



## HORBURY BRIDGE CE J&I ACADEMY PUPIL PREMIUM Use and Impact 2016-17; Planned Expenditure 2017-18

### **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 any child whose circumstances may otherwise lead to under achievement.

'Pupil Premium' funding is additional Government money allocated to schools to raise attainment and close the gap between disadvantaged pupils and their peers as research shows they underachieve compared to their peers.

The Government uses the number of children entitled to Free School meals (FSM) as an indicator for deprivation and allocates a fixed amount of money to schools based on this number as well as taking account of the number of 'Looked After Children' and children of armed service personnel. Schools have the freedom to choose how they use this funding to best meet their current needs and priorities to raise standards.

### **Principles**

We are committed to continual school improvement which will increase engagement and achievement for all our children. We recognise that whilst free school meals is used as an indicator, not all children registered will be socially disadvantaged and that not all children who are socially disadvantaged will be registered and that many other factors can make children vulnerable to underachievement.

In allocating our funding, we plan our priorities taking into account immediate and longer term needs across school. We monitor and track attainment of all children and use this to inform judgements of progress and enable the early identification of need, support and appropriate intervention.

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

- **Teaching and Learning:** accelerating progress through support for identified gaps in learning
- **Teaching and Learning:** supporting cross curricular skills and language development
- **Wider Outcomes:** enhancing SMSC and raising self-esteem and confidence through a wide variety of enrichments and access to learning beyond the classroom
- **Behaviour/Social and Emotional Development:** engaging learning through addressing emotional and social barriers

*The Education Endowment Foundation (EEF) is an independent grant-making charity dedicated to breaking the link between family income and educational achievement, ensuring that children from all backgrounds can fulfil their potential and make the most of their talents. We take into account their research on the cost versus impact (progress in months) of different strategies when deciding how to address our priorities*



## PUPIL PREMIUM USE AND IMPACT 2016-17

In 2016/17, we used our funding of £17180 including Early Years PP to contribute towards the following:

REPORT AND EVALUATION OF ACTIONS 2016 17			
Actions What have we done?	PP contribution	EEF impact (months)	Outcomes/Impact
<b>Teaching and learning</b> Maths and English targeted support groups	£500	+3 (individualised tuition)	Additional tuition provided for children at the end of Key Stages to address underachievement and accelerate progress. 80% RWM combined in KS1 and 93% RWM combined in KS2
<b>Teaching and learning</b> Training and resources to develop a creative curriculum through immersion in books and drama to develop language and oracy	£2200	+6 (language)	Children are highly engaged and motivated in the new curriculum approaches. Parents and children feedback supports this. Learning across the curriculum is purposeful and impact is seen in communication, problem solving, and imagination. In EYFS, boys in particular are more engaged in language and writing activities
<b>Teaching and learning</b> Staffing and resourcing to facilitate same day intervention	£5000	+5 (1:1) +1 (TAs)	Interventions are timely and focus on misconceptions which have taken place daily. Daily Interventions are delivered by a number of staff across the school; this can include a teacher, HLTA and/or a teaching assistant.
<b>Teaching and learning</b> Head of Teaching and Learning released to provide targeted intervention and teaching cpd support.	£2000	+5 (1:1)	Newly Qualified teachers in key year groups – Reception, Year 1/2 and Year 5/6 have been closely supported to ensure quality first teaching and individual needs being met. Targeted teaching has addressed those at risk of underachievement and accelerated progress
<b>Wider Outcomes: Subsidies for enrichment activities</b> Educational and residential visits and visitors. Outdoor adventure residentials to develop teamwork and resilience	£2500	+3	All year groups have benefitted from subsidised visits and visitors which have enhanced and enriched the curriculum. 96% of KS2 children experienced an overnight residential showing resilience in activities and gaining awareness of outdoor experiences that they can take part in beyond school
<b>Wider Outcomes: Music Provision</b> Access to free music tuition- brass, strings, percussion and 'wider opportunity' music lessons	£2000	+2	KS2 (24%) children had subsidised peripatetic music tuition and opportunities to perform in brass, strings or percussion. All Year 3/4 children learnt and performed samba percussion instruments. All Year 5/6 children took part in an inter schools music event and 5 targeted children in a transition workshop
<b>Wider Outcomes: Forest School</b> Staffing and development of an appropriate curriculum to deliver Forest Schools learning	£1000	+3 (outdoor learning)	All children from Nursery to Year 6, have had regular sessions in the Forest School area. Observations and feedback show motivation, engagement and increased confidence. Problem solving and team work skills have developed with increased resilience and independence. Language development
<b>Behaviour/Social and Emotional Development:</b> Art Therapy for identified children	£2000	+4 (behaviour)	Impact seen in children's improved ability to self regulate and develop appropriate social relationships which is leading to greater engagement in the curriculum and enjoyment of school



