.</li> </ul>	

**The allocation of Pupil Premium Funding will be spent on:-**

<b>Quality of Teaching</b>
<i>Use of additional adults to facilitate learning and responsive interventions.</i>
<i>Improve the quality of Mathematical provision.</i>
<i>Release time for Senior Leader to further develop and monitor quality learning and teaching throughout school and to ensure disadvantaged pupils are proactively targeted.</i>
<i>Increase the proportion and consistency of outstanding teaching and learning within school.</i>
<i>Develop provision and standards in GPS which in turn further raises writing attainment.</i>
<i>Further enhance provision for more able pupils.</i>
<b>Social, Emotional &amp; Behaviour</b>
<i>Employment of a Learning Mentor.</i>
<i>Further develop the mentoring programme to support pupil's emotional and social well-being.</i>
<i>Transform the lunchtime routine – family dining.</i>
<i>Review current practices in relation to behaviour policies and procedures.</i>
<b>Enrichment Beyond the Curriculum</b>
<i>Enable all children to have access to the curriculum and school activities through subsidies and funding.</i>
<i>Provide opportunities for further outdoor learning opportunities.</i>
<i>Provision for specialist music teaching.</i>
<b>Families/Community</b>
<i>Provision of uniform for vulnerable children.</i>
<i>Access to home learning ICT programmes.</i>
<i>Reduce the cost of breakfast club for families.</i>

## Pupil Premium Grant Action Plan 2018 – 2019

Curriculum Focus:						
<ul style="list-style-type: none"> <li>Increase % of children working at and exceeding age related expectations in reading, writing and maths.</li> <li>Ensure there are no gaps between groups of pupils.</li> </ul>						
Year Group	Planned Expenditure /Resource	Actions	Cost	Sutton Trust	Intended Outcome	EOY Impact
All	<b>Social, Emotional and Behavioural</b> Employment of a Learning Mentor.	Provide additional support for children with a range of needs – emotional, social, behavioural, attendance etc.  Provide additional intervention support – small intervention and support strategies (Eng+Maths) to year 6.	£3487	+4	Early intervention is available to support pupils and their families in a range of scenarios.  Barriers to learning are overcome so that children can access learning and make sustained progress towards their targets.  Improved attendance for FSM children.  Reduction in the % of PA.	<b>Early intervention to support pupils and their families building relationships and trust in school support has impacted positively on the wellbeing of children and removed barriers to learning.</b>  <b>Pupil’s mental health and wellbeing has improved as a result of targeted support and links with external partners including Futures in Mind.</b>  <b>Please see Disadvantaged Pupils Summary – Achievement, Progress and Attendance Data.</b>
All	<b>Social, Emotional and Behavioural</b> Teaching Assistant to provide mentoring and tailored intervention.  (Associated resources costs).	Further develop the peer mentoring programme to include precise intervention and support to run alongside the initiative. This will be teacher led.  Pupil Premium leader to identify additional barriers for learning for support – e.g. emerging attendance issues.	£388	+4	Barriers to learning are overcome so that children can access learning and make sustained progress towards their targets.  Pupils have increased confidence and self-esteem.  Improved attendance for FSM children.	<b>Focused support/intervention has been provided to all pupil premium children dependant on need and identified barriers to learning.</b>  <b>There has been an improvement in children’s ability to access the curriculum especially those</b>

