



Pupil Premium Spend 2016 -2017

Rationale for use of Pupil Premium

Specific objectives for the use of Pupil Premium funding included;

- Increasing the % of pupils achieving ARE at end of Key Stage 1
- Providing target intervention for pupils across the school who were at risk of falling behind or identified as making slower progress
- Providing additional support to pupils with barriers to learning

As a school, although raising standards is our priority, we also believe that education within an Infant School is about nurturing, care, compassion and exciting learning opportunities. Our children must feel happy, safe and secure if we expect standards to rise.

The pupil premium will fund:

- 3 Day Reading Recovery teacher - to provide additional specialised and focused support for children in reading, writing and phonics plus resources.
- Purchase of Speechlinks programme and a Part time TA to deliver this - to support communication and language across Foundation Stage
- Part fund Learning Mentor - to provide support to high needs pupils with significant barriers to learning.
- Funding of a free breakfast club for specific targeted pupils - To provide a calm and supportive start to the day and to improve attendance and learning behaviour.
- Part funding of Family Support Worker - to work with all vulnerable families to develop engagement and support. Also to improve attendance.
- Voucher scheme - to support costs towards uniform, trips and clubs to support pupil inclusion, personal, special and emotional development and self-esteem.
- Forest Schools Outdoor Activity Programme which helps to develop confidence, social skills and natural science knowledge, part funding (costs circa £4,000)

PUPIL PREMIUM INCOME

Calculation :

1. Total no. of pupils of roll	311
3. No. of children eligible for the pupil premium	42
4. 30 children x revised £1300 grant	<u>£54,600</u>

PUPIL PREMIUM EXPENDITURE	<u>Cost</u>
Part time reading recovery teacher	20,000
Speechlinks programme and TA	5,000
Part fund Learning Mentors	7,500
Part funding Family Support Worker	10,000
Reading recovery Resources	1,000
Voucher scheme to support cost trips/uniform	2,250
Provision of free breakfast club	5,000
Forest School	1,000
Still to be allocated	£2,850
	54,600

2016-17 REVIEW

Objective 2016-17	Evaluation																															
<p>Increasing the % of pupils achieving ARE at end of Key Stage 1</p>	<p>2016-17 was the opening year for Danesholme Infant Academy under the sponsorship of Greenwood Academies Trust. The predecessor school, Danesholme Infant Academy, was in special measures (Oct 2015) and rapid change was required in order to improve teaching, learning and assessment. Staffing at the Academy was very turbulent in 2016-17 and this has impacted pupil outcomes in 2017.</p> <p>Danesholme Infant Academy outcomes vs National outcomes:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th rowspan="2"></th> <th rowspan="2">% GLD</th> <th rowspan="2">Y1 Phonics</th> <th colspan="3">KS1</th> <th rowspan="2">Combined</th> </tr> <tr> <th>%ARE Reading</th> <th>%ARE Writing</th> <th>%ARE Maths</th> </tr> </thead> <tbody> <tr> <td>DIA 2016</td> <td>54%</td> <td>74%</td> <td>64%</td> <td>36%</td> <td>43%</td> <td></td> </tr> <tr> <td>National 2016</td> <td>69%</td> <td>81%</td> <td>74%</td> <td>65%</td> <td>73%</td> <td></td> </tr> <tr> <td>DIA 2017</td> <td>65%</td> <td>73%</td> <td>49%</td> <td>28%</td> <td>35%</td> <td>25%</td> </tr> </tbody> </table>		% GLD	Y1 Phonics	KS1			Combined	%ARE Reading	%ARE Writing	%ARE Maths	DIA 2016	54%	74%	64%	36%	43%		National 2016	69%	81%	74%	65%	73%		DIA 2017	65%	73%	49%	28%	35%	25%
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<p>Providing target intervention for pupils across the school who are at risk of falling behind or identified as making slower progress</p>	<p>Regular pupil progress meetings were held during the academic year 2016-17 in order to provide targeted intervention for identified pupils. Support for individuals varied dependent on need, but included additional support from the reading intervention teacher, Speechlinks TA and Learning Mentor. Some small group intervention resulted in accelerated progress, but this was not substantial or sustained enough to impact on Key Stage one outcomes. Forest School provision was used to support children with wider social and emotional needs.</p>																															
<p>Providing additional support to pupils with barriers to learning</p>	<p>The academy's Family Support Worker provides support for families where pupils have barriers to learning, including attendance. The Family Support Worker's case load for 2016-17 was typically seventeen families, although this constantly changed according to need, with families all accessing different levels of support. Families also received support financially with funding for uniform, trips and clubs.</p>																															

