

Pupil Premium Strategy 2016-17

Amount of Pupil Premium funding received 2016-17

Number of pupils eligible	18 (including 1 x LAC and 1 x adopted)
Total PP expected	£21,540

Identified barriers to educational achievement

Greenfield & Pulloxhill Academy (GPA) has identified the following as barriers for some of the pupils currently in receipt of Pupil Premium:

- Access to specific areas of education - especially regarding additional support and resources
- Access to extra-curricular activities - educational experiences such as trips, music lessons and participation in physical activities
- Communication difficulties - pupils in need of specialist Speech and Language support in order to progress their learning
- Access to transport to school
- Social and emotional support - some children who are in receipt of Pupil Premium have specific social and emotional needs which affect their learning

Rationale for expenditure

As identified in the 2015-16 impact statement, whilst the majority of the pupils eligible for the PPG across the Academy are at or above age related expectations (ARE), there are a few individuals who have a gap in their learning compared to non-PPG pupils. Teacher and TA hours have been allocated to provide 1:1 interventions and small group work for PP pupils who have specific areas that require additional support, or to provide homework support that they do not receive at home. Some pupils are receiving additional support to allow them to gain mastery in subjects if they are already at ARE.

The Academy has taken the decision to employ a Speech and Language Therapist to support some of the PP pupils with their communication difficulties in order to advance their learning and reduce any gaps. They have also employed a Learning Support Mentor to provide social and emotional support to some of the PP pupils. Some pupils have been identified as needing specific resources to assist their learning and these have been purchased out of the PP budget. Some of the PP pupils do not have access to school trips, residential and music tuition. In order to support their learning in all areas of the curriculum and to build confidence, the Academy has allocated funding to pay for these additional expenses throughout the academic year.

Key expenditure - how the allocation will be spent

Area of spend	Focus	Total allocation
Dedicated PP teacher x 1 afternoon per week	English and maths	£2700
Dedicated TA support for PP intervention groups x 1 afternoon per week	English and maths	£2300
Funding for extra-curricular music lessons/clubs	Personal and social	£1000
Additional learning resources (software packages)	English and maths	£600
Funding for school trips and residential trips	Personal and social	£3000
Funding for SALT	Personal and social	£5700
Funding for Learning Support Mentor	Personal and social	£3000
Transport to and from school	Personal and social	£1000
Funding for whole school theatre group performances	Personal and social	£100
Theraplay Course	Personal and social	£290
Forest Schools	Personal and social	£1500
Teambuilding Day - Year 4 (supporting transition to middle school)	Personal and social	£350

Area of spend	Intended outcomes - why these approaches were taken	Actions
Dedicated PP teacher x 1 afternoon per week and TA support for focused intervention	<ul style="list-style-type: none"> Improved learning outcomes in reading, writing and maths (meeting end of year age-related objectives) 	<ul style="list-style-type: none"> Regular communication between PP teacher and class teachers - individual pupils' needs,

<p>groups x 1 afternoon per week</p>	<ul style="list-style-type: none"> • Improved confidence for pupils in specified areas • Learning tasks tailored to specific needs of pupils - closing gap in understanding • Consolidation of learning completed in classes - time for practise and application of skills • Careful tracking of homework to include reading logs to ensure that regular reading takes place. Priority reading if pupils are unable to read at home 	<p>learning to consolidate and sharing of resources</p> <ul style="list-style-type: none"> • Regular reviews of progress and impact of interventions
<p>Funding for extra-curricular music lessons/clubs</p>	<ul style="list-style-type: none"> • Social skills are developed through participation on a range of clubs provided by the school or external providers • Talent, skills and efforts in non-academic subjects are celebrated and develop self confidence 	<ul style="list-style-type: none"> • Staff to talk to pupils/parents about possible interests and available clubs • Finance to arrange funding (where appropriate) with external providers of extra-curricular clubs
<p>Additional learning resources</p>	<ul style="list-style-type: none"> • Pupils are fully supported by learning resources being made available to them • Pupils specific learning needs can be met by the software purchased which will supplement normal class teaching • A range of learning styles can be catered for 	<ul style="list-style-type: none"> • Teachers and TAs made aware of the software and how it can support the pupils • Teachers and TAs regularly asked for ideas for specific resources to support the PP pupils
<p>Funding for school trips and residential trips</p>	<ul style="list-style-type: none"> • Pupils are able to participate fully in school trips and residential trips • Learning is supported by trips that are carefully planned to enhance the school's curriculum • Social skills, independence, perseverance and team-work are developed through 	<ul style="list-style-type: none"> • Initial letters to include information for parents about available funding • Teachers made aware of funding available - can approach parents if appropriate

