



HORBURY BRIDGE CE J&I ACADEMY

PUPIL PREMIUM

Value Statement

The Academy recognises that all pupils regardless of their background should have equal access to a curriculum which will enable them to reach their potential. We are committed to ensuring best value in our use of funding to support children whose background may otherwise lead to under achievement.

Aims

The targeted and strategic use of pupil premium funding will support Horbury Bridge CE J&I Academy in achieving our aim of helping all our pupils achieve their full potential. To do this we will ensure that the pupil premium funding reaches the groups of pupils for whom it was intended and that it makes a significant impact on their education and lives. We will:

- Close the attainment gap between our disadvantaged pupils and their peers.
- Accelerate their progress.

Principles

- We will continue to ensure that teaching and learning opportunities meet the needs of all pupils.
- We will make appropriate provision for all pupils who belong to vulnerable groups.
- Although the use of FSM is a generally reliable and nationally accepted method of identifying socially or financially disadvantaged pupils, we recognise that:
 - Not all pupils who receive FSM are socially disadvantaged.
 - Not all socially disadvantaged pupils are registered for FSM.
- We reserve the right additionally to allocate the pupil premium to support any pupil the school has legitimately identified as being disadvantaged, following a needs analysis.

Provision

The range of provision the governors may consider making for this group could include:

- *Achievement and standards.* We will use additional class-based or intervention work to accelerate the progress of targeted groups or individuals, so that they can achieve at least age-related expectations.
- *Learning support.* We will enable children fully to access learning and accelerate progress where there are specific barriers other than identified SEN.



- *Pastoral support.* We will work to raise self-esteem, extend the personal skill set and support our pupil premium children to make appropriate choices in order to maximise learning. These may include:
- Small group literacy/numeracy support.
- Use of nurture groups.
- Support for enrichment activities and educational visits.
- Use of specialist learning software.
- *Links with parents.* We hope to develop parental engagement and aspirations.
- *External services.* Where the need arises we may use pupil premium funding to buy in additional psychological and welfare services to support these children and their families.

Measuring and reporting

The school will evaluate the impact on each pupil at the end of each term. Evaluation will focus on academic gains and how pupils' self-confidence has developed as a consequence of the intervention. We will also report each term to the governing body:

- The progress made towards narrowing the gap by year group for pupil premium pupils, compared with the national average.
- An outline of the provision that was made during the term.
- An evaluation of the effectiveness in terms of the progress made by pupil premium children.

We will issue an annual statement online to parents on how the pupil premium funding has been used to address the issue of closing the gap for disadvantaged children.

Evaluation

The success criteria for this policy are:

- An effective system for identifying, assessing and monitoring pupils.
- The majority of pupil premium children meeting their individual targets.
- Developing confident and independent learners.
- Parents that are engaged and involved in their children's learning.



PUPIL PREMIUM ALLOCATION

Horbury Bridge CE Academy Pupil Premium for the Academic Year:

2015-2016 £17160.00 (10.8% of pupils)

This is supplemented through funding from the overall Academy budget.

OUR APPROACH

At Horbury Bridge Academy our percentage of FSM children is considerably lower than the national average. Consequently, our Pupil Premium money represents only a small proportion of our budget.

Our key objectives is to narrow the gap between pupil groups.

Use of Funding	Objectives	Outcomes/Impact
Forest Schools	Develop team work, social integration, confidence. Enriching the curriculum	Improved confidence and independence. Developing social skills through team activities such as sharing tools. Sensory experiences improved language development. Children are motivated and have an improved keenness to participate in activities for a longer period. And have an interest in the natural surrounding and the environment.
Art and Lego Therapy	To help vulnerable pupils who find it difficult talking about their troubles or have difficulties expressing themselves.	Children have developed the confidence to be more trusting and manage their emotions more effectively. Increased self-esteem and self-worth.
Teaching Assistant Support	Intervention groups including same day intervention and full time classroom support in all classes. Enables targeted small group support.	Increased attainment in reading, writing and mathematics where children have the opportunity to address misconceptions promptly.
Catch up programmes and resources including fresh start, read write inc, rapid writing and clicker	To provide targeted support and intervention for pupils to address underachievement	Children become more confident in the use of recording writing through using clicker and their attitude to writing has improved. Rapid writing helps children with their handwriting, spelling and writing sentences.



Subsidies to Educational visits	Enhance and enrich curriculum. Families feel supported by the school. Children can take part in all aspects of school life without parents or children feeling 'different' or singled out.	99% of children take part in school visits which results in all children accessing an enriched curriculum with high quality learning opportunities. This deepens their understanding thus helping them make connections and ask questions.
Effective assessment and Monitoring systems	For staff to monitor children's achievement and attainment, ensuring that next steps are planned and catered for.	All staff can efficiently analyse data and pupil progress to inform future planning and targeted support.
Peripatetic music staff and wider opportunity music lessons	Promote enjoyment and enrichment of the creative curriculum and access to music for all children	All children have the opportunities for enriched varied learning experiences.
Parental Engagement Home School Software Curriculum Evenings Stay and Play Mornings Website Weekly Newsletters Text Messaging Twitter	For all parents to be involved in their child's learning and to help support and consolidate learning opportunities from within school.	Positive relationships are built and fostered within the school community. Parents are able to support their children at home by having clear guidance on how the curriculum is taught and how they can further support their learning at home.



PUPIL PREMIUM ALLOCATION

Horbury Bridge CE Academy Pupil Premium for the Academic Year:

2016-2017 £17160

This is supplemented through funding from the overall Academy budget.

In 2016-17, our focus for the use of Pupil Premium funding, as agreed by Governors, includes:

Use of Funding	Objectives	Outcomes/Impact
Forest Schools	Develop team work, social integration, confidence, and communication	
Outdoor learning	Enhance the resources to encourage playing and exploring, active learning and creating and thinking critically whilst encouraging social interaction and problem solving.	
Develop a creative curriculum immersed in books and mantle of the expert	To engage all learners in providing a well planned curriculum with opportunities to support pupil's personal, social and emotional needs, which promote essential skills for later life.	
Catch up programmes including success@arithmetic Read write inc Rapid Writing	To provide targeted support and intervention for pupils to address underachievement	
Subsidies to Educational visits	Enhance and enrich curriculum. Families feel supported by the school. Children can take part in all aspects of school life	



	without parents or children feeling 'different' or singled out.	
Peripatetic music staff and wider opportunity music lessons	Promote enjoyment and enrichment of the creative curriculum and access to music for all children	
Maths and English clubs after school	Provide extra tuition for children address underachievement	
Release of Head of Teaching and learning to provide targeted intervention and teaching cpd support.	Ensure first quality good teaching for all pupils through well planned NQT time and support for established teachers. To provide targeted intervention teaching to address underachievement.	