Gothic Mede Academy Pupil Premium Strategy 2016-17

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 least 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 2016 – 2017 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 34 pupils (11%) who qualify currently for the *Pupil Premium Grant* (including *Ever6, Service Premium* and *Looked-after Children*). The grant for the 2016-17 academic year totals £ £44,880.

The School Development Plan prioritises improved outcomes for *Disadvantaged Pupils:*

- The progress from different starting points of the very large majority of *disadvantaged pupils* is similar to or improving in relation to other pupils nationally.

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.

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).

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 introduction and promotion of strategies to embed 'meg=ta-cognition' approaches to learning, as embodied in *Growth Mindset* principles (SDP)*.

- One to one and small group interventions, including those delivered by qualified teachers, whose impact is assessed on a half-termly basis.
- The creation of opportunities such as music, extra-curricular sports and arts clubs, 'Homework Club,' *Mathletics Club* and educational visits.

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.

Areas that have been identified for the academic year 2016-17 are:

- Development of Phonics skills in Early Years Foundation Stage (EYFS) and Year 1, as measured by the Year 1 Phonics Test.
- Mathematics and Writing in *Keystages* 1 and 2.

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. At Gothic Mede we are trialling the use of new database software, developed in partnership with local schools, to better track the effectiveness of the strategies used.