

Pupil Premium Strategy 2019-20

Number of pupils and pupil premium grant (PPG) received			
Total number of pupils on role	192		
Number of pupils and pupil premium grant (PPG) received	120		
	FSM	Post LAC: 2	LAC: N/A
Total amount of PPG received	£158,400		
Date of last pupil premium review	September 2019	Planned date of next review:	In school on a termly basis Full review September 2020
Barriers to future attainment (for pupils eligible for PP, including high ability)			
In-school barriers (issues to be addressed in school, such as poor oral language skills)			
1	Disadvantaged pupils have low entry points when joining Paxton Academy Sports and Science (in comparison to non PP pupils) and are working outside the expected standard.		
2	Disadvantaged pupils entering Reception have low starting points		
3	The proportion of pupils achieving age related expectations in reading, writing and maths is lower than non-disadvantaged peers.		
External barriers (issues which also require action outside school, such as low attendance rates)			
1	Some pupils have less opportunities to engage in extra-curricular activities which limits their cultural experiences.		
2	Attendance and punctuality is an issue for some disadvantaged pupils.		
Outcomes			
Disadvantaged pupils to attain in line with non-disadvantaged pupils in reading, writing and maths by the end of KS1.			
To improve attainment and progress of disadvantaged pupils achieving greater depth, narrowing the difference between non-disadvantaged pupils			
To narrow the attainment gaps by ensuring targeted disadvantaged pupils make accelerated progress.			
For all disadvantaged pupils to attend school regularly and on time.			

For 2018-2019 outcomes-see 2018-18 impact report.

Strategy				
Quality of teaching for all				
Targeted Group	Intended Outcome	Actions	Staff Lead	Review
Outcome All pupils (including disadvantaged)	To improve the depth and breadth of learning for all pupils including disadvantaged through a carefully planned curriculum	<ul style="list-style-type: none"> -Embed changes to the new curriculum through bespoke CPD for subject leaders and class teachers. -Team teaching and modelling by SLT, Subject Leaders, Inclusion Manager and educational consultants. -Subject reviews including book looks, planning and lesson observations. 	<ul style="list-style-type: none"> -Director of Teaching and Learning -Subject Leaders -Inclusion Manager -Class teachers 	
Outcome All disadvantaged pupils	To ensure all disadvantaged pupils make expected progress or better through high quality teaching and a curriculum with high quality vocabulary.	<ul style="list-style-type: none"> -Implementing tiered vocabulary through CPD for all staff (Spring/Summer 2020). -All classrooms to have English working walls. -Explicit teaching of tier 2 vocabulary teaching (Spring/Summer 2020). -Use of high quality core texts used in English lessons and across the curriculum. 	<ul style="list-style-type: none"> -Inclusion Manager & Chesterton SENCo -Literacy Lead -Class Teacher 	
Enrichment and social skills All disadvantaged pupils	<ul style="list-style-type: none"> -To improve cultural capital for all disadvantaged pupils enabling them to have the same skills as all pupils to succeed in life. -50% of disadvantaged pupils will take up an extra-curricular enrichment club term -100% of disadvantaged pupils go on the additional educational visits 	<ul style="list-style-type: none"> -To provide all disadvantaged pupils with the opportunity for an extra-curricular enrichment club per term. -To provide all disadvantaged pupils with additional educational visits throughout their time at school (see pupil premium offer). -To part fund educational visits. -All disadvantaged pupils to attend excellent learning 	Inclusion Manager	

