

# Pupil premium grant expenditure: Report to parents: 2016/17



**CWA Academy Trust**  
Collaboration Support Excellence

## Overview of the school

<b>Number of pupils and pupil premium grant (PPG) received</b>	
Total number of pupils on roll (not including Nursery)	77
Total number of pupils eligible for PPG	24 FSM 2 Service children
Amount of PPG received per pupil	£1320 FSM £300 Service children
<b>Total amount of PPG received</b>	<b>£31680</b>

<b>Current attainment and progress</b>		
	Pupils Eligible for PP	Pupils Not Eligible for PP
% Making 'Expected or Better' Progress in Reading	33%	25%
% Making 'Better than Expected' Progress in Reading	0%	13%
% Making 'Expected or Better' Progress in Writing	100%	63%
% Making 'Better than Expected' Progress in Writing	33%	25%
% Making 'Expected or Better' Progress in Maths	17%	50%
% Making 'Better than Expected' Progress in Maths	0%	0%

**Barriers to future attainment (for pupils eligible for PP)**

**In-school barriers**

A Children with emotional difficulties linked to attachment.

B Lack of confidence in mathematics and problem solving

C Weak language and literacy skills on entry to school

**External barriers**

D Parental aspiration needs to match that of the school for all children.

**Desired outcomes**

**Success criteria**

A Southery Academy becomes an attachment aware school responding to the needs of all children.

Pupil premium children display good behaviours for learning as a result of positive adult interaction.

B Maths progress and attainment for pupils attracting Pupil Premium will be in line with national outcomes.

Results in 2017 SATs will be measured.

C Training for staff provided to support language development.

Measures at EYFS will be in line with national.

D Pupil motivation is high resulting in at least expected progress for the majority of pupils.

End of year data across the academy demonstrate progress made by PP pupils.

## Nature of support 2016/17

### Aims:

- Attachment training provided for all staff. Key worker principle rolled out across school.
- Life coach to support the emotional needs of those most vulnerable pupils.
- Support provided through teaching assistants for literacy needs.
- Principal to focus on maths development for Pupil Premium children.
- Curriculum is developed to increase engagement for all while developing self-esteem and progress for disadvantaged learners.
- Parent engagement is encouraged through class activities and use of social media to support parents at home.

## Record of PPG spending by item/project 2016/17

Item/project	Cost	Objective	Outcome
Teaching assistant support in class to support maths and literacy	Mornings £7500	Extra teaching assistant time provided to support the learning in small groups within the class.	Disadvantaged pupils will make increased progress through the additional support provided.
Support Principal's salary for them to have a specific focus on literacy and maths needs of pupil premium children in class	1 day per week £12,500	Principal will focus on one class per week and target disadvantaged pupils reviewing their core skills progress and liaising with class teachers where necessary to address weaknesses.	Children will benefit from the intervention and progress and attainment will be improved.  Self-esteem will also be raised through the knowledge that the Principal is supporting them.
Key person initiative	£1000	Disadvantaged pupils will have a 'key worker' assigned to them. Initial contact will be regular but informal. Funding will support training and any TA overtime costs from resulting work.	Barriers to learning for disadvantaged pupils will be identified earlier and thus removed sooner.

Life coach support for vulnerable children	Every other week + Activ8 course  £1000	Vulnerable children will meet fortnightly to discuss the challenges they face.	Self-esteem raising has been seen to have positive impact on pupil outcomes and this is expected to continue.
Access to trips/uniform/school meals	£1500	Funding of extra-curricular opportunities for and visits for disadvantaged learners.	Involvement of all in extra-curricular activities. Engagement of families and parents as well as pupils in embedding the ethos of the school. Providing funding for transport to access trips and activities e.g. Residential trip.
Contribute to supporting the creation of an enhanced creative curriculum across the school which will engage, enthuse and motivate pupils	£6000	£2000 per class to be used to develop equipment, resources and books to enhance new topics being taught throughout the year.  This could include staff training to update subject knowledge	Class teachers will liaise with Subject Leaders to audit current resources and purchase new items in a cost effective manner.  Children will be engaged with topics and their interest will be evident to all. Rates of progress throughout the school will be at least good.  Appropriate equipment and resources purchased.  All staff will be confident in their subject knowledge of areas being taught.
Engage pupil in Key Stage 2 with literacy through use of First News	£250	First news will be available to children in class to read and staff will make additional use of comprehension activities provided online.	Pupils will have increased engagement in literacy and for reluctant readers this gives a purpose for reading. Reading progress will improve as a result.
Children's University to encourage learning at home and through holiday periods	£350	Every holiday children will encouraged to take part in activities which promote learning and parental engagement. Disadvantaged pupils will be targeted and provided with passports.	Learning loss through holiday periods will be reduced for children and greater involvement at home will promote the value of learning.
Access to high quality maths resources through subscription to Abacus resource	£500	Maths lessons will be resourced to provide problem solving challenges through the use of the scheme throughout school.	Outcomes in maths will improve and be in line with national data.

## Performance of disadvantaged pupils

At Southery Academy we aim for all disadvantaged children to achieve the same level of academic progress as their non-disadvantaged peers.

The progress made by these two cohorts of children will be continually monitored by class teachers and the Principal throughout the year. This will include half termly Pupil Progress Meetings where any child who is not making 'expected

progress' can be quickly identified, and interventions can be put in place to ensure that they do not fall behind.

Therefore, there should be no 'gap' in performance between these two cohorts of children, and ultimately we aspire for all children for whom the school receives Pupil Premium funding to make accelerated progress.