

Jerry Clay Academy



Pupil Premium Spending 2017-18

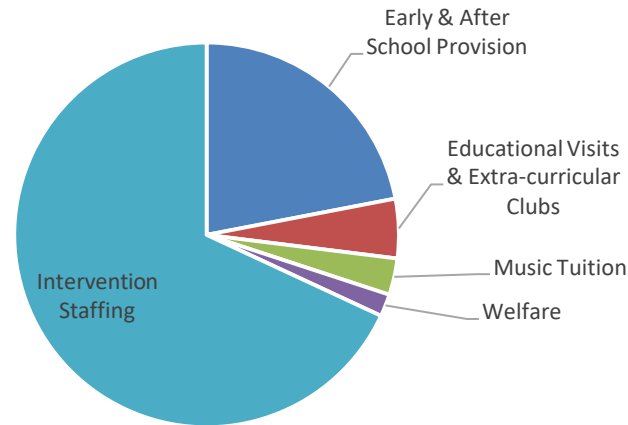
<p>1. Key Objective: To improve outcomes for all Pupil Premium (PP) students to bring attainment in line with expected levels of progress in every year group</p>																																																																																																																						
<p>Action : Deployment of LSA LSA contracted to work to support intervention and employed to remove barriers to learning, engage parents and enhance academic progress, working with students who are below national expectation of attainment for Eng/Ma.</p>																																																																																																																						
<p>Rational : Sutton document 'One-to-one tutoring+5 months moderate impact'</p> <p><i>'For pupils eligible for free school meals (FSM) with lower prior attainment, those who received tuition were more likely to achieve Level 4 at KS2 and to make two levels of progress than those who did not receive tuition.'</i></p>																																																																																																																						
<p>Success Criteria : A reduction in the attainment gap of PP and non PP students in every year group from Sept 2016 – June 2017 in mathematics and English</p>																																																																																																																						
<p>Dates Sept 2017</p>	<p>Person responsible MW</p>	<p>Monitoring and Evaluation Tracking and monitoring data of PP cohort via data collection, student feedback, exit data, Lesson obs schedule of intervention lessons as part of PM.</p>							<p>Cost</p>																																																																																																													
<p>Outcomes</p>	<table border="1"> <thead> <tr> <th rowspan="2">Year group</th> <th rowspan="2">Number of children</th> <th colspan="3">Reading</th> <th colspan="3">Writing</th> <th colspan="3">Maths</th> </tr> <tr> <th>B</th> <th>WA</th> <th>Above</th> <th>B</th> <th>WA</th> <th>Above</th> <th>B</th> <th>WA</th> <th>Above</th> </tr> </thead> <tbody> <tr> <td>Rec</td> <td>2</td> <td>1</td> <td>1</td> <td>0</td> <td>1</td> <td>1</td> <td>0</td> <td>1</td> <td>1</td> <td>0</td> </tr> <tr> <td>1</td> <td>6</td> <td>3</td> <td>3</td> <td>0</td> <td>2</td> <td>4</td> <td>0</td> <td>0</td> <td>6</td> <td>0</td> </tr> <tr> <td>2</td> <td>2</td> <td>0</td> <td>1</td> <td>1</td> <td>0</td> <td>1</td> <td>1</td> <td>0</td> <td>1</td> <td>1</td> </tr> <tr> <td>3</td> <td>1</td> <td>0</td> <td>0</td> <td>1</td> <td>0</td> <td>0</td> <td>1</td> <td>0</td> <td>0</td> <td>1</td> </tr> <tr> <td>4</td> <td>5</td> <td>1</td> <td>1</td> <td>3</td> <td>1</td> <td>1</td> <td>3</td> <td>1</td> <td>1</td> <td>3</td> </tr> <tr> <td>5</td> <td>1</td> <td>0</td> <td>1</td> <td>0</td> <td>0</td> <td>1</td> <td>0</td> <td>0</td> <td>1</td> <td>0</td> </tr> <tr> <td>6</td> <td>4</td> <td>0</td> <td>4</td> <td>0</td> <td>0</td> <td>4</td> <td>0</td> <td>0</td> <td>4</td> <td>0</td> </tr> <tr> <td>Total</td> <td>21</td> <td>5</td> <td>11</td> <td>5</td> <td>4</td> <td>12</td> <td>5</td> <td>2</td> <td>14</td> <td>5</td> </tr> </tbody> </table>										Year group	Number of children	Reading			Writing			Maths			B	WA	Above	B	WA	Above	B	WA	Above	Rec	2	1	1	0	1	1	0	1	1	0	1	6	3	3	0	2	4	0	0	6	0	2	2	0	1	1	0	1	1	0	1	1	3	1	0	0	1	0	0	1	0	0	1	4	5	1	1	3	1	1	3	1	1	3	5	1	0	1	0	0	1	0	0	1	0	6	4	0	4	0	0	4	0	0	4	0	Total	21	5	11	5	4	12	5	2	14	5
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2. Key Objective: Further develop Phonics (RWI) support for 1:1			
Action: RWI 1:1 support All students whose attainment falls below the national expectations for reading and particularly phonics are to be supported through Phonics 1:1 support			
Rational: Sutton document stresses that improving literacy improves student outcomes overall. Thereby reducing the attainment variation between PP and non PP.			
Success Criteria: Pupils are enabled to gain at least the threshold score for the Phonics screening test			
Dates Starting Sept 2016	Person responsible LSA – MW, CS - RWI Leader	Monitoring and Evaluation RWI assessments	Cost £2000
Outcomes	-5 out of the 6 children passed the Phonics Screening test -1 child scored 27/40 and will remain on 1:1 support – this was due to holiday absence – 79% attendance		
3. Key Objective: To improve curriculum engagement and academic achievement			
Action: Implement an academic subsidy to enable PP students to fully access the curriculum and reduce attainment gap.			
Rational: Sutton document ‘the choices that schools make in allocating the money will be vital so that the funding can help raise pupils’ attainment and aspirations.’			
Success Criteria: Attainment gap between PP and non PP reduces. PP students make progress in line with expectations.			
Dates From Sept 2016	Person responsible TS	Monitoring and Evaluation Progress of students provided with support to be monitored to ensure value for money. I&O termly review.	Cost

