**South Kirkby Academy Junior School Pupil Premium Strategy and Allocation 2016 – 2017**

At South Kirkby Academy we aspire to be a true community school, where pupils, parents, teachers, support staff, governors and other community members work together to achieve and celebrate success and progress for **every** pupil. Our vision – ‘Success for All’, encompasses our vision of our pupil premium allocation. We believe that ensuring that our children have a varied, immersive, stimulating and enhancing curriculum, which is tailored for **their needs**, will give them every opportunity to succeed; whether curricular or extra-curricular.

The DfE has given us the freedom to use the Pupil Premium as we see fit, based upon our knowledge of our pupil needs.

*It is for schools to decide how the Pupil Premium, allocated to schools per FSM pupil, is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility.*

However, we are accountable for the use of this additional funding.

At South Kirkby Academy, Pupil premium funding represents a significant proportion of our budget and we are committed to ensuring it is spent to maximum effect.

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| **Number of pupils and pupil premium grant received** | |
| Total number of pupils on roll | Current:– 229 Funding on 108 pupils – 47% PP |
| Total number of pupils eligible for PP funding | 108 – see KFS for actual figures 2016/17 (July 2017) |
| Amount of PP funding received per pupil | £1320 |
| Total amount received | Allocation of £142,560 |

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| **Previous performance of disadvantaged pupils in 2014/2015 and 2015/2016** | | | | |
|  | **Non - Disadvantaged** | | **Disadvantaged** | |
|  | **2014/2015** | **2015/2016** | **2014/2015** | **2015/2016** |
| % of pupils making expected progress in Reading 2014/2015. Progress score 2015/2016 | **94%** | **-2.53** | **66%** | **-2.69** |
| % of pupils making expected progress in Writing 2014/2015. Progress score 2015/2016 | **97%** | **-1.10** | **97%** | **-1.58** |
| % of pupils making expected progress in maths 2014/2015. Progress score 2015/2016 | **77%** | **-0.62** | **83%** | **-0.64** |
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**Funding Priorities 2016 -2017**

South Kirkby academy is an average-sized primary school serving an area of significant deprivation. It opened as an Academy on 1st September 2016 and is part of Waterton Academies Trust.

The proportion of disadvantaged pupils for whom the pupil premium provides support is high. We believe that this proportion would be higher is families were aware of the full entitlements they would be eligible for if they applied for free school meals.

There are a number of factors affecting the Pupil Premium pupils attending our Academy. Many of our pupil premium children suffer with fatigue, obesity and other health problems. When we researched this, it is down to contributing several factors –

·        Parents who work unsociable hours in low paid employment

·        Pupils who are responsible for helping siblings by preparing meals and ensuring they arrive at school on time

·        Homes where there is very little food or nutritional food available,

·        A lack of understanding about healthy diets, and poor dental and general healthcare for the children. For Wakefield Schools Child Health Profile for further details. *www.chimat.org.****uk****/resource/view.aspx?RID=273445*

·       Attendance is always a significant challenge as for some of our families.

A large number of our Pupil Premium pupils also have one or more Special Educational Needs. This requires additional support, highly skilled teachers and sharply focused management to ensure that multiple needs can be met at the same time.

We have high aspirations and ambitions for our pupils. We strongly believe that it is not about backgrounds, culture or challenges but your passion and thirst for knowledge, and your dedication and commitment to learning that make the difference between success and failure, and we are determined to ensure that pupils are given every chance to realise their full potential.

This year, our aim is to further increase the percentage of outstanding teaching across the school, through the release of the Deputy, Assistant Headteacher and reading lead to monitor and improve the teaching and learning across school.

There will be a whole school focus on: engaging pupils in their learning; questioning and the art of challenge; and feedback. Teachers are, in turn, responsible for coaching assigned teachers through lesson study triads. School’s Performance Management systems will make all teachers accountable to this initiative, through two key objectives: Improving the quality of teaching, and Distributed leadership.

Further to that, we are investing in additional high-quality extra support for teaching and learning, focusing on identified areas of need, and those children eligible for FSM in identified groups. (The implementation of HLTAs in all year groups).

We also want to raise standards in reading, by enthusing children to become avid readers and will further develop the school library by installing, embedding a love for reading throughout school and using the latest information technology. All pupils will also get the opportunity to attend residential trips to enable them to be further immersed in the curriculum and create opportunities for team building.

