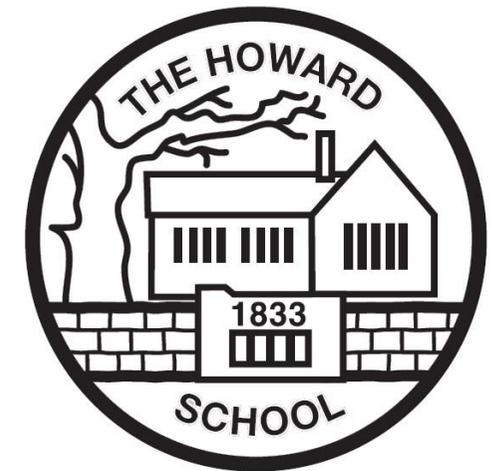




**Ackworth Howard  
Pupil Premium Funding  
2017-2018**



## 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 2017-2018, an increase from £600 in 2012–2013 to £900 in 2013–2014 and £1300 in 2014-2015. From 2012 – 2013, all pupils who had been eligible for Free School Meals in the last 6 years were also included in the funding calculation.

In addition to the Pupil Premium Funding, from 2015 schools were given 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.

## 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)
£23,400	£25,000	£21,380	£22,440

## Funding

- Pupil Premium grant is based on the number of pupils eligible for Free School Meals in the January 2017 Census, plus any pupils who have been eligible for Free School Meals at any point during the past 6 years. Looked after children will receive an additional £580.

Timescale for PPG	April 2017 to April 2018
Number of Pupils On Roll	203
Number of Pupils Eligible for PPG	13 (On roll July 2018)
Amount of PPG Received Per Pupil	£1320
Additional LAC/Post Adoption Fund	£1900
Total Amount of PPG Received	£24,340
Amount Spent	£24,943
Additional Funds from School Funding	£603

## Nature of Support

### Curriculum Focus:

- Increase % of children working at and exceeding age related expectations in reading, writing and maths.
- Close the gap between PPG children and non-PPG children.

Focus	Intended Spent	Actual Spend
Focus on Learning in the Curriculum	£16380	£15840
Focus on Social, Emotional & Behaviour	£5300	£4753
Focus on Enrichment Beyond the Curriculum	£3450	£2450
Focus on Families/Community	£1900	£1900

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

<b>Learning in the Curriculum</b>
<i>Use of additional adults to facilitate more responsive interventions and pre-learning tasks, including targeted CPD to develop quality first teaching.</i>
<i>Allocated non-teaching time for SENDco to further develop the provision and teaching of High Priority Needs children.</i>
<i>Release time for Senior Leader to further develop and monitor quality learning and teaching throughout school.</i>
<i>CPD for support staff in relation to school development priorities.</i>
<i>Continuous provision developed in KS1.</i>
<b>Social, Emotional &amp; Behaviour</b>
<i>Employment of a Learning Mentor.</i>
<i>Develop a mentoring programme to support pupil's emotional and social well-being.</i>
<b>Enrichment Beyond the Curriculum</b>
<i>Enable all children to have access to the curriculum and school activities through subsidies.</i>
<i>Provide opportunities for further outdoor learning opportunities.</i>
<i>Provision for specialist music teaching.</i>
<i>Funding of swimming tuition.</i>
<i>Development of an immersive library.</i>
<b>Families/Community</b>
<i>Provision of uniform for vulnerable children.</i>
<i>Access to home learning ICT programmes.</i>

