

Pupil premium strategy statement



1. Summary information					
School	Plains Farm Academy				
Academic Year	2018/19	Total PP allocation estimate (inclusive of LAC/Post LAC PP allocation and service children).	£143,840	Date of most recent PP Review	Sept 2018
Total number of pupils	195	Number of pupils eligible for PP	99	Date for next internal review of this strategy	July 2019

2a. KS2 Exit Data 2017/18				
	<i>PP</i>	<i>PP (National Average)</i>	<i>Non PP</i>	<i>Non PP (National Average)</i>
% achieving Are related Expectations (ARE) in Reading, Writing and Maths (combined)	35%	51%	70%	70%
% achieving ARE in reading	50%	64%	80%	80%
% achieving ARE in writing	60%	68%	90%	83%
% achieving ARE in maths	45%	64%	70%	81%
2b. KS1 Exit Data 2017/18				
	<i>PP</i>	<i>PP (National Average)</i>	<i>Non PP</i>	<i>Non PP (National Average)</i>
% achieving ARE in reading	55%	60%	79%	78%
% achieving ARE in writing	55%	53%	79%	73%
% achieving ARE in maths	55%	61%	84%	79%

% achieving expected standard in KS1 Phonics		67%	70%	86%	84%
2e. EYFS Good Level of Development (GLD) 2017/18		69%		82%	
3. Barriers to future attainment (for pupils eligible for PP)					
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)					
A.	<p>2018 EYFS exit data indicated that 69% of pupils entitled to pupil premium achieved a GLD. (NPP 82%) To continue GLD a focus needs to be given to current Nursery pupils, out of 7 pupils who are due to complete 3 terms in Nursery before entering Reception in 2019, 4 have significant speech difficulties, which is detrimental to their learning across all areas. This also impacts on personal, social and emotional development as children struggle to make relationships and manage their own feelings and behaviour.</p>				
B.	<p>In Key Stage 1, pupils who are eligible for PP attain lower than other pupils. Year 1 Phonics screening indicates that 67% of pupils eligible for PP attained expected level in comparison with NPP (86%) The % of children entitled to PP exiting Y2 achieving the Expected Standard was lower than for NPP: PP Reading 55% / NPP 79% Writing 55% / NPP 79% Maths 55% / NPP 84%</p>				
C.	<p>In Key Stage 2, pupils who are eligible for PP attain lower than other pupils, with fewer working at the expected standard. 35% achieving Combined Expected Standard on exiting Y6 (NPP 70%) Exit Y5 data indicates a gap between PP/NPP working at ARE Reading: PP 63%/ NPP 90% (<i>Gap -27%</i>) Writing: PP 31%/ NPP 50% (<i>Gap -19%</i>) Maths: PP 44%/ NPP 60% (<i>Gap -16%</i>)</p>				
D.	<p>The number of children entitled to pupil premium, whose family are receiving Early Help or are open to child in need or child protection plans, has increased. These children with a very high emotional and social need have reduced resilience and ability to persevere. This impacts on attainment and progress and is reflected in outcomes for children.</p>				
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)					
E.	<p>Attendance rates 2017-2018 for pupils eligible for PP are below other pupils. Overall average attendance for disadvantaged is 92.6 % whilst non disadvantaged is 95.96%</p>				

