

# Kinsley Academy Pupil Premium Funding

2016 - 2017



Kinsley Academy recognises that all pupils regardless of their background should have equal access to a curriculum which will enable them to reach their potential. The pupil premium is a Government initiative that targets extra money to pupils from deprived backgrounds, which, research shows; underachieve, compared to their peers. The Government have used pupils entitled to Free School meals as an indicator for deprivation, and have deployed a fixed amount of money to schools per pupil, based on the number of pupils eligible for Free School meals. Looked After Children are also eligible for this increased funding. The Government are not dictating how schools should spend this money, but are clear that schools will need to employ the strategies that they know will support these pupils to increase their attainment, and 'narrow the gap' between their attainment and the attainment of other pupils.

The amount of funding allocated per pupil is £1320 in 2016-2017, an increase from £600 in 2012 – 2013 to £900 in 2013 – 2014 and £1300 in 2014 - 2015. From 2012 – 2013, all pupils who had been eligible for Free School Meals in the last 6 years were also included in the funding calculation.

In addition to the Pupil Premium Funding, from 2015 schools, will be given up to £300 for every 3- and 4-year-old from a low-income family to help prevent them falling behind before they have even started school. The early years pupil premium is designed to narrow the attainment gap between young children from low-income families and their peers, setting them on a path to a more successful future. The Early Years Pupil Premium Funding plan is included at the end of this document.

## **Monitoring Pupil Premium Funding Spend**

Thorough evaluation of the progress of pupils helps us to identify where there is need for intervention and strategies to promote improvement. Evaluations take place, either at the end of a short-term project, or it is ongoing throughout a longer-term interventions and interventions are adapted and changed if they do not meet the needs of the pupils.

A wide range of evidence is used to assess the impact of the Pupil Premium Funding spend.

- Assessment data is collected, monitored and analysed at least once each term to inform the attainment and progress of pupils.
- Attendance data is collated and analysed half termly.
- Teaching staff attend regular pupil progress meetings.
- Observations, learning walks and other development activities occur frequently.
- Parent/pupil/staff voice informs evaluations of projects.
- Case studies are used to evaluate the impact of pastoral interventions.

## Pupil Premium Funding Allocation

2014 – 2015 (Financial Year)	2015 – 2016 (Financial Year)	2016 – 2017 (Financial Year)
<b>£139,569</b>	<b>£147,840</b>	<b>£141,240</b>

## Funding

- Pupil Premium grant is based on the number of pupils eligible for Free School Meals in the January 2016 Census, plus any pupils who have been eligible for Free School Meals at any point during the past 6 years. Looked after children will receive an additional £1900.

Timescale for PPG	September 2016 to September 2017
Number of Pupils On Roll	213
Number of Pupils Eligible for PPG	107(50.2%)
Amount of PPG Received Per Pupil	£1320
Additional LAC Fund	£7600
Total Amount of PPG Received	<b>£141,240</b>
Amount Spent	£160,700
Additional Funds from School Funding	£18560

## Nature of Support

### Curriculum Focus:

- Increase % of children working at age related expectations in reading, writing and maths
- Ensure PPG children achieve in line with non-PPG children

Focus	Intended Spent	Actual Spend
Focus on Learning in the Curriculum	53%	%
Focus on Social, Emotional & Behaviour	27%	%
Focus on Enrichment Beyond the Curriculum	3%	%
Focus on Families/Community	17%	%