	<p>participation in group activities and overnight stays on residentials</p> <ul style="list-style-type: none"> • Pupils are exposed to life experiences that they wouldn't otherwise be, giving them equal opportunities to other children 	
Funding for SALT	<ul style="list-style-type: none"> • To provide tailored support for SAL needs to enable pupils to be able to access the curriculum • To assess for additional SEN needs of the pupils through specialised assessments • To provide teachers and parents with the resources to regularly practise activities that will help to improve pupils' ability to communicate and access the learning 	<ul style="list-style-type: none"> • Clear protocols in place to ensure that pupils are referred for correct provision • Regular opportunities for SALT to feedback to relevant staff and parents
Funding for Learning Support Mentor	<ul style="list-style-type: none"> • To provide dedicated time and support (1:1 and groups) to help build pupils emotional development • To improve the self-esteem, social skills and behaviour of identified pupils leading to increased confidence and attainment in the classroom 	<ul style="list-style-type: none"> • Clear protocols in place to ensure that referrals happen • Priority given to PP pupils with the LSA • Regular opportunities for LSA to feedback to relevant staff and parents
Funding for transport to school	<ul style="list-style-type: none"> • A pupil is able to attend school out of catchment area due to safeguarding need despite parent's lack of transport. 	<ul style="list-style-type: none"> • Staff responsible for transporting pupils between sites made aware of the need to include the pupil. • Liaison with parents regarding transport times and arrangements.
Funding for whole school theatre performances	<ul style="list-style-type: none"> • In order for the pupils to experience live theatre, an enrichment activity that they may not experience at home. 	<ul style="list-style-type: none"> • Subject leader to liaise with class teachers to understand PP pupils areas of interest.

Attendance of a Theraplay course for key members of staff	<ul style="list-style-type: none"> • To enable class teachers to fully support the social and emotional needs of the PP pupils in their class. • The knowledge and experience of the trained teacher to be passed on to other relevant members of staff. 	<ul style="list-style-type: none"> • Trained teacher to share knowledge and skills with other members of staff. • Non-trained class teachers to liaise with specialist teacher for advice on how to best support the pupil's social and emotional needs.
Forest schools	<ul style="list-style-type: none"> • To provide the pupils with experiences of the outdoors and nature that they may not otherwise experience. • To enable cross-curriculum learning opportunities. 	<ul style="list-style-type: none"> • School lead to liaise with class teachers to identify pupils needs and interests.
Funding of a teambuilding day for Year 4 pupils	<ul style="list-style-type: none"> • To build self esteem and confidence in a group where a significant number of children are in receipt of funding 	<ul style="list-style-type: none"> • Camping • German visits • Residential - York

How will the Academy measure the impact of the Pupil Premium?

The usual cycle of data collection and the monitoring and tracking of the cohort's attainment, will be used to inform pupil progress and enable the early identification of need, support and appropriate intervention. Review meetings will take place termly, or less if required, with the Pupil Premium Tutor, class teacher and TA.

At each review the Academy will assess the impact of actions taken and will plan for how the funding will be specifically allocated over the next phase. When selecting pupils for Pupil Premium target groups, the Academy will look at all pupils across the Academy. There are some pupils who are not eligible for PP who will benefit from these groups if their needs are similar and we believe that progress can be made towards individual targets.

Pupil Premium Funding and the impact of this is a regular item on the governors' agenda.

Designated staff member in charge and PP Teacher: Mrs Jo Leaver

Nominated governor: Mrs Caroline Howell