

Jerry Clay Academy

2016 / 2017 Pupil Premium Statement

Background

The Pupil Premium is allocated to children from low-income families who are currently known to be eligible for free school meals (FSM) in both mainstream and non-mainstream settings, children who have been looked after continuously for more than six months and children from Services families. This also includes any pupils eligible for FSM at any point in the last six years.



Schools are free to spend their Pupil Premium as they see fit. However, we will be held to account for how we have used the additional funding to narrow the gap for these targeted pupils. We are required to publish online how we have used the premium. This is to ensure that parents and other stakeholders are made fully aware of the impact of this additional resourcing on learning and achievement outcomes within our school.

Our School

	2012-13	2013-14	2014-15	2015-16	2016-17
Amount of pupils in Early Years and Key Stage 1	7	8	5	7	10
Amount of pupils in Key Stage 2	5	7	10	9	11
Total amount allocated	£7476	£14,295	£19,500	£21,120 Including 2 LAC £23,120	£26,400 Including 1 LAC £27,400

In 2016/17, Jerry Clay Academy **received £26,400** in Pupil Premium funding for our children.

Key priorities

From our analysis of pupil achievement from 2015/2016, we identified that our key priorities to maximise the impact of this funding on achievement were:

- to narrow the gap for disadvantaged pupils by addressing inequalities and raising the attainment of pupils in low income families or those who are 'looked after'
- to ensure that quality first teaching for children in receipt of the Pupil Premium allocation was consistently good or better
- to ensure that pupils' attitudes to learning and behaviour for learning were consistently good across the school
- to ensure that the quality of provision and learning experiences for our youngest pupils in the EYFS was consistently good or better
- to maximise parental engagement and support for learning across our school community, including those representing our youngest pupils (in EYFS and KS1)
- ensure the quality of feedback provided with children, (including verbal feedback about learning) was consistently good or better

Pupil Premium Action Plan Strategy

Once we had identified our priorities for the year, we put together an action plan to ensure our priority areas were addressed. A summary of actions includes:

- Establishing regular coffee mornings and skills sessions for parents that were used as training opportunities, as well as building excellent relationships with families. This included:
 - Phonics training
 - Mathematics training
 - The Learning Mentor, SENCo & the Headteacher being accessible outside, on the entrance on a morning so that parents could discuss concerns or offer general support for learning
- Reviewing all of our school systems for pupil and parental induction into the school so that families felt supportive of school and better involved in the life of our school. This included:
 - Revising several school policies related to parental communication
 - Improving our day-to-day communication so that all parents feel that staff are approachable
- Providing training for staff in the development of feedback as a strategy for improving pupils' learning dispositions and ability to reflect on next learning steps
- Developing the role of the Learning Mentor so that as an academy we can be reactive to individual pupils needs
- Further development of Read Write Inc. phonics teaching, particularly with an emphasis on 1:1 support
- Implementing an engagement subsidy to enable PP students to fully access the extra-curricular and financially dependent curriculum activities and reduce attainment gap, support those students who do not have breakfast and support students with after school activities.
- Utilise the Learning Support Assistant to engage with parents of PP Students in ensuring student attendance is high.

What were our desired outcomes?

- Improved levels of attainment and progress of disadvantaged pupils
- Improved attitudes to learning and positive behaviours for learning across the school
- Increasing the proportion of pupils who achieved the GLD
- An excellent start made from the EYFS in early reading
- Closing the attainment gap between school and national outcomes
- Increased access to the curriculum through curriculum enrichment
- Better access to enrichment and extra-curricular opportunities
- Increasing challenge and expectation for what pupils can achieve with developed self-belief and aspirations
- Ensuring the learning environment is a rich stimulus for learning
- The development of greater consistency relating to the impact of feedback
- Improved attendance

Expenditure

Pupil Premium 2016/17 (April 2016- April 2017)

Pupil Premium 2016/17

April '16 to Mar '17

	Number of pupils	£ per pupil
Pupil Premium	20	1,320
Looked After / Adopted	1	1,000

Income: 1st Apr 16 - 31st Mar 17

	£
Pupil Premium	26,400
Looked After / Adopted	1,000
Total	27,400

Expenditure: 1st April 16 - 31st Mar 17

	TOTAL £
Wrap-around	6,071
Extra-curricular clubs	302
Educational Visits	1,052
Music	575
Welfare	1,628
Milk	561
Staffing (FT Intervention TA plus 1 hour per week TAs)	25,024
Total	35,211

Full-time Intervention TA plus 1 hour per week TAs

Monitoring strategies

- Half termly school monitoring of pupil progress data and progress review meetings
- Progress data analysis by subject leaders
- Termly monitoring by the Governing Body, Standards Committee and Priority Pupil Premium Governor- Louise Bland.
- Individual pupil tracking by Pupil Premium Governor-Louise Bland.
- Regular monitoring of attendance and persistent absence
- Weekly Pastoral Support Plan Meetings
- Regular monitoring of pupil participation in sporting activities and after school clubs
- Capture of pupil and parent voice linked to achievement but also linked to wider curriculum initiatives (such as sporting provision and after school provision)
- Pupil voice interviews (see Junior Leadership Team Evaluation Report 2016-17)



Evidence of impact

Year group	Number of children	Reading			Writing			Maths		
		B	WA	Above	B	WA	Above	B	WA	Above
Rec	2	1	1	0	1	1	0	1	1	0
1	6	3	3	0	2	4	0	0	6	0
2	2	0	1	1	0	1	1	0	1	1
3	1	0	0	1	0	0	1	0	0	1
4	5	1	1	3	1	1	3	1	1	3
5	1	0	1	0	0	1	0	0	1	0
6	4	0	4	0	0	4	0	0	4	0
Total	21	5	11	5	4	12	5	2	14	5

- 2016-17 assessment outcomes at EYFS above national average with 50% (1) Pupil Premium child achieving a Good Level of Development & 50% (1) not achieving the Good Level of Development
- 2016-17 Y1 phonics screening test scores above national expectations with Pupil Premium children achieving higher than national averages. Only 1 child out of 6 children did not achieve the Phonics Screening pass.
- 2016-17 KS1 outcomes above national average with 100% of pupils in receipt of Pupil Premium reaching a expected in reading, writing and maths. 50% (1 child) reached Greater Depth in Reading, Writing & Maths
- 2016-17 KS2 attainment above national averages with children in receipt of Pupil Premium achieving expected in Reading, Writing & Maths

