



High Crag
Academy

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Pupil Premium Funding 2016 – 2017

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High Craggs Academy Pupil Premium 2016– 2017

The [pupil premium](#) is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers. It is allocated to schools based on the number of children who come from low-income families – which is defined as those who are currently known to be eligible for free school meals (FSM) and it is based on findings that show that, as a group, children who have been eligible for free school meals at any point in time consistently have lower educational attainment than those who have never been eligible.

The funding is allocated based on the number of children that meet the following criteria:

1. Pupils who have been eligible for free school meals at any point in the last 6 years.
2. Children who have been looked after continuously for more than six months
3. Children where a parent serves in the armed forces for our school.

Our provision plan summarises how we have invested the money to bring about the best possible outcomes for the individual child. The funding has been invested to benefit the outcomes of all pupil premium children regardless of their current attainment and this is either through additional support for in school and out of school activities.

High Craggs Academy Disadvantaged (Pupil Premium) Funding 2016 - 2017

Deprivation Allocation =173 pupils x £1320 per pupil -	Service Children Allocation = 0 pupil x £300 per pupil –	Looked after pupils allocation = 5 pupils x £1900 per pupil –	Total: £253000
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Action	Description	Cost	Total	%age
STAFFING				
			£253,000	
Provide ECM practitioner to mentor individual pupils	The aim here is to build the children's confidence, resilience and emotional stability. <i>There is some evidence that indicates that children from disadvantaged backgrounds can benefit by up to 2 months progress as a result of mentoring interventions.</i>	£15,322.11	£15,322.11	6%
Allocated intervention staff	Evidence shows that targeted, structured support can have a positive impact. 10% of TA time equates to about one hour per child per week, but this time can often be more if a TA works with a group of children. <i>The new findings suggest that when used to support specific pupils in small groups or through structured interventions, teaching assistants can be effective at improving attainment.</i>	£32,276.58	£47,598.69	13%
Allocated intervention time for all support staff to enable small group and 1:1 teaching	Evidence shows that targeted, structured support can have a positive impact. 10% of TA time equates to about one hour per child per week, but this time can often be more if a TA works with a group of children. <i>The new findings suggest that when used to support specific pupils in small groups or through structured interventions, teaching assistants can be effective at improving attainment.</i>	£25,000	£72,598.69	10%
Employ pastoral support team 1 x advisors 1 x manager. (Tonie Andrews / Sarah Watmuff)	Focus on attendance: Target key families, secure the support of outside agencies, develop and improve whole school systems for securing improved attendance. Put into place specific bespoke support as required i.e. taxis/ hire of wheelchair/ breakfast club.	£43,204.98	£115,803.67	17%
	Family support: Identify need and respond to referrals from other staff and from parents. Provide bespoke support responding to need. Facilitate parenting courses.			
	Provide one to one counselling for key children to secure improved SEMH outcomes, to improve engagement in learning, to impact positively on behaviour <i>Evidence indicates that one to one tuition is effective and on average accelerates learning by approx. 5 additional months progress.</i>			
	Provide one to one counselling for key children to secure improved SEMH outcomes, to improve engagement in learning and to impact positively on behaviour. Provide a safe place to talk for all children as a key element of robust safeguarding.			

