



## Exceptional Education at the Heart of the Community

### Pupil Premium Strategy Statement:

1. Summary information					
Academy Primary / Secondary / All through					
Academic Year	2019/20	Primary PP allocation £ Secondary PP allocation £	£267,094	Date of most recent PP Review	NA
Total number of pupils in academy	380	Number of pupils eligible for PP % of pupils eligible for PP  No.KS1 PP pupils-73 No.KS2 PP pupils-140	213	Date for next internal review of this strategy (termly)	Nov 2019
2. Review of expenditure					
Previous Academic Year	2018/19				
i. Quality of teaching for all					
Desired outcome	Chosen action/approach (reference EEF and others sources of evidence)	Impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned Will the strategy continue / change?	Cost	
<p>To identify more able PP chn and ensure quality provision is in place.</p> <p>Teachers to carefully track all MA chn</p>	<p>TAs deployed across the year groups to allow for flexible teaching approaches and targeted pre-teach/address</p>	<p>Identified more able chn are challenged in lessons through mastery teaching - this needs continued work throughout this academic year.</p> <p>MA PP accelerated progress - MA lead tracking chn alongside teacher assessments and through all forms of monitoring.</p>	<p>Needs continued work</p> <p>Disadvantaged children underperformed in these areas during 2018-19</p> <p>More able: all areas RWM in KS1 Y2 RW in Y6 sats (maths broadly in line)</p>	<p>Cost of 1 TA3 in each year group <b>£162,532</b></p> <p><b>TLRs -£5,388</b></p> <p><b>Nurture staff-£81,401</b></p>	

<p>To close the gap in KS1 outcomes in English for PP chn</p> <p>Monitor consistent and quality first teaching-focus PP chn</p>	<p>misconceptions daily</p> <p>New MA lead to track chn closely across school</p> <p>Ks1 focus in English-two new Eng leads in place</p> <p>Additional guided group work in KS1</p> <p>Replenish books and resources across reading areas and the library</p>	<p>Interventions are in place and flexible teaching evident for MA learners</p> <p>Raise attainment for PP KS1 chn</p> <p>Children engaged in books from the library- particular focus on GD PP chn</p> <p>Lesson obs- needs of learners met. All chn make good or better progress.</p>	<p>Expected:</p> <p>GLD (61% v 80%) clear focus for next year</p> <p>No sig trend in phonics in terms of disadv - raise standards for all</p> <p>Disadv attainment a key focus in all areas in KS1 Y2</p> <p>Disadv maths in Y6 sats = 69% vs 76% (R- broadly similar 43% VS 48%- main aim is raise standards for all) (W - disadv outperform other pupils 83% vs 80%)</p> <p>Library well resourced - next steps =increase access and revise whole school literacy spine</p> <p>English lead role continued</p>	
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**ii. Targeted support**

Desired outcome	Chosen action/approach	Impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned Will the strategy continue / change?	Cost																									
<p>Nurture room to reduce fixed exclusions and prevent permanent exclusions</p>	<p>Identified children with social emotional and mental health needs to access time in the Nurture room to ensure learning continues/develop social and emotional skills.</p>	<p>Timetable (flexible)</p> <p>Incidents are reduced for identified children</p> <p>Reach ARE if no cognition/learning need</p>	<p>Fixed term exclusions are significantly down</p> <table border="1" data-bbox="1240 986 1892 1367"> <thead> <tr> <th>Exclusions</th> <th>2015-2016</th> <th>2016-2017</th> <th>2017-2018</th> <th>2018-2019</th> </tr> </thead> <tbody> <tr> <td><b>Improvements</b></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Total Fixed term exclusions</td> <td>82</td> <td>31 sessions</td> <td>43 sessions</td> <td>5 sessions</td> </tr> <tr> <td></td> <td>11 pupils</td> <td>5 pupils</td> <td>4 pupils</td> <td>2 pupils</td> </tr> <tr> <td>Total Permanent exclusions</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table>	Exclusions	2015-2016	2016-2017	2017-2018	2018-2019	<b>Improvements</b>					Total Fixed term exclusions	82	31 sessions	43 sessions	5 sessions		11 pupils	5 pupils	4 pupils	2 pupils	Total Permanent exclusions	0	0	0	0	<p>(above)</p>
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<p>To ensure the difference diminishes for pupils identified with additional needs</p>	<p>EP contracted for a day a fortnight</p> <p>Contract a SPLd teacher for 2 hours a week</p>	<p>The targeted children will make good progress towards/reach ARE for reading and writing</p>	<p>50% of send register are pp</p> <p>EP used for TAC process for an EHCP (successful) Plus QFT approaches to support a wider range of pupils Needs continued focus as SEND progress in Y6 Reading = 1.8 (18% children achieved expected – this is better than 9% at 2b in their KS1 sats but the progress needs to be accelerated) Year 6 maths SEND progress =2.56 but this could be accelerated further Year 6 writing SEND progress = 7.31 so outstanding</p>	<p>£9,000-EP £5,000-SPLD</p> <p>Resources-£2500 Enrichment-£10,000</p>
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### iii. Other approaches

