

Pupil Premium Strategy

Name of Academy: Strand Primary Academy

Academic Year: 2017/2018

NOR	158 (140 excluding FS1)
Number and percentage of pupils eligible for PP funding	73 (52%)
Academy Deprivation Index	0.57
Nominated member of EAB	Mark Rushby
EAB PP Review dates	December 2017, April 2018 & July 2018
Total Budget allocation	£102,960

Outcomes of Previous Academic year

EYs (GLD)	Disadvantaged pupils: 60% All pupils: 69%
Key Stage 1 Reading	Disadvantaged pupils: 56% All pupils: 63%
Key Stage 1 Writing	Disadvantaged pupils: 56% All pupils: 63%
Key Stage 1 Maths	Disadvantaged pupils: 56% All pupils: 68%
Key stage 2 Reading	Disadvantaged pupils: 15% All pupils: 26%
Key stage 2 Writing	Disadvantaged pupils: 54% All pupils: 58%
Key stage 2 Maths	Disadvantaged pupils: 54% All pupils: 58%

What does the data suggest for priorities for the next academic year? (*this requires you to identify whether any underachievement was cohort specific or a wider issue to be addressed in the following year)

- To close that gap between the number of disadvantaged children and non-disadvantaged children achieving a GLD
- To close the gap and increase the number of children attaining the required standard on the phonics screening check so that it is in line or above national
- To improve attainment in reading, writing and maths for all pupils and to close the gap for disadvantaged pupils so they are achieving in line with other pupils nationally by the end of KS1

Current Pupils

	% Eligible	% LAP	% MAP	% HAP
Early Years	41% (12/29)			
Specific intervention need		Language Acquisition/Speech and Language Support	Language Acquisition /Speech & Language Support	
Objective number/s		1	1	
Y1	31% (5/16)	60% (3/5)	40% (2/5)	0 (0/5)
Specific intervention need		Speech & Language Phonics Intervention Reading Intervention - fluency	Speech & language Phonics Intervention Reading Intervention - fluency	
Objective number/s		1,2 & 3	1, 2 & 3	
Y2	54% (14/26)	29% (4/14)	71% (10/14)	0 (0/14)
Specific intervention need		Phonics Intervention Reading Intervention – Fluency & simple comprehension	Phonics Intervention Reading Intervention – developing comprehension skills and reading stamina	
Objective number/s		2 & 3	2 & 3	
Y3	44% (8/18)	38% (3/8)	62% (5/8)	0 (0/8)
Specific intervention need		Reading Intervention – developing fluency and comprehension	Reading Intervention – developing comprehension skills and reading stamina GD writing intervention	
Objective number/s		2	2 & 4	

Y4	62% (13/21)	69% (9/13)	31% (4/13)	0 (0/13)
Specific intervention need		Phonics Intervention Reading Intervention – Fluency & Comprehension Writing Intervention – Write Away Together Fortis Therapy – therapeutic intervention	Reading Intervention – developing comprehension skills and reading stamina	
Objective number/s		2,3 & 6	3	
Y5	46% (6/13)	17% (1/6)	67% (4/6)	17% (1/6)
Specific intervention need		Reading Intervention – Fluency & Comprehension Third Space Learning – Maths Intervention (Summer Term)	Third Space Learning – Maths Intervention (Summer Term)	Third Space Learning – Maths Intervention (Summer Term) Reading Intervention – GD Writing Intervention – GD
Objective number/s		3 & 5	5	3, 4 & 5
Y6	68% (13/19)	46% (6/13)	54% (7/13)	0 (0/13)
Specific intervention need		Reading Intervention – Target EXS Group Writing Intervention – Write Away Together Fortis Therapy – therapeutic intervention	Third Space Learning - Maths In intervention (Autumn & Spring) Reading Intervention – Target EXS group Reading Intervention – Target GD group	

Objective number/s		3, 4 & 6	Writing Intervention – Sentence construction, grammar and punctuation 3, 4 & 5	
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Additional Planned Use of Funding (Whole Academy)

