



Sandy Hill Academy

Pupil Premium Strategy

2015 – 2016

2016 - 2017

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Statement of intent

At Sandy Hill Academy, we believe that by having the highest expectations of all learners, the highest possible standards will be achieved. Some pupils from disadvantaged backgrounds require additional support therefore we will use all the available resources to ensure they reach their full potential.

The pupil premium grant (PPG) was created to provide funding for three key areas:

- Raising the attainment of disadvantaged pupils and closing the gap with their peers.
- Supporting children and young people with parents in the armed forces.
- Providing funding for looked-after children (LAC).

This policy outlines the amount of funding available, along with the procedures for ensuring the funding is allocated correctly.

1. Legal framework

1.1. This policy has due regard to relevant legislation, including, but not limited to the following:

- The Children Act 1989
- The Equality Act 2010

2. Pupil premium grant

2.1. In the academic year 2015 to 2016 the grant is as follows:

Disadvantaged pupil	Grant amount per pupil
Pupils in year groups reception to Year 6 recorded as Ever 6 FSM.	£1,320
LAC defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English LA	£1,900
Children who have ceased to be looked after by an LA in England and Wales because of adoption, a special order, a child arrangement order or a residence order	£1,900
Service children.	£300

3. Barriers to Learning

3.1 We aim to remove all barriers to learning, both internal and external.

Internal Barriers:

- A) Emotional and behavioural issues for a number of PP children that has potential to impact detrimentally on rates of learning progress.
- B) Some high ability PP children make less progress than other high ability pupils across the academy, which could prevent sustained high achievement.

External Barriers:

- C) Home-school links for a number of PP children is inconsistent and can impact on completion of homework, late arrival at school and attendance or

access to further home-school linked learning e.g. Mathletics, Education City

4. Desired Outcomes and Success Criteria

- A) Children to gain greater awareness of their emotional and behavioural 'triggers' and be able to manage them appropriately – Children to better understand own emotions and needs as shown on thrive screening assessment.
- B) Higher rates of progress for higher attaining pupils eligible for PP - Pupils eligible for PP identified as high ability make as much progress as 'other' pupils identified as high ability, across academy in maths, reading and writing. Measured by teacher assessments and successful moderation practices established across the multi-academy trust (MAT).
- C) All homework completed and access to ICT support e.g. Mathletics. 100% participation in all home - school offered meetings.

5. Strategies

- 5.1. To provide additional educational support to raise the achievement of pupils in receipt of the PPG.
- 5.2. To narrow the gap between the educational achievement of these pupils and their peers.
- 5.3. To address underlying inequalities, as far as possible, between pupils.
- 5.4. To ensure that the PPG funds reach the pupils who need them the most.
- 5.5. To make a significant impact on the education and lives of these pupils, including access to ICT learning e.g. Mathletics.
- 5.6. To work in partnership with the parents/carers of pupils to collectively ensure their success, including the use of PSA.
- 5.7. Assigning a Pupil Premium Lead to champion the educational needs of PPG recipients and ensure the implementation of this policy.
- 5.8. Ensuring PPG funds can be identified within the school's budget.
- 5.9. The Executive Principal and Assistant Heads will consult with the Pupil Premium Lead, directors, staff and parents/carers, when deciding how funds are spent.
- 5.10 Assessing the individual provisions required for each pupil in receipt of PPG.

6. Further potential measures

- 6.1. Providing one-to-one and small group work with experienced teachers to address specific knowledge gaps.
- 6.2. Reducing class sizes to improve opportunities for effective teaching.
- 6.3. Creating additional teaching and learning opportunities using teaching assistants.
- 6.4. Targeting English and maths in pupils who are below age expectations.
- 6.5. Allocating funds to enable these pupils to participate in extra-curricular activities.
- 6.6. Targeting pupils who require additional help to reach age related expectations.

7. Focus of spending

- 7.1. Under the terms of the PPG, the funding may be spent in the following ways:
 - For the purposes of the school, i.e. for the educational benefit of pupils registered at the school.
 - For the benefit of pupils registered at other maintained schools or academies.
 - On community facilities, i.e. services whose provision furthers any charitable purpose for the benefit of pupils at the school or their families, or people who live or work in the locality in which the school is situated.
- 7.2. If the grant is not used in the academic year, some or all of it may be carried forward to the following year.

8. Reporting

- 8.1. Sandy Hill Academy will monitor, evaluate and review the success of the impact of PPG funding, in terms of improving educational outcomes and cost effectiveness.
- 8.2. The Academy will report annually on how effective PPG spending has been and what impact has been made.
- 8.3. Information regarding PPG spending will be published on Sandy Hill Academy website.
- 8.4. For parents/carers of pupils in receipt of PPG, personal information will be sent home in pupils' progress reports.