Desired outcome	Chosen action/approach	Impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned Will the strategy continue / change?	Cost
<p>To improve reading and writing outcomes at KS1 and reading outcomes at KS2</p>	<p>2 x ENG leads appointed to develop subject Books replenished Additional interventions After -school boosters</p>	<p>Raise attainment in ENG Meet targets Close the gap with national average</p>	<p>Continue-key on Academy ADP based on 2019 data</p> <p>Expected: No sig disadv trend in phonics but drive to raise attainment for all pupils so a higher proportion pass the phonics screener Disadv gap present in all areas in KS1 Y2 Maths disadv gap in Y6 sats 69% vs 78% (R- broadly similar 43% VS 48%- main aim is raise standards for all) (W - disadv outperform other pupils 83% vs 80%)</p>	<p>(TLRs above)</p>

### 3. Prior Year achievement

Achievement for: 2018/19	All	National	Pupils eligible for PP Academy	Pupils not eligible for PP Academy National
<p>% achieving EXP or above in RWM combined KS2</p>	<p>42%</p>	<p>37%</p>	<p>37%</p>	<p>48%</p>
<p>% achieving HS in RWM combined KS2</p>	<p>2%</p>	<p>2%</p>	<p>0%</p>	<p>4%</p>

% achieving EXP or above in reading KS2	<b>47%</b>	<b>43%</b>	<b>48%</b>
% achieving HS in reading KS2	<b>8%</b>	<b>6%</b>	<b>12%</b>
Progress score reading KS1-2	<b>0.7</b>	<b>-0.2</b>	<b>1.6</b>
% achieving EXP or above in writing KS2	<b>83%</b>	<b>83%</b>	<b>80%</b>
% achieving HS in writing KS2	<b>17%</b>	<b>11%</b>	<b>24%</b>
Progress score writing KS1 - 2	<b>5.4</b>	<b>5</b>	<b>6.1</b>
% achieving EXP or above in maths KS2	<b>72%</b>	<b>69%</b>	<b>76%</b>
% achieving HS in maths KS2	<b>8%</b>	<b>9%</b>	<b>8%</b>
Progress score maths KS1 – 2	<b>2.5</b>	<b>1.5</b>	<b>4.1</b>
% achieving EXP or above in reading, writing and maths Y2			
% achieving GD in reading, writing and maths Y2			
% achieving EXP or above in reading Y2	<b>67%</b>	<b>63%</b>	<b>71%</b>
% achieving GD in reading Y2	<b>22%</b>	<b>15%</b>	<b>29%</b>
% achieving EXP or above in writing Y2	<b>60%</b>	<b>52%</b>	<b>68%</b>
% achieving GD in writing Y2	<b>12%</b>	<b>7%</b>	<b>16%</b>
% achieving EXP or above in maths Y2	<b>71%</b>	<b>63%</b>	<b>74%</b>
% achieving GD in maths Y2	<b>21%</b>	<b>11%</b>	<b>29%</b>
% achieving expected standard in phonics Y1	<b>58%</b>	<b>58%</b>	<b>54%</b>
% achieving GLD EYFS	<b>66%</b>	<b>61%</b>	<b>80%</b>
% exceeding GLD EYFS			

Destination data (% pupils who are NEET)	NA	NA	NA
% Attendance % PA	97.93%	97.68%	98.26%
% FT Exclusion	5	5	0
% In year movement			

#### 4. Barriers to future attainment (for pupils eligible for PP, including high ability)

Please refer to the EEF documents Teaching and Learning Toolkit, Families of schools database and Evaluation Tool and also the Pupil Premium Awards website.

#### In-school barriers (issues to be addressed in school, such as poor oral language skills)

A.	Pupils arrive at school with significantly lower language skills than average
B.	Though some groups of PP children are meeting standards not enough is being done to diminish this difference across the school

#### External barriers (issues which also require action outside school such as attendance rates)

C.	Many pupils and their families are living with and dealing with trauma. An estimated 3,000 people living in Harpurhey will be affected by 4 or more Adverse Childhood Experiences. This has a significant impact on social and emotional development.
D.	High levels of social and economic deprivation mean that pupils' life experiences are limited. This impacts particularly on attainment in Reading and Writing, as vocabulary can be unfamiliar and the ability to empathise with characters' situations or draw on experiences in writing is restricted.

