

**Academy name: Blackthorns Community Primary Academy**

### **What is the pupil premium?**

- The pupil premium is a sum of money given to schools each year to support:
  - Raising the attainment of disadvantaged pupils of all abilities to reach their potential
  - Children and young people with parents in the regular armed forces

### **Why do schools receive this?**

- Research shows that children who are in low income families do less well than those who are not. They sometimes face challenges such as poor language skills, less family support and issues with attendance and punctuality. The extra funding is intended to directly benefit those pupils who are eligible.

### **Your child is eligible if he or she:**

- Has qualified for free school meals at any point in the last six years
- Has been looked after under local authority care for more than one day, been adopted from care or has left care
- Has a parent in the regular armed forces

### **How is it spent?**

- Academies can choose how to spend the money for the educational benefit of the pupils of the academy
- Schools are accountable for how they spend the money and Ofsted will report on the attainment and progress of disadvantaged pupils who attract the pupil premium during an inspection

### **How do we ensure that our spending is effective?**

- Through regular monitoring of student data
- By evaluating and reviewing our strategy
- By keeping abreast of research and developments and being proactive in our approach to implementing new strategies
- By not being afraid to change a strategy that isn't working

### **Note:**

- All children in Reception, Year 1 and year 2 now have free school meals, but may not be eligible for the pupil premium funding unless they qualify under low income-based criteria

## Pupil Premium Strategy Statement:

1. Summary Information: Current					
Academy: Blackthorns Community Primary Academy					
Academic Year	2017/18	Total PP budget	£30,880	Date of most recent PP review	6/10/17
Total number of pupils	241	Number of pupils eligible for PP	15	Date of next review	September 2018

2. Barriers to future achievement
<p>Within the academy:</p> <ul style="list-style-type: none"><li>• Majority of Pupil Premium pupils are in upper Key Stage 2. There is potentially a risk that provision for these pupils' is spread too thin, with the level of need for other pupils within these cohorts.</li><li>• Certainly, with regards to our adopted pupils, we are reaching our professional capacity to support the academic and social and emotional development for these pupils. Further adaptations to the provisions offered and support from outside agencies are required.</li><li>• The continuing need to support new and inexperienced staff in their knowledge and understanding of how to deliver a holistic provision for our Pupil Premium Pupils.</li><li>• Behaviour incidents can be more frequent for pupils entitled to the Pupil Premium grant. The Senior Management team logs these incidents.</li><li>• Ensuring that the attendance of our Pupil Premium Pupils is closely monitored to ensure that they are not 'persistent absentees'.</li><li>• 26% of pupils entitled to the Pupil Premium grant receive further SEND provision.</li></ul>

3. Barriers to future achievement
<p>External barriers:</p> <ul style="list-style-type: none"><li>• Many of our Pupil Premium pupils have experienced trauma/significant trauma before entry to our setting. This can have an ongoing impact on their character; self-esteem and family life.</li><li>• In the main, our Pupil Premium pupils present with a lower level of conceptual understanding. This can be linked to their poor language skills/development upon entry to our setting.</li><li>• Lack of resources at home to complete homework</li><li>• Lack of support for learning from family</li></ul>

#### 4. How we will spend the funding and why:

What will we spend it on?	Why:	How will we know we are successful?
<p>Part funding for our Academy's Learning Mentor to work with our Pupil Premium children.</p>	<p>We have identified that many of our Pupil Premium children have experienced trauma within their short lives already. Consequently, they are prone to added stress and anxieties that are rooted in feelings about their home life and/or in school. The well-being and therapeutic approaches that the Learning Mentor can offer these children allows them time to talk; feel valued; improve their social communication; and feel ready to learn. In addition, the Learning Mentor monitors the attendance of our Pupil premium children. She works very closely with the office staff and Principal and Vice Principal to ensure that these children are in school learning.</p>	<p>Effectiveness of this provision can be measured through:</p> <ul style="list-style-type: none"> <li>• The assessments and programmes of study that the Learning Mentor plans for the children.</li> <li>• The engagement of the children in their lessons and the academic progress they make (Identified through Target Tracker).</li> <li>• The analysis of the Behaviour Logs at playtime and lunchtimes to establish the frequency of any disagreements with their peers.</li> <li>• Liaison with parents as to how they feel their child(ren) is/are progressing.</li> <li>• Attendance of our pupil Premium children is targeted to be above 97%.</li> </ul>
<p>Part funding for the employment of an experience class teacher to support the Inclusion team in delivering writing booster groups that include or Pupil Premium children.</p>	<p>During the academic year of 2016-17 29% of our Pupil Premium made the expected 6 steps or more progress, in writing. 79% of our Pupil Premium children are in UKS2. It is vital that the attainment and progress gap for these children, compared to non-pupil Premium children, is narrowed before they join their secondary setting. The curriculum statements analysis clearly identifies the need for focussed work on developing certain spelling rules and composition (Planning; sentence construction; proof reading and evaluating and editing). The writing booster will concentrate on these areas with the Inclusion team liaising with</p>	<ul style="list-style-type: none"> <li>• Six steps progress in writing is above 45% for this academic year. This is an intended 16% increase compared to the last academic year.</li> <li>• Evidence in the intervention planning to support this progress.</li> <li>• Evidence in pupil books of the work completed in this intervention</li> <li>• Records and logs of this intervention</li> <li>• Evidence in pupil class books across all subjects</li> <li>• Evidence of differentiated tasks in teacher's planning.</li> <li>• Monitoring through half termly Pupil Progress meetings with the class teacher and termly</li> </ul>