Outcomes

- All pupil premium children have been given the opportunity to attend all school trips
- All extra-curricular clubs are subsidised for PP children

Pupil Premium Expenditure 17/18



Action: Implement an engagement subsidy to enable PP students to fully access the extra-curricular and financially dependent curriculum activities and reduce attainment gap, support those students who do not have breakfast and support students with after school activities.

Rational: National College Research cites effective embedded reward policies as being a contributory factor to improving attainment and engagement. It is envisaged that students will use VIVOs for subsidising their own enrichment activities, e.g. prom and activity day.

Success Criteria: E6 cohort attendance of extracurricular and extended curriculum activities not inhibited by financial constraints

Dates	Person responsible	Monitoring and Evaluation	Cost
Sept 2016	TS	PP attendance of extended curriculum and LOTC activities, activities day support.	

		Ensure breakfast and after school provision is available for any PP in need to ensure an effective start to the school day Support PP students in peripatetic lessons Supplement school trips and any enhancement activity	
Action: PP/ LAC students' entitlement is met. PP identified cohort – monitor attainment and offer specific academic and emotional support as appropriate.			
Rational: PEP reports must show how the PP has been spent on supporting the individual students in public care.			
Success Criteria: CLA make academic and social progress in line with peers.			
Dates Sept 2015	Person responsible CS	Monitoring and Evaluation Progress of students to be monitored to ensure value for money. Evaluation of spend via ½ termly PEP report.	Cost
Action: LSA – support for LSA to ensure effective support in the classroom			
Rational: To equip LSA with a laptop to support the skills necessary to aid in addressing academic barriers to learning.			
Success Criteria : SEND/PP student outcomes in line with expected levels of progress in Eng/ma, positive value added scores at KS2.			
Dates Sept onwards.	Person responsible SEND/CO/line manager	Monitoring and Evaluation Impact forms Lesson obs	Cost
4. Key Objective: Attendance: to implement strategies addressing the attendance gap between for PP and CLA and non PP students			
Action: Utilise Learning Support Assistant to engage with parents of PP Students in ensuring student attendance is high.			
Rational: EEF 'the choices that schools make in allocating the money will be vital so that the funding can help raise pupils' attainment and aspirations.'			

Success Criteria: Attendance gap between PP and non PP continues to reduce.

Dates	Person responsible	Monitoring and Evaluation	Cost
Sept onwards.	TS & MW	Tracking and monitoring of progress in Eng/ma of students receiving academic 1:1.	

Outcomes:
21 out of 22 PP children attended over 90% in 2016/17

1. **Key Objective:** Social & emotional support: to improve confidence and self-esteem outcomes for PP* students to bring attainment in line with expected levels of progress as well as a self-belief that they can achieve beyond their expectations

Action: Implement a team building session and mentoring system to improve self-confidence and self-esteem. Give 1:1 nurture support to individuals where needed.

Rational: Sutton document 'the choices that schools make in allocating the money will be vital so that the funding can help raise pupils' attainment and aspirations.'

Success Criteria: Attainment gap between PP and non PP reduces. PP students make progress in line with expectations because their social and emotional development is supported

Dates	Person responsible	Monitoring and Evaluation	Cost
From Sept 2015	Intervention LSA, JH, TS	Progress of students provided with support to be monitored to ensure value for money. -Rigorous tracking in relation to progress and outcomes	

Action: Intervention LSA– Training for appointed LSA and identified TAs to ensure that skills needed for the removing barriers to academic success are up to date.

Rational: To equip LSA and identified TAs with skills necessary to aid in addressing academic barriers to learning and develop students skills up to Year 6.

Success Criteria : Student outcomes in line with expected levels of progress in Eng/ma, positive value added scores at KS2.
LSA and identified TAs attend training.

Dates Sept onwards.	Person responsible SENCO/ HT/ DHT	Monitoring and Evaluation Tracking and monitoring of progress in Eng/ma of students receiving LSA support.	Cost £
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Action: LSA – support for LSA to ensure effective support in the classroom

Rational: To equip intervention LSA with a laptop and appropriate resources to support the skills necessary to aid in addressing academic barriers to learning.

Success Criteria : SEND/PP student outcomes in line with expected levels of progress in Eng/ma, positive value added scores at KS1 & 2.

Dates Sept onwards.	Person responsible SEND/CO/DHT, HT	Monitoring and Evaluation Impact forms Lesson obs Pastoral meeting minutes	Cost
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Total proposed spend 2016/2017

£27,400

Actual total spend - £27,400