



Deeplish Primary Academy Pupil Premium Spending Statement 2017-18

The pupil premium grant was introduced in 2011 in order for schools to provide support for looked after children and those from low income families to address the inequalities between those eligible for free school meals (FSM) and those children who are not. This additional funding is in addition to the school's main budget and we are accountable for its allocation to measures specifically targeted to address disadvantage. Children are tracked on termly basis with a specific focus on our disadvantaged pupils. This tracking not only ensures that no child is left behind but also allows us to tailor specific interventions regularly. The Pupil Premium Grant is used to fund a range of interventions and programmes designed to enable all of our children to achieve the success that they are entitled to. The actions identified are in line with Academy priorities as seen in the Academy Improvement Plan.

This spending plan has been drawn up using the Education Endowment Fund (EEF), Teaching and Learning Toolkit. The amount of Pupil Premium funding is listed in the table below along with the main barriers to learning which the pupils of Deeplish face.

Financial year	Amount of Pupil Premium funding
2017-18	£184,800

Main Barriers to Pupil Achievement:

1. Children's understanding of key vocabulary
2. Children not having English as their first language
3. Children recently coming to the UK from abroad
4. Children using home languages at home – lack of practice using English
5. Parents reticence to come into the academy to join with their child(ren)'s learning
6. Children taking extended leave
7. Children lacking resilience when facing challenges in learning.

The objective and actions taken are cross referenced against the barriers for learning.

Pupil Premium Allocation

	2016-17			2017-18		
Percentage of FSM pupils						
Number of FSM pupils eligible for the Pupil Premium	108	£1320	£158,240	140	£1320	£184,800
Number of looked after children eligible for the Pupil Premium	0	£0	£0	0	£0	£0
Number of service children eligible for the Pupil Premium	0	£0	£0	0	£0	£0

Barrier to learning	Objective	Amount Allocated	Summary of Intervention	As a result of this action
7	To give access to specialist teaching / coaching experiences	£26,000	<ul style="list-style-type: none"> 16 disadvantaged children working in weekly session developing team work, resilience and confidence. Y6 Fun 5 sessions developing confidence, resilience etc. 	<ul style="list-style-type: none"> Reduction in behaviour issues within the particular cohorts over the period of the year.
7	To develop the resilience and team working skills of Y5 children.	£7,500	<ul style="list-style-type: none"> Y5 children to work through the Prince William Award scheme. 	<ul style="list-style-type: none"> Pupils verbal responses have been very positive – will continue next year. Behaviour issues have been reduced in this year group.
7	Improve pupil resilience and develop a growth mindset culture across the whole academy.	£4,500	<ul style="list-style-type: none"> Create post to lead the development of resilience and growth mindset. Teachers receiving training / professional development through internal and external training; facilitated by past holder. Whole academy development of strategies and practice to improve children's resilience and develop a growth mindset. 	<ul style="list-style-type: none"> Improvement in the children's resilience. Key feature of lessons and displays. Improvement noted in peer review through cross working with other Focus Trust academies.

1, 2, 3, 4, 5, 6	Increase the amount of parental involvement in school in order to support their child's learning.	£14,500	Employment of a Parent Support Worker 0.5 FTE to: <ul style="list-style-type: none"> • Develop a PTA group who will support the running of Fairs and open events. • Run a series of courses to develop parental literacy and numeracy skills. • Lead on the provision of events within the school calendar where parents can work alongside their children. • Support parents with any domestic issues which maybe a barrier to their child making progress at school. 	<ul style="list-style-type: none"> • Rise in number of completed TAFs. • Parents attending maths, phonics, and reading meetings. • Workshops held for parents in maths and English.
1, 2, 3, 4	To provide children with access to specialist support to address any additional needs.	£8,000	Appointment of a Speech and Language Therapist to school for 1 day a week. Children have: <ul style="list-style-type: none"> • Access to NHS Speech & language therapist. • Programmes created tailored to specific needs, enabling children to make greater progress. • Teaching staff able to access training / CPD to support children in the classroom more effectively. 	<ul style="list-style-type: none"> • Work with all children within Early Years – data at end of EY was in line with national average for GLD.
1, 2, 3	To provide interventions which address any gaps in children's:	£32,000 0.8 UPS 3 teacher daily interventions	Provision of additional staffing to support: <ul style="list-style-type: none"> • Focussed interventions to support learning of Pupil Premium children • Additional writing and maths booster sessions 	<ul style="list-style-type: none"> • In 3/6 cohorts the percentage of Pure Pupil Premium children on track is greater than Non Pupil Premium Children
1, 2, 3	To provide interventions which address any gaps in children's: <ul style="list-style-type: none"> • literacy or numeracy skills • resilience and growth mindsets • social skills and friendship groups 	£60,000 0.5 hrs dis-advantaged intervention per week 0.5 hrs per dinner time for dis-advantaged pupils	Provision of additional staffing to support: <ul style="list-style-type: none"> • Focussed interventions to support learning of Pupil Premium children • Third Space learning • Additional phonic interventions to improve children's reading ages • Additional writing and maths booster sessions • Friendship group sessions and associated costs for visits / trips etc... 	<ul style="list-style-type: none"> • In 3/6 cohorts the percentage of Pure Pupil Premium children on track is greater than Non Pupil Premium Children

3	To provide support for children with emotional difficulties	£3000	<ul style="list-style-type: none"> • Art therapist Working with children who have emotional difficulties in order to overcome the emotional barriers to learning. 	<ul style="list-style-type: none"> • Support provided for 10 children. Positive outcomes – rise in wellbeing for these children.
1	To provide whole class experiences to develop the children's confidence in front of others and audiences.	£6000	<ul style="list-style-type: none"> • Provide whole class music tuition and the opportunity to play for an audience – parents and the Focus Trust music festival for Y3 children. 	<ul style="list-style-type: none"> • Positive experience for children – feedback from children has been positive; will be developed next year.
7	Improve outcomes in maths, especially at end of KS2.	£7,500	<ul style="list-style-type: none"> • Purchase of Third Space learning 	<ul style="list-style-type: none"> • Maths outcomes were below national at 59%. Progress measure was at -0.24 in line with national expectations.
1, 2, 3, 4	To improve the language and communication skills of children in Early Years.	£10,000	<ul style="list-style-type: none"> • Purchasing of a variety of resources to support children's language and communication both in the academy and at home. • Improve provision both indoors and outdoors to provide greater opportunities for language and communication skills to be practised. • Providing additional staffing to support the language development of children throughout EY provision. 	<ul style="list-style-type: none"> • Data at end of Early Years was in line with national average for GLD.
1, 2, 3, 4	To enable children to have a wider range of experiences outside of their normal sphere which will develop their language skills.	£4,000	<ul style="list-style-type: none"> • Provide a range of opportunities for visits / visitors / trips to develop language through practical and relevant enrichment activities. 	<ul style="list-style-type: none"> • All year groups have had a variety of additional experiences to develop their cultural capital.
3	To ensure that the children are school ready; their basic needs have been met, e.g. have eaten breakfast.	£2000	<ul style="list-style-type: none"> • Subsidise children's attendance at the Breakfast Club Children, providing them with: • Opportunities for interaction with their peers. • Providing an appropriate breakfast. 	<ul style="list-style-type: none"> • Breakfast club attended regularly by over 20 children.

		£1100	<ul style="list-style-type: none">• Providing fruit during break times for children in KS2.	
	TOTAL EXPENDITURE	£186,100		