<b>4. How we will spend the funding and why:</b>		
<b>What will we spend it on?</b>	<b>Why:</b>	<b>How will we know we are successful?</b>
	the class teacher(s).	progress meetings with inclusion team.
Access to online educational resources for pupils entitled to the Pupil Premium grant	During 2016-17 the number of pupils, entitled to the Pupil Premium grant, which reached the Age Related Expectation for reading was 70%. This was a 26% increase compared to the previous academic year.	
Provision for extra-curricular activities for pupils entitled to the Pupil Premium grant	Pupils entitled to the Pupil Premium grant should have every opportunity to participate in any extra-curricular club of their choice.	The attendance of all pupils on trips who are entitled to the Pupil Premium grant. Parents of pupils entitled to the Pupil Premium grant inform the Academy office if payment for a club would prohibit the pupil from attending. The office staff, with agreement from the Principal, determine whether a full payment or subsidy be paid on behalf of the Academy.
Subsidising school trips to support families of children entitled to the Pupil Premium Grant	Pupils entitled to the Pupil Premium grant should have every opportunity to participate in any school trip organised by the school or locality.	The increased attendance of pupils entitled to the Pupil Premium grant, compared to last academic year. Parents are to inform the Academy office if payment for a trip would prohibit the pupil from attending. The office staff, with agreement from the Principal, determine whether a full payment or subsidy be paid on behalf of the Academy.

<b>5. Review of the impact of funding for 2016/17</b>			
<b>Academic Year</b>	2016/17	<b>Total PP budget</b>	
<b>Total number of pupils</b>	19/240	<b>Number of pupils eligible for PP</b>	19

What we spent the funding on and why											
What we spent it on?	Why:	Impact:									
Part funding for our Academy's Learning Mentor to work with our Pupil Premium children.	<p>We have identified that many of our Pupil Premium children have experienced trauma within their short lives already.</p> <p>Consequently, they are prone to added stress and anxieties that are rooted in feelings about their home life and/or in school.</p> <p>The well-being and therapeutic approaches that the Learning Mentor can offer these children allows them time to talk; feel valued; improve their social communication; and feel ready to learn.</p> <p>In addition, the Learning Mentor monitors the attendance of our Pupil premium children. She works very closely with the office staff, Principal and Vice Principal to ensure that these children are in school learning.</p>	<p>The Academic progress of our Pupil Premium Pupils that our Learning Mentor's sessions have contributed to:</p> <table border="1"> <thead> <tr> <th></th> <th>2015-16 4 steps or more progress</th> <th>2016-17 4 steps or more progress</th> <th>Progress</th> </tr> </thead> <tbody> <tr> <td>R, W, M</td> <td>37%</td> <td>86%</td> <td>↑49%</td> </tr> </tbody> </table> <p>Programmes used to support the Pupils' well-being and self-esteem are:</p>			2015-16 4 steps or more progress	2016-17 4 steps or more progress	Progress	R, W, M	37%	86%	↑49%
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R, W, M	37%	86%	↑49%								
Part funding for the employment of an experience class teacher to support the Inclusion team in delivering writing booster groups that include or Pupil Premium children.	<p>During the 2015-16 academic year pupils entitled to the Pupil Premium grant, in Years 4 and 5, struggled to make 4 (or more) steps progress (four steps considered due to implementation of target tracker). An analysis of statements covered indicated the need for further support in spelling and composition.</p> <p>The employment of a qualified teacher to work with identified pupils (including identified Pupil Premium pupils) in a writing workshop was deemed the most effective use of time and money to ensure academic progress was made. In addition, it was hoped that this would have a positive impact on the pupils' self-esteem and understanding of writing skills needed to be used in the classroom.</p>	<p>During the 2016-17 academic year 70% of the Pupil Premium pupils, in Years 5 and 6, participating in this intervention, made 4 steps or more progress compared to the previous academic year. 30% made 5 steps progress and 10% made 6 steps progress or more.</p> <p>Whilst this is a significant improvement, the Academy feels that this intervention should continue into the next academic year. The intervention should be concentrated on Years 5 and 6 (due to the nature of Pupil Premium need) and should concentrate on spelling and composition.</p> <p>Further notes: For the next academic year there should be:</p> <ul style="list-style-type: none"> <li>Greater communication with the class teacher and the inclusion team regarding the intervention</li> </ul>									