**The allocation of Pupil Premium Funding will be spent on:-**

<b>Learning in the Curriculum</b>
Use of additional adults to facilitate pro-active interventions and enable the development of quality first teaching
Purchase of additional class ipads to support and enhance quality first teaching and to enable specific interventions to be implemented
New non-teaching assistant head roles to develop and monitor quality learning and teaching throughout school and provide additional targeted teaching in small groups.
Resources to support a high quality curriculum including supplementing the reading resources, developing reading areas around school and resources to promote independence in the early years.
<b>Social, Emotional &amp; Behaviour</b>
Adopt a whole school 'Thrive' approach – staffing, facilities & resources to implement whole class, small group and 1:1 interventions, whole school training and training for a qualified practitioner
Staffing and resource costs to implement additional intervention groups
Provide 1:1 support for specific children
Appointment of cover supervisor with responsibility for pastoral support
New non-teaching assistant head role to lead inclusion
Purchase CPOMs
<b>Enrichment Beyond the Curriculum</b>
Subsidised charges for music lessons.
Young Voices
Wider opportunities music provision.
Visits to support/stimulate learning, including visiting artists.
<b>Families/Community</b>
Appointment of a HLTA to support parents and establish pre-school learning groups
Workshops for parents relating to how they can help their child at home, parenting skills and participating in activities with their child
Coffee mornings/drop in sessions to offer support from school and external specialists such as School Nurse, Health Visitor,
Support families in ensuring children have appropriate uniform and resources needed in school
Employment of Pastoral Care Leader
Provision or subsidy of charges for Breakfast Club, school meals, equipment and uniform

**Key Outcomes of 2016-2017 Spend:**

*To be completed as a working document on Action Plan & written review Summer 2017.*

**Pupil Premium Grant Action Plan 2016 – 2017**

<b>Curriculum Focus:</b>						
<ul style="list-style-type: none"> <li>• Increase % of children working at age related expectations in reading, writing and maths</li> <li>• Ensure PPG children achieve in line with non-PPG children</li> </ul>						
<b>Year Group</b>	<b>Planned Expenditure /Resource</b>	<b>Objective</b>	<b>Approx. Cost</b>	<b>Sutton Trust</b>	<b>Intended Outcome</b>	<b>Impact</b>
<b>Learning in the Curriculum:</b>						
Whole School	Full Time teaching assistants, cover supervisors and HLTAs are in post	Additional adults facilitate pro-active interventions and enable the development of quality first teaching	£50,000	+1	Standards across the curriculum rise Increased % of learning & teaching judgments rated as good or better.	<p>The monitoring and evaluation of the academy evidences that quality of teaching and learning across the curriculum is improving. The % of children reaching age expectation is beginning to increase.</p> <p>Ipads were not purchased as additional money was needed to address children’s 1:1 educational and social emotional needs.</p> <p>Reading areas are now vibrant and engaging.</p> <p>All the children across the academy take pride in these areas as they all took part in the creating of them.</p>
Whole School	Purchase of additional class ipads	To ensure that appropriate technology is in place	£5000	+4	specific interventions can be implemented enhanced quality first teaching	
Whole School	New non-teaching assistant head roles	To develop and monitor quality learning and teaching throughout school and provide additional targeted teaching in small groups.	£20,000	+4	Standards rise	
Whole School	Purchase high quality resources	Deliver a high quality curriculum and learning environment	£10,000		Reading areas are well equipped and children are motivated to use them Children in the early years develop independent learning skills	
<b>Social, Emotional &amp; Behaviour</b>						

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Whole school	Staff Training- whole school training and training for a qualified practitioner Cost of staff, facilities & resources to implement whole class, small group and 1:1 interventions,	Adopt a whole school 'Thrive' approach	£3000	+4  +5	Children's social and emotional needs are identified and work can be planned to address these needs	Thrive was introduced to the academy and enhanced the support of children's social and emotional needs through 'class action plans'. An additional £1500 was spent on training a 1:1 Thrive Practitioner – this had an impact on identified children's needs.
	Staffing and resource costs to implement additional intervention groups	To adopt a staffing structure that meets the needs of the academy, its children and families.	£20,000	+4	Children are increasingly prepared and motivated to learn contributing to a rise in standards	The staffing structure was revised and intervention are now tailored to meet the needs of identified children
	Appointment of cover supervisor with responsibility for pastoral support	To adopt a staffing structure that meets the needs of the academy, its children and families.	£10,000	+4	Parents are supported to ensure that children are socially/emotionally prepared to learn contributing to a rise in standards	This was not achieved as additional money was needed to purchase the support of specialist behaviour workers and additional case work for the Educational Psychologist due to enhanced identification of need and to try to limit the amount of external exclusions.
	New non-teaching assistant head role to lead inclusion	To adopt a staffing structure that meets the needs of the academy, its children and families.	£10,000		Parents and children are supported to ensure that children are socially/emotionally prepared to learn contributing to a rise in standards and attendance	This is highly successful; parents and children now feel fully supported. Attendance needs to remain a huge focus for next year as this is not yet good.
	Purchase CPOMS programme	To ensure that children are fully safeguarded	£900	+4	Records of all concerns relating to children's well-being are recorded, secure, analysed and impact measured	This has had a significant impact on the amount of information that is recorded. This has been used to support child protection meetings, the transfer of accurate and full