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| Nature of support 2016/2017 | |
| Focus on Learning and the curriculum:  Focus on social, emotional and behavioural:  Focus on enrichment beyond the curriculum:  Focus on families / community: | Reading throughout school to be developed  Work with EWO and attendance officer  Classroom environments |
| **Curriculum Focus**:  Increased % of pupils working at ARE in Reading, Writing and Maths.  The whole school target is the government expectation of 85% in each year group. Specific targets for individual year groups for a rapid increase in mathematics performance. | |
| **Impact of PP spending:**  In the previous academic year, disadvantaged and non-disadvantaged pupil progress was inline. Although disadvantaged pupils’ achievement was greater, based on average scaled scores, in reading and maths. The number of disadvantaged pupils who were not working at the national expected level was still below the school target – especially in writing. | |

**HOW WE WILL MAKE DECISIONS REGARDING THE USE OF THE PUPIL PREMIUM**

In making decisions on the use of the Pupil Premium we will:

* Ensure that Pupil Premium funding allocated to our school is used solely for its intended purpose. We will also recognise that the Direct Schools Grant (DSG) has an element of deprivation funding included in it to address the attainment of our disadvantaged pupils.
* Use the latest evidence based research1 on proven strategies which work to narrow the attainment gap and adapt these as necessary to meet the needs of our pupils.
* Be transparent in our reporting of how we have used the Pupil Premium, so that our parents, interested stakeholders and Ofsted are fully aware of how this additional resource has been used to make a difference.
* Encourage take up of FSM by working proactively with our parents and carers in a sensitive and supportive manner and to remove any potential barriers or stigma attached to claiming FSM. In doing so, we also recognise the vital role that parents and carers play in the lives of their children.
* Be mindful of the fact that eligibility and take up of FSM does not equate with pupils being considered to be of ‘low ability’ because of their social circumstances.
* Ensure there is robust monitoring and evaluation in place to account for the use of the Pupil Premium, by the school and governing body.
* Recognise the fact that FSM pupils are not a homogeneous group and cover a wide range of needs. As such the strategies we use to raise attainment will take these group and individual needs fully into account.
* Use high quality teaching and learning as the preferred way to narrow the gaps in attainment in the first instance. We will also use high quality interventions with proven evidence of impact to assist our pupils who need additional support in a time limited way.
* Use the Pupil Premium for all year groups not just those taking examinations at the end of the year.

**Target 2016 – 2017 - Diminishing the difference – to ensure that Pupil Premium pupils make sufficient progress in line with their individual starting points. .**

1. **Raise the achievement and confidence of Pupil Premium students**
2. **Ensure all staff and other stakeholders are aware of the individual needs of PP students**
3. **Continue to address the needs of the differing demographics of the PP pupils, attendance issues etc.**
4. **Ensure that PP entitlements in bring value for money**