	<i>Evidence indicates that one to one tuition is effective and on average accelerates learning by approx. 5 additional months progress.</i>			
Employ non-class based SENco to support the development of outstanding teaching and learning strategies with an emphasis on the disadvantaged children. SENco monitors the quality of teaching and learning of the disadvantaged pupils, tracks their progress and attainment and oversees the targeted provision for them.	Evidence shows that targeted, structured support can have a positive impact. <i>The new findings suggest that when used to support specific pupils in small groups or through structured interventions, teaching assistants can be effective at improving attainment.</i>	£18,085.00 (2/5's of total salary)	£133,888.67	7%
Employ PE apprentice to encourage the participation of pupil premium children in extracurricular activities.	Use sport participation as a means to increase educational engagement and attainment through organised after school activities. <i>Evidence indicates that there is a benefit in academic results with an increased participation in sporting programmes.</i>	£15,807.87 (£8026.17 funded by PE funding)	£149,696.54	6%
Dedicated teaching assistants (TA) support on a weekly basis – specialist SEN practitioner	One to one tuition is where a teacher or teaching assistant gives a pupil intensive individual support. <i>Evidence indicates that one to one tuition is effective and on average accelerates learning by approx. five additional months progress.</i>	£20,720.58	£170,417.12	8%
Employ DHT to provide intervention groups – and to support the improvement in teaching and learning	Evidence shows that targeted, structured support can have a positive impact. 10% of TA time equates to about one hour per child per week, but this time can often be more if a TA works with a group of children. <i>The new findings suggest that when used to support specific pupils in small groups or through structured interventions, teaching assistants can be effective at improving attainment.</i>	£24,000	£194,417.12	9%
Employ AHT to provide intervention groups	Evidence shows that targeted, structured support can have a positive impact. 10% of TA time equates to about one hour per child per week, but this time can often be more if a TA works with a group of children. <i>The new findings suggest that when used to support specific pupils in small groups or through structured interventions, teaching assistants can be effective at improving attainment.</i>	£15,000	£209,417.12	6%
Provide breakfast club staff	Provision or subsidy of charges for Breakfast Club, school meals, equipment and uniform Support provided to families to ensure children's needs are	£9,000	£218,417.12	4%

	met and that pupils have had a breakfast and are ready for learning. <i>Evidence data shows that this provision can on average lead to 3 months' extra progress</i>			
CONTINUAL PROFESSIONAL DEVELOPMENT – improving teaching and learning				
Training provided for staff on good practice in marking and feedback.	To make sure that children's learning is moved forward by providing quality feedback; to support children in their next steps. <i>Evidence data shows that quality feedback can on average lead to 8 months' extra progress</i>			
Training provided for staff on Forest Schools	Adventure education usually involves collaborative learning experiences with a high level of physical (and often emotional) challenge. Practical problem-solving, explicit reflection and discussion of thinking (see also Meta-cognition and self-regulation) may also be involved. <i>Evidence data shows that adventure education can on average lead to 3 months' extra progress</i>	£850 £475 x 2 Total- 1800	£220,217.12	0.7%
PURCHASING OF RESOURCES				
Provide magic breakfast	Provision or subsidy of charges for Breakfast Club, school meals, equipment and uniform Support provided to families to ensure children's needs are met and that pupils have had a breakfast and are ready for learning. <i>Evidence data shows that this provision can on average lead to 3 months' extra progress</i>	£1200	£221,417.12	0.4%
Training provided for all staff on PATHS programme PATHS materials purchased for each classroom	Develop PATHS programme because social, emotional interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself. <i>Evidence data shows that social and emotional interventions can on average lead to 4 months' extra progress</i> <i>Overall studies indicate that reducing challenging behaviour in school can have a direct and lasting positive effect on pupils' learning</i>	£8,000	£229,417.12	3%
Provision of school uniform vouchers to enable parents to purchase school uniform for their children.	Aim is to develop the whole school ethos by focusing on high aspirations for the children, their personal appearance and sense of belonging, behaviour and discipline throughout the school. <i>Evidence suggests that on its own the provision of school uniform will not impact on attainment however combined with other initiatives such as developing the school ethos, behaviour and discipline it will have a positive impact.</i>	120 @£25 each £3200	£232,617.12	1%