8.5. This information will lead the thinking in the development of additional or alternative strategies and interventions to further improve the attainment of these pupils.

9. Monitoring and review

The Executive Principal, along with the Directors, SLT and the Pupil Premium Champion will be responsible for reviewing this policy annually.

Pupil Premium Report 2015 - 2016

Number of Pupils and Pupil Premium Grant (PPG) Received	
Total number of pupils on roll	252
Total number of pupils eligible for PPG	37
Amount of PPG received per pupil	$\pounds 1,320 \times 35 = \pounds 46,200$ (FSME6) $\pounds 1,900 \times 0 = \pounds 0$ (Looked after child) $\pounds 300 \times 2 = \pounds 600$ (Service Children)
Total amount of PPG received	$\pounds 46,800$
Summary of PPG Spending in Academic Year 2015 - 2016	
<p>Objectives in spending PPG:</p> <ul style="list-style-type: none"> • To ensure the continued success, both in progress and attainment, for disadvantaged pupils, in line with their peers, within school, locally and nationally. • To remove any barriers to learning, ensuring the inclusion of all children, maximising and reaching their full potential with high expectations and aspirations. • Additional directed teaching time to narrow any gaps between peers, within school, locally and nationally. • Focussed Maths and Literacy 'Booster' sessions after school hours on identified learning gaps and enhancements to both meet and exceed the expected standard for the year group. • Additional TA Support to follow up on target work provided by teacher and personal response time. • PP mentoring to break down any barriers to learning and further develop a positive ethos to school life, striving to maximise and reach full potential socially, emotionally and academically. • 1:1 Support / Mentoring to support home-school links and learning. • PSA time to support both pupils and their families in whatever areas they require / request, ensuring a smooth home-school link. This also involves multi-agency professionals and signposting to provide the means needed to access further support where needed. • ICT learning support at home, provides inclusion and allows pupils access to 'fun learning' as well as extra support for homework and consolidating learning e.g. Mathletics, Education city • Funding towards trips / camps, ensuring all children have access to all areas of a broad and balanced curriculum, with equal and extended opportunities for all. • Homework resources e.g. CGP revision and study books, folders, stationery etc. provided to further develop enthusiasm for learning and strengthen home-school learning. • Thrive update and staff training ensures current assessment to identify, assess and develop emotional/ social needs through the 'Thrive' framework to create individual plans or whole class screenings, where required. • Provision for breakfast and homework support within Kids Club, ensures good concentration for a good start to the day and promotes a positive sense of well-being, ready to strive for success. 	

Summary of spending and actions taken:

- Teaching interventions £11,000
 - SAT Booster teaching sessions £1,500
 - Additional TA Support £9,000
 - PP Mentor £3,000
 - 1:1 Support / Mentoring £5,000
 - Parent Support Advisor £10,000
 - ICT learning support at home £1,800
 - Funding towards trips / camps £1,000
 - Homework resources £1,500
 - Thrive update / support £1,500
 - Kids Club provision £1,500
- to include breakfast / homework support

Staff and Raising Standards costs**£ 46,800****Outcomes:**

- Current data shows disadvantaged pupils making outstanding progress. All disadvantaged pupil groups in all year groups show at least equal progress in all areas (RWM) and in some places showing more progress than cohort.
- This year's attainment and progress of disadvantaged pupils (See results overview, listed below).
- Disadvantaged Pupil Premium Champion in place.
- Disadvantaged Pupil Premium Mentors in place from Nursery to Y6.
- Pupil conferencing with PP focus.
- Book scrutinies highlight outstanding work and progress of all groups, including disadvantaged pupils (blue dot on books to make easily identifiable).
- PP children's books marked first 2x weekly. Updated policy this year.
- 100% of sample PP children said they either enjoyed' or loved school. ('Have your say!' PP survey. Feb 2016).
- As a direct result of focussed PP intervention, 6 disadvantaged children were removed from the Record of Need this academic year.
- 100% of PP Children have additional TA Support. This includes all abilities, SEN to GAT, with a focus on extension tasks, individual targets, PRT, challenge tasks and small group support, as directed by class teacher.
- 100% of KS1 PP children have enjoyed / participated in a theatre production company performance / workshop in school and taken part in at least 2 class trips this academic year.
- 100% of PP children have roles / duties within the school or classroom and enjoy this responsibility.
- 100% of PP children are targeted to take part in a minimum of 2, more often 3+, trips over the academic year (often including a residential in KS2, where financial support can also be provided).
- Previous data 2014 – 2015 shows disadvantaged pupil value added as 100.4 (across all 3 subjects, compared to national 99.7)
VA for disadvantaged pupils:
Maths: 100.4 (national 99.7)
Reading: 110.8 (national 99.7)
Writing: 100 (national 99.8)
(RAISE Feb. 2016)
- OFSTED Dashboard: KS2 value added in all subjects was broadly average or above for disadvantaged pupils and those who have special educational needs. (Nov. 2015)
- Results this academic year, again, show excellent progress for disadvantaged pupils, across all year groups and at the end of key stages.

