



MABLETHORPE PRIMARY ACADEMY

Pupil premium strategy statement 2019-20

1. Summary information					
School	Mablethorpe Primary Academy				
Academic Year	2019/20	Total PP budget		Date of most recent PP Review	Sept 2019
Total number of pupils	326	Number of pupils eligible for PP	130	Date for next internal review of this strategy	Jan 2020

2. Current attainment 2018/19					
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KS2 Progress in Reading, Writing and Math's

PP Pupils	Progress in Reading	National	Progress in Writing	National	Progress in Math's	National
2019	-2.0	-0.76	-2.3	-0.71	-0.8	-0.9
2018	+0.06	0	+0.24	0	+1.08	0
2017	-0.48	0	+1.5	0	+2.7	0
2016	-2.05	0	-0.32	0	0.06	0

One of the Greenwood Dale Foundation Trust Group of Academies



KS2 Achievement in Reading, Writing and Math's

PP Pupils	R,W+M Combined ARE	R,W+M Combined HS	Av Scaled Score Reading	Av Scaled Score Math's
2019	46%	0	98.6	100.9
2018	57%	4% (1 pupil)	102.7	102.8
2017	43%	10% (3 pupils)	98.2	102.2
2016	27	0	97.0	100.3

Key Stage 2 outcomes

	PP Pupils	National	Higher standard	National
Reading	58%	73%	12%	28%
Writing	46%	78%	0%	20%
Math's	62%	79%	19%	24%
GPS	69%	78%	31%	34%
Combined	46%	65%	0%	10%

Key Stage One Outcome

Reading	Disadvantaged	Writing	Disadvantaged	Maths	Disadvantaged
% ARE	79%	% ARE	75%	% ARE	79%
Nat ARE	75%	Nat ARE	69%	Nat ARE	76%
% GD	17%	% GD	17%	% GD	17%
Nat HS	25%	Nat GD	15%	Nat GD	22%

Year One Phonics

	Disadvantaged(26 pupils)
% Pass	69.2%
Nat Av 16	70.8%
Av Score	31.7
National Av score	30.8

3. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>		
A.	High Deprivation factors – Mablethorpe is the 7 th most deprived area in the country (with populations of over 10,000) with an IMD score of 47.7 and the 4 th most deprived town.	
B.	High numbers of below age related expectations entry data.	
C.	Poor literacy skills especially linked to limited vocabulary	
C.	Support and extension for Higher attaining PP pupils	
D.	Gaps in prior learning.	
E.	High mobility - there were 61 leavers and 42 in-year admissions excluding Reception and Nursery starters and Y6 leavers	
F.	Poor learning skills. Eg organisation, commitment, resilience.	
G.	Pupils being 'ready to learn' in class (pupils are in a secure place mentally/emotionally).	
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>		
H.	Below National Attendance	
I.	Poor Parental support and engagement for academic support. Parents are supportive of join-ins and audience –based engagement but parents evenings and homework support are not as well supported	
J.	Low aspirations about what can be achieved and how to be successful and limited access to positive role-models.	
K.	A lack of regular routines including home reading, homework, spellings and having correct equipment in school (eg PE kit).	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	To continue to deploy Read write Inc. as a learning tool throughout KS1 and lower KS2,	Increased % of pupils reach age related expectations from low base line
B.	Toe by Toe to continue to be used in upper KS2 to develop accelerated reading progress	Toe by Toe to continue to be used in upper KS2 to develop accelerated reading progress
C.	To provide Speech and language support	Pupils make accelerated progress towards age related expectations
D.	To ensure targeted work provided for specific interventions to accelerate progress towards age related expectations	Children make accelerated progress towards age related expectations
E.	Free breakfast provision for pupils every morning from 8:30 onwards	Children provided with appropriate breakfast to start day
F.	To provide additional social opportunities through clubs to enhance social and emotional development.	Additional club opportunities.
G.	To ensure Pupil premium pupils who are on track for age related expectations have opportunities for enrichment and extension activities	Cost of experiences not a barrier to pupil premium access to activities