<p>F.</p>	<p>Proportion of parents and children are identified by school and other agencies as vulnerable who are exposed to the wide range of risk factors that affect mental health and wellbeing, family cohesion and prosperity.</p>	
<p>4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)</p>		<p>Success criteria</p>
<p>A.</p>	<p>In Nursery, improve Communication and Language skills (Listening and Attention, Understanding and Speaking) In Nursery, improve personal, social and emotional development.</p> <p>100% of pupils eligible for PP to achieve ELG in Reading and Writing.</p>	<p>Pupils eligible for PP make rapid progress by end of year so that pupils meet ELG and gap is narrowed in areas identified above. 100% pupils eligible for PP meet ELG in Reading and Writing and Maths</p>
<p>B.</p>	<p>Gap continues to narrow for pupils achieving the expected standard in the Year 1 phonics test.</p> <p>Percentage of children achieving phonics standard increased with gap narrowing slightly from -26% in 2017 to -19% in 2018 Disadvantaged pupils achieve in line with NA by the end of KS1.</p> <p>Year 1 data shows that on exiting Reception, disadvantaged pupils achieving an ELG in Reading was in line with non-disadvantaged (75%) Achieved below non disadvantaged in Writing (<i>PP: 69%/NPP: 75%</i>) and above non disadvantaged for Maths (<i>PP: 81%/NPP 75%</i>)</p>	<p>Gap narrows between PP and NPP in the Phonics test in Year 1. PP pupils make accelerated progress to narrow the gap with NPP pupils and meet ARE by the end of each year.</p>
<p>C.</p>	<p>Gap continues to narrow in KS2 between PP and NPP pupils in Reading, Writing and Maths</p>	<p>PP pupils make accelerated progress to narrow the gap with NPP pupils and meet ARE by the end of each year. Measured by rigorous monitoring and assessment in school and across Trust.</p>
<p>D.</p>	<p>Improved low self-esteem, resilience and confidence.</p> <p>Well-being procedures in school continue to impact on children's mental health to ensure they feel emotionally secure.</p>	<p>Pupils receive additional support and strategies in order for them to feel good about themselves and approach their learning with increased confidence resulting in accelerated progress.</p>

E.	Triple P parenting programme effectively supports vulnerable families so that behaviour and attendance is improved. New walking bus initiative supports vulnerable families in getting their children into school on time resulting in improved attendance.	Parents develop strategies to support children Families are supported in getting children to school
F.	Increased attendance rates for pupils eligible for PP. Percentage PP pupils who are persistent absentees reduced to below national. 2017-2018 25.5% of disadvantaged pupils - persistent absentees Overall attendance to increase to above 96% or above for PP children. Attendance rates 2017-2018 for disadvantaged pupils- 92.6%.	100% of children have attendance of 96% or above.

5. Planned expenditure					
Academic year					
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. 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?

