

## Pupil Premium Plan and Strategy

2018-19

<b>NOR</b>	136 (161 including Nursery)
<b>Number of pupils eligible for PP funding</b>	66
<b>Percentage of pupils eligible for PP funding</b>	48.18%
<b>Total Budget allocation</b>	£87,120
<b>Academy Deprivation Index</b>	0.6
<b>Nominated member of EAB</b>	Sarah Clarkson
<b>EAB PP Review dates</b>	December 2018 April 2019 July 2019

### Outcomes of Previous Academic year

	All	PP	Others
<b>EYFS (GLD)</b>	70%	40%	88%
<b>Year 1 Phonics</b>	65%	50%	69%
<b>Key Stage 1 Reading</b>	68%	70%	67%
<b>Key Stage 1 Writing</b>	64%	62%	67%
<b>Key Stage 1 Maths</b>	68%	69%	67%
<b>Key stage 2 Reading</b>	67%	62%	80%
<b>Key stage 2 Writing</b>	72%	62%	100%
<b>Key stage 2 Maths</b>	61%	54%	80%
<b>Key Stage 2 Reading Progress</b>	+2.6	+2.2	+4
<b>Key Stage 2 Writing Progress</b>	+3.1	+3.1	+3.2
<b>Key Stage 2 Maths Progress</b>	+1.1	+0.1	+4.1

### Pupil Premium - What is Pupil Premium?

Pupil Premium was introduced by the Department for Education (DfE) in 2011, as additional funding for pupils who receive Free School Meals and who are Looked After Children. This is because the DfE have recognised that good education is the key to improving young people's life chances. This is particularly true for children from low-income families, or who are Looked After Children, research shows that without intervention these children are far less likely to leave schools with good GCSE results than other children. The Pupil Premium, using additional resources from outside the School's Budget, is intended to address the current inequalities by ensuring that funding reaches the pupils who need it most.

The Pupil Premium has also been introduced for children whose parents are currently serving in the armed forces. This service premium is designed to address the emotional and social well-being of these pupils.

The DfE have stated that schools have the right to spend this funding as they see fit based upon their knowledge of pupil needs. There is obvious accountability that serves to ensure that the money is used effectively and to the benefit of these key groups.

## What does the data suggest for priorities for the next academic year?

### EYFS

EYFS data shows that the percentage of disadvantaged pupils achieving a GLD at the end of EYFS is significantly below other pupils. The areas that had the biggest impact on the percentage of disadvantaged children achieving a Good Level of Development were Reading, Writing, Number, Shape, Space and Measure.

### KS1

The percentage of disadvantaged pupils achieving the required threshold in phonics at the end of Y1 was 50%. This is an identified area for development and Phonics RAG meetings will be introduced in Autumn 2018 to ensure that children at risk of falling behind or not reaching the required standard are identified earlier and rapid support is put in place. Weak teaching in Y1 has had an impact on the Y2 cumulative data. Challenge from leadership has led to 2 teachers being on a support plan and then subsequently leaving the academy.

Outcomes at the end of KS1 for disadvantaged pupils have improved significantly since 2016. In reading at the end of KS1, disadvantaged pupils exceeded national expectations by 10% in 2018. The percentage of disadvantaged pupils achieving GD increased significantly from 0% in 2017 to 31% in 2018. In writing 62% achieved EXS+ compared to 53% of disadvantaged pupils nationally and 23% achieved GD. In maths 69% of disadvantaged pupils achieved EXS+ compared to 67% of other pupils. 31% achieved GD in 2018 compared to 0% in 2017.

RWI Phonics training for all staff is in place for November 2018 to train new staff, refresh existing staff and move the teaching of phonics forward. RWI had been a successful strategy employed previously within the academy.

### KS2

End of KS2 data shows that attainment in reading for disadvantaged pupils has increased significantly. 62% achieved EXS+ in 2018 compared to 23% in 2017. 15% achieved GDS compared to 0% in 2017. Reading progress for disadvantaged pupils has also improved significantly increasing from -9.75 to +2.2. Reading APS has increased from 92.8 to 100.6.

The percentage of children achieving EXS+ in writing has continued to increase with 62% achieving EXS+ and 8% achieving GDS. Progress in writing for disadvantaged pupils has increased from -3.8 to 3.1. 54% of disadvantage pupils achieved EXS+ in maths and writing progress increased from -4.62 to +0.1. Progress and attainment in maths were not as strong as in reading and writing. There will continue to be an increased focus on disadvantaged pupils in all areas during RAG meetings to ensure that gaps are identified earlier and interventions are targeted to ensure pupils achieve the best possible outcomes.

### Behaviour and Attendance

0 pupils have been excluded this year.

Attendance of disadvantaged pupils was 95.5%.