						records to the secondary schools and/or new schools, liaising with parents
<b>Enrichment beyond the curriculum</b>						
Individual children	Subsidised charges for individual music lessons.	To enable all children to have access to extended curriculum	£500	+2	All children who choose to can learn to play an instrument	Children have been engaged in a wider range of activities which have enhanced their enjoyment of attending school and motivational levels.
KS2	Subsidy of t-shirts and transport for Young Voices	To enable all children to have access to extended curriculum	£700	+2	All children are socially equal and enjoy out of school experiences	
Y4/5	Wider opportunities music provision.	To enable all children to have access to extended curriculum	£1000	+2	All children experience learning to play an instrument	
Whole school	Visits to support/stimulate learning, including visiting artists.	To enable all children to have access to a motivating and stimulating curriculum	£2000	+2	Children are motivated to come to school and therefore standards and attendance rise and attitudes to learning improves	
<b>Families/Community</b>						
Pre-school & families	Appointment of a HLTA to support parents and establish pre-school learning groups	Provide appropriate support and development for all members of our community	£10,000	+3	Children's social, emotional and academic needs are identified pre-school Parents feel supported and view the academy as a place where they can receive support and help Parents develop a more positive image of the academy and the importance of education	The HLTA has introduced pre-school session and parent/child craft sessions. The HLTA is the first point of contact for Nursery parents and has taken part in home visits. This early intervention ensures that parents build better relationships with the academy and are beginning to feel more comfortable about coming into school. Further, more specific workshops are needed next year to ensure that relationships with parents and the academy continue to build, which in turn has a
Parents whole school	Workshops for parents relating to how they can help their child at home, parenting skills and participating in activities with their child (cost included in role of AHT's, pastoral care leader & cover supervisor & HLTA plus additional materials)	Provide appropriate support and development for parents	£500	+3	Parents feel supported and view the academy as a place where they can receive support and help Parents develop a more positive image of the academy and the importance of education Children receive better support at home leading to a rise in standards	

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						further effect on children's well-being.
Parents whole school	Coffee mornings/drop in sessions to offer support from school and external specialists such as School Nurse, Health Visitor	Provide appropriate support and development for parents	£100	+3	Parents feel supported and view the academy as a place where they can receive support and help Parents develop a more positive image of the academy and the importance of education Children receive better support at home leading to a rise in standards	Parents are still reluctant to engage through these sessions although they have now begun to accept the support more readily if on a 1:1 basis, with the support of the pastoral leader, which is supporting children's emotional/medical needs and therefore ensuring that they come to school better equipped to learn
Parents whole school	Provision or subsidy of charges for Breakfast Club, school meals, equipment and uniform	Support provided to families to ensure children's needs are met	£2000	+3	Parents are supported to ensure that children are socially/emotionally prepared to learn contributing to a rise in standards	This is highly successful and is oversubscribed. The impact on children's well-being and therefore the way in which they can focus on learning is evident in their motivation levels in the classroom.
Parents whole school	Employment of Pastoral Care Leader	To adopt a staffing structure that meets the needs of the academy, its children and families.	£15,000	+3	Parents feel supported Attendance rises	This role is vital to the day-to-day running of the school. The Pastoral care leader supports all children and families at child protection, all families who need social emotional support and financial support. This ensures that children attend school being able to focus on learning.