		Provide additional intervention support – small intervention and support strategies (Eng+Maths) to year 6. (Spring Term)			Reduction in the % of PA.	<p><b>with limited home time learning opportunities.</b></p> <p><b>Please see Disadvantaged Pupils Summary – Achievement, Progress and Attendance Data.</b></p>
All	<p><b>Quality of Teaching</b></p> <p>Use of additional adults to facilitate learning and responsive interventions for phonics, reading, writing and maths.</p>	<p>Targeted support for children to access the curriculum at the expected level through pre-learning tasks &amp; responsive interventions.</p> <p>Small group work to extend children’s ability to meet age related expectations.</p> <p>Same day Precision Interventions to tackle misunderstanding/ underachievement.</p> <p>Training for support staff related to key teaching and learning developments identified on the School Improvement Plan.</p>	Part funded: £11915	+4	<p>Increased attainment in reading, writing and maths.</p> <p>Teaching and Learning developed at a much quicker rate with support staff receiving the same messages/training as teachers.</p> <p>Vulnerable pupils not identified as ‘disadvantaged’ supported to keep up with their peers.</p> <p>Those at risk of falling behind are identified through quality first teaching. Additional staff provide capacity for prompt and reactive intervention.</p>	<p><b>Children at risk of falling behind are identified through quality first teaching. Additional staff provide capacity for prompt and reactive intervention.</b></p> <p><b>Following training, teaching assistants are able to identify additional vulnerable pupils.</b></p> <p><b>Training has taken place including specific intervention training for vulnerable pupils, those at risk of falling behind and those that exhibit challenging behaviours.</b></p> <p><b>Making Best Use of Teaching Assistants training has been undertaken for teachers and support staff by Craig Batley (External Advisor)</b></p> <p><b>Please see Disadvantaged Pupils Summary – Achievement, Progress and Attendance Data.</b></p>

All	<b>Quality of Teaching</b> Improve the quality of Mathematical provision.	<p>Ensure pupils have exposure to difficult problems throughout school, constantly applying basic skills to more complex problems.</p> <p>Further develop opportunities for reasoning – Peer to Peer support programme, white rose resources, training opportunities, school to school support, Mathletics – use of resources (booklets etc.), staff meetings – share practice.</p> <p>Utilise the ASP question level analysis – specific areas of development will be addressed. Ensure the use of PUMA tests to analyse specific weaknesses and incorporate into planning/interventions.</p> <p>Continue using Testbase.</p> <p>Basic Mathematics focus – Ensure pupils are very secure in number by end of KS1 and reinforce times tables in LKS2 in preparation for the new times table screening check.</p>	£300	+5	<p>There is an increase in pupils meeting and exceeding age-related expectations.</p> <p>Pupils have a greater retention of skills enabling application across the curriculum.</p> <p>Pupils are confident and Mathematically eloquent.</p>	<p><b>Monitoring indicates that reasoning is embedded across school with the use of the White Rose Maths including developing the concrete, pictorial and abstract fluency. (QA by SIP and External PP Review)</b></p> <p><b>Please see Disadvantaged Pupils Summary – Achievement, Progress and Attendance Data.</b></p> <p><b>This will continue to be a focus in 2019-2020.</b></p>
All	<b>Families/Community</b> Provision of uniform for vulnerable children.	Purchase uniform for all registered pupil premium children to ensure that this is not a barrier to learning.	£400	-	<p>Pupils are prepared for academic achievement.</p> <p>Pupil's self-esteem is raised.</p> <p>Attendance has improved and is outstanding for pupils eligible for Pupil Premium.</p> <p>Reduction in the % of PA.</p>	<p><b>Pupils are prepared for academic achievement.</b></p> <p><b>Pupil's self-esteem, emotional wellbeing and mental health is improved.</b></p> <p><b>Attendance has improved and is outstanding for pupils eligible for Pupil Premium.</b></p>