		assemblies and workshops in developing a growth mindset.		
Future aspirations	-To raise future aspirations for all disadvantaged pupils	-Sports lead to mentor young leaders and provide training to ensure pupils can effectively carry out the role. -PSHCE lead to support pupils fulfil their role as school council or eco council rep.	-Inclusion Manager	
Quality of teaching for all (for targeted group)				
Outcomes Disadvantaged-those working below year group expectations.	-To narrow the attainment gap to ensure targeted disadvantaged pupils make accelerated progress overtime and attain in line with non-disadvantaged pupils. -Over a 3 year period, targeted disadvantaged pupils make accelerated progress. -Ambitious targets set for targeted pupils and all pupils will meet targets as a result of quality first teaching and impact driven interventions.	-Focus during pupil progress meetings. -Impact of additional provision monitored half termly or termly -Pupils are targeted during whole class teaching -Interventions set up for pupils who are falling behind to ensure they catch up (Summer 2020). -Phonic interventions in KS1 for Pupils. -Educational Psychologist to support teachers and parents to ensure effective strategies are in place and need is swiftly identified.	-Inclusion Manager -Curriculum leads -Class teacher	
Outcomes Disadvantaged – those working at greater depth	Pupils working at greater depth at key stage 1, continue to be greater depth at key stage 2	Identification of PAG groups (prior attainment group) and ensuring all teachers have a good awareness of pupils in their class or teaching group. -Class teachers to ensure quality first teaching is meeting the needs of pupils working at greater depth.	-Inclusion Manager -Class teacher	

		-Pupil progress meetings – focus on disadvantaged pupils working at or targeted to be working at greater depth.		
Outcomes and social Disadvantaged and EHCP Disadvantaged and SEND support (primary need – cognition)	To ensure disadvantaged and SEND pupils met their personalised progress target -All pupils meet their individual targets -All pupils make expected progress within their personalised curriculum (additional provision) which contributes towards their progress, attainment and their social progress	-Personalised curriculum for pupils identified as needing an EHCP. -One page profiles for EHCP pupils to ensure all staff are aware of pupils needs and strategies that will support the pupil (Spring/Summer 2020) . -LSAs to be timetabled to deliver personalised curriculum, led by class teachers and supported by SENCO (Spring/Summer 2020) . -Individual outcomes for all EHCP pupils which are clearly displayed in each classroom (Autumn 2020) . -Differentiation in all lessons to ensure all pupils are included at an appropriate cognitive level (Spring/Summer 2020) .	-Inclusion Manager & Chesterton SENCo	
Enrichment and social skills Disadvantaged and SEN support (SEMH Primary or secondary need) Disadvantaged and social and emotional need	To ensure disadvantaged (& SEND) pupils have reduced barriers to learning and have positive mental health -Pupils make at least expected progress with their identified needs through targeted provision	-Class teachers to identify additional social and emotional needs alongside Inclusion Manager). -Pupils with identified SEN needs (SEMH) to be supported through additional provision (with clearly identifiable and measured outcomes) (Spring/Summer 2020) .	-Inclusion Manager & Chesterton SENCo -Class teachers	
Outcomes and social	To ensure needs of the whole pupil are met to ensure they	-Access to learning mentor support and specialist	-Inclusion Manager -Deputy Principal	

Previously looked after (post LAC) and looked after (LAC)	make the same or better progress than other pupils -Additional learning needs will be identified and a bespoke curriculum will be put in place where necessary	external support as required -P/LAC lead will make strong links with families and attend all PEP meetings. -Pupils will have the opportunity to attend 2 extra curriculum clubs termly. -Pupils will be invited to attend Breakfast Club/After School Club when appropriate.		
Attendance Targeted disadvantaged pupils	Attendance for all disadvantaged pupils will be 96%	-Individual rewards for good attendance and punctuality. -Class rewards for attendance -Educational Welfare Officer to monitor attendance and work with targeted families with low attendance, follow up with termly school attendance panel. -Inclusion Manager and Attendance Officer to work with key families.	-Inclusion Manager -Attendance Officer	

Planned spending of allocation (estimated cost)

Project	Estimated cost
All disadvantaged pupils	
Curriculum (whole school priority)	N/A
Continuous Professional Development	£20,000
Deputy Principal, Subject leaders and Inclusion Manager (Cover)	£20,000
Breakfast Club, after school club, school trips	£20,000
Learning Mentor	£20,000
Education Welfare Officer	£6000
Attendance Officer	£14,000
Support Staff	£30,000

Educational Psychology	£20,000
Excellent Learning Project	£500
Language Link license	£3000
Resources e.g. quality reading texts	£5,000