

Gothic Mede Academy Pupil Premium Strategy 2017-18

Pupil Premium funding was first introduced in April 2011. It is designed to support those children who are deemed to be from a disadvantaged background. Money is given to schools to enable them to target specific support to improve outcomes for this group of children. The funding is triggered by the following:

- A child is currently eligible for free school meals, or they have been during the last six years (Ever6).
- A child is currently in the care of the Local Authority, or they have been during the last five years.
- A child who has a parent currently serving in the armed forces.

Funding for the Academic Year 2017 – 2018 is as follows

- £1,320 for children of families who are in receipt of benefits that would qualify them for free school meals.
- £1,900 for children who are being or have been looked after by the Local Authority during the last five years.
- £300 for children who have parents in the armed services.
- £300 for children aged three or four who are eligible for Early Years Pupil Premium (EYPP).

The government does not stipulate how the Pupil Funding should be spent, but does expect the money to be directed towards ensuring any disadvantage may be overcome, and that any gap in attainment between disadvantaged pupils and their peers should be closed.

At Gothic Mede Academy there are **27** pupils (8%) who qualify currently for the *Pupil Premium Grant* (including *Ever6*, *Service Premium* and *Looked-after Children*). The grant for the 2017-18 academic year totals £47,960.

Consistently high expectations for the outcomes for all *disadvantaged Pupils* are enshrined in a whole school ethos of 'Pupil Premium First,' which prioritises the creation of opportunities for *disadvantaged pupils* to excel in all areas of school life.

Teachers and school leaders are continually assessing the needs of *disadvantaged pupils* through use of *Target Tracker* data, detailing attainment and progress, ongoing discussions with teachers and identification of contextual influences.

Support staff have been deployed accordingly, either to deliver one to one or small group support, to develop Phonics skills in EYFS and Year 1. Reading, Writing and Mathematics in *Keystages 1 and 2*, or to release class teachers to work directly with *disadvantage pupils*.

Contextual challenges that have been identified include attendance, Special Educational Needs, safeguarding issues and concerns regarding emotional well-being. To address these barriers the school leadership team are investigating strategies to improve attendance and better support pupils and their families.

Outcomes and the success of individual initiatives are assessed regularly through the use of assessment data recorded on the whole-school assessment system *Target Tracker*, comparisons with local and national data and discussions with teachers.

Areas that have been identified for the academic year 2017-18 are:

- The provision of one to one and small group interventions for phonics and early maths in EYFS and KS1.
- The provision of one to one and small group interventions for spelling and mathematics in KS1 and KS2.
- The implementation of strategies to improve the attendance of *disadvantaged* pupils.
- The use of strategies to improve the emotional wellbeing of *disadvantaged* pupils.
- Supporting families to identify pupil welfare concerns in advance of crises.
- Providing additional academic support to increase the proportion of *disadvantaged* pupils that exceed age-related expectation.
- The provision of additional opportunities for *disadvantaged* pupils, 'taking pupils out into the world and bringing the world into the school.'

To this end, when deciding on additional support and intervention programmes, teachers and school leaders identify strategies with proven track records and evidence of success, either from previous academic cycles or through national research such as that provided by the Education Endowment Foundation (EFF) and the National Foundation for Educational Research (NFER).

These include prioritising *Disadvantage Pupils* when implementing initiatives such as:

- Improving the quality and impact of focused feedback to pupils and self and peer-assessment, using strategies developed by Shirley Clarke.
- The promotion of strategies to embed 'meta-cognition' approaches to learning, as embodied in *Growth Mindset* principles.
- One to one and small group interventions, including those delivered by qualified teachers, whose impact is assessed on a half-termly basis.
- The provision of opportunities such as music, extra-curricular sports and arts clubs, 'Homework Club,' *Mathletics Club* and educational visits.

Planned Strategy	Aim	Estimated Cost
Provision of additional staff to deliver interventions.	There is good evidence to suggest that one to one and small group support can help pupils to make accelerated progress and close gaps in attainment.	£37,000
Provision of a <i>Family Support Worker</i> to support pupils and their families to improve attendance and provide emotional support.	Teachers have identified the emotional wellbeing of a significant number of <i>disadvantaged</i> pupils as a barrier to their progress. In response to this	
Continued specialised support in Phonics for EYFS and Year 1	This one to one and small group intervention has proven successful in addressing the gaps of individual <i>disadvantaged</i> pupils and helped ready them for the Year 1 Phonics Test.	£2,500
The provision of morning snacks.	It is important that the basic needs of pupils are met and there is strong evidence that the provision of healthy food improves the concentration of <i>disadvantaged pupils</i> in schools. (A Theory of Human Motivation: Abraham Maslow, 1943).	£1600

Mathletics	This online resource allows pupils to work independently or with teacher or parental support on an individualised mathematics curriculum.	£2000
Target Tracker	This assessment system has enabled teachers and school leaders to better track the progress, and identify the gaps, of all pupils and improves the link between attainment and planning. It also improves the feedback given to <i>disadvantaged pupils</i> and allows the tracking of progress of target groups.	£1600
Peripatetic music lessons	We consider it essential that <i>disadvantaged</i> pupils, as far as possible, have the same opportunities as <i>non-disadvantaged</i> pupils. Participating in music lessons has led to improved self-esteem and engagement. To provide cultural capital. (Creating Cultural Capital: Lee Elliot Major – The Sutton Trust, 2015).	£1500
Provision of afterschool Clubs	To develop readiness to learn, confidence and ambition. To provide cultural capital. (Creating Cultural Capital: Lee Elliot Major – The Sutton Trust, 2015)	£3500
Homework Club (Small group tuition before school for homework)	To enable pupils to access a range of IT resources and receive teacher support to help with homework that would otherwise not be completed. To date, this has been shown to improve engagement of pupils and increase self-esteem.	£2460
Funding to allow <i>disadvantaged</i> pupils to access PGL visit.	We consider it essential that <i>disadvantaged</i> pupils, as far as possible, have the same opportunities as <i>non-disadvantaged</i> pupils. These help to develop readiness to learn, confidence and ambition. To provide cultural capital. (Creating Cultural Capital: Lee Elliot Major – The Sutton Trust, 2015)	£2000