						Please see Disadvantaged Pupils Summary – Achievement, Progress and Attendance Data.
All	<b>Families/Community</b> Access to ICT learning programmes.	Provide access to a range of ICT programmes including Mathletics, Spelladrome and My Lexia in order to develop key basic skills both at home and through booster sessions / intervention groups in school.	Part funded: £1000	+4	Progress and attainment gap between PPG and non PPG narrows.  Increased parental engagement.  Vulnerable pupils not identified as 'disadvantaged' supported to keep up with their peers.	<b>Home learning and participation has increased – children are motivated by the systems and this is celebrated within school.</b>  Please see Disadvantaged Pupils Summary – Achievement, Progress and Attendance Data.
All	<b>Quality of Teaching</b> To ensure that disadvantaged pupils are proactively targeted.	Member of SLT to monitor quality and provision of additional adults for PP children through coaching sessions.  Member of SLT to develop and monitor the quality of teaching and learning throughout the school.  CPD for support staff in relation to school development priorities. This includes a focus on feedback and metacognition.  Through the schools well developed tracking system, monitoring practices and the Inclusion Provision Map, track vulnerable individuals and ensure that their needs are met including the use of support staff to accelerate pupil progress.	£2000	+8	Vulnerable pupils achieve in line with their peers.  Pupils at risk of underachieving are identified and supported so that they make substantial and sustained progress, as evidenced in their books.  Senior leaders set higher aspirations and lead by example.	<b>Quality CDP for staff has been undertaken including Making Best Use of Teaching Assistants for teachers and support staff by Craig Batley (External Advisor).</b>  <b>An external review has been conducted ensuring the school is effective in the development of provision.</b>  <b>EEF research summaries have been utilised to drive initiatives.</b>  <b>PP pupils are a focus of monitoring.</b>  Please see Disadvantaged Pupils Summary – Achievement, Progress and Attendance Data.



		<p>External Pupil Premium Review to be undertaken (Craig Batley – DFE approved PP reviewer).</p> <p>Review Pupil Premium mentoring procedures to ensure it is robust, directed by the pupil’s class teacher, breaks down barriers and impacts on progress.</p> <p>Nominate a pupil premium governor.</p>				
All	<p><b>Quality of Teaching</b> To increase the proportion and consistency of outstanding teaching and learning across the school.</p>	<p>Develop a targeted Peer T&amp;L programme within school – Further opportunities for staff to debate the way they teach, peer observations, mentoring and coaching etc.</p> <p>Invest in the development of support staff – Craig Batley (Independent advisor training for support staff and teachers utilising the EEF ‘Making Best Use of Teaching Assistants’ research, re-establishing robust system of performance management based on newly introduced skills, knowledge and strategies, produce resources such as a staff handbook to support staff.</p> <p>Following heavy investment during 2017-18 in technological infrastructure, ensure that the technology is being used to its capacity enabling innovative practices to develop. Staff training</p>	-	+8	<p>An open culture of reflection, sharing practice and of improvement across classrooms further enhances the quality of teaching and learning.</p> <p>The quality of teaching improves further so that an outstanding judgement can be confidently agreed.</p> <p>Standards across the school improve further as a result of improved teaching and learning. Innovative teaching approaches ensure that accelerated progress is sustained.</p> <p>Disadvantaged pupils are making substantial and sustained progress compared to their peers with similar starting points.</p>	<p><b>Please see Teaching Profile 2018-19.</b></p> <p><b>Monitoring indicates improved practices and provision, particularly for vulnerable pupils.</b></p> <p><b>Please see Disadvantaged Pupils Summary – Achievement, Progress and Attendance Data.</b></p> <p><b>Please see external pupil premium review.</b></p>