A disadvantaged pupil, who had been excluded previously is currently in alternative provision. The academy are working with the provider to ensure that he receives appropriate support and are in the process of requesting an EHCP.

**Current Pupils**

	% Eligible	% L -PA	% M-PA	% H -PA
<b>Early Years</b>	+ N° of chn			
<b>Specific intervention need</b>		<p>Development of early reading &amp; phonic skills.</p> <p>Speech &amp; Language development for identified pupils</p> <p>Identifying numbers – developing a sense of number</p> <p>Recognising shapes</p> <p>Develop an understanding of measures during free flow and directed activities.</p> <p>Opportunities for children to develop mark making and early writing throughout provision.</p>	<p>Development of early reading &amp; phonic skills</p> <p>Opportunities for children to develop mark making and early writing throughout provision.</p>	
<b>Objective numbers 1,2</b>				

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<b>Y1</b>	11/30 (37%)			
<b>Specific intervention need</b>		<p>Catch up Keep up approach to phonics – pre teaching, post teaching of phase 5 and recap of Phase 3.</p> <p>Catch up Number, Shape, Space and Measure interventions for those children who did not achieve a GLD</p> <p>Speech &amp; language support for identified pupil.</p>	Developing reading fluency – application of phonic skills to decode texts	Target GD intervention - LH
<b>Objective numbers 1,2</b>				
<b>Y2</b>	5/17 (29%)			
<b>Specific intervention need</b>		<p>Phonics Intervention to close gap to national.</p> <p>1:1 support for developing speech &amp; language (PW)</p> <p>Pastoral Support from FORTIS Therapy for DS &amp; CP</p>	<p>Phonics Intervention to close gap to national.</p> <p>Continued Speech &amp; Language support for DB</p> <p>Small group reading support – to improve fluency, word recognition and retrieval.</p>	Target group for GD – LA & JS (Reading, writing, GPS & Maths)

<b>Objective numbers 1,2</b>		1:1 & small group daily reading – focus on use of phonic skills and fluency		
<b>Y3</b>	8/21 (38%)			
<b>Objective numbers 1,2</b>		<p>Phonics catch up programme for children who did not meet the required threshold – RWI Fresh Start/PAT.</p> <p>Reading, Writing &amp; Maths intervention for children who did not attain EXS at the end of KS1.</p> <p>Language development - 1:1 support</p> <p>Use of Lexia to develop reading skills.</p>	Phonics catch up programme for children who did not meet the required threshold.	Target group for GD – KB
<b>Y4</b>	7/18 (39%)			
<b>Objective numbers 1,2</b>		Increase fluency through 1:1 daily reading.		GD reading group focus for identified pupils.

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<b>Objective numbers 2</b>		Decoding words and understanding meaning within the context, summarising and prediction.		
<b>Y5</b>	13/20 (65%)			
<b>Specific intervention need</b>		Progress target group for R, W M.  Focus on fluency , retrieval and inference in reading  Maths skills development – application in SDI (Pre & post teaching)		Reading intervention to focus on use of evidence from the text.
<b>Objective number 2</b>				
<b>Y6</b>	6/14 (43%)			
<b>Specific intervention need</b>		Bespoke interventions based on gap analysis for reading, arithmetic, GPS  Writing Target Group. Reading Target Group Maths Target Group GPS Target Group	Weekly small group interventions – identified at RAG meetings  EXS+ Target groups	Target GD group – PB, KT, CS

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Strand Street, Grimsby, DN32 7BE  
T: 01472 354 605  
E: [info@strandpa.org.uk](mailto:info@strandpa.org.uk)  
W: [www.strandpa.org.uk](http://www.strandpa.org.uk)

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<b>Objective number 2</b>				
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### Additional Planned Use of Funding (Whole Academy)

Whole school initiative	What will it cost?	How many pupils will benefit?	Who will be responsible?	Impact?
Director of Learning to support Teaching and Learning in Year 6.	£12,500	All PP pupils in Y6	Catherine Davenport (Head of Academy) Ruth Beckett (Associate Executive Principal).	
Educational Visits	£2,800	£ 50 in academy credit. All PP pupils across the academy.	Cath Stephen (Business Manager)	
Education Welfare Support	£3000	PP pupils at risk of attendance falling below 96%.	Catherine Davenport (Head of Academy) Nicola Spray (EWO) Debbie Norman (Home School Pastoral Officer)	
Emotional & Mental Health Support/Therapeutic Intervention	£4250	6 pupils on a rolling programme.	Debbie Norman (Home School Pastoral Officer) Catherine Davenport Head of Academy	

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Learning Support Officer & SEN Support	£16,400 & £13,350	Identified pupils for SEN	Head of Academy	
Nurture & Pastoral Support	£28,540	To provide social and emotional support to children and families. To support and engage vulnerable families.	Head of Academy Home School Pastoral Officer	

Objective 1 Speech and Language Years: FS/Yr1/Yr2/Yr3	What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible?	What will success look like?
FS	Language through Listening Programme	2 groups 2x weekly. Totalling 1 hour a week. £3933	4 children	KW	Children will be able to listen and turn take in a group situation for a short period of time.