Item / Project	Cost	Objective	Outcome
Educational Visits	£3,650	<ul style="list-style-type: none"> £50 In-Academy credit introduced for all pupils eligible for PPG All children have the opportunity to participate in school/residential visits to gain first hand experiences linked to the curriculum To inspire and engage pupils To widen their knowledge & understanding of the world 	
Breakfast club coaches and academy salaries	£2,990	<ul style="list-style-type: none"> To provide pupils with the opportunity to have a healthy breakfast at the start of the day so they are ready to learn 	
Education Welfare support	£2,600	<ul style="list-style-type: none"> To improve attendance and punctuality 	
Nurture and Pastoral Support	£27,944 + overtime	<ul style="list-style-type: none"> To provide social and emotional support to children and families To support and engage vulnerable families 	
1:1 Mental/Emotional Support for pupils	£3795	<ul style="list-style-type: none"> Ensure children are ready for learning Improve attainment for pupils with emotional/mental issues 	
Additional teachers in Year 6 -	1,448 + 2,398 + 3,591 + On-Costs	<ul style="list-style-type: none"> To raise achievement 	
Lunchtime Clubs	£30.00 per session (3x weekly)	<ul style="list-style-type: none"> To improve behaviour at lunchtime. To enable pupils to access arrange of extra- curricular activities. 	
Class Budgets	£2,400	<ul style="list-style-type: none"> Enhance learning environment Engage children in their learning 	
Additional SEN Support	£16,400 + £13,200 + £10,600	<ul style="list-style-type: none"> Learning Support Officer TA employed to support pupils with additional needs (KW) and Additional TA hours 	
Learning Director	£900 per month	<ul style="list-style-type: none"> To support Y6 staff in raising standards and close the attainment gap. 	

Total	£100,916 – excluding clubs		
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Action plan

Objective 1 – Speech & Language/Language Acquisition Years: EYFS & Y1	What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible	What will success look like?
Objective 1 EYFS	Weekly small group and 1:1 support to deliver speech & language intervention.	£1200	12	KW/RT/LW	Children able to articulate sounds clearly and pronounce words accurately
Objective 1 Year 1	Weekly small group and 1:1 support to deliver speech & language intervention	£300	3 – PW, DB & CP	PD/CP	DB & CP -Children able to articulate sounds clearly and pronounce words accurately PW - Early speech developed Can make himself known using key words and phrases
Review Term 1	Record any new actions in a different colour				
Review Term 2	Record any new actions in a different colour				

Review Term 3	Record any new actions in a different colour
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Objective 2 Phonics Intervention Years: 1, 2, & 4	What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible	What will success look like?
Objective 2 Year 1	<p>Small group & 1:1 support daily</p> <p>PW 1:1 (1x weekly)</p> <p>Small Group support (1x weekly)</p>	Phonics Intervention teacher £2000	5 Children – LJ, DB, CP, PW, JS	LG, PD & CP	<p>PW-to be able access phase 2 phonics and beginning to segment and blend words</p> <p>DB & CP- to be able to articulate sounds clearly when segmenting and blending.</p> <p>LJ & JS to pass the phonics screening check in June</p> <p>Children able to recognise digraphs and blend/segment in their reading and writing.</p>
Objective 2 Year 2	<p>Small group & 1:1 support daily</p> <p>JP (1:1 Support daily)</p>	Phonics Intervention teacher £2000	6 Children – SC, LJ, CM, JP, QW & CW-P	LG, LS, & SS	Able to recall all speed sounds – phoneme/grapheme correspondence

	<p>Small Group support (1x weekly)</p> <p>RWI</p>				<p>To be able to recognise digraphs /split digraphs and able to segment and blend words confidently when reading and writing</p> <p>SC, CM, QW & CW-P to successfully pass the phonics screening check</p>
<p>Objective 2 Year 4</p>	<p>Small group & 1:1 support – weekly</p> <p>RWI Fresh Start</p>	<p>Phonics Intervention teacher £2000</p>	<p>7 children – E-MD, CH, RH, LM, CN, HR & KS</p>	<p>LG, KW, HL, SJ & CH</p>	<p>Children are able to recognise all speed sounds and apply their knowledge when decoding unfamiliar words.</p>
<p>Review Term 1</p>	<p>Record any new actions in a different colour</p>				
<p>Review Term 2</p>	<p>Record any new actions in a different colour</p>				

Review Term 3	Record any new actions in a different colour
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Objective 3 Reading Intervention Years: 1, 2, 3, 4, 5 & 6	What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible	What will success look like?
Objective 3 Year 1	1:1 and small group support to develop word recognition, fluency and expression Weekly/Daily	TA Support - CP	5 children – DB, LJ, CP, JS & PW	PD & CP	Children are able to read some texts fluently and are developing a range of strategies when decoding. Children are able to talk about the text.
Objective 3 Year 2	1:1 and small group support to develop word recognition, fluency and expression Weekly/daily	TA Support – SS & KW	6 children- SC, LJ, CM, JP, QW, CW-P	LS, SS & KW	Children will be able to read fluently, decoding using a range of strategies and are able to talk about the text confidently.
Objective 3 Year 3	1:1 reading 1x weekly To develop fluency, expression & comprehension	LG - £1000	3 Children – LH, MN & KS	LG & KW	Fluency will be increased so that children are able to make meaning.
Objective 3 Year 4	Small group intervention 1x weekly	TA support – SJ & AL	7 children – EM-D, CH, RH, LM	HL, SJ & AL	Reading fluency and comprehension has increased.