SUPPORTING LEARNING AT HOME				
Workshops for parents developing their knowledge and understanding of the curriculum and how they can help their child at home.	This will enable parents to support learning at home raising aspirations. <i>Evidence data shows that this can on average lead to 3 months' extra progress</i>	£1,800	£234,417.12	3%
SUPPORTING SOCIAL AND EMOTIONAL LEARNING				
Improve attendance – provide taxis to and from school		£2500	£236,917.12	1%
Provide increased access to extra-curricular activities in order to remove barriers, widen breadth of opportunity and provide a depth of learning experiences for disadvantaged children	Adventure education usually involves collaborative learning experiences with a high level of physical (and often emotional) challenge. Practical problem-solving, explicit reflection and discussion of thinking (see also Meta-cognition and self-regulation) may also be involved. <i>Evidence data shows that adventure education can on average lead to 3 months' extra progress</i>	£8000	£244,917.12	3%
High Craggs Academy				

High Craggs Academy Disadvantaged (Pupil Premium) Funding 2015- 2016

Key priority	Specific nature of investment	Aims	How we will measure impact	Outcomes
	In 2015-16, we plan to invest pupil premium money in the following):	The aim of the intervention is:	We will measure the impact of the investment through:	What were the outcomes? What conclusions can we make? Will we repeat this support?
SUPPORTING INDIVIDUAL CHILDREN				
Teaching and Learning Improve attainment and progress for pupils who attract additional funding in order to close the gap with pupils nationally.	Provide the opportunities for tuition – after school	To provide extra support for children from disadvantaged backgrounds to make sure that needs are being met; to raise attainment and give confidence for more independence <i>Information shows that those involved in small group tuition on average make 4 months' extra progress.</i>	Attainment and progress - staff feedback on engagement and learning behaviour identifies that it has improved.	
	Provide dedicated member of staff to work on an individual basis with the children			
	Provide intervention groups/ programmes for reading, writing and maths across all phases in the school	To make sure that intervention time is meeting individual's needs and that quality teaching is being continued in small groups as well as quality first teaching in the class room.	Attainment and progress – more children reaching age related expectations and staff feedback on engagement and learning behaviour identifies that it has improved.	
	Provide ECM practitioner to mentor individual pupils	The aim here is to build the children's confidence, resilience and emotional stability. <i>There is some evidence that indicates that children from disadvantaged backgrounds can benefit by up to 2 months progress as a result of mentoring interventions.</i>	Attainment and progress – more children reaching age related expectations and staff feedback on engagement and learning behaviour identifies that it has improved.	
	DEVELOPING SPECIFIC SKILLS			
Purchase and use accelerated reading programme Develop paired reading approach within school	To develop a love of reading, with increased analysis of reading attainment and progress support package in more year groups confidence and ability, ultimately leading to longer-term improvement in attainment and progress; data analysis shows this is boosting children's reading skills <i>Findings show that those involved</i>	School monitoring systems identify that attainment and progress in reading is improving.		

		<i>in extra reading comprehension strategies on average make 5 months' extra progress</i>		
	Training provided for all staff on developing outstanding teaching and learning	Mastery learning breaks the subject matter into clearly specified objectives which are pursued until they are achieved. Learners work through them in a series of sequential steps. It can be contrasted with other approaches which require pupils to move through the curriculum at a pre-determined pace.	School monitoring systems identify that attainment and progress in reading, writing and maths is improving.	
	Training provided on the process of learning and using thinking and learning tools to break it down for children.	<i>Mastery learning is particularly successful when pupils work in groups and take responsibility for supporting each other's progress and lower attaining pupils gain more from this strategy. It can lead to an additional 5 months progress over the course of a school year.</i>		
	Training provided to all staff on mastery learning.			
	Training provided for staff on good practice in marking and feedback.	To make sure that children's learning is moved forward by providing quality feedback; to support children in their next steps. <i>Evidence data from Education Endowment Foundation shows that quality feedback can on average lead to 8 months' extra progress</i>	School monitoring systems identify that attainment and progress in reading, writing and maths is improving because children are clear about how they can improve their work. Pupil interviews identify that children understand how to improve their work.	
	Autism training for staff	<i>The aim here is to improve attainment by developing staff knowledge and understanding and their ability to improve the social and emotional aspects of learning. Evidence shows that this benefits low attainers more.</i>	Attainment and progress – more children reaching age related expectations and staff feedback on engagement and learning behaviour identifies that it has improved.	
Pastoral Support – supporting families and	SUPPORTING SOCIAL AND EMOTIONAL ASPECTS OF LEARNING			
	Employ pastoral support team 2	One to one tuition is where a	Attainment and progress – more	