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<b>Y1</b>	TA hours to support SALT therapy	£1140	1 child	SW/KW	To begin to communicate with known adults and peers with simple phrases.
<b>YR2</b>	TA hours to support SALT therapy	£1140	2 children 30 mins weekly	KW/CH	To be able to use language to communicate successfully in social situations.  To develop vocabulary further to increase words and use of phrases
<b>Yr 3</b>	TA hours to support SALT therapy	£1140	1 child	DF/CP	To be able to use language to communicate successfully in social situations.
<b>Review Term 1</b>					
<b>Review Term 2</b>					
<b>Review Term 3</b>					

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Objective 2 Reading Years: All years	What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible?	What will success look like?
FS2	Develop early reading & phonic skills through carefully planned and targeted intervention.		4 children	KW/RT & LW	Children are using phonic skills to decode words and make meaning
Y1	Develop reading fluency through targeted support, 1:1 and small group reading.  To provide opportunities for identified pupils to access more challenging texts	TA Hours	5 children  1 child	SW/KW	Children will demonstrate increasing fluency in reading.  Pupil will be able to access more challenging texts independently and demonstrate their understanding.
Yr 2	To improve fluency and word recognition	2 x 20 mins £354	5 children	KW/CH	Children will access age appropriate texts and be able to read them fluently.
Yr 3	Decoding words and understanding within text To understand prediction To summarise the text	2 x 20 mins £354	4 children	DF/CP	Children will be able to make predictions, summarise texts and decode words.
Yr 3	Decoding words Learning to read unfamiliar words Reading to understand the meaning of the text	2 x 20 mins £354	3 children	DF/CP	Children will decode words and demonstrate more fluency.

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<b>Yr 3</b>	Lexia – Practising decode and understand letter sounds	2 x 20 mins £354	1 child	DF/CP	Chn will be using letter sounds independently in reading.
<b>Yr 4</b>	Decoding words and understanding within the text. Understanding how to prediction Learning to summarise the text	2 x 20 mins £354	4 children	DF/CP	Children will demonstrate fluency when reading
<b>Yr 5</b>	Increase reading fluency	2 x 20 mins £354	4 children	HL/MO/SJ	Children will demonstrate fluency and pace when reading
<b>Yr 5</b>	Improve reading retrieval	2 x 20 mins £354	6 children	HL/MO/SJ	Children will understand what a question is asking them and retrieve the correct information.
<b>Yr 5</b>	Reading inference	2 x 20 mins £354	8 children	HL/MO/SJ	Children will record a precise answer and refer to the text for clues.
<b>Yr 6</b>	HAP - Target GD group	Learning director once a week. £2280	3 child	LS/EL	Children test scores will increase termly towards their prediction
<b>Yr 6</b>	MAP - Target EXS+ group	Learning director once a week. £2280	4 children	LS/EL	Children test scores will increase termly towards their prediction

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<b>Review Term 1</b>	
<b>Review Term 2</b>	
<b>Review Term 3</b>	

<b>Objective 3 Phonics Years: FS/KS1/KS2</b>	<b>What will we do?</b>	<b>How much will it cost?</b>	<b>How many pupils will benefit?</b>	<b>Who will be responsible?</b>	<b>What will success look like?</b>
<b>FS</b>	Phonic intervention	20 minutes daily with TA £708	4 children	KW/LW	Children will be able to take turns with a listening game.
<b>FS</b>	Phonic intervention	15 minutes daily With TA £708	4 children	Foundation teachers	Children will recognise, blend and segment phase 2 sounds.
<b>YR 1</b>	Phonic intervention – catch up keep up.	4 x a week £708	10 children	SW/KW	Children will be able to demonstrate their phonic knowledge in reading and writing

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<b>YR 2</b>	Phonic intervention	3 x a week £531	3 children	KW/CH	Children will work towards passing phonic screening
<b>Yr 3</b>	Developing knowledge of sounds Developing an understanding in decoding words and spelling	2 x 20 mins £354	2 children	HS/AG/PB	Children will be able to use phonic knowledge in reading and writing.
<b>Review Term 1</b>					
<b>Review Term 2</b>					
<b>Review Term 3</b>					