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| **Year Group** | **Activity/ Initiative/ Staff** | **Cost** | **Purpose** | **Outcome** |
| **Whole School** | Breakfast Club\* | £3,000 | Extended learning time: Daily reading to develop reading skills. Providing a subsidised healthy breakfast ensure pupils start the day in a positive way.  Impact on PP pupils attendance | Pupils demonstrate a positive attitude to learning.  Improved attendance of disadvantaged pupils |
| Hazel Large / Gordon Tennant | £5000 | Working alongside pupil Premium pupils to increase their ability in the basics of the four rules. Extra booster sessions for PP pupils before SATs. | Stronger progress across Year 6 in maths. |
| PULSE fitness and Pontefract Collieries | £5,400(£30ph/£25ph) | Sports professionals to deliver extra-curricular activities, focusing in vulnerable PP children. | As above |
| Mr Arundel | £3,900 (£20ph) | Provide extra-curricular activities for pupils to promote enjoyment outside of the school day. | As above |
| Parental Engagement Award | £2000 | (SEN) creating opportunities to improve relationships with our most vulnerable parents. | Parents have more of an insight into the workings of the school. |
| Walking Bus | KJ x 5 = £1483 | Improve the attendance and decrease the late marks of our targeted students. | Attendance increased of PP targeted pupils |
| Attendance Officer | £2167 | (See walking bus issues), assist the SLT in all attendance matter. Work closely with the EWO. | Increased attendance, reduced number of pupils late. Ensure a settled start to the day and readiness to learn |
| Attendance Initiatives | £500 | As above – Ipads, vouchers for prize draw. | Attendance increases above national levels. |
| Trips Subsidies | £890 x £10 pp | Extending experiences and building confidence. | Increased self-confidence greater independence, better team working and collaborative skills. Opportunities to capture pupils’ imagination and provide greater opportunities. |
| Home Work Club/After School Club | £2973 | Extending learning time. Weekly homework sessions to support pupils in building on work completed in class.  Provide extra-curricular activities for pupils to promote enjoyment outside of the school day. | Records show pupils complete homework regularly. Pupils meet targets.  Develop self- confidence and self -esteem. Promote positive attitudes to school. |
| Learning Mentor | £18,500 | Providing additional support for pupils and families with a range of needs – emotional, social, behavioural , attendance and punctuality etc. | Barriers to learning are overcome and targeted pupils make rapid progress. |
| Inclusion worker to ensure that the needs of all vulnerable pupils (SEN/CP) are effectively met | £16,000 | Sharing expertise for SEND pupils.  Planning for and delivering interventions  Develop Teaching Assistants  practice | Increased % of pupils  SEN attaining ARE. |
| Two HLTAs for year group same day interventions (English and mathematics) | £20,000 | Individualised support at all levels. Targeted support for pupils to address misconceptions, gaps and weaknesses. | Increased confidence. Attainment and progress of PP closer to National at the end of lower key stage 2 and by the end of year 6 in Reading, Writing and Maths. |
| CPOMs programme | £660 | To ensure a safer and more effective process of recording CP and SEND incidents. | Secure monitoring of child protection, safeguarding and wider student pastoral welfare for schools |
| Nurture Programme | £7500  Costing towards training and resources for the Qube. | Extending experiences and building confidence. | Increased self-confidence greater independence, better team working and collaborative skills, although the impact of this programme has been limited. The skills force project will not be continuing next year. |
| Subsidise enrichment activities e.g. gardening groups workshops (Dogs trust), storytelling, theatre productions etc) | £1000 put to on side although capital may be taken from the school fund. | * Extending experiences and building confidence. | Increased self-confidence greater independence, better team working and collaborative skills. Opportunities to capture pupils’ imagination and provide greater opportunities. |
| Mathletics and reading eggs | £1000 | Using interactive ICT programme to improve skills and fluency of children in mathematics can be used at home with parents and carers. Along for additional homework support | 100% of pupils make expected levels of progress in year |
| ICT resources | £1240 | Purchase chrome books and extra ipads to ensure that above interventions can take place. | Pupils are able to access appropriate interventions with little time wasted. |
| Provision of full school uniform | £3200 | To raise aspirations of all pupils and create a positive work ethic | Outcome: Inspired children who take pride in their appearance and environment |
| Provision of Water Bottles with the school emblem | £900 | To supply all children with the aid to have provision of daily water. Focus PP | Outcome: Healthy lifestyle |
| Value Awards/ Assemblies and Resources | £2000 | To raise aspirations of all pupils and create a positive work ethic | Outcome: Inspired children who take pride in their appearance and environment |
| PC Rickard | £3000 (Check this amount as refund to be allocated from WYP) | Police family liaison officer. Support with attendance and site issues. Specialist focus on behaviour | Improvement in attendance in road safety. |
| Library / ICT suite | £7,000 | To continue improve the learning environment for children to impact reading results though school. | Outcome: increased reading results for the whole school |
| Deputy Head Teacher | £13,000 | Standards, assessment, attendance, tracking and monitoring teacher and learning lead. Pupil Premium champion. Teacher cover when required | Outcome: improved teaching standards and pupil progress throughout school. |
| Productions in school | £2000 | Immersive curriculum experiences which act as a hook for children’s future learning | Inspired and aspirational learners |
|  | Sweet Charity Project | £1000 | Link to Gambia for Global Learning and support to the link school and pupils | Children in school are provided with a global learning curriculum and awareness of the world around them |
| Residential | £2000 | Subsidised payment to increase Global learning for Yr 6 pupils and independence of year 5 pupils. | Increased self -confidence greater independence, better team working and collaborative skills. Opportunities to capture pupils’ imagination and provide greater opportunities |
| Value Awards – Ambassador and Prefects | £500 | To raise aspirations of all pupils and create a positive work ethic | Outcome: Inspired children who take pride in their appearance and environment |
| Graduation of Year 6 Pupils | £2500 | Yr 6 initiative to raise aspirations and promote success | Outcome: Highest results in 3 years |
| Wider Opportunities Music | £300 | Extending curriculum opportunities for new students as they enter Year four. | Outcome: More focused pupils who have improved behaviour and standards. |
| **Years 3 and 4** | Forest Schools & Parent Involvement Sessions | £5000 | Immersive outdoor experiences and learning to provide stimulating curriculum for lower school. To aid with the transition from the infant school | Outcome: More focused pupils who have improved behaviour and standards. |
| Small group intervention phonics, reading, writing and maths. | £3000 | Individualised support at all levels. Small group work to extend pupils skills. | Increased attainment in Phonics, Reading, Writing and Maths. |