H.	Additional SAT preparation for Y6	Y6 make accelerated progress towards age related expectations
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5. Planned expenditure					
Academic year	2019/20 Budget £198,000 (From ESFA 2018/19 Final Allocation Tables)				
<i>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>					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<i>Accelerated reading progress for below ARE pupils through additional class-based TA support</i>	<i>Additional reading support Y1-6 – boosting reading with children not making accelerated progress</i>	<i>Positive impact 2018/19</i>	<i>Pupil progress information</i>	SENCO	January, April and July
<i>Accelerated writing progress for below ARE pupils through additional class-based TA support</i>	<i>Additional writing support Y1-6 – boosting writing with children not making accelerated progress</i>	<i>Positive impact 2018/19</i>	<i>Pupil progress information</i>	SENCO	January, April and July
<i>Accelerated math's progress for below ARE pupils through additional class-based TA support</i>	<i>Additional math's support Y1-6 – boosting math's with children not making accelerated progress</i>	<i>Positive impact 2018/19</i>	<i>Pupil progress information</i>	SENCO	January, April and July
				Total budgeted cost	£28,800
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<i>To ensure high ratio of first quality teaching necessitated by demands of new National Curriculum.</i>	Additional teachers to support intervention in UKS2 0.5 Timetable	<i>Turbulent population in UKS2 meant that intensive intervention was required for pupils arriving mid-year and although this did not result in pupils who arrived in Y6 between March 2019 and May 2019 achieving ARE, they did make good progress.</i>	<i>Pupil progress information</i>	SLT	January, April and July
<i>To support accelerated phonic and literacy skills acquisition (plus LKS2 children where necessary)</i>	RWI (Teaching-KS 1 interventions) Intensive learning programme Yr-Y2	<i>Significant improvement in Phonics results</i>	<i>Pupil progress information</i>	<i>Literacy Co-ordinator</i>	January, April and July

To support accelerated phonic and literacy skills acquisition for underachieving LKS2 pupils	Beat Dyslexia	Recommended teaching and learning programme	Pupil progress information	SENCO	January, April and July
Accelerated reading progress in upper KS2 for below ARE pupils	Toe by Toe	Positive impact 2018/19	TA hours	SENCO	January, April and July
Attendance improvement in line with Government targets	EWO support and attendance administration support to monitor and feedback information to Principal and EWO for attendance panel meetings and any action against parents.	Positive impact 2018/19	Attendance meetings	EWO /Principal	January, April and July
To improve language skills	Speech and language support for children not assigned to Speech and Language Unit TA SEN support	Positive impact 2018/19	SENCO and SALT monitoring	SENCo	January, April and July
Supporting specific learning targets to accelerate progress towards age related expectations	TA SEN support	Positive impact 2018/19	SLT monitoring and work scrutiny	SLT	January, April and July
To boost Math's and Literacy in pupils who have been identified as being at risk of not achieving age related expectations.	Targeted Teaching support (Teaching-KS 2 interventions) Teaching support in Y5/6 Intervention based	Positive impact 2018/19	SLT monitoring and work scrutiny	SLT	January, April and July
To boost Math's and Literacy in pupils who have been identified as being at risk of not achieving age related expectations.	Targeted Teaching support (Teaching-KS 2 interventions) Teaching support in Y3/4 Intervention based	To ensure mixed classes in Y3/4 have additional support to fulfill rigours of new curriculum	SLT monitoring and work scrutiny	SLT	January, April and July
To improve fine motor skills	Fine motor skill support (Educational support) Y1 TA Support for intervention programme	Positive impact 2018/19	SLT monitoring and work scrutiny	SLT	January, April and July
				Total budgeted cost	£101,000

iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<i>Improved attendance</i>	<i>Incentives for good attendance including end of term prizes and certificates</i>	<i>Positive impact 2018/19</i>	<i>Attendance reviews</i>	<i>Principal</i>	<i>July 2020</i>
<i>Improved attendance and pupil engagement in learning</i> <i>Additional person to support Breakfast club (£1,200 approx)</i>	<i>Free breakfast provision for pupils every morning from 8:30 onwards</i>	<i>Significant numbers of Pupil premium children access provision. Ensuring prompt attendance and an appropriate healthy start to the day.</i>	<i>Annual review</i>	<i>Principal</i>	<i>July 2020</i>
<i>To provide specific support for vulnerable PP pupils</i>	<i>Due to difficulty accessing appropriate mental health support for primary age children in this region – staff training to become accredited Theraplay counsellors to be initiated. Spring 2020</i>	<i>Support suggested by Social care or Medical professional</i>	<i>Counselling undertaken</i>	<i>Principal</i>	<i>July 2020</i>
<i>To provide additional SAT preparation for Y6 incorporating Sport and Art activities as well as Literacy and Numeracy support</i> <i>Y2 Booster school (£1,000 approx)</i>	<i>February half term, Easter School & October half term – a total of 8 days (Teaching-KS 2 interventions)</i>	<i>Positive impact 2018/19</i>	<i>Use of SLT members to deliver intervention</i>	<i>Principal /SLT</i>	July 2020
<i>To improve ability of autistic children to access curriculum effectively</i>	<i>Autism support (Educational support & STAPS) TA SEN support</i>	<i>Positive impact 2018/19</i>	<i>Monitoring as 2018/19</i>	<i>SENCo</i>	January, April and July
<i>To provide Y6 with real life experiences in preparation for transfer to Y7</i>	<i>Lifewise Y6 PHSE trip (Enrichment – educational visits) Y6 trip to Doncaster Lifewise Centre</i>	<i>Positive impact 2018/19</i>	<i>Pupil feedback</i>	<i>SLT</i>	July
<i>To enrich Curriculum provision</i>	<i>To provide enrichment activities pupils could not access outside Academy provision</i>	<i>Positive impact 2018/19</i>	<i>Pupil feedback</i>	<i>SLT</i>	July
<i>To enrich out of school club provision to support emotional and social development</i>	<i>TA and teacher run clubs 4 times a week to include, Homework, cheerleading, Art and Lego</i>	<i>Positive impact 2018/19</i>	<i>Pupil feedback</i>	<i>SLT</i>	July

To support high costs of transport to swimming pool	Swimming travel costs (enrichment –travel costs)	Positive impact 2016/17	Monitoring as 2018/19	SLT	January, April and July
To ensure all pupils have access to enrichment activities throughout the year and free access to enrichment visits and trips	Trip costs paid for PP pupils A range of after-school and lunchtime clubs provided by staff to provide enrichment activities pupils could not access outside Academy provision	Required provision Requests for clubs both academic and social	Monitor uptake of provision	SLT	July
To ensure administration organisation and analysis of provision effective.	SLT and Admin Data support	Required provision	Monitoring as 2015/16	SLT	January, April and July
Total budgeted cost					£68,200

6. Review of expenditure																									
Previous Academic Year		2018/19 Fund - £203,205 Actual 2018/19 Expenditure – 203,205																							
i. Quality of teaching for all																									
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost																					
To support reading progress for below ARE pupils through additional class-based TA support	Additional reading support Y1-6 – boosting reading with children not making progress. Reasons for this include turbulence, low baselines and social and emotional issues.	<p>Year group Pupil Premium ARE attainment</p> <table border="1"> <thead> <tr> <th>Year group</th> <th>2018</th> <th>2019</th> </tr> </thead> <tbody> <tr> <td>Y1</td> <td>64%</td> <td>45%</td> </tr> <tr> <td>Y2</td> <td>62%</td> <td>74%</td> </tr> <tr> <td>Y3</td> <td>64%</td> <td>50%</td> </tr> <tr> <td>Y4</td> <td>58%</td> <td>59%</td> </tr> <tr> <td>Y5</td> <td>42%</td> <td>50%</td> </tr> <tr> <td>Y6</td> <td>72%</td> <td>58%</td> </tr> </tbody> </table>	Year group	2018	2019	Y1	64%	45%	Y2	62%	74%	Y3	64%	50%	Y4	58%	59%	Y5	42%	50%	Y6	72%	58%	This approach was successful and will be modified and used in the future.	<p>Teaching £461.73 Educational support. £2,255.65</p> <p>Expense apportioned to fund ranged 25 - 100% based on pupil premium ratio of class or group</p>
Year group	2018	2019																							
Y1	64%	45%																							
Y2	62%	74%																							
Y3	64%	50%																							
Y4	58%	59%																							
Y5	42%	50%																							
Y6	72%	58%																							

