

## Progress Data for Children in receipt of Pupil Premium Grant

### OUTWOOD PRIMARY ACADEMY LOFTHOUSE GATE

#### **PUPIL PREMIUM FUNDING 2016-17**

The Pupil Premium Grant is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils of all abilities and to close the gaps between them and their peers. In the 2016 to 2017 financial year we received £1,320 for each child registered as eligible for free school meals at any point in the last 6 years. This equates to 23 children, or 5.8% of the children on roll at the time of the census.

**Total amount of Pupil Premium in 2016-17**

**£30,360**

#### **THE MAIN BARRIERS TO EDUCATIONAL ACHIEVEMENT THAT THE DISADVANTAGED CHILDREN IN OUR SCHOOL FACE**

The potential barriers for our disadvantaged children are:

- Attendance – Lower than average attendance and poor punctuality has the potential to minimise the impact of regular high quality teaching.
- Behaviour – behavioural issues within the classroom have the potential to disrupt the learning of the child and the peer group.
- Emotional & Social factors – Some children experience complex home and school issues which have the potential to act as significant barriers to learning.
- Limited parental engagement – for a number of reasons, parents may not engage as well with the school. This limits parental ability to support at home with activities such as homework.
- Lower than expected levels of development on entry to the Foundation Stage (particularly in relation to Communication and Language as well as Social and Emotional Development). – Without early intervention these key areas have the potential to significantly limit educational progress across the curriculum.

#### **HOW WE SPEND OUR PUPIL PREMIUM FUNDING IN ORDER TO REMOVE THESE BARRIERS**

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At Outwood Primary Academy Lofthouse Gate we have developed many robust intervention strategies over a number of years; all of which are designed to support each individual student to achieve their potential. We are proud that we have 'narrowed the gap' between different groups of students and fulfilled one of our core aims "to raise standards for all children by sustaining and enhancing performance and to develop the whole child".

Below is a list of strategies that we use to support students and the total cost of some of these strategies. The intervention strategies exceed by far the total amount we receive for the Pupil Premium. The Pupil Premium is used to support all of these strategies:

### **Learning Manager**

Learning Managers are a key liaison between home, school and the child. On a daily basis our Learning Mentors work with children to support their social and emotional needs and the development of their skills. Learning Mentors act as the child's champion ensuring that their needs are met and that both home and school support the child to fully achieve their potential.

### **Safeguarding and Attendance Officer**

The Safeguarding and Attendance officer works with home and school to ensure that regular attendance and punctuality does not become a barrier to learning. The officer works pro-actively with children, families and with the Educational Welfare Service on a range of initiatives and programmes to promote attendance. The Safeguarding Officer is a key liaison between the school, home and a range of agencies who support vulnerable families. This includes supporting families who may be supported by a CAF, Child in Need Plan or subject to a Child Protection Plan.

### **Lead Teachers**

Our Lead Teachers are supernumerary to the school and carry out educational achievement interventions in the end of key stage year groups (Y2 and Y6). These teachers meet with the school on a weekly basis (Achievement Meeting) to identify the learning needs of individuals; highlighting those at risk of underachievement and planning interventions accordingly.

Lead Teachers also support the work of all teachers in the academy through the delivery of regular training and development as well as moderating the teacher assessments within the school.

### **Vice Principal – Deep Support**

Each of our academies has a named Vice Principal whose focus is to ensure that the academy's interventions are effective in supporting children to maximise their potential. The Vice Principal responsible for this in our academy is Mrs Rachael Skirrow.

### **Awards**

Our regular programme of awards celebrates achievement across all year groups and across all areas of the curriculum. These awards promote the belief that every child has a talent and every talent should be celebrated. Children tell us that these awards motivate them to work hard to achieve their potential and be recognised for their talent.

Our weekly assemblies support our focus on the 'Model Learner' – promoting key skills and qualities such as resilience, confidence, communication, collaboration etc. Weekly awards for displaying 'Model Learner' skills promote the development of the whole child as a learner.

### **Uniform**

All children are given a free uniform on joining the academy. Children who qualify for pupil

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premium are also given additional funding to support the purchase of uniform. This removes discussions about uniform from our day-to-day practice, allowing us to focus purely on learning.

### **Parent Workshops**

Throughout the year we deliver a number of parental workshops focused on areas identified as common barriers/misconceptions. These enable parents to better support their child's learning at home. These include:

- Early Reading and Phonics
- Welcome to EYFS
- Y6 and Y2 information evenings
- Understanding Praising Stars
- Supporting Reading

Additional parent-teacher consultations are also held for any child whose progress is causing concern.

### **Curriculum Support**

Our range of curriculum interventions includes:

- Revision sessions are held at regular intervals throughout the year for those children in Year 6. Sessions are provided within the Academy day as well as evenings, and during school holiday time.
- Revision resources are provided for year 6 children to support their preparation for the end of Key Stage tests.
- All children have access to 'Mathletics', an online resource used to set homework, review lesson outcomes and guide children through activities.
- All children have access to 'Accelerated Reader' to support their personalised reading provision and development.
- All pupil premium children requiring additional support in reading have access to the Lexia programme which develop fluency and comprehension skills. This is an additional intervention during school time and also at home.
- 121 intervention post holders support children in English and Mathematics.
- Children who qualify for Pupil Premium are also supported with music lessons and contributions towards equipment and trips to enhance their learning experience whilst at the Academy.
- Additional teaching assistant support has been allocated across the academy according to intervention needs.
- A same day intervention approach to the teaching of mathematics has been implemented to ensure that as many children as possible develop age related mathematical progression on a daily basis.
- Focused phonics groups in Key Stage 1 support the development of early reading as well as speech and language skills. Additional intervention is targeted towards this key developmental milestone.
- We ensure a higher than required child-adult ratio in our early years settings, as well as targeted interventions, in order to ensure better than expected progress across the phase within the whole Early Years Foundation Stage curriculum.

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### **HOW WE MEASURE THE IMPACT OF OUR USE OF THE PUPIL PREMIUM**

On a termly basis measure the impact of our pupil premium provision using the following indicators:

- % of children meeting age related expectations
- % of children on track to meet their progress target for the end of the key stage
- % sessions attended
- % of children receiving C3+ in our behaviour management system
- % of children showing effort E1-E3 in the last Praising Stars © reporting.

Throughout the year we carry out pupil voice activity and ensure that disadvantaged learners are represented in these groups.

### **OUR NEXT REVIEW OF PUPIL PREMIUM SPENDING**

We review the achievement, behaviour and attendance of all children on a 6 weekly basis using our Praising Stars © system. This includes a report to parents on their child's progress in the core subjects.

As part of this review we scrutinise the difference that any provision funding by the pupil premium is having. Where necessary, we change the provision in order to maximise the impact of our interventions.

Our 4i model of intervention is used to review the termly Praising Stars information

- Information gather – we gather achievement data; behaviour concerns and attendance information of all children.
- Identify – we identify the issues (both the concerns and the successes). We identify where we can have most impact and the nature of intervention required.
- Intervene – we apply the relevant intervention ensuring that these are personalised and address the issues identified.
- Impact – at the next Praising Stars © cycle we review the impact that the interventions have had and discuss the future needs of the pupil.

A formal review of the impact of Pupil Premium spending takes place at the end of the year in light of end of year and key stage assessments.