		<p>will be utilised and will be incorporated into the Peer T&amp;L programme.</p> <p>Utilise the evidence informed practice publications (EEF) when considering any enhancements – Staff meetings / key stage meetings, subject leader developments, monitoring activities etc.</p> <p>Provide opportunities to cascade training.</p> <p>Through monitoring activities, ensure that all aspects of the T&amp;L policies are adhered to, particularly in relation to assessment.</p>				
All	<p><b>Quality of Teaching</b> To develop provision and standards in GPS which in turn further raises writing attainment.</p>	<p>Purchase 'Assertive Mentoring - Grammar Hammer.' As a result of this whole school targeted programme conduct a review of class timetables, deliver training and share resources and launch at the start of the school year. Undertake regular monitoring in order to review impact including application of skills in writing.</p> <p>Establish the use of GAPs testing as part of the PIRA / PUMA package. Teachers to analyse specific focal points and incorporate into planning/interventions.</p> <p>Frame written feedback in a way that expects a response from</p>	£400	+5	<p>Pupils are able to apply taught and practiced knowledge and skills and as a result, a greater proportion of children make more than expected progress in writing.</p> <p>A more consistent approach to teaching and assessing GPS across school is embedded.</p> <p>GPS knowledge and skills are applied across the curriculum.</p> <p>Disadvantaged pupils are making substantial and sustained progress compared to their peers with similar starting points.</p>	<p><b>Grammar Hammer has been utilised effectively to ensure the consistent teaching of age appropriate grammatical terms and features.</b></p> <p><b>Please see Disadvantaged Pupils Summary – Achievement, Progress and Attendance Data.</b></p>

		<p>children and so moves learning on – ensure a response to comments.</p> <p>Ensure a rebalance of marking for correction and marking for improvement so that pupils understand that good quality writing is defined by more than accuracy in spelling etc.</p> <p>Utilising best practice in school, develop KS2 self and peer review to include writing for meaning as well as accuracy.</p> <p>Strengthen self and peer review across all classes so that pupils are expected to self-correct and check their own writing and become more skilled at independently re-reading their own and others writing for meaning as well as accuracy.</p>				
More Able	<p><b>Quality of Teaching</b> To further enhance provision for the more able pupils.</p>	<p>Build on the improved provision for the more able from last year's focus:</p> <p>Further explore evidence-based practice in relation to metacognition.</p> <p>Ensure opportunities for 'free writing' across the wider curriculum. In this way pupils will develop a clearer appreciation of writing as an enjoyable and exciting activity that they can choose to do independently.</p>	-	+7	<p>Ability is transformed into achievement within the classroom.</p> <p>Teachers and Classroom Professionals understand the learning and other needs of their more able pupils, including those from disadvantaged backgrounds.</p> <p>Teachers and Classroom Professionals support more able pupils within the school curriculum and beyond and</p>	<p><b>Metacognition development based on the key recommendations of the EEF documents have been incorporated into the SDP and staff professional development.</b></p> <p><b>Quality assurance from the external PP reviewer and the SIP support in school monitoring that children have developed independence and collaborative skills and are</b></p>

		<p>Provide more opportunities for extended writing across all areas of the curriculum, especially the most able.</p> <p>Ensure tasks for the most able are suitable and challenge deeper thinking across the curriculum.</p>			<p>address the need for high quality provision.</p> <p>Staff continue to articulate how they are enriching the learning of the most able pupils.</p> <p>There is an increase in the % of children achieving exceeding.</p>	<p><b>able to self-regulate their learning.</b></p> <p><b>Please see Disadvantaged Pupils Summary – Achievement, Progress and Attendance Data.</b></p>
KS2	<p><b>Enrichment Beyond the Curriculum</b> To provide opportunities for further outdoor learning opportunities.</p>	<p>Provide forest school teaching to Key Stage 2.</p>	<p>Part funded – 10% of the cost. £700</p>	+3	<p>Children develop social skills and apply basic skills in a different context.</p> <p>Increased attainment in reading, writing and maths.</p> <p>Vulnerable pupils not identified as ‘disadvantaged’ supported to keep up with their peers.</p>	<p><b>Pupils have had the opportunity to experience learning in the outdoors and develop a range of skills including collaboration, communication, leadership and the use of materials in a safe way.</b></p> <p><b>Pupil voice indicates a positive impact on health and wellbeing.</b></p> <p><b>A broad and balanced curriculum has been developed that is engaging.</b></p> <p><b>Please see Disadvantaged Pupils Summary – Achievement, Progress and Attendance Data.</b></p>
All	<p><b>Enrichment Beyond the Curriculum</b> To enable all children to have access to the curriculum and school activities.</p>	<p>Subsidise costs of visits/ in school activities where voluntary contributions are asked of children. PP funded 100% of visit cost.</p> <p>Subsidise costs of residential visits. PP funded 50% of residential cost.</p>	£2500	+2	<p>Children enthused and motivated to learn.</p> <p>Disadvantaged pupils are making substantial and sustained progress compared</p>	<p><b>Pupils experience the whole curriculum entitlement.</b></p> <p><b>Enrichment opportunities have been provided to broaden the experiences children are given. As a</b></p>