<p>To improve Reading, Writing and Speaking skills in EYFS so that the gap narrows between PP and non PP in children achieving ELGs and GLD. (100% PP children to achieve GLD)</p>	<p>Target interventions using advice from Speech and Language.</p> <p>Adult led activities to focus upon identified issues.</p> <p>Additional teaching assistant in Nursery for first half term to support children with language difficulties.</p> <p>Parent workshops in school and out of school time to support parents/carers with the teaching of Communication and language</p>	<p>Exit data 2018 demonstrated that targeted interventions were successful in narrowing the gap between disadvantaged and non-disadvantaged pupils.</p>	<p>Monitoring by EYFS lead.</p> <p>Observations</p> <p>Termly assessment cycles</p>	<p>EYFS lead</p>	<p>Every term</p> <p>Cost £13,161 EYFS</p>
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<p>Accelerated progress for pupils in KS1 eligible for PP to narrow the gap with non-disadvantaged.</p>	<p>Teaching assistants and teachers to deliver interventions to meet needs of individual/groups of children. Planning to identify PP pupils and gaps in learning. CPD on how to accelerate progress.</p>	<p>Pupils eligible for PP attain lower than other pupils in KS1</p> <p>Reading PP 55% / NPP 79% Writing PP 55% / NPP 79% Maths PP 55% / NPP 84%</p>	<p>Inclusion Leader and HLTA to monitor quality of interventions. Organised timetable to ensure that staff who are delivering interventions have sufficient preparation and delivery time.</p> <p>Consult schools in the Trust who have delivered this intervention to identify any potential barriers</p>	<p>Class teachers</p> <p>TLRs (subject leaders)</p> <p>Inclusion Leader</p>	<p>Autumn, Spring and Summer assessment cycles.</p> <p>Costs:£15,295 KS1</p>
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<p>Accelerated progress for pupils in KS2 (Y3, Y4 and Y5) eligible for PP to narrow the gap with non-disadvantaged.</p>	<p>Teaching assistants to deliver high quality interventions. Planning to identify PP pupils and gaps in learning.</p> <p>CPD on how to accelerate progress through collaboration between Teachers and Teaching Assistants</p>	<p>Pupils eligible for PP are making slightly less progress overall than other pupils and attain lower than other pupils. (with the exception of Year 4 who attained broadly in line for Writing and Maths)</p> <p>2018 Exit data: Achieving ARE</p> <p><u>Year 3:</u> Reading: PP 50%/ NPP 91% Writing: PP 40%/ NPP 91% Maths: PP 60%/ NPP 82%</p> <p><u>Year 4</u> Reading: PP 57%/ NPP 69%</p> <p><u>Year 5</u> Reading: PP 63%/ NPP 90% Writing: PP 31%/ NPP 50% Maths: PP 44%/ NPP 60%</p>	<p>Lesson observations and work and planning scrutinies to monitor the progress and attainment of pupils.</p> <p>Assessment cycle to identify narrowing of the gap between PP and NPP.</p> <p>Lesson observations and work and planning scrutinies to monitor the effectiveness of collaboration between Teacher and TA and the impact on progress and attainment of pupils.</p> <p>Assessment cycle to identify narrowing of the gap between PP and NPP.</p> <p>Monitor impact of interventions.</p>	<p>Class teachers</p> <p>TLRs (subject leaders)</p> <p>Deputy Head</p>	<p>Autumn, Spring and Summer assessment cycles.</p> <p>£30,705</p>
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<p>Accelerated progress for pupils in Year 6 eligible for PP to narrow the gap with non-disadvantaged.</p>	<p>Teaching assistants to deliver high quality interventions.</p> <p>Highly skilled HLTA to deliver interventions at lunchtime and every afternoon.</p> <p>Interventions from TAs in the Spring and Summer term before and after school.</p>	<p>Pupils eligible for PP are making slightly less progress overall than other pupils and attain lower than other pupils in all year groups.</p> <p>Research from the Sutton Trust suggests that when teachers and TAs work together effectively, this leads to an increase in attainment.</p> <p><u>Current Year 6 data on exiting Year 5</u> Reading: PP 63%/ NPP 90% Writing: PP 31%/ NPP 50% Maths: PP 44%/ NPP 60%</p>	<p>Lesson observations and work and planning scrutinies to monitor the effectiveness of collaboration between Teacher and TA and the impact on progress and attainment of pupils.</p> <p>Assessment cycle to identify narrowing of the gap between PP and NPP.</p> <p>Monitor impact of interventions.</p>	<p>Class teachers</p> <p>TLRs (subject leaders)</p>	<p>Autumn, Spring and Summer assessment cycles.</p> <p>Cost: 35,960</p>
Total budgeted cost					£95,121

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?
To narrow the gap between disadvantaged pupils and others who achieve the Expected Standard in Year 6 in Reading, Writing and Maths.	Deputy Head to teach part time in Year 6 from January, reducing the class size and to enable greater individual support and differentiation in Reading, Writing and Maths. Teaching assistants to deliver high quality interventions. (Reduced ratio of pupils to staff) Planning to identify PP pupils and gaps in learning. Personalised support meeting needs of individual children.	Fewer disadvantaged pupils achieved ARE than non-disadvantaged pupils.	Regular monitoring of behaviour Groups set according to need and ability ensuring appropriate challenges set. Regular monitoring progress and attainment of disadvantaged pupils.	Deputy Head Class Teacher (TLR)	Every half term. Deputy Head Total cost: £12,600 Autumn, Spring and Summer assessment cycles. Year 6 SATS tests Teaching assistant costs Cost: £15,000
Total budgeted cost					Cost:£27,600
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?