<b>Objective 4 Writing Years: All</b>	<b>What will we do?</b>	<b>How much will it cost?</b>	<b>How many pupils will benefit?</b>	<b>Who will be responsible?</b>	<b>What will success look like?</b>
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<b>FS</b>	Staff to promote and ensure opportunities are available for Early writing, marking making in all areas of the provision. Precise intervention to support disadvantaged pupils with their developing writing.	On-going TA support	4 pupils	KW/LW	Children are confident at writers. They choose to write during their free flow activities and achieve expected for writing at the end of EYFS.
<b>Yr 1</b>	Use of It's Only Words strategies to continue to develop vocabulary.  Small group intervention to support pupils with developing accurate use of GPS in their independent writing.	3 x week £531	11 children	SW/CP	Children are able to use adventurous vocabulary in their writing.  Pupils use taught grammar and punctuation accurately in their writing. Clear progression of skills.
<b>Yr 2</b>	Use of It's Only Words strategies to continue to develop vocabulary.  Small group intervention to support pupils with developing accurate use of GPS in their independent writing.	2 x week 30 mins £354	5 children  5 children	KW/CH	Children are able to use adventurous vocabulary in their writing.  Pupils use taught grammar and punctuation accurately in their writing. Clear progression of skills

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<b>Yr 3</b>	Basic sentence writing	2 x 30mins £354	2 children	HL/SJ	Children to write basic sentences.
<b>Yr 3</b>	Editing and improving their work Improving the structure of their writing	2 x 20 mins £354	8 children	HL/SJ	Children will edit their work effectively to improve their work
<b>Yr 4</b>	Enhancing the skills of higher achievers – sentence structure, grammatical devices	2 x 20 mins £354	4 children	DF/CP HL/SJ	Children will demonstrate higher skills in their independent writing.
<b>Yr 4</b>	Re-reading what is written Ensuring they meet a success criterion Editing text to meet expected standard and success criteria. Accurate use of GPS.	2 x 20 mins £354	3 children	DF/CP HL/SJ	Children will read their work, edit it and meet success criteria.
<b>Yr 5</b>	Developing independent writing skills, focusing on accurate use of basic punctuation and grammar being applied consistently throughout writing.	2 x 30mins £354	2 children	DF/CP HL/SJ	Children will write independently and use taught spelling, punctuation and grammar.
<b>Yr 6</b>	GDS target group for developing writing/GPS.  EXS target group for writing/GPS	Director of Learning	3 children  4 children	LS/EL	Children will achieve GDS in writing and GPS.  Children achieve EXS+ in writing and GPS.

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<b>Review Term 1</b>					
<b>Review Term 2</b>					
<b>Review Term 3</b>					

<b>Objective 5 Maths Years: All</b>	<b>What will we do?</b>	<b>How much will it cost?</b>	<b>How many pupils will benefit?</b>	<b>Who will be responsible?</b>	<b>What will success look like?</b>
<b>FS</b>	Develop use of number, shape space and measures.	TA support	4 children	KW/RT/LW	Children reach the expected standard at GLD in number, shape, space and measure.
<b>Y1</b>	Develop use of number, shape space and measures for those children who did not achieve GLD.	2 x 20 mins £354	6 children	KW/RT/LW	Children develop skills enabling them to achieve and exceed Y1 expectations.

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<b>YR 2</b>	EXS+ Target group.	2 x 20 mins £354	3 children	KW/CH	EXS achieved at the end of KS1.
<b>YR2</b>	GDS Target Group	1 x20 mins £177	1 Child	KW/CH	GDS achieved at the end of KS1.
<b>Yr 3</b>	Small group support to boost the skills of children below expected standard Calculation and basic number skills	2 x 20 mins £354	4 children	HL/MO/SJ	Children develop basic number skills which enable them to work at expected standard in maths lessons.
<b>YR 4</b>	Develop resilience with problem solving and reasoning skills.	2 x 20 mins £354	7 children	HL/MO DF/CP	Children tackle problem solving and reasoning skills confidently and regularly achieve Gold tasks.
<b>Yr 5</b>	Develop resilience with problem solving and reasoning skills.	2 x 20 mins £354	8 children	HL/MO DF/CP	Children tackle problem solving and reasoning skills confidently and regularly achieve Gold tasks.
<b>Yr 5</b>	Develop basic number skills to increase mathematical fluency	2 x 20 mins £354	4 children.	HL/MO DF/CP	Children confidently complete Bronze tasks and begin to access silver tasks regularly.
<b>Yr 6</b>	GDS Target Group	Director of Learning	3 children	LS/EL	Children achieve GDS at the end of KS2.
<b>Yr 6</b>	EXS+ Target Group	Director of Learning	4 childrn	LS/EL	Children achieve EXS+ at the end of KS2.

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T: 01472 354 605  
E: [info@strandpa.org.uk](mailto:info@strandpa.org.uk)  
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