					<p>Children are able to access age appropriate texts.</p> <p>Fluency and stamina has increased from baseline assessment</p>
<p>Objective 3 Year 5</p>	<p>Small group intervention 1x weekly Recap of phonics – RWI Fresh Start To develop comprehension skills – to be able to explain information in the text and begin to be able to use evidence to support opinions</p> <p>KT- 1:1 Support for GD Reading</p>	<p>LG - 1000</p>	<p>2 Children – RN & KT</p>	<p>LG and HL</p>	<p>Able to read and comprehend texts at an age appropriate level and able to begin to give reasons for his answers</p> <p>Able to use evidence from the text to justify answers</p> <p>KT – to reach GDS in reading</p>
<p>Objective 3 Year 6</p>	<p>Target EXS Reading Intervention x3 weekly</p> <p>EXS Reading Intervention x3 weekly</p> <p>GD Reading Intervention x2 weekly</p>	<p>LG £1000</p> <p>MO – Lead teacher</p> <p>AC – Director of Learning</p>	<p>Target EXS – 6 children: OH, JH, TM, PR, AS & LW</p> <p>EXS Group – 6 children: PR, TM & LU</p> <p>GD Group – 3 children LT, LB & E-MT</p>	<p>AC, LG, DF & MO</p>	<p>Children will reach EXS+ at the end of KS2</p> <p>Children will reach GDS at the end of KS2</p>

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Review Term 2	Record any new actions in a different colour
Review Term 3	Record any new actions in a different colour

Objective 4 Writing Intervention	What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible	What will success look like?
Years: Y3, Y4, Y5 & Y6					
Objective 4 Year 3	Small group GD writing intervention – Write Away Together Technique to be introduced (Autumn 2)	TA support - CH	2 children – KS & M-JT	KW & CH	Children will continue to attain GD in their writing
Objective 4 Year 4	1:1 writing Intervention – Write Away Together Technique to be introduced (Autumn 2)	TA Support – SJ/AL/CH	3 children – CH, CN & HR	HL, KW, CH, SJ & AL	Children will be able to improve their writing through structured discussion and the use of success criteria

Objective 4 Year 5	1:1 writing Intervention – Write Away Together Technique to be introduced (Autumn 2)	TA Support – SJ/AL	3 children – KT, PB & MD	HL, AI & SJ	Children will reach GD in their writing.
Objective 4 Year 6	EXS Writing Intervention x2 weekly GD Writing Intervention x1 weekly	EL – Lead teacher AC – Director of Learning	EXS Group – 5 children: LM, AS, PR, LU, TM GD Group – 3 children LT, LB & E-MT	AC, LG, DF & EL	Children will reach EXS+ at the end of KS2 Children will reach GDS at the end of KS2
Review Term 1	Record any new actions in a different colour				
Review Term 2	Record any new actions in a different colour				
Review Term 3	Record any new actions in a different colour				

Objective 5 Maths Intervention Years: Y5 & Y6	What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible	What will success look like?
Objective 5 Year 5	Third Space Learning X1 weekly (1 Hour) – Summer Term	£1,431	5 Children – PB, MD, RN, DP, CS & KT	HL & SJ	Children will be EXS+ by the end of the year.
Objective 5 Year 6	EXS Maths Intervention x1 weekly – 2 groups Arithmetic Intervention x1 weekly GD Maths Intervention x1 weekly Third Space Learning x1 weekly (1 hour) Autumn & Spring Terms	AC – Director of Learning £2,865	EXS Groups – 5 children: OH, LN, E-MT, CJR & LW Arithmetic – 3 children JH, OH & PR GD Group – 4 children E-MT, LT, LB & CJR 5 Children – LB, PR, CJ, E-MT & LT	AC & DF	Children will reach EXS+ at the end of KS2 Children will reach EXS+ at the end of KS2 Children will reach GDS at the end of KS2 Children will reach EXS+ at the end of KS2
Review Term 1	Record any new actions in a different colour				
Review Term 2	Record any new actions in a different colour				

Review Term 3	Record any new actions in a different colour
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Objective 6 Emotional Support	What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible	What will success look like?
Years: Y5 & Y6					
Objective 6 Year 4	1:1 Therapeutic Support from Fortis Therapy 1x week (45 Mins)	£41.25 per session	1 child - LM	DN/RB	The child will be able to manage his emotions appropriately, discuss concerns and be able to focus on his learning. Fewer incidents recorded on the behaviour tracking grids Successful transition from PH to full time at Strand.
Objective 6 Year 6	1:1 Therapeutic Support from Fortis Therapy 1x week (45 Mins)	£41.25 per session	3 children – LM, JH & LW	DN/RB	The children will be able to manage their emotions appropriately, discuss concerns and be able to focus on his learning. Fewer incidents recorded on the behaviour tracking grids

Review Term 1	Record any new actions in a different colour
Review Term 2	Record any new actions in a different colour
Review Term 3	Record any new actions in a different colour