<p>To increase attendance rates and reduce the numbers of persistently absent children</p>	<p>Attendance Coordinator and Designated member of office staff to monitor attendance and follow up first day response provision. Designated teacher to meet with parents and follow LA procedures if poor attendance requires referral to the Attendance Team. Meetings with the LA attendance officer. Rewards and incentives.</p> <p>Walk to school bus</p>	<p>Attendance of pupils in receipt of PP funding is lower than that of other pupils</p> <p>25.5% of disadvantaged pupils are persistent absentees</p> <p>Attendance rates have shown slight improvement from 2016-2017 (92%) to 92.6%.</p> <p>As a result of poor attendance, progress of these pupils is slower. Evidence from strategies employed by Hillcrest Community Primary School (Lancs) has evidence that implementing these strategies shows that attainment has increased.</p>	<p>Office to follow set procedures for non-attendance. Designated teacher to discuss any barriers to child not coming to school with parents and offer support. Work closely with LA Attendance Team. Pupil voice to show that the Attendance assemblies are having an impact on attitudes towards coming to school.</p> <p>Attendance board to show the attendance of each class.</p> <p>Children arrive on time to school.</p>	<p>Attendance Coordinator</p> <p>Attendance coordinator/ office staff.</p> <p>DHT to monitor</p>	<p>Every term. Attendance report presented to Head Teacher and Governors.</p> <p>Office staff monitoring cost: £1854 Attendance coordinator cost: £2760 Rewards and incentives cost:- £750</p> <p>Walk to school bus cost: £1232</p>
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<p>Improved emotional and social resilience.</p>	<p>Small group intervention nurture sessions using the Fun Friends and Friends for Life programmes. Resources</p> <p>Mental Health and wellbeing leader to attend training and to deliver CPD to staff.</p> <p>Behaviour Team intervention</p>	<p>The number of pupils referred to CAHMS during 2017/2018 increased.</p> <p>CAHMS intervention programmes have evidence-based research from Australia and the UK demonstrating clear impact on resilience. This programme has been effective in other schools in Inspire Trust</p> <p>Early intervention is proven to reduce the risk of exclusions.</p>	<p>Ensure specific training is disseminated effectively across school. Monitor timetables to ensure that staff have sufficient preparation and delivery time</p> <p>CPOMS Exclusion file</p>		<p>Half termly review of intervention impact.</p> <p>Nurture group cost: £500</p> <p>Behaviour Team Package £5,000</p>
<p>All children are able to access educational visits/visitors/After school clubs to enrich the curriculum and support their learning.</p>	<p>To provide subsidised educational enrichment experiences.</p> <p>Subsidised coach costs to Derwent Hill</p>	<p>A number of our disadvantaged pupils have limited opportunities to access enrichment opportunities outside of school and limited household finances means school has to subsidise visits to ensure all children are given the opportunity to participate.</p>	<p>Pupils to have a voice in deciding where they would like to visit to enrich learning in their topic work (ie museums, galleries, nature reserves, science centres)</p>	<p>Curriculum lead</p>	<p>Every term. Curriculum overview report for Head Teacher and Governors.</p> <p>Costs: Educational visits and visitors to school: £3000</p> <p>Subsidised coach costs and entry to venues: £2275</p> <p>Theatre: £1500</p> <p>Derwent Hill transport £500</p>

Vulnerable parents to engage in parenting courses and drop in sessions to support behaviour and routines to impact children's emotional well-being and boundaries.	TA trained in delivering 'Triple P Parenting Programme'. Courses will be delivered across both schools and drop in sessions offered to support parents and build trust	Due to the lack of Early Help services across the city an increase in vulnerable families has been seen over the past two years with SLT dealing with many families needing basic parenting advice and emotional support. Sunderland last academic year had no parenting programmes running. School feel that it is important to support the whole family to enable this to impact on the emotional stability for the individual child.	DSLs to monitor families involved and the impact on the child emotionally and academically. Further services will be considered if required ensuring a linked up service of Early Help within school.	Inclusion Leader HT, DH, TLR 2B	Triple P Parenting programme (28 weeks, 2 members of staff) Cost: £2130
Total budgeted cost					£21,501
Total costs					£144,500