## PUPIL PREMIUM: PLANNED EXPENDITURE 2017-18

In 2017/18 we plan to use our funding of £19000 including Early Years PP, supplemented through funding from the overall Academy budget, to include the following:

PUPIL PREMIUM SPENDING PLAN 2017/18			
Actions What will we do?	PP contribution	EEF impact (months)	Expected Outcomes/Impact
<b>Teaching and Learning</b> After school Maths and English targeted support groups to address underachievement	£1000	+3 (individualised tuition) +2 (extend time)	<ul style="list-style-type: none"> <li>• Gap to national is diminished for vulnerable children</li> </ul>
<b>Behaviour/Social and Emotional Development:</b> Staffing to support the needs of vulnerable children and enable access to the curriculum	£5000	+5 (1:1) +1 (TAs)	<ul style="list-style-type: none"> <li>• Vulnerable children participate in the full curriculum and are developing their social and emotional skills and building positive relationships with adults and peers</li> </ul>
<b>Teaching and Learning</b> Library resources and books to promote a love of reading	£1500		<ul style="list-style-type: none"> <li>• Profile of reading for enjoyment raised; positive attitudes towards reading</li> <li>• Increased reading skills, especially for PP pupils and PP struggling readers</li> <li>• Increased reading attainment</li> </ul>
<b>Teaching and Learning</b> Digital technology to support teaching and learning in EYFS	£2000	+4	<ul style="list-style-type: none"> <li>• Technology is used by practitioners to enhance interactions with children</li> <li>• Children use technology independently either as part of their planned experiences or as part of teaching activities such as instructional games;</li> </ul>
<b>Teaching and Learning</b> Training and resources to deliver a coherent and progressive scheme of phonics (RWI)	£3000	+4	<ul style="list-style-type: none"> <li>• Acceleration of phonics knowledge and skills so all younger children are able to develop age appropriate reading and spelling skills</li> <li>• Structured interventions supporting struggling readers who have gaps in phonics knowledge so progress is accelerated and reading attainment closes the gap to national expectations</li> </ul>
<b>Teaching and Learning</b> Professional development to support collaborative learning approaches	£1500	+5	<ul style="list-style-type: none"> <li>• Collaborative strategies used to promote talk and interaction between learners</li> </ul>
<b>Wider Outcomes: Subsidies for enrichment activities</b> Educational and residential visits and visitors Y6 outdoor adventure residential	£2000	+3 (outdoor)	<ul style="list-style-type: none"> <li>• All children able to participate in an enhanced and enriched the curriculum.</li> </ul>
<b>Wider Outcomes: Music Provision</b> Access to free music tuition- brass, strings, percussion and 'wider opportunity' music	£2000	+2	<ul style="list-style-type: none"> <li>• All children have opportunities for enriched varied learning experiences: access to music for all</li> </ul>
<b>Wider Outcomes: Forest School</b> Staffing and development of an appropriate curriculum to deliver Forest Schools learning	£1000	+3 (outdoor learning)	All children from Nursery to year 6, have had regular sessions in the Forest School area. Observations and feedback show motivation, engagement and increased confidence. Problem solving and team work skills have developed with increased resilience and independence. Language development

