



Pupil Premium Expenditure 2017-18

## Pupil Premium expenditure statement

1. Summary Information			
School	Hamp Academy		
Academic Year	2017-2018	Total anticipated PP budget	£203,940
Total number of pupils in KS2	315	Number of pupils eligible for PP	165 (52%)

2. Barriers for Learning	
<b>In-school</b>	
A. High and low attainers in maths and writing are not making as much progress as the rest of the cohort based on last year's results.	
B. Pupils with specific social and emotional needs which affect their readiness to learn as well as confidence and low self-esteem of some pupils eligible for PP	
C. Enrichment opportunities - access to extra-curricular activities - educational experiences such as trips, music lessons, visitors and participation in physical activities	
<b>External</b>	
D. Attendance for disadvantaged pupils – ensuring this is as good as all other pupils	

3. Desired outcomes		
	Desired outcomes and how they will be measured	Success criteria
<b>A.</b>	Address inequalities in attainment and progress outcomes. Higher rates of progress for high and low attaining pupils eligible for PP Improved progress and attainment in reading	Pupils eligible for PP identified as high/low ability make as much progress as 'other' pupils identified as high/low ability - gap is reduced Reading progress gap against national is reduced PP and non-PP progress rates are in line
<b>B.</b>	Ensure that all pupils are in a place where they are 'ready to learn'	Social interventions are in place for children who struggle to learn, through effective use of the Thrive provision and behaviour support. Emotional barriers to learning are overcome for the most 'needy' PP children Learning Mentor in place to support learners
<b>C.</b>	Raise aspirations and self-esteem of those students who attract the Pupil Premium through the formal and wider curricula	Offer a large range of afterschool clubs that provide a range of opportunities and experiences. Programme of residentials, school trips and visitors to support children's learning

D.	Increased attendance rates for pupils eligible for PP	Whole school attendance remains in line with national above 95% Overall PP attendance improves and is in line with 'other' pupils.
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4. Deployment of funds				
Area of Spend / Action	Costing	Description of intervention - rationale	Expected Outcomes	Impact
<p>Improving Teaching and learning</p> <p>Staff development and leadership costs</p>	£44472	<p>Improving the quality of teaching lies at the heart of improving outcomes for young people, excellent teachers facilitate outstanding progress and achievement.</p> <p>One of the key priorities is to develop an effective and truly distributed leadership team with clear ownership and accountability through coaching and mentoring. The new structure of staffing, with a key remit on raising attainment, will provide much greater stability and spread of responsibility throughout the school – a distributed model of leadership.</p> <p>Use of English and Maths consultants to deliver training on reading, writing and maths mastery.</p> <p>Improved confidence of reasoning and problem-solving in maths leading to greater attainment.</p>	<p>The quality of teaching across the Academy is consistently 'Good' or better which will mean that those students for whom the pupil premium is allocated are making better than expected progress and are closing the gap against national attainment levels.</p> <p>Closer scrutiny of individual pupils throughout each phase and year group.</p> <p>% increase in reading attainment increases and is closer to national average</p> <p>Improvement in problem solving and reasoning skills of pupils in maths.</p> <p>Progress gap between PP and Non-PP children in maths and writing is less than 2016-17</p> <p>Progress gap has closed between higher attaining PP children and non PP high attainers</p> <p>% of PP high attainers in RWM increases</p>	

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Data Tracking System	£1515 +615 staff training	<p>Purchase School Pupil Tracker for use across the school.</p> <p>To be able to track and monitor the gap between Pupil Premium and Non-Pupil Premium children, to ensure that it narrows further and that specific interventions can be introduced timely in all subjects in all classes.</p> <p>Use of Pupil Premium money to purchase the yearly license for 2017-2018 and staff training</p>	<p>All key stakeholders are able to understand student performance and respond as required. Early identification of underperformance is addressed with alacrity and corrected ensuring performance gaps are narrowed and then eliminated.</p> <p>Staff to be aware of performance of key groups, including disadvantaged children.</p>	
Additional boosting afternoon for Year 6	£2250	<p>A Literacy consultant is employed to support reading booster groups</p> <p>Additional teacher and LSAs used to boost Year 6 children. Current cohort has high level of PP children (42 children, 69%)</p>	<p>Increased attainment in reading. The gap in attainment and progress against national is reduced</p> <p>Progress gap between PP and Non-PP children to narrow further in maths and writing.</p>	
Employment of LSAs	£75000	<p>Additional LSAs employed to work within all classrooms and to provide additional interventions in the afternoons to ensure all children, with a particular focus on Pupil Premium children achieve their personal best and surpass ARE.</p>	<p>The percentage of pupils making expected progress or better continues to improve. Gap between Pupil Premium and Non-Pupil Premium pupils to narrow further.</p> <p>LSA support allows for an increased capacity to work with students and ensure they are ready and prepared to learn. Pupils are therefore able to make better progress.</p>	