What we spent the funding on and why		
What we spent it on?	Why:	Impact:
		<ul style="list-style-type: none"> <li>• The Intervention teacher should liaise with the class teacher about adding observations on Target Tracker to support attainment and progress measures.</li> <li>• Discussions with pupils to be carried-out – establishing how they feel the intervention is helping them with the understanding and skills to adopt in the classroom.</li> </ul>
Access to online educational resources for pupils entitled to the Pupil Premium grant	In 2015-16, 42% of pupils entitled to the Pupil Premium grant were not on track to meet Age Related Expectations. Therefore, it was felt necessary for the online Reading scheme -Bug Club – to be accessible for all our pupils, but specifically for pupils entitled to the Pupil Premium grant. This was to allow them to access interesting and stage appropriate texts that supported their progression in reading. In addition to this, the Academy offered an after school 'Bug Club' (reading club) for our Pupils entitled to the Pupil Premium grant. This was later offered to non-disadvantaged pupils.	During 2016-17, 70% of pupils, entitled to the Pupil Premium grant, reached the Age Related Expectation. This was a 28% increase compared to the previous academic year.
Provision for extra-curricular activities for pupils entitled to the Pupil Premium grant	Pupils entitled to the Pupil Premium grant should have every opportunity to participate in any extra-curricular club of their choice.	Parents of pupils entitled to the Pupil Premium grant inform the Academy office if payment for a club would prohibit the pupil from attending. The office staff, with agreement from the Principal, determine whether a full payment or subsidy be paid on behalf of the Academy.
Subsidising school trips to support families of children entitled to the Pupil Premium Grant	Pupils entitled to the Pupil Premium grant should have every opportunity to participate in any school trip organised by the school or locality.	Parents of pupils entitled to the Pupil Premium grant inform the Academy office if payment for a trip would prohibit the pupil from attending. The office staff, with agreement from the Principal, determine whether a full payment

What we spent the funding on and why		
What we spent it on?	Why:	Impact:
		<p>or subsidy should be paid on behalf of the Academy. All pupils entitled to the Pupil Premium grant attended trips organised through the school.</p> <p>In addition to this, 10% attended (through invitation) a locality organised trip to London. This trip was fully funded by a locality project.</p>
<p>Staff training focus on Quality First Teaching and monitoring of this within classrooms.</p>	<p>Hornby (2015 p.2) suggests that Inclusive education ‘encompasses the process of school transformation and a focus on children’s entitlement and access to education.’ The Senior Leadership Team felt that the Quality First Teaching principles were fundamental for this to be achieved. It formed a priority on the Academy Development Plan and as a result, staff training through staff meetings and professional visits were introduced to raise the profile of QFT.</p>	<p>Through regular monitoring by the Senior Leadership Team and Trust representatives, the standard of teaching across the Academy is considered consistently good or better. There is now a greater emphasis on provision for the individual and an inclusive approach for all pupils; with specific provision referenced on planning and provision maps for pupils entitled to the Pupil Premium Grant.</p> <p><i>“The leadership’s ability to embrace accountability and act robustly on their findings, with their drive for improvement and structured approach to analysis and monitoring, is a strength. I hope to see them judged as “Outstanding” in their next Ofsted.”</i></p> <p>(Academic Partner visit report July 2016)</p>

Outcomes: 2016/17

End KS2: Year 6		
	<i>Pupils eligible for PP</i>	<i>Others: pupils not eligible for PP- national</i>
% reaching expected standard R,Wr, ma	40%	77%
Average Progress score: Reading	60%	84%
Average Progress Score: Writing	60%	84%
Average progress Score: Maths	60%	81%

End Key Stage 1:		
	<i>Pupils eligible for PP (one pupil eligible)</i>	<i>Others: pupils not eligible for PP – national</i>
% reaching expected standard Reading	100%	83%
% reaching expected standard Writing	100%	83%
% reaching expected standard Maths	100%	90%

End EYFS:		
	<i>Pupils eligible for PP</i>	<i>Others: pupils not eligible for PP – national</i>
% reaching Good level of Development: GLD	0% (No Pupils were eligible for PP)	83%

Attendance:		
	<i>Pupils eligible for PP</i>	<i>Others: pupils not eligible for PP – national</i>
Academic year 2016-17	97%	98.3%