

PUPIL PREMIUM PLANNED EXPENDITURE 2018-19

Pupil Premium 2018 – 2019

The Pupil Premium was introduced in April 2011, and paid by means of a specific grant for pupils:

- who have been in receipt of free school meals (FSM) at any point in the last 6 years
- who have been continuously looked after for the past six months
- for children whose parents are currently serving in the armed forces

Discovery Academy is committed to providing effective resources and ensuring support is in place for our Disadvantaged pupils in receipt of the Pupil Premium Grant to improve their outcomes.

Total Number of pupils		Year groups attending	Nursery (1 x 15 hrs) Reception, Y1 and Y2– 1 form entry
Number of pupils eligible for PP	7 (16 inc. YR)	Total PP budget @£1320	£9,240
Number of pupils eligible for PP services	1	Total PPS budget @£300	£300
Number of pupils eligible for PP LAC	1	Total PP LAC budget	£1500 (£600 held with LA)
Number of pupils eligible for EYPP	2	Total EYPP budget @ £302.10	£604.20
		TOTAL planned budget	£11,644.20

BUDGET ALLOCATIONS - The Pupil Premium grant for children who are eligible under any of the Free School Meal Ever 6 (FSME6), Former Looked After Children (LAC) and Services criteria is allocated by the EFA based on the previous academic years Spring pupil census. This means that Schools effectively receive Pupil Premium funding for each eligible child the academic year after their inclusion on the Spring Census. As a result of this Pupil Premium related expenditure on eligible children is effectively being incurred a year in advance of receiving the associated grant funding for Schools such as Discovery where not all of the year groups have children in them due to the School opening in 2016. Therefore, due to Discovery Academy being a Basic Needs school we will not receive the funding for Reception PP children until 2019/2020.

Barriers to learning for PP pupils	
In-School Barriers	<p>A. On entry to school poor communication and language skills, a large percentage of children are below ARE which affects all areas of learning.</p> <p>B. A number of pupils eligible for PP also have SEN, which affects progress in core areas.</p>
External barriers	<p>C. Attendance for Disadvantaged pupils</p> <p>D. Lateness for some Disadvantaged pupils</p> <p>E. Support for homework for some pupils – for some pupils home learning environments lacks support for Communication, Language and Literacy skills.</p> <p>F. Limited enriching experiences outside of school which would enhance pupil’s access to the world and understanding of the world we live in.</p> <p>G. A number of pupils eligible for PP have complex social and emotional needs, which impact on their learning.</p> <p>H. A number of pupils eligible for PP have complexities in home life and support from Social Services.</p>

Barrier	Desired outcome	Success criteria
A/B	That all pupils with PP will receive targeted Speech and Language support through Talk Boost programme	<ul style="list-style-type: none"> All PP pupils will have been screened All PP pupils with need will receive targeted intervention and make good progress.
B	That PP children achieve GLD at the end of reception and make the same if not accelerated progress of their peers.	<ul style="list-style-type: none"> That PP children make progress broadly at the same rate as NPP That PP children are in line with NPP children
B	That 100% of PP (who are not SEND) children in Year 1 achieve expected in the phonic screening.	<ul style="list-style-type: none"> That PP children make progress broadly at the same rate as NPP That PP children are in line with NPP children
B	That 75% of PP pupils achieve ARE in Year 2 (100% not inc. SEND)	<ul style="list-style-type: none"> That PP children make progress broadly at the same rate as NPP That PP children are in line with NPP children
B	The attainment gap between NPP and PP will decrease in all year groups Progress of PP pupils will be in line with NPP pupils	<ul style="list-style-type: none"> Good/outstanding teaching and learning inc. educational visits and experiences Gap between PP children and NPP closes PP children targeted for intervention in carefully planned interventions
C/D	That all pupils with PP will have at least 96% attendance That attendance for PP pupils is in line with national.	<ul style="list-style-type: none"> Improved attendance for PP pupils Reduced number of persistent absentees The gap between PP and NPP attendance will be narrowed.
A/B/C/D /E/G/H	Pastoral provision will strengthen engagement with PP families to enable them to focus on learning and the child's educational needs	<ul style="list-style-type: none"> PP families will develop good relationships with school to support their child. Breakfast club will be established and attended by PP pupils PP children will receive personalised pastoral support in 1:1 and small group interventions PP children with CSC involvement will have subsidised support to access interventions and services (Voice of the child/Worry Monsters/Good day, bad day) Homework club will support all children to access quality 'home' learning and tasks to support practise of key skills. Worry monsters and mentors support the SEMH of PP pupils Pastoral support and Early Help support for CP/CIN/CAF
F	That PP pupils will have access to quality real life experiences	<ul style="list-style-type: none"> Aspirations raised Enthusiasm and interest in topics studying. Experiences impact positively on Communication, Language and Literacy and learning outcomes.