To support writing progress for below ARE pupils through additional class-based TA support	Additional writing support Y1-6 – boosting reading with children not making progress. Reasons for this include turbulence, low baselines and social and emotional issues.	Year group Pupil Premium ARE attainment <table border="1" data-bbox="728 252 1198 459"> <thead> <tr> <th>Year group</th> <th>2018</th> <th>2019</th> </tr> </thead> <tbody> <tr> <td>Y1</td> <td>50%</td> <td>36%</td> </tr> <tr> <td>Y2</td> <td>60%</td> <td>68%</td> </tr> <tr> <td>Y3</td> <td>39%</td> <td>50%</td> </tr> <tr> <td>Y4</td> <td>56%</td> <td>56%</td> </tr> <tr> <td>Y5</td> <td>35%</td> <td>36%</td> </tr> <tr> <td>Y6</td> <td>67%</td> <td>46%</td> </tr> </tbody> </table>	Year group	2018	2019	Y1	50%	36%	Y2	60%	68%	Y3	39%	50%	Y4	56%	56%	Y5	35%	36%	Y6	67%	46%	This approach was successful and will be modified and used in the future.	Teaching £2,287.32 Expense apportioned to fund ranged 25 - 100% based on pupil premium ratio of class or group
Year group	2018	2019																							
Y1	50%	36%																							
Y2	60%	68%																							
Y3	39%	50%																							
Y4	56%	56%																							
Y5	35%	36%																							
Y6	67%	46%																							
To support math's progress for below ARE pupils through additional class-based TA support	Additional maths support Y1-6 – boosting reading with children not making progress. Reasons for this include turbulence, low baselines and social and emotional issues.	Year group Pupil Premium ARE attainment <table border="1" data-bbox="728 557 1232 764"> <thead> <tr> <th>Year group</th> <th>2018</th> <th>2019</th> </tr> </thead> <tbody> <tr> <td>Y1</td> <td>65%</td> <td>59%</td> </tr> <tr> <td>Y2</td> <td>91%</td> <td>68%</td> </tr> <tr> <td>Y3</td> <td>54%</td> <td>42%</td> </tr> <tr> <td>Y4</td> <td>45%</td> <td>67%</td> </tr> <tr> <td>Y5</td> <td>29%</td> <td>32%</td> </tr> <tr> <td>Y6</td> <td>70%</td> <td>62%</td> </tr> </tbody> </table>	Year group	2018	2019	Y1	65%	59%	Y2	91%	68%	Y3	54%	42%	Y4	45%	67%	Y5	29%	32%	Y6	70%	62%	This approach was successful and will be modified and used in the future.	Teaching £1,897.05 Educational Support £21,448.86 Expense apportioned to fund ranged 25 - 100% based on pupil premium ratio of class or group
Year group	2018	2019																							
Y1	65%	59%																							
Y2	91%	68%																							
Y3	54%	42%																							
Y4	45%	67%																							
Y5	29%	32%																							
Y6	70%	62%																							
Total actual cost				£28,350.61																					
ii. Targeted support																									
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost																					
To ensure high ratio of first quality teaching necessitated by demands of new National Curriculum.	Additional teachers to support small class sizes in Y1 2 form entry maintained in Y1, despite low roll to ensure high ratio of first quality teaching to ensure smooth transition from EYFS to National Curriculum expectations	The ability to settle these children would be severely compromised without the level of staffing in Y1. This staffing is also expected to maintain the improvement in phonics results seen 2018/19	This approach was successful and will be modified and used in the future	Teaching £40,648.23 Expense apportioned to fund ranged 25 - 100% based on pupil premium ratio of class																					

