

# Jerry Clay Academy



## Pupil Premium Spending

**2019-20**

<b>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</b>												
<b>Action: Deployment of LSA</b> 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.  KS2 staff trained in Catch up Maths training (1 Teaching Assistant)												
<b>Rational :</b> Sutton document 'One-to-one tutoring+5 months moderate impact'  <i>'For pupils eligible for free school meals (FSM) with lower prior attainment, those who received tuition were more likely to achieve expected at KS2 than those who did not receive tuition.'</i>												
<b>Success Criteria :</b> A reduction in the attainment gap of PP and non PP students in every year group from Sept 2019 – June 2020 in mathematics and English												
<b>Dates</b> Sept 2019	<b>Person responsible</b> TP			<b>Monitoring and Evaluation</b> Tracking and monitoring data of PP cohort via data collection, student feedback, exit data, Lesson obs schedule of intervention lessons as part of PM.						<b>Cost</b> £2000		
<b>Outcomes</b>	<b>Year group</b>	<b>Number of children</b>	<b>Reading</b>			<b>Writing</b>			<b>Maths</b>			
			<b>B</b>	<b>WA</b>	<b>Above</b>	<b>B</b>	<b>WA</b>	<b>Above</b>	<b>B</b>	<b>WA</b>	<b>Above</b>	
	<b>Rec</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>2</b>	<b>1</b>	<b>0</b>	
	<b>1</b>	<b>0</b>										
	<b>2</b>	<b>3</b>	<b>0</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>2</b>	<b>1</b>	

	3	2	1	1	0	1	1	0	1	1	0
	4	6	1	5	0	1	5	0	1	5	0
	5	3	0	3	0	1	2	0	1	2	0
	6	2	1	0	1	1	0	1	1	0	1
	<b>Total</b>	<b>19 +1 LAC</b>	<b>5</b>	<b>12</b>	<b>3</b>	<b>6</b>	<b>11</b>	<b>3</b>	<b>6</b>	<b>11</b>	<b>3</b>

<b>2. Key Objective: Further develop Phonics (RWI) support for 1:1 &amp; Reading 1:1 daily</b>			
<b>Action: RWI 1:1 support</b> All students whose attainment falls below the national expectations for reading and particularly phonics are to be supported through Phonics 1:1 support & daily reading			
<b>Rational:</b> Sutton document stresses that improving literacy improves student outcomes overall. Thereby reducing the attainment variation between PP and non PP.			
<b>Success Criteria:</b> Pupils are enabled to gain at least the threshold score for the Phonics screening test & a Reading age in line with their age			
<b>Dates</b> Starting Sept 2016	<b>Person responsible</b> LSA – MW, TP - RWI Leader	<b>Monitoring and Evaluation</b> RWI assessments	<b>Cost</b> £5000
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>-There are no PP children in Year 1</li> <li>-All children which are currently in Year passed the Phonics screening &amp; are reading at or above their age</li> <li>-Due to the COVID pandemic closure the DFE Phonics Screening Check was cancelled</li> <li>-All children supported by the Learning Mentor could ably pass the Phonics screening</li> </ul>		
<b>3. Key Objective: To improve curriculum engagement and academic achievement</b>			
<b>Action:</b> Implement an academic subsidy to enable PP students to fully access the curriculum and reduce attainment gap.			
<b>Rational:</b> 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.’			
<b>Success Criteria:</b> Attainment gap between PP and non PP reduces. PP students make progress in line with expectations.			