## Pupil Premium Grant Action Plan 2017 – 2018

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>Close the gap between PPG children and non-PPG children.</li> </ul>						
Year Group	Planned Expenditure /Resource	Actions	Cost	Sutton Trust	Intended Outcome	Impact
All	<b>Social, Emotional &amp; Behaviour</b> Employment of a Learning Mentor.	Provide additional support for children with a range of needs – emotional, behaviour, social, behavioural, attendance etc.  Provide additional intervention support – small intervention and support strategies (Eng+Maths) to year 6.	£3724	+5	Barriers to learning are overcome so that children can access learning and make sustained progress towards their targets. (Assessment Data)  Improved attendance for FSM children. (Attendance Data)  Reduction in the % of PA. (Attendance Data)	<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>Please see Disadvantaged Pupils Summary – Achievement, Progress and Attendance Data.</b>
All	<b>Social, Emotional &amp; Behaviour</b> Teaching Assistant to provide mentoring and tailored intervention.  Associated resources costs	Introduce and develop a peer mentoring programme to include precise intervention and support to run alongside the initiative.	£429	+5	Barriers to learning are overcome so that children can access learning and make sustained progress towards their targets. (Assessment Data)  Pupils have increased confidence and self-esteem.  Improved attendance for FSM children. (Attendance Data)  Reduction in the % of PA. (Attendance Data)	<b>Focused support/intervention has been provided to all pupil premium children dependant on need and identified barriers to learning.</b>  <b>During 2018-19, this will become more tailored and intensive and will be led by class teachers utilising this resource to address specific short term targets.</b>  <b>Please see Disadvantaged Pupils Summary –</b>

						<b>Achievement, Progress and Attendance Data.</b>
All	<b>Learning in the Curriculum</b> Use of additional adults to facilitate responsive intervention for phonics, reading, writing and maths.	<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:  £10000	+3	<p>Increased attainment in reading, writing and maths. (Assessment data)</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><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>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>Please see Disadvantaged Pupils Summary – Achievement, Progress and Attendance Data.</b></p>
All	<b>Social, Emotional &amp; Behaviour</b> Provision of uniform for vulnerable children.	Purchase uniform for all registered pupil premium children.	£600	-	<p>Children are prepared for school.</p> <p>Improved attendance for FSM children. (Attendance Data)</p> <p>Reduction in the % of PA. (Attendance Data)</p>	<p><b>Pupils are prepared for academic achievement.</b></p> <p><b>Pupils self-esteem is raised.</b></p> <p><b>Attendance has improved and is outstanding for pupils eligible for Pupil Premium.</b></p> <p><b>Please see Disadvantaged Pupils Summary – Achievement, Progress and Attendance Data.</b></p>

All	<b>Families and 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. (Assessment Data)  Increased parental engagement.  Vulnerable pupils not identified as 'disadvantaged' supported to keep up with their peers.	<b>Home learning and participation – children are motivated by the systems.</b>  <b>Please see Disadvantaged Pupils Summary – Achievement, Progress and Attendance Data.</b>
All	<b>Learning in the curriculum</b> To ensure the provision for PPG children is enabling them to make good progress and further close the gap to non-PPG children.	Member of SLT to monitor quality and provision of additional adults for PPG 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 which will form the basis of support staff performance management.	£2000	+9	Progress and attainment gap between PPG and non PPG narrows. (Assessment Data)  Provision offered by additional adults is good or better. (Professional Development Logs)  Increased % of learning and teaching judgements rated good or better. (Teacher Profile)	<b>CDP for staff has been undertaken.</b>  <b>EEF research summaries have been utilised to drive initiatives.</b>  <b>PP pupils are a focus of monitoring.</b>  <b>Please see Disadvantaged Pupils Summary – Achievement, Progress and Attendance Data.</b>
All	<b>Learning in the curriculum</b> To ensure quality first teaching for all pupils through well planned CPD, coaching and mentoring and monitoring.  To extend the opportunities to share best practice and to learn from one another through the development of effective lesson study approach.	Lesson enquiry approach, peer mentoring, team teaching, planning and assessment, modelled lessons, targeted CPD led by subject leaders, moderation, joint monitoring, support staff appraisals and CPD, CPD for teachers through external consultants.	£2000	+9	Quality of teaching is at least good with an increasing proportion identified as outstanding.  Disadvantaged pupils are making substantial and sustained progress compared to their peers with similar starting points.	<b>Please see Teaching Profile 2017-18.</b>  <b>Monitoring indicates improved practices and provision, particularly for vulnerable pupils.</b>  <b>Please see Disadvantaged Pupils Summary –</b>