Year 6 Pupil Premium Children SAT Results Overview

July 2016

Pupil Premium: 4 Children	Maths	Reading	Writing
Expected Stage and above (Scaled Score 100 and above)	75 % (3/4 ch.) Cohort: 92 % National: 70 %	75 % (3/4 ch.) Cohort: 94 % National: 66 %	75 % (3/4 ch.) Cohort: 94 % National: 74 %
Greater Depth	25 % (1/4 ch.) Cohort: 25 % National: %	0 % (0/4 ch.) Cohort: 36 % National: %	25 % (1/4 ch.) Cohort: 50 % National:
Average Scaled Score	103.5 Cohort: 103.6 National: 103	104.5 Cohort: 103.6 National: 103	-
Combined Score (R,W and M)	75 % Cohort: 89% National: 53%		

Summary of Year 6 Pupil Premium Data - July 2016

4 children in Pupil Premium group.

PP children attaining significantly higher than the national average at ARE or above across Reading, Writing and Maths.

PP children attaining higher average scaled score in Maths and Reading than both the cohort and national average.

Lower % at ARE than cohort, but this accounts for only 1 child who scored 98 in both Reading and Maths, having scored Level 1b (R,W,M) at KS1 so showing excellent progress.

2 Pupil Premium children are on Record of Need (School Support)

Year 2 Pupil Premium Children Teacher Assessment

Results Overview - July 2016

Pupil Premium: 7 Children (38 in cohort)	Maths	Reading	Writing
Expected Stage and above (Scaled Score 100 and above)	57 % (4/7 ch.) Cohort: 81.6 %	71 % (5/7 ch.) Cohort: 89 %	57 % (4/7 ch.) Cohort: 71 %
Greater Depth	14.3 % (1/7 ch.) Cohort: 26.3 %	28.6% (2/7 ch.) Cohort: 34.2 %	14.3 % (1/7 ch.) Cohort: 28.9 %
Combined Score (R,W and M)	57 % (4/7 ch.) Cohort: 68.4 %		

Summary of Year 2 Pupil Premium Results

July 2016

7 children in Pupil Premium group.

A combined score of 67 % of children who took the SAT test, attained EXS or above in Reading, Writing and Maths.

Average scaled scores of pupil premium children, who took the tests, in both Maths and Reading are above 100.

Pupil Premium Anticipated Spending and Actions for 2016 - 2017

Number of Pupils and Pupil Premium Grant (PPG) Received	
Total number of pupils on roll	253
Total number of pupils eligible for PPG	37
Amount of PPG received per pupil	£ 1,320 x 32 = £42,240 (FSME6) £1,900 x 1 £1,900 (Looked after child) £300 x 4 = £1,200 (Service Children)
Total amount of PPG received	£ 45,340
Summary of PPG Spending in Academic Year 2016 - 2017	
<p>Objectives in spending PPG:</p> <ul style="list-style-type: none"> To ensure the continued success, both in progress and attainment, for disadvantaged pupils, in line with their peers, within school, locally and nationally. To remove any barriers to learning, ensuring the inclusion of all children, maximising and reaching their full potential with high expectations and aspirations. 	
<p>Summary of anticipated spending and actions to be taken: Considering the success of last year's Pupil Premium progress and attainment, we anticipate to have similar spending and actions with support networks, resources, staffing and monitoring for this year. Of course, this will be reviewed, as part of our ongoing cycle of monitoring, with the group of pupils in this academic year.</p> <ul style="list-style-type: none"> Teaching interventions £10,000 SAT Booster teaching sessions £1,500 Additional TA Support £9,000 PP Mentor £3,000 1:1 Support / Mentoring £5,000 Parent Support Advisor £10,000 ICT learning support at home £1,340 Funding towards trips / camps £1,000 Homework resources £1,500 Thrive update / support £1,500 Kids Club provision £1,500 <p>to include breakfast / homework support</p>	
Staff and Raising standards costs 2016 - 2017	£ £ 45,340