**Dates**  
From Sept 2019

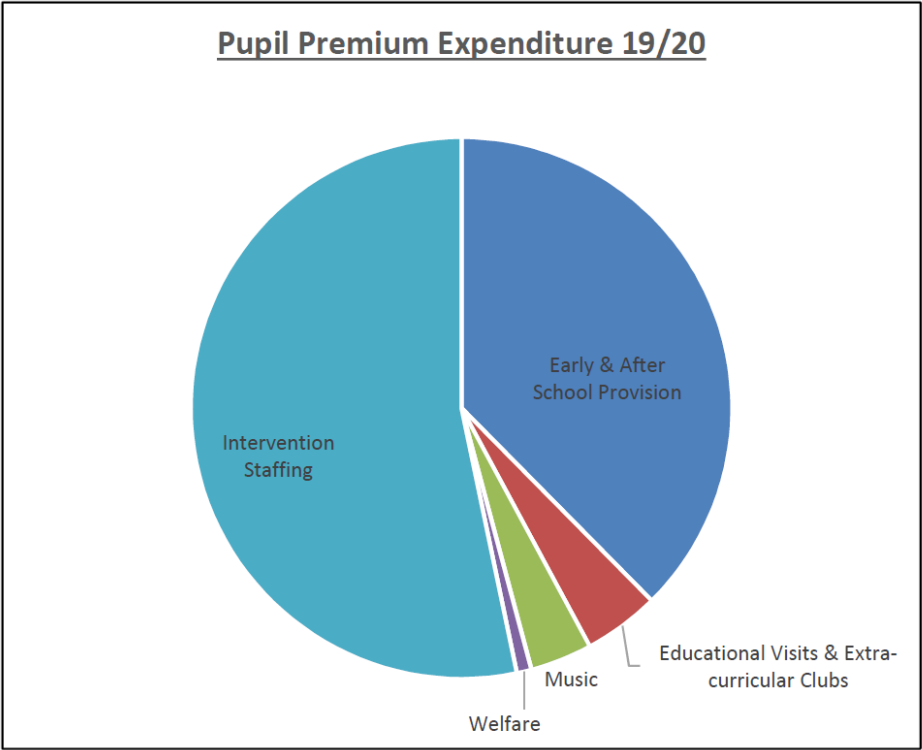
**Person responsible**  
TS

**Monitoring and Evaluation**  
Progress of students provided with support to be monitored to ensure value for money. I&O termly review.

**Cost**  
**£1123**

**Outcomes**

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



**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

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

Dates	Person responsible	Monitoring and Evaluation	Cost
Sept 2019	TS	PP attendance of extended curriculum and 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	<b>£1377</b>

**Outcomes:**

**Action:** PP/ CLIC 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:** CLIC make academic and social progress in line with peers.

Dates	Person responsible	Monitoring and Evaluation	Cost
Sept 2019	TP	Progress of students to be monitored to ensure value for money. Evaluation of spend via ½ termly PEP report.	<b>£1000</b>

**Action:** LSA – support for LSA to ensure effective support in and out of the classroom

**Rational:** To ensure CLIC child has 1:1 pastoral designated time every day support, either in or out of the classroom

**Success Criteria :** SEND/PP student outcomes in line with expected levels of progress in Eng/ma, positive value added scores at KS2.

<b>Dates</b> Sept onwards.	<b>Person responsible</b> SENDCO/line manager	<b>Monitoring and Evaluation</b> Impact forms Monitoring file for Learning Mentor – monitored by the SENDCo	<b>Cost</b>
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**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.

<b>Dates</b> Sept onwards.	<b>Person responsible</b> TS & MW	<b>Monitoring and Evaluation</b> Tracking and monitoring of progress in Eng/ma of students receiving academic 1:1.	<b>Cost</b> <b>£1000</b>
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**Outcomes:**

**19 out of 20 PP children attended over 90% in 2019-20 (excluding Summer term due to Covid pandemic and school closure.**

**7/ 20 attended key worker care during school closure**

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 aswell 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**  
From Sept 2019

**Person responsible**  
Intervention LSA, TP, TS

**Monitoring and Evaluation**  
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

**Monitoring and Evaluation**  
Tracking and monitoring of progress in Eng/ma of students receiving LSA support.

**Cost**  
**£266**

**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 at KS1 & 2.

<b>Dates</b> Sept onwards.	<b>Person responsible</b> SENDCO, EHT	<b>Monitoring and Evaluation</b> Impact forms Lesson obs Pastoral meeting minutes	<b>Cost</b> <b>£7165</b>
<b>Key objective: Provide breakfast and after school clubs, including access to a variety of clubs as part of the academy's wider provision.</b>			
<b>Action: Ensure PP children have access to a wide variety of after school experiences &amp; a nutritional breakfast.</b>			
<b>Dates</b> Sept onwards	<b>Person responsible</b> SENDCo, EHT to check provision is accessed	<b>Monitoring and Evaluation</b> Registers Club analysis and evaluation of impact	<b>Cost</b> <b>£11,409</b>

**Total proposed spend 2019/2020**

**£30.340**

**Actual total spend - £30,340**



Jerry Clay Academy Pupil Premium April '19 - March '20



<b>INCOME</b>	<b>Number of pupils</b>	<b>£ per pupil</b>	<b>Total £</b>
Pupil Premium	22	1,320	29,040
Looked After Child	1	1,300	1,300
			<u><b>30,340</b></u>
<b>EXPENDITURE</b>			<b>£</b>
Early & After School Provision			11,409
Educational Visits & Extra-curricular Clubs			1,377
Music			1,123
Welfare			266
Intervention Staffing			16,166
<b>Total</b>			<u><b>30,340</b></u>