To support accelerated phonic and literacy skills acquisition (plus LKS2 children where necessary)	RWI (Teaching-KS 1 interventions & course fees –RWI) Intensive learning programme Yr-Y2	Attainment in KS1, shows a good level of achievement <table border="1" data-bbox="734 279 1406 395"> <tr> <td>Y2</td> <td>Reading</td> <td>PP</td> <td>Writing</td> <td>PP</td> </tr> <tr> <td>Greater depth</td> <td>16%</td> <td>19%</td> <td>16%</td> <td>19%</td> </tr> <tr> <td>Expected standard</td> <td>68%</td> <td>67%</td> <td>62%</td> <td>62%</td> </tr> </table>	Y2	Reading	PP	Writing	PP	Greater depth	16%	19%	16%	19%	Expected standard	68%	67%	62%	62%	This approach was successful and will be modified and used in the future.	Teaching £6,169.87 Educational Support £8,624.59 Expense apportioned to fund ranged 25 - 100% based on pupil premium ratio of class or group
Y2	Reading	PP	Writing	PP															
Greater depth	16%	19%	16%	19%															
Expected standard	68%	67%	62%	62%															
Accelerated reading progress in upper KS2 for below ARE pupils	Toe by Toe	2 Year 6 PP pupils did not complete the programme. Of these 1 made 25 months progress in 17 months; the other an EHCP child made 10 months in 13 months. 3 Year 5 PP children made 47 months in 18 months; 30 months in 13 months and 11 months in 13 months. 1 Year 4 child made 6 months progress 4 months.	This approach was successful and will be modified and used in the future.	Educational Support £944.62 Expense apportioned to fund ranged 25 - 100% based on pupil premium ratio of class or group															
Attendance improvement in line with Government targets	EWO support and attendance administration support to monitor and feedback information to Principal and EWO for attendance panel meetings and any action against parents.	<table border="1" data-bbox="831 746 1317 930"> <tr> <td></td> <td>2017/18</td> <td>2018/19</td> </tr> <tr> <td>Overall attendance</td> <td>94%</td> <td>94.9%</td> </tr> <tr> <td>Persistent absence</td> <td>18%</td> <td>17.7%</td> </tr> </table>		2017/18	2018/19	Overall attendance	94%	94.9%	Persistent absence	18%	17.7%	Due to our turbulent cohort, the actual PA figure for the children who were in our Academy in July 2019 was 42/328 students not 51/328 students (these 9 students had left mid-year). This equates to a PA figure of 12.7% Our overall attendance also increases to 95.1%	Other Support £3,921.00 Education Welfare Officer Expenses £229.73 EWO expense apportioned 100%,						
	2017/18	2018/19																	
Overall attendance	94%	94.9%																	
Persistent absence	18%	17.7%																	
To improve language skills	Speech and language support for children not assigned to Speech and Language Unit TA SEN support	Of 13 children assigned support following Speech and Language Therapist report advice. 1 was discharged within 9 months, 2 left and 2 joined during the school year and 1 was put on the SEND register.	This approach was successful and will be modified and used in the future.	Educational Support £1,545.82 Expense apportioned to fund ranged 25 - 100% based on pupil premium ratio of class or group															