						<b>Achievement, Progress and Attendance Data.</b>
KS2	<b>Learning in the Curriculum</b> To provide opportunities for further outdoor learning opportunities.	Provide forest school teaching to Key Stage 2.	Part funded – 10% of the cost. £770	+2	Children develop social skills and apply basic skills in a different context.  Increased attainment in reading, writing and maths. (Assessment data)  Vulnerable pupils not identified as ‘disadvantaged’ supported to keep up with their peers.	<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>  <b>Pupil voice indicates a positive impact on wellbeing.</b>  <b>A broad and balanced curriculum has been developed that is engaging.</b>  <b>Please see Disadvantaged Pupils Summary – Achievement, Progress and Attendance Data.</b>
All	<b>Curriculum Enrichment</b> To utilise the strength of reading in the school to develop writing.	Developing an immersive library provision that entices boys.	Part funded: £500	+2	Teachers model the love of reading to engage the children further, and pupils become more familiar with how reading supports their development as writers.  Progress and attainment gap between PPG and non PPG narrows. (Assessment Data)	<b>The library has been redeveloped utilising support from the Schools Library Service.</b>  <b>New librarians have been trained.</b>  <b>Children are able to access/choose a range of books that are of interest to them.</b>

					Vulnerable pupils not identified as 'disadvantaged' supported to keep up with their peers.	
All	<p><b>Curriculum Enrichment</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.</p> <p>Subsidise costs of residential visits.</p>	£1750	+1	<p>Children enthused and motivated to learn. (Teacher/Pupil/Parent evaluations)</p> <p>Progress and attainment gap between PPG and non PPG narrows. (Assessment Data)</p> <p>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.</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 consequence children are enthusiastic in their learning and attendance is outstanding.</b></p> <p><b>Please see Disadvantaged Pupils Summary – Achievement, Progress and Attendance Data.</b></p>
All	<p><b>Curriculum Enrichment</b> To support pupils emotional, behavioural and personal needs and to increase pupil self-confidence.</p> <p>To support pupils to form good relationships with their peers and to effectively manage their own behaviour.</p>	Enhancement of playground zones and resources to develop collaboration and social play.	Part funded – 10% of cost: £200	+3	<p>Excellent behaviour at playtimes, which is well-supported by the adults and well-planned resources, which are provided.</p> <p>Children are increasingly active ensuring they are ready for learning.</p>	<p><b>Children are increasingly active ensuring they are ready for learning.</b></p> <p><b>Positive behaviour are exhibited during unstructured times with only rare incidents of negative behaviour.</b></p>
All	<p><b>Families and Community</b> To reduce the cost of breakfast club for families.</p>	Reduced cost of breakfast club for PP pupils.	£400	-	<p>Increase in attendance and punctuality.</p> <p>Pupils have a settled start to the beginning of the school day with a healthy breakfast. To</p>	<b>Pupils further developed positive views on health and wellbeing.</b>

					promote the social and emotional development of targeted pupils.	<b>Positive routines are established ensuring pupils are ready for learning.</b>
All	<b>Families and Community</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 school clubs across each year group.  Subsidised after school clubs by external coaches provided to pupil premium pupils.	£500	+3	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>High take up of after school clubs.</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>Learning in 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.	Part funded – 10%: £800  An additional £270 to fund Peripatetic lessons for 1 child.	+1	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>

**EYFS Pupil Premium Fund Action Plan 2017 – 2018**

Number of Pupils On EY Roll	Number of Pupils Eligible for EY PPG	Amount of EY PPG Received Per Pupil	Total Amount of EY PPG Received
22	1	£276	£276

Year Group	Planned Expenditure /Resource	Actions	Approx. Cost	Sutton Trust	Intended Outcome	Impact
N	<b>Learning in the Curriculum</b> To develop outdoor opportunities for pupils to access the curriculum.	Purchase additional writing resources as part of the Nursery outdoor redevelopment.	£276 contribution to costs associated with the development of the new Nursery outdoor provision.	+2	Children will be able to explore the outside world through the new provision.  Language development will be a key focus within the outdoor provision.  Children will be able to use the additional writing resources to support mark making/ phonics.	Children are accessing a well thought out outdoor provision where they can access a breadth of resources enabling children to access the curriculum in all areas of provision. This has impacted on the starting points of pupils moving into Reception.