					to their peers with similar starting points.  All educational visits have gone ahead to support a range of core and foundation subjects. The first hand learning experiences have supported the work within classrooms.	<b>consequence children are enthusiastic in their learning and attendance is outstanding.</b>  <b>Please see Disadvantaged Pupils Summary – Achievement, Progress and Attendance Data.</b>
All	<b>Social, Emotional and Behavioural</b> To further develop and embed procedures and practice which maintain exacting standards of behaviour and attitudes necessary for success.	Launch ‘Family Dining.’ – Ensure daily repetition and consistency to ensure children master the new dining style. Family Dining will be a whole school focus and will infiltrate all aspects of school life.  Review current practices in relation to behaviour policies – develop following an analysis and evaluation of processes.	Part funded – 10%: £200	+3	Family style dining is an integral part of the school’s daily routine. Older pupils support younger pupils and so foster positive relationships throughout the whole school.  Pupils are confident and self-assured. They discuss and debate issues in a considered way, showing respect for others’ ideas and points of view.  Pupil’s impeccable conduct reflects the school’s effective strategies to promote high standards of behaviour.	<b>Family dining has been established as an integral part of the schools daily routine.</b>  <b>Children, particularly servers, have developed in confidence. A nurturing environment between pupils has been developed.</b>
All	<b>Families and Community</b> To reduce the cost of breakfast club for families.	Reduced cost of breakfast club for PP pupils by 50%.	£375	+2	Increase in attendance and punctuality.  Pupils have a settled start to the beginning of the school day with a healthy breakfast. To promote the social and emotional development of targeted pupils.	<b>Pupils further developed positive views on health and wellbeing and are supported in their mental health.</b>  <b>Identification of vulnerable pupils and funding of breakfast club has worked to move certain children above the PA threshold.</b>

						<b>Positive routines are established ensuring pupils are ready for learning.</b>
All	<b>Enrichment Beyond the Curriculum</b> To ensure that the curriculum is broad, balanced and creative to provide high quality learning opportunities through regular educational visits, which all pupils access.	Regular planned after activity clubs across each year group.  Subsidised after school activity clubs by external coaches provided to pupils.  Activity clubs are free for pupils eligible for PP funding.	£500	+2	Promote a love for learning and positive attitudes to school.  Increase aspirations, raise motivation and engagement. Develop self confidence and self-esteem. High take up of after school clubs.	<b>Increased aspirations, raised motivation and engagement.</b>  <b>Self confidence and self-esteem developed.</b>  <b>Enrichment opportunities have been provided to broaden the experiences children are given. As a consequence children are enthusiastic in their learning and attendance is outstanding.</b>
All	<b>Enrichment Beyond the Curriculum</b> Provide specialist music teaching.	Employ the services of the Wakefield Wider Opportunities team in order to provide a progressive and enriched musical experience.  Fund 100% cost of peripatetic lessons for PP pupils.	Part funded – 10%: £800  An additional £1000 to fund Peripatetic lessons for interested pupils.	+2	Quality first teaching of music is provided to children.  Children will develop confidence and be able to participate in a range of performances including the musical extravaganza planned for the summer term.	<b>High quality music provision has been provided to children offering a range of experiences and enrichment. This has impacted positively on pupil's attendance and motivation to learn.</b>  <b>The funding has ensured that all pupils have the opportunity to take part in full extracurricular activities.</b>