	Objective	Action	Resources	Cost	Evaluation
A/B	To improve the spoken language and understanding of PP pupils	Implement Talk Boost screening and intervention program	TA time 5hrs per week Talk boost materials and resources Talk boost training	£2,000	<ul style="list-style-type: none"> All PP children in Reception and Year 1 screened and targets set 10 week intervention implemented Review of outcomes If required further screening and intervention All PP pupils, except those with SEND, completed the Talk boost programme and exited at age expected. Those with SEND referred to specialist for support
B	PP pupils receive need driven interventions to narrow the gap with their peers	Interventions planned to meet the needs of PP pupils as discussed in termly PPM's and progress measured through entry and exit data	TA 7 hrs per week per class	£4,200	<ul style="list-style-type: none"> All PP children targeted and tracked with individual or small group interventions 7/9 PP pupils made Good or better progress in Year 1 and 2 which includes SEND pupils.
		1:1 support for spellings and number facts	TA 2 hrs per week per class		<ul style="list-style-type: none"> All PP children in Year 1 received 1:1 key work reading and spelling intervention supporting good progress.
		Holiday clubs to support learning in preparation for National tests	TA and Teacher time Resources Motivational rewards and support		<ul style="list-style-type: none"> Phonics lessons – all PP children attended Year 1 Phonics booster sessions 4/7 of PP were not SEND and achieved expected = 100%
		Homework club established each Wednesday	TA and Teacher time		<ul style="list-style-type: none"> PP children targeted to receive additional reading and key skills intervention during the club All PP children were heard read each week Homework from PP children was always completed and rewards given to children
C/D	Ensure punctuality and attendance for PP pupils is at 96%.	Attendance panel meetings Monitoring of attendance weekly Attendance interventions	2 hrs per week for attendance officer/pastoral team	£1,000	<ul style="list-style-type: none"> 4 PP pupils attended attendance panel meetings when attendance fell below 95% 2 PP children received penalty warning notices – improved attendance after 1 PP child received additional support through EWO and School nurse to raise attendance

B/D	To ensure that all pupils have access to a healthy breakfast each morning at a subsidised cost for those with PP.	Breakfast club	3 TA's for 5 hrs per week Subsidised cost/food	£2,000	<ul style="list-style-type: none"> Increased numbers in breakfast club. 5/7 of the pupils receiving PP funding access breakfast club. 4 PP children accessed breakfast club for free at some point during the year to support difficulties.
F	To ensure that all children can access high quality real life experience to impact on teaching and learning in the curriculum	All classes take part in a school trip each term– Enhance experiences	Planned visits and experiences Coach costs and subsidised support	£2,000	<ul style="list-style-type: none"> Writing examples where PP and Non PP children shared same experience were of good or better quality and used to support assessments of pupil outcomes. Shared focus for discussion and ability to engage in the curriculum enhanced self-esteem of those pupils. (Pupil Voice) Visit to the theatre for PP children with the whole school enriched cultural knowledge and impacted on 4 PP children later joining the choir and 2 PP pupils joining Guitar club.
G	To implement Worry Monsters to support the SEMH development for pupils	All classes have a worry monster and time to reflect on feelings and emotions	TA and 1:1 support time Worry monsters	£500	<ul style="list-style-type: none"> All classes implemented worry monster approach. Disclosures increased enabling staff to work with individual pupil barriers. All children within CSC framework were identified as PP and both children and families received targeted intervention to meet CSC Child in Need or Child Protection action plan outcomes

Total planned budget	£11,644.20
Total planned expenditure	£11,700.00

