



High Crags  
Academy

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Pupil Premium Funding 2017 – 2018

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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.

Summary Information					
Academic year	17-18	Total pupil premium budget	£224,000	Date of PP review	Sept 2015
Number on roll	382	Number of pupils eligible		Date on next internal review	Jan 2018
1. Attainment (September 2016 – July 2017)					
	School	Pupil premium children		National	
Reading	51%				
Writing	77%				
Mathematics	58%				
EPGS	53%				
Combined	42%				
2. Barriers to future attainment (for pupils eligible for pupil premium including higher attainers)					
In school barriers ( <i>issues to be addressed such as poor oral language skills</i> )					
A.	Pupils being 'ready to learn' in class (pupils are in a secure place mentally/emotionally).				
B.	Limited speech and language skills which impacts on learning.				
C.	Poor learning skills, e.g. organisation, commitment, resilience.				
D.	Gaps in prior learning.				
3. External barriers ( <i>issues which also require action outside school, such as low attendance rates</i> )					
E.	Consistent attendance and punctuality				
F.	Access to resources, such as books, libraries, life experiences (especially cultural).				
G.	Low aspirations about what can be achieved and how to be successful and limited access to positive role-models.				
H.	A lack of regular routines including home reading, homework, spellings and having correct equipment in school (eg PE kit).				
I.	Parental engagement with school and perceptions of education. Priority placed upon learning and achievement.				
4. Desired outcomes					
Desired outcomes and how they will be measured			Success criteria		
Improved attendance.			Data identifies that attendance is improved.		
Pupils can access learning because their social, emotional and behavioural barriers are removed.			Data identifies pupil premium children make expected or better progress.		
Quality first teaching identifies gaps in learning and a personalised approach is implemented to overcome these.			Gap in attainment is reduced in all classes in reading, writing and mathematics.		
Pupils have access to high quality reading texts and appropriate opportunities to develop their speaking and listening skills.			Gap in attainment is reduced in reading and writing.		
Pupils are able to apply their mathematical reasoning skills to			Gap in attainment is reduced in mathematics.		

solve everyday problems							
Pupils have access to a wide range of extra-curricular opportunities.				Number of pupil premium children attending events is equal to that of non-pupil premium.			
5. Planned expenditure							
Action	Evidence	Staff lead	Monitoring	Progress	Cost	%age	Total
<b>Staffing</b>							
Provide ECM practitioner to mentor individual pupils (HN)	Focus is to build 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>	SB	JC Half termly analysis of progress data		£15,322.11		£208,677.89
Allocated intervention staff (VH / SM )	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>	SB	JC Half termly analysis of progress data		£32,276.58		£176,401.31
Allocated intervention time for all support staff to enable small group and 1:1 teaching – 1 hour per day x 5days x 16 members of staff x 39 weeks	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>	SB	JC Half termly analysis of progress data		£25,000		£151,401.31

Employ pastoral support team 1 x advisors 1 x manager. (TA / SW)	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.	TA	JC Half termly analysis of data.		£43,204.98		£108,196.33
	Family support: Identify need and respond to referrals from other staff and from parents. Provide bespoke support responding to need. Facilitate parenting courses.	SB	Half termly analysis of data.				
	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>	SB	Half termly analysis of data.				
	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>	SB	Half termly analysis of data.				
Non-class based SENco to support the development of outstanding teaching and learning strategies with an emphasis on the disadvantaged children. Monitor the quality of teaching and learning of	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>	JC	Governors Termly analysis of data		£18,085.00 (2/5's of total salary)		£90,111.33

the disadvantaged pupils, tracks their progress and attainment and oversees the targeted provision for them. Providing guidance and support as and when required.						
Dedicated teaching assistants (TA) support on a weekly basis – specialist SEND 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>	SB	JC Half termly analysis of data		£20,720.58	£69,390.75
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 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>	TA	SB Half termly analysis of attendance data		£9,000	£60,390.75
Employ dedicated teaching assistant to implement Thrive approach within school.	Meta-cognitive approaches have a consistently high levels of impact. Encouragingly there is also evidence it is particularly helpful for low achieving pupils. It is usually more effective in small groups so learners can support each other and make their thinking explicit through discussion. <i>Evidence data shows that this provision can on average lead to 8-9 months' extra progress.</i>		JC monitoring progress of the programme termly		£15,322.11	£45,068.64
<b>Continued professional development</b>						
Train 2 members of staff	Meta-cognitive approaches have a	SB /	JC monitoring		£1645 x 2-	£41,778.64

on Thrive approach in order to be able to implement it into school.	consistently high levels of impact. Encouragingly there is also evidence it is particularly helpful for low achieving pupils. It is usually more effective in small groups so learners can support each other and make their thinking explicit through discussion. <i>Evidence data shows that this provision can on average lead to 8-9 months' extra progress</i>	Another	progress of the programme termly		£3290		
<b>Purchasing resources</b>							
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>	TA	JC and SB monitoring the attendance data termly.		£1500		£40,278.64
Purchase resources to enable the development of the 'Thrive@ approach throughout the school to support	Meta-cognitive approaches have a consistently high levels of impact. Encouragingly there is also evidence it is particularly helpful for low achieving pupils. It is usually more effective in small groups so learners can support each other and make their thinking explicit through discussion. <i>Evidence data shows that this provision can on average lead to 8-9 months' extra progress</i>	SB / Another	JC monitoring progress of the programme termly		£7500		£32,778.64
Develop range of reading materials linked to School improvement plan developments for whole school reading.					£10,000		£22,778.64
Provision of school uniform vouchers to enable parents to	Aim is to develop the whole school ethos by focusing on high aspirations for the children, their personal				130 @£25 each £3250		£19,528.64

purchase school uniform for their children.	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>						
<b>Supporting social and emotional learning</b>							
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		£11,528.64

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

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