



Kings Ash Academy Pupil Premium Strategy 2017-18

Amount of Pupil Premium funding received

Number of Pupil Premium pupils eligible	220
Total Pupil Premium received £	290,400
Total Spend £	309,739

Barriers to achievement

At Kings Ash Academy we have identified the following barriers to achievement for some children

- Access to language / development of vocabulary from an early age.
- Behaviour - some pupils have specific social and emotional needs that affect their learning.
- Parent engagement with school e.g. support with homework, attendance at information evenings, awareness of requirements and standards in the new curriculum.
- Access to information / experiences that inform about the wider world.
- Access to technology.
- Lack of aspiration usually as a result of lack of self-esteem or limited awareness of the range of opportunities that exist
- Persistent absence

Key expenditure: how the allocation will be spent

Focus	Intervention	Allocation £
Attendance	Walking Bus/ 1-1 family support	5213.00
Attendance and readiness for learning	Breakfast Club	5050.00
English	Booster English sessions before school focussed on reading	1560.00
Mathematics	Booster maths sessions before school	1560.00
Accelerated learning	Targeted interventions from additional Teaching Assistants (including more able pupils)	140,016.00
Parental engagement	Family Support Interventions	24,000.00
Curriculum engagement	Extra Curricula Clubs Residential visits	2,400.00
Knowledge of the world	Subsidies for visitors into school and theme visits . Development and resourcing of continuous provision in KS1	3,400.00
Raising aspirations	Dream Week	1,000.00
Language acquisition	SALT	9,600.00
Language acquisition	Summer School	3,000.00
Participation	Educational Psychology Service	10,500.00
Participation/Equal Opportunities	Short term 1-1 support for children at risk of exclusion to support re tracking in education	10,000.00
Staff Training	CPD, coaching and mentoring for staff in supporting the development of growth mindsets and ensuring that disadvantaged pupils develop skills for learning	7000.00
Personal Social Development	THRIVE Interventions	44,000.00
Personal Social Development	Pastoral Support Interventions	43,000.00

Intervention	Actions	Impact																								
Walking Bus	<ul style="list-style-type: none"> - Allocate places based on greatest level of need and prioritise places accordingly. - Ensure that families of PP children are aware of the walking bus. 	School attendance average of children using walking bus was 96.85% with 6 out of 7 pupils having above school average attendance (94.24%) and above P.P school average (93.6%)																								
Breakfast Club	<ul style="list-style-type: none"> - Ensure that PP parents are aware of breakfast club provision. - Provide subsidised places for PP children based on levels of need. 	School attendance average of children attending breakfast club was _____																								
Booster Sessions (English and mathematics) for children in Year 6	<ul style="list-style-type: none"> - Discussions with class teachers to identify children who would benefit from additional sessions. - Weekly sessions for periods of up to 8 weeks to address targeted areas of learning. - Regular reviews with teachers to discuss progress and ensure that children are on track to reach age related expectations.. - Sessions to last 40 minutes. 	<p>Year 6 outcomes: Reading = 59% ARE (P.P. 57%) Writing = 41% ARE (P.P. 37%) Maths = 55% ARE (P.P. 49%) Combined = 31% ARE (P.P. 25%)</p> <p>Year on year attainment gap significantly narrowed:</p> <p><u>Attainment gap between P.P and non-P.P pupils</u></p> <table border="1" data-bbox="1042 1111 1481 1375"> <thead> <tr> <th></th> <th>2017</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>24%</td> <td>4%</td> </tr> <tr> <td>Writing</td> <td>19%</td> <td>13%</td> </tr> <tr> <td>Maths</td> <td>45%</td> <td>22%</td> </tr> </tbody> </table> <p>Year on year progress improved significantly for reading and maths:</p> <p><u>P.P value added annual comparison</u></p> <table border="1" data-bbox="1042 1554 1481 1818"> <thead> <tr> <th></th> <th>2017</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>-4</td> <td>3.27</td> </tr> <tr> <td>Writing</td> <td>-1.86</td> <td>-3.82</td> </tr> <tr> <td>Maths</td> <td>-3.59</td> <td>0.52</td> </tr> </tbody> </table> <p>N.B. 0 is expected progress.</p>		2017	2018	Reading	24%	4%	Writing	19%	13%	Maths	45%	22%		2017	2018	Reading	-4	3.27	Writing	-1.86	-3.82	Maths	-3.59	0.52
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Targeted interventions from Teaching Assistants	<ul style="list-style-type: none"> - Regular assessments inform intervention groups and focus. - Teachers develop carefully planned, focused interventions for delivery by Teaching Assistants. - Teaching Assistants work with small groups on focused short term interventions. 	<ul style="list-style-type: none"> - Targeted intervention groups reviewed every half term with Assistant Headteachers. - Highly effective in Year 6 (see above section for results). - Lesson observations identified areas for development with teaching 																								