#### 5. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Ensure that all families who are eligible for Pupil Premium support are identified and aware of the necessity of accessing this support.	<p>Review procedures for ensuring all pupils are checked for eligibility on a regular basis. Ensure that all families who may be eligible for PP are aware of this right, focusing on targeting those in KS1 who may be receiving Universal Free School Meals.</p> <p>Review communication regarding PP with parents and families so they know how it can help their child in school. Identify and target those families who are not PP, but whom we believe may be eligible based on what we know about family backgrounds and status.</p>
B.	Monitor and track the progress of Pupil Premium to ensure accelerated progress	<p>Pupil Premium agenda in school to be given a higher priority within monitoring of the quality of teaching and learning. Focus within Pupil Progress Meetings and Development Days.</p> <p>Clear systems in place for the identification of PP children in each class, year-group and phase.</p>

		Difference is diminishing between PP pupils and all pupils, with aspirational targets.
C.	Widen the experiences of pp pupils	<p>Disadvantaged groups to be targeted for further non-curricular support / clubs</p> <p>Museum visits</p> <p>Royal exchange link</p> <p>Visitors to 'hook' and provide inspiration and purpose for curriculum</p> <p>Curriculum developed to be matched to the needs of the pupils</p>
D.	Where appropriate, intervention programmes for disadvantaged pupils to focus on short-term, sustained impact, which is rigorously monitored and evaluated.	<p>Consistent systems for targeting, tracking and increasing accountability for disadvantaged groups of children will improve the identification of pupils in need of additional support</p> <p>Underachieving (focus on PP) groups in KS1 and KS2 to receive focused support and short-term interventions in order to accelerate their progress in RWM.</p> <p>Underachieving (focus on PP) children in Y2 and Y6 to receive further intervention earlier in the year in order to diminish the difference in end-of-year data.</p>
E.	Attainment for disadvantaged pupils to improve significantly particularly in Reading and Writing	<p>Whole-school focus on raising Reading attainment to be embedded</p> <p>Reading action plan to establish a whole school 'Reading Spine' to ensure pupils have access to a wide range of literature featuring quality texts by quality authors. Materials to be chosen purposefully that cover subject matter/experiences that pupils can identify with alongside those that expose them to experiences and worlds different to their own</p> <p>Further investment to be made in improving real-life writing experiences for our children (visitors to school, real-life writing hooks, writing linked to trips)</p> <p>Implement oral story telling approaches in reading and writing to develop the oracy of pupils.</p> <p>Emphasis upon clarifying vocabulary in KS2 reciprocal reading approaches to close the vocabulary gap.</p>
F	To develop a trauma informed school that supports pupil wellbeing	<p>Systems are in place to sign post children</p> <p>Pupil voice from positive mind room</p> <p>Data from mental health study</p> <p>Tracking of social and emotional needs for specific pupils</p>

## 6. Planned expenditure

Academic year **2019 / 20** PP allocation £

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

### i Quality of teaching for all

Intended outcome	Chosen action / approach Expected length of strategy	What is the evidence and rationale <i>(Reference EEF and other sources of evidence)</i>	How will you ensure it is implemented well?	Staff lead	Expected length of strategy When will this be reviewed? <i>Notes from review (add in different colour text)</i>	Costs <i>(Does this include PP funding in addition?)</i>
All PP pupils make good progress and the difference is diminishing between PP pupils and all pupils nationally	<p>Emphasis on Quality First Teaching</p> <p>CPD on Kagan Structures – EEF finds that mixed ability pairings benefit PP children</p> <p>Focus on QFT – staggered starts to give all pupils access to teacher time</p> <p>Use of EP for developing whole class quality first teaching</p> <p>Literacy spine revitalised</p>	<p>EEF teaching and learning toolkit suggests high quality feedback (+8months) is an effective way to improve attainment.</p> <p>Using data at a class level to address underperformance quickly.</p> <p>ALT will ensure that PP/ Disadvantaged pupils are tracked and appropriate interventions are put in place / evaluated on a regular basis.</p>	Whole school monitoring to include a PP focus.	<b>ALT</b>	This will be ongoing and addressed at each data meeting/development day.	<p>Allocated EP sessions on QFT £4000</p> <p>CPD tbc in house would be £250 with planning and delivery of two session</p> <p>Literacy spine resources - tbc</p>