Supporting specific learning targets to accelerate progress towards age related expectations	TA SEN support	Of the 28 PP pupils with IEP's for learning, 27 made progress against their targets. 6 made very good progress in reading of between 17 and 42 months in a 9 month period with an average improvement in reading age of just slightly over 10 months.	This approach was successful and will be modified and used in the future.	<p>Educational Support £8,945.95</p> <p>Expense apportioned to fund ranged 25 - 100% based on pupil premium ratio of class or group</p>												
To boost Math's and Literacy in pupils who have been identified as being at risk of not achieving age related expectations.	Targeted Teaching support (Teaching-KS 2 interventions) Teaching support in Y5/6 Intervention based	<p>Progress measures KS1 to KS2 above National baseline expectations showing children make good progress from prior attainment.</p> <table border="1" data-bbox="860 576 1283 748"> <thead> <tr> <th>Progress Measures</th> <th>National Floor target</th> <th>MPA</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>-5</td> <td>-2.1</td> </tr> <tr> <td>Writing</td> <td>-7</td> <td>-2.1</td> </tr> <tr> <td>Math's</td> <td>-5</td> <td>0.1</td> </tr> </tbody> </table>	Progress Measures	National Floor target	MPA	Reading	-5	-2.1	Writing	-7	-2.1	Math's	-5	0.1	This approach was successful and will be modified and used in the future.	<p>Teaching £1,680.77 Educational Support £8,827.19</p> <p>Expense apportioned to fund ranged 25 - 100% based on pupil premium ratio of class or group</p>
Progress Measures	National Floor target	MPA														
Reading	-5	-2.1														
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Math's	-5	0.1														
To boost Math's and Literacy in pupils who have been identified as being at risk of not achieving age related expectations.	Targeted Teaching support (Teaching-KS 2 interventions) Teaching support in Y3/4 Intervention based	<p>ARE % improvements continue</p> <p>Y3 Writing -31% 2017, 41% 2018 47% 2019</p> <p>Y3 Maths -37% 2017 49% 2018 50% 2019</p> <p>Y3 Reading - 48% 2017 54% 2018 58% 2019</p>	This approach was successful and will be modified and used in the future.	<p>Teaching £415.00 Educational Support £6,984.64</p> <p>Expense apportioned to fund ranged 25 - 100% based on pupil premium ratio of class or group</p>												

To boost Math's in pupils who have been identified as being at risk of not achieving age related expectations.	Targeted Teaching support (Teaching-KS 1 interventions) Teaching support in Y1/Y2 Intervention based	Attainment in KS1, shows a good level of achievement <table border="1" data-bbox="750 279 1393 368"> <tr> <td></td> <td>Maths</td> <td>PP</td> </tr> <tr> <td>Greater depth</td> <td>24%</td> <td>17%</td> </tr> <tr> <td>Expected standard</td> <td>76%</td> <td>79%</td> </tr> </table>		Maths	PP	Greater depth	24%	17%	Expected standard	76%	79%	This approach was successful and will be modified and used in the future.	Educational Support £6,161.94 Expense apportioned to fund ranged 25 - 100% based on pupil premium ratio of class or group
	Maths	PP											
Greater depth	24%	17%											
Expected standard	76%	79%											
To improve fine motor skills	Fine motor skill support (Educational support) Y1 TA Support for intervention programme	Book scrutiny has shown significant improvement in handwriting, children's confidence in writing and writing stamina.	This approach was successful and will be modified and used in the future.	Educational Support £5,701.68 Expense apportioned to fund ranged 25 - 100% based on pupil premium ratio of class or group									
Total actual cost				£99,255.21									

iii. Other approaches

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost									
Improved attendance	Incentives for good attendance including end of term prizes and certificates	<table border="1" data-bbox="719 1106 1205 1294"> <thead> <tr> <th></th> <th>2017/18</th> <th>2018/19</th> </tr> </thead> <tbody> <tr> <td>Overall attendance</td> <td>94%</td> <td>94.9%</td> </tr> <tr> <td>Persistent absence</td> <td>18%</td> <td>17.7%</td> </tr> </tbody> </table>		2017/18	2018/19	Overall attendance	94%	94.9%	Persistent absence	18%	17.7%	Due to our turbulent cohort, the actual PA figure for the children who were in our Academy in July 2019 was 42/328 students not 51/328 students (these 9 students had left mid-year). This equates to a PA figure of 12.7% Our overall attendance also increases to 95.1%	Other expenditure £1,026.63
	2017/18	2018/19											
Overall attendance	94%	94.9%											
Persistent absence	18%	17.7%											