pupil wellbeing Improve attendance. Support parents to enable them to provide appropriate basic care including food, nurture, behavioural boundaries, emotional stability.	x advisors 1 x manager. Focus on attendance: Target key families, secure the support of outside agencies, develop and improve whole school systems for securing improved attendance. Put into place specific bespoke support as required i.e. taxis/ hire of wheelchair/ breakfast club.	teacher or teaching assistant gives a pupil intensive individual support. <i>Evidence indicates that one to one tuition is effective and on average accelerates learning by approx. 5 additional months progress</i>	children reaching age related expectations and staff feedback on engagement and learning behaviour identifies that it has improved.		
	Family support: Identify need and respond to referrals from other staff and from parents. Provide bespoke support responding to need. Facilitate parenting courses.				
Secure improvements in social, emotional and mental health. Improve behaviour (conduct and learning behaviour)	Provide one to one counselling for key children to secure improved SEMH outcomes, to improve engagement in learning, to impact positively on behaviour				
	Provide one to one counselling for key children to secure improved SEMH outcomes, to improve engagement in learning and to impact positively on behaviour. Provide a safe place to talk for all children as a key element of robust safeguarding.				
	SENDco: Monitor behaviour data to facilitate early identification, provide support to pupils, staff, parents to secure improved behaviour and engagement in learning			This aim is to provide a consistent approach to behaviour management across the school that is clear and provides guidance for all staff. <i>Evidence indicates that behaviour management interventions can produce large improvements in academic performance. Reducing challenging behaviour in schools can have a direct and lasting impact on pupils' learning.</i>	Behaviour logs identify that the system is having a positive impact on behaviour. School monitoring systems identify that learning behaviour in all classes is improved.
	Provide training for all staff on meeting the needs of individual children and managing challenging behaviour 2 x 2 days training provided by Southampton Educational				Staff feedback identifies that they feel confident about the systems and procedures for managing behaviour in the school.

	Psychology department			
	Provision of school uniform vouchers to enable parents to purchase school uniform for their children.	Aim is to develop the whole school ethos by focusing on high aspirations for the children, their personal appearance and sense of belonging, behaviour and discipline throughout the school. <i>Evidence suggests that on its own the provision of school uniform will not impact on attainment however combined with other initiatives such as developing the school ethos, behaviour and discipline it will have a positive impact.</i>	Behaviour logs indicate that there is a fall in the number of red card incidents Pupil interviews identify that they are proud to be part of the school and take pride in their appearance.	
Enrichment- ensure that disadvantaged children have access to 'basic school provision' generally accessed by other pupils. Provide increased access to extra-curricular activities in order to remove barriers, widen breadth of opportunity and provide a depth of learning experiences for disadvantaged children			Attendance registers for visits and residential indicate that there is a greater take up and the cost is not a barrier to attendance.	
	Subsidise residential visits to enable all to access.	Subsidise all residential visits to enable all of the children access to them.		
	Subsidise the Breakfast club provision	The aim is to support parents to meet attendance requirements and to ensure that all children start their school day ready to learn.	Attendance registers indicate that attendance has improved particularly where there has been evidence of persistent attendance issues. Staff feedback identifies that there has been an improvement for individual children and their readiness to learn.	
	Employ PE apprentice to encourage the participation of pupil premium children in extracurricular activities.	Use sport participation as a means to increase educational engagement and attainment through organised after school activities. <i>Evidence indicates that there is a benefit in academic results with an increased participation in sporting programmes.</i>	Registers taken indicate the number of children attending; these will also indicate an increase in participation amongst pupil premium children. Pupil interviews indicate their views on sports participation.	

All evidence is sourced from Sutton Trust EEF Toolkit approach – 2015.