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Additional MDSAs during unstructured lunchtimes	£13804	<p>To ensure happy and smooth returns to lessons after lunchtime, for Pupil Premium children and non-Pupil Premium children we have decided to employ additional lunchtime supervisors.</p> <p>Children encouraged by MDSA to co-ordinate games and activities for other children</p>	<p>Reduction in lunchtime behaviour incidents.</p> <p>Child PASS surveys to show that children feel safe at lunchtimes in all classes</p> <p>Lunchtime becomes a positive extension of the curriculum.</p> <p>Pupil surveys show enjoyment at lunchtimes</p>	
Curriculum Enrichment and extra-curricular activities	£10613	<p>To increase the enrichment of the curriculum with art and theatre experiences to provide opportunities for all children to reduce costs for school trips etc.</p> <p>Theatre shows and productions during curriculum time to bring each Key Stage together. Pupils have opportunities to take part in performances. Many shows are educational. All pupil-premium pupils take part. * <b>+2 months (EEF)</b></p> <p>To employ a music teacher from Somerset Music to teach ukuleles to all year 4 children.</p> <p>To employ a drama teacher to provide</p>	<p>High % of PP children attending clubs.</p> <p>Pupils feel passion for a new activity and feel included within school life through taking part. Pupils may find a skill they enjoy and want to progress further with.</p> <p>Shows and productions give all children joy and sense of fun and laughter.</p> <p>Increased enjoyment in school leading to greater attendance.</p>	

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		<p>a wide and enriched curriculum, providing opportunities for all children and after school club.</p> <p>Higher ability children are given funded opportunities to participate in trips to university to raise aspirations. (e.g. Brilliant Club)</p> <p>Large range of after-school provision each term</p>		
Breakfast Club – 2x staff	£8093	It is well recognised that breakfast is an essential start to the day and supports the concentration and focus children’s learning. It also helps develop social communication with peers and adults. This provision supports both non-pupil premium and pupil premium children	<p>Promote good attendance and punctuality</p> <p>Pupils have time to complete homework tasks if unable to do at home</p> <p>Pupils enjoy spending time with peers prior to lessons beginning (helps them become ready for learning and able to concentrate for longer in class</p>	
Behaviour Support Leaders – HUB  Learning Mentor- New Role	£43142	Evidence shows us that a significant number of students Academy arrive at school but are not ‘ready’ to learn. In many cases anxiety and turbulence outside of school results in students who arrive and begin the day unsettled and unable to self-regulate their behaviours. The Behaviour Support Leaders work in the Hub and are deployed across the school to	<p>These posts improve the calm environment of the school by positively impacting on the behaviour for learning as well as attendance rates for some of our vulnerable learners.</p> <p>Pupils continue to access the curriculum and education inside and outside of the classroom. Behaviour is supported at all times where relevant.</p> <p>Improved self-esteem, social skills and</p>	

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		work directly with those students who are unable to access the school curriculum without additional support.	behaviour, leading to increased confidence and attainment	
Social and Emotional support – SEN and THRIVE  Counselling and Ed Psych Support	£6043	<p>To pay for thrive license and resources to work with targeted children. This supports children in being better prepared for their learning by building self-esteem, confidence and stronger emotional regulation</p> <p>Identified children have up to two thrive sessions a week to help with their individual emotional well-being.</p> <p>In many cases anxiety and turbulence outside of school results in students who arrive and begin the day unsettled and unable to self-regulate their behaviours. Others may need support in the light of parental bereavement. Given the context of the school the school, additional counselling has been allocated to support those children when required.</p>	<p>The Thrive approach positively addresses gaps in children’s social and emotional well-being and therefore increases better attitudes and behaviour for learning, attainment and attendance.</p> <p>Pupils emotional well-being is supported to allow improved behaviour for learning.</p>	