Improved attendance and pupil engagement in learning	Free breakfast provision for pupils every morning from 8:30 onwards	Significant numbers of Pupil premium children access provision. Ensuring prompt attendance and an appropriate healthy start to the day.	This approach was successful and will be modified and used in the future.	Other Support £5,688.98 Expense apportioned to fund 100% based on pupil premium ratio of attendees.
To provide additional SAT preparation for Y6 incorporating Sport and Art activities as well as Literacy and Numeracy support	February half term & Easter School – a total of 3 days two members of staff (Teaching-KS 2 interventions)	Due to turbulence in cohort these booster sessions are essential to address gaps in learning and manage misconceptions, as well as providing additional continuity of learning over holiday periods.	This approach was successful and will be modified and used in the future.	Teaching £3,236.99 Pupil Lunches £83.41 Sports Activity £260.00 Expense apportioned to fund 100%
To improve ability of autistic children to access curriculum effectively	Autism support (Educational support & STAPS) TA SEN support Some of pats time (dark green)	TA intervention supported social and emotional needs as well as inclusion. Mentoring and social and emotional support impacted positively on reductions in behaviour issues and entries in the behaviour log. In addition no pupils diagnosed as Autistic or who exhibited behaviour's consistent with those on the autistic spectrum were at risk of permanent exclusion.	This approach was successful will be modified and used in the future.	External SEN Specialist Service £7,537.56 Specialist Service apportioned 50% of full cost

To provide Y6 with real life experiences in preparation for transfer to Y7	Lifewise Y6 PHSE trip (Enrichment – educational visits) Y6 trip to Doncaster Lifewise Centre	Enrichment of PSHE curriculum	This approach was successful and will be modified and used in the future.	Entrance and Travel £465 Expense apportioned 50% of full cost
To enrich sports provision	Sports Clubs run by outside provider (Enrichment –external sports and dance coaches) JB sports & Dance with Donna	Continue next year	This approach was successful and will be modified and used in the future.	External Sports Coaches £6,148.12 Expense apportioned 50% of full cost.
To enrich curriculum provision	Specialised provision from outside providers to support a variety of curricular enrichment in F/S, KS1 & KS2	Enrichment - offering broader range of experiences through PE curriculum, media studies and dance & drama	This approach was successful and will be modified and used in the future.	MFL & Media Studies £4,797.40 External Sports Coaches £2,049.37 Expense apportioned 50% of full cost.
To support high costs of transport to swimming pool	Yr 5 & 6 swimming hire & travel costs (enrichment provision and travel costs)	Children able to attend significantly more swimming sessions	This approach was successful and will be modified and used in the future.	Pool Hire/Lessons £1,663.25 Student Travel £2,040.00 Expense apportioned to fund 50 % based on pupil premium ratio of class or group.

To ensure all pupils have access to enrichment activities throughout the year and free access to enrichment visits and trips	Trip costs paid for PP pupils A range of after-school and lunchtime clubs provided by staff to provide enrichment activities pupils could not access outside Academy provision	Pupil Premium pupils are able to take part in school trips and visits and access extra-curricular activities.	This approach was successful and will be modified and used in the future.	Teaching £7,576.08 Educational Visits – entrance and activity £4,261.62 Travel Costs £2,362.53 Expense apportioned to fund 50 % based on pupil premium ratio of class or group.
To enrich out of school club provision to support emotional and social development	TA and teacher run clubs 4 times a week to include, Homework, cheerleading, Art and Lego	Club provision enhances both curricular and extra-curricular provision.	This approach was successful and will be modified and used in the future.	Teaching £784.45 Edu Support £1,976.97 Other Expenditure £3,476.00 External Sports Coaches £1,400.02 Expense apportioned to fund 50% based on pupil premium ratio of class or group
To ensure administration organisation and analysis of provision effective.	SLT and Admin Data support	Programmed able to be monitored and delivered.	This approach was successful and will be modified and used in the future.	Leadership £13,758.57 Other Support Staff (Admin) £5,006.23 Leadership expense apportioned as 8%, Admin apportioned at 22% of full cost.
Total actual cost				£74,053.36

7. Additional detail

SLT Intervention support for listed initiatives.

We largely targeted our additional pupil premium funding on extra staffing and extra intervention.

We have put in extra teaching interventions enabling us to follow up learning with individuals and small groups when a need has been identified. We do this through the use of targeted groups and individual programmes throughout the day. In addition to the extra teaching we have funded exciting educational visits enabling all children to take part.