	<ul style="list-style-type: none"> - For children with SEN TA meetings with SENCO – review of interventions, re-shaping of groupings and focuses, sharing of ideas and resources. - TAs provide evidence of outcomes and plan for next steps. - Senior Leaders observe interventions and provide feedback regarding strategies, next steps and resources. - Clear communication between teachers and TAs – expectations within lessons. - TA timetables carefully planned – making best use of intervention time for pre-teaching and consolidation of learning. - Close communication between TAs, teachers and Assistant Heads to ensure that children are making good progress. - More able pupils supported through interventions that are challenging and deepen understanding. 	<p>assistants which were followed up with class teachers.</p> <ul style="list-style-type: none"> - Accelerated Reader introduction and training resulted in effective interventions and above expected progress on the program for Year 5 cohort (reading ages). - Read Write Inc weekly/fortnightly training of TAs resulted in rapid progress through the program for Year 1 children. - TA timetables adapted to provide time to properly resource and prepare for interventions (since January). - % of P.P children working at greater depth in Year1, 3,4, 5 and 6 improved in reading and maths since the start of the year.
<p>Family Support Interventions</p>	<ul style="list-style-type: none"> - Family Support Worker (FSW) identifies families in need of targeted support and brokers support. - FSW runs parenting programmes (Triple P) 3 times a year. - FSW takes on role of lead professional with families working with other agencies. - FSW attends case conferences and core groups as required. - FSW works with attendance Worker to support families getting children to school FSW is referral coordinator for Early Help and safeguarding. 	<p>Family support workers have supported several parents in attending parenting groups. Pastoral support worker has completed Early help referrals for several families and this has had a positive impact on the children and families. Pastoral support has provided much support on individual basis for our families.</p>
<p>Extra Curricula Activities Residential visits / subsidies for visits and visitors</p>	<ul style="list-style-type: none"> - Initial letters and meetings include information for parents about available funding. - FSW to liaise with parents and HT regarding specific requests for funding. - Teachers made aware of funding available – can approach parents if appropriate. - A range of activities are planned across the year to deepen understanding of the wider community and the world. 	<p>Residentials in year 4 and 6 were part subsidised by the school resulting in an increase in attendance on previous year in both year 4 and 6. Higher % of P.P. pupils attended both residentials compared to last year. Class trips that were arranged were subsidised by the school meaning that all children could attend. Reward trips were arranged to include all pupils. Plan to fundraise to support all children attending year 6 residential (in 2 years time) for the first time in the school’s history. Visitors invited into school to support learning activities were all funded so all children could participate and benefit.</p>

Dream Week	<ul style="list-style-type: none"> - Theme week across the school that enables children to participate in a range of activities designed to raise awareness of the opportunities for young people. - Children meet adults and young people who have overcome adversity to achieve greatness. - Children develop aspirations and share these with adults in school. - Children develop awareness of the skills they will need to develop to achieve goals. 	<p>Special guests were invited into school to discuss aspirations and their journeys with all pupils. All children were able to understand the available opportunities for their future. Guests included sports professionals, a motivational speaker (yr6), musicians and artists.</p> <p>This took place at the end of the Spring term and the behaviour call out trends were:</p> <p>Autumn term - over 1200 Spring term - 742 (61 per week) Summer term - 735 (49 per week)</p> <p>At the start of the 2018-19 year, this has significantly reduced further.</p>
SALT	<ul style="list-style-type: none"> - Speech and Language Assistant (SLA) delivers interventions to children who have S&L difficulties. - SLA supports staff in making effective use of resources and strategies to support SALT. - SLA delivers training to staff. - SLA supports parents in delivering SALT as directed by speech therapists. - SLA works with S&L therapists to deliver planned programmes. - SLA works closely with SENCo to assess pupils and monitor effectiveness of interventions. 	<p>Throughout the year, 37 children received speech and language program support from the speech and language therapist. This was supported one day per week for the first half term of each term.</p> <p>There was increase in parental involvement in external support programs as a result of more comprehensive in school support.</p>
Educational Psychology	<ul style="list-style-type: none"> - Makes recommendations regarding strategies and interventions to support children with SEN. - Assesses children and provides advice as part of statutory assessment. - Supports staff in managing complex and challenging behaviour. - Works with the school and the family to provide consistent boundaries and strategies for children in school and at home. 	<p>By July 2018, 47 pupils across the school had been seen by the Educational psychologist since joining Kings Ash. Of these, 27 were seen last year. Early identification has seen 22 children receive RSAs (request for statutory assessment) and 20 EHCPs received to better support pupils within the classroom and outside.</p> <p>5 children have received supported transitions to other schools/settings to best support their future progress.</p>
Participation/Equal Opportunities	<ul style="list-style-type: none"> - Short term 1-1 support in class for children that are at risk of exclusion and need adult intervention to maintain their place. - Planned activities to support engagement in curriculum and break times. 	<p>5 children across the school received additional 1:1 adult support even where funding was not provided. This helped to reduce behaviour incidents and improve outcomes especially in year 6.</p>
Staff Training	<ul style="list-style-type: none"> - On-going coaching and mentoring within school to support and train staff in the development of continuous provision focused on the engagement of PP children. 	<p>Support staff appraisals to focus on areas of key school improvement were introduced at the start of the year.</p> <p>Training provided during after school</p>