6. Review of expenditure				
Previous Academic Year				
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

Improved basic skills for pupils in EYFS	A higher ratio of pupils to staff in EYFS.	<p>In Nursery, a higher percentage of disadvantaged pupils working at age related expectations than non – disadvantaged</p> <p>In Reception, percentage of disadvantaged pupils achieving GLD greater than non- disadvantaged for Writing Writing: D 69% ND: 75%</p> <p>2018 EYFS exit data indicated that 69% of pupils entitled to pupil premium achieved a GLD, compared to 82% Non pupil premium. The gap between pupils achieving a good level of development decreased significantly from -24% in 2017 to -13%.</p>	Continue with use of interventions for disadvantaged children. Use of outdoor areas to support talk – especially for disadvantaged boys.	£4,082
Improved emotional and social resilience for pupils in EYFS	Nurture groups and additional support for children with social and emotional difficulties. Additional staffing to support children through ‘time out’ and sensory breaks.	2 children placed at pupil referral placements to best meet their needs (transferred to another school)	Continue to support children with emotional and behavioural difficulties across school. Parents to be supported through the introduction of Triple P parenting programme and family learning.	£14,520
Gap to continue to narrow for pupils achieving expected standard in Y1 phonics screening test.	Additional TAs to support small group interventions	Percentage of children achieving phonics standard increased with gap narrowing slightly from -26% in 2017 to -19% in 2018 D: 67% achieved expected level ND: 86% achieved expected level.	Continue with small groups to teach phonics. Review of phonics teaching and resources across school.	£24,790 (KS1)

<p>Gap to narrow between PP and Non PP in KS1 exit</p> <p>Gap to narrow between pupils achieving expected standard in Key stage 1 and 2</p>	<p>Targeted interventions to support learning</p> <p>Ratio of staff to pupils. Interventions from teachers and teaching assistants</p>	<p>2018 KS1 exit data indicates that the gap between disadvantaged and non-disadvantaged narrowed for:</p> <p>Reading: -gap narrowed by 12% Writing: -Gap narrowed by 12% Maths: Gap increased by 2%</p> <p>Gaps between disadvantaged and non-disadvantaged narrowed in Years 4 and 5 for Reading, Writing and Maths from the previous year.</p> <p>Year 4 Reading – gap narrowed by 5% Writing - gap widened by 2% Maths- gap narrowed by 21%</p> <p>In Year 4, disadvantaged pupils performing broadly in line with non-disadvantaged pupils in Writing and Maths.</p> <p>Year 5 Reading – gap widened by 20% Writing - gap narrowed by 26% Maths- gap narrowed by 7%</p> <p>Gaps widened in Years 3 and 6</p>		<p>£39,480 (KS2)</p>
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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
Gap narrows between disadvantaged and non-disadvantaged on exiting KS2	Breakfast and after school clubs, homework clubs, booster groups, Deputy Head to teach in Year 6 in mornings	Year 6 Gaps between disadvantaged and non-disadvantaged pupils narrowed from 2017 exit data Achieving expected standard or above Reading : PP 50% NPP 80% (gap narrowed by 17%) Writing : PP 60% NPP 90% (gap narrowed by 10%) Maths: PP 45% NPP 70% (gap narrowed by 15%) Combined:PP 35% NPP 70% Gap of 35% (Gap narrowed by 19% from 2017 gap of 54%)	Gap narrowed from 2017 exit Experienced HLTA to remain in Year 6 Teaching assistants to deliver targeted interventions and support to narrow the gaps between disadvantaged and non-disadvantaged pupils	Cost £10,000 £26,400
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
Low self-esteem and confidence addressed	Nurture groups	Pupil questionnaires identify that children taking part in groups have improved resilience and strategies for coping with difficulties	To continue with Nurture groups, extending to KS1 All staff to be trained to support pupils to ensure that they are emotionally and mentally healthy.	£1,000

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to support the sections above.