Develop communication friendly Early Years provision to raise speech and language development on entry	Appoint Communication Lead for EYFS  Implement wave 1 speech and language advice to support early communication	On average 10% of children have speech and language needs. In areas of deprivation 50% of pupils experience delay in this area (Communication Trust)	Work alongside Senco to develop approaches informed by the speech and language service	AN, AT and MB	This will be ongoing and addressed at each data meeting/development day.	Focus time day a term (2 half days) £400 a term £1200 a year
Establish the new curriculum to ensure pupils develop the skills of enquiry, creativity and a positive, healthy mindset	Communicate skills and learning styles through child friendly 'Worker Bee' motif  Links with Royal Exchange  Links with Manchester Museum – project welcoming pupils into the museum in a trauma informed space	Expose pupils to a range of experiences that build their cultural capital	Increased Subject specific monitoring – deep dives  Pupil voice after arts experiences	<b>ALT</b>	This will be ongoing and addressed at each data meeting/development day.  Arts work to start in Nov 2019  Museum work to start in early 2020	CPD £100 Royal Exchange link (reduced cost due to partnership)  Art link booklets and Arts Award Moderation £300 (one class)  Royal Exchange link visits tbc  Museum link visits tbc Visitors to school to provide different perspectives and experiences tbc

## ii Targeted support

Intended outcome	Chosen action / approach	What is the evidence and rationale <i>(Reference EEF and other sources of evidence)</i>	How will you ensure it is implemented well?	Staff lead	Expected length of strategy When will this be reviewed? <i>Notes from review (add in different colour text)</i>	Costs <i>(Does this include PP funding in addition?)</i>
Disadvantaged children to be targeted for specific interventions, to enable higher percentages of	PP pupils identified and tracked as a distinct group  Pixl  Targeted GR sessions	Reading comprehension strategies (+6)	Whole school monitoring to include a PP focus.  Intervention tracking from start and end points	<b>ALT</b>	This will be ongoing and addressed at each data meeting/development day.	Interventions staffed by TA/ Deputy Principal  Pixl interventions: £2675



<p>this group to meet ARE.</p>	<p>EP for pupils with additional needs</p>					<p>Subscription</p> <p>Nurture Room interventions and support: £88,637</p> <p>EP for specific pupils £2000</p> <p>Spld - £4900</p>
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### iii Whole school strategies

Intended outcome	Chosen action and approach	What is the evidence and rationale <i>(Reference EEF and other sources of evidence)</i>	How will you ensure it is implemented well?	Staff lead	Expected length of strategy When will this be reviewed? <i>Notes from review (add in different colour text)</i>	Costs <i>(Does this include non PP funding in addition?)</i>
<p><b>Ensure that all families who are eligible for Pupil Premium support are identified and aware of the necessity of accessing this support.</b></p>	<p>Review admission procedures for ensuring all pupils are checked for eligibility on a regular basis.</p> <p>Meetings /information to be provided to engage and explain PP to target families.</p>	<p>We are aware that some families are not registered as PP when they may qualify. Need to ensure they are aware of the other advantages for their child, aside from just FSM</p>	<p>Half termly reviews of numbers.</p> <p>Admission meetings</p>	<p>Office member of staff</p> <p>EYFS admissions team</p>	<p>July 2020</p>	<p>Attendance Manager £2000 per annum estimated on this process</p> <p>EYFS home visits 1 x ast head and class teacher £3153 estimated per annum</p>
<p><b>To develop a trauma informed school that supports pupil wellbeing</b></p>	<p>Establish wellbeing check-ins in each class</p> <p>Establish calm down zones in each class</p>	<p>Support pupils and their families that are living with and dealing with trauma. An estimated 3,000 people living in Harpurhey will be affected by 4 or more</p>	<p>RAG rating pupil wellbeing</p> <p>Clear focus of Academy Council governor involved in ACES project</p>		<p>Action plan to establish and embed by December 2019</p>	<p>ACES cpd £400 for staff Delivering</p>

	<p>Establish Positive Mind Wellbeing support</p> <p>ACES informed workforce</p> <p>In house ACES parent and child workshops in partnership with outside agencies.</p> <p>Mental Health Pilot study with INSPIRE</p> <p>Train mental health first aiders</p>	<p>Adverse Childhood Experiences. This has a significant impact on social and emotional development.</p>				<p>Release for staff attending tbc Estimated 4 Sessions across the year £1200</p> <p>ACES Child Course £4000</p> <p>Resources for Positive Mind Room - £1000 Initially</p> <p>Mental health Training tbc (OL at Limeside)</p> <p>Supervision for Staff: NC cost tbc</p>
					<b>TOTAL COST</b>	

**7. Additional detail** *(include contextual information)*