	<ul style="list-style-type: none"> - Staff training in ways of supporting vulnerable children in the classroom and at break times. 	<p>twilight sessions (Read Write Inc, Accelerated Reader) to aid understanding of best supporting pupils.</p>
THRIVE intervention	<ul style="list-style-type: none"> - School subscribes to local THRIVE licence. - Highly trained staff undertake THRIVE assessments. - 1-1 and small group THRIVE sessions in place. - Nurture class runs as required. - THRIVE staff support families and parents in developing positive attachment. 	<p>8 children were supported with emotional and developmental support through PM Nurture sessions which saw good progress in their emotional wellbeing.</p> <p>Many children across the school were supported throughout the year through check-ins, behaviour report cards (15) and break and lunchtime support. This saw a significant reduction in behaviour incidents and exclusions across the school. Fixed term exclusions:</p> <p>Spring term - 58 Summer term - 18</p> <p>The summer term was also 2 weeks longer than the Spring term. Parents were also supported through return from exclusion meetings (70 of 76 attended).</p>
Pastoral Support Interventions	<ul style="list-style-type: none"> - Bereavement programmes in place as required. - Anger management sessions. - Weekly SEAL Groups running. - Pastoral staff supporting children back into learning. - Social skills and friendship groups. - Alternative provision for pupils at lunchtime. - Mindfulness sessions across the school. - Daily check-ins for vulnerable and identified children. - 1:1 support for children with complex needs. - Transition programmes delivered for children in Yr6. - Interventions updated weekly. 	<p>Many children across the school were supported throughout the year through check-ins, behaviour report cards (15) and break and lunchtime support. This saw a significant reduction in behaviour incidents and exclusions across the school. Fixed term exclusions:</p> <p>Spring term - 58 Summer term - 18</p> <p>The summer term was also 2 weeks longer than the Spring term. Parents were also supported through return from exclusion meetings (70 of 76 attended).</p> <p>Children had a wide range of lunchtime options to best support them. These included sport provision, lunchtime clubs, use of support base, lego building, art club and ball games. This saw a significant reduction in lunchtime behaviour concerns and reduced exclusions as detailed above.</p>

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

At Kings Ash Academy, data to track the progress of each cohort is collected at 4 points during the academic year (Dec/March/May and July). Review of this data, together with teacher observations, ensures the early identification of specific needs. Half-termly review meetings which include the Head teacher, Deputy Head, Assistant Head for

Performance and Standards and the class teacher reflect upon the impact of support and any need to change the level/ type of support required. At each review meeting, the pupil premium pupils selected for specific support/interventions will be reviewed. Other pupils, not in receipt of pupil premium but with similar needs and targets, who would benefit from the same support / intervention, may be included in the chosen groups.

In addition specific interventions, for example THRIVE, will be assessed and reported on in keeping with the programmes recommendations. These assessments will be used to inform who should continue in the programme and who should not.

The expenditure and impact of Pupil premium funding is reported to the Trust Board annually. Within the board there is a portfolio holder for disadvantaged children. The portfolio holder will report to the board termly on the progress of the pupil premium strategy and the impact of funding.

Dates of Pupil Premium Strategy review:

September 2017/ Jan 2018/ May 2018/ July 2018 (to be attended by HT/ DHT/AHT Performance and Standards and the Board member with the portfolio for children disadvantaged children.)