

Use of the Disadvantaged Pupil funding, Sports Premium and Yr7 Catch Up Funding

Allocation and Pupil Population

Funding for Disadvantaged pupils received:

2017/18 - £150,865

2018/19 - £142,385

2019/2020 Expected £141,000

- In September 2019, 98 pupils are eligible for Disadvantaged pupil funding, 15% of the whole school. (Redditch average is 15%, Worcestershire is 19.5%)
- In September 2019, 60 pupils are eligible for FSM, 11%. The proportion of pupils known to be eligible for Free School Meals is below the national average of 12.4%.

Yr7 Catch Up Funding:

2019/20 - £20540 (if funding remains consistent from 18/19)

Sports Premium:

2019/20 - £19,200

Principles

- We monitor the performance of all pupils to check that they are on track in Reading, Writing and Mathematics. Our definition of 'not on track' is deliberately broad, and based on progress from starting points. The starting points considered include End of Key Stage One level, end of Year 4 stage, end of Key Stage Two nationally validated data – if children are not on track from any of these starting points, they are included.
- SMT identify intervention strategies for all pupils not on track each term, reviewed and updated at the end of term.
- The strategies identified for raising the achievement of Disadvantaged pupils, with a few exceptions, available to support all pupils who are not on track, or who need support to access learning successfully. The intervention is provided in response to need.
- Disadvantaged pupil funding is not ring-fenced, but contributes to the cost of the programmes and activities listed below, which are designed to support vulnerable pupils and pupils not on track. Staffing expenditure is based on proportional wage costs using nominal time allocations.

The Governing body has spent (during previous academic years) and is spending (during the current academic year) the school's Pupil Premium funding in the following ways:

** Yr7 Catch Up

* New in 2019/20

Activity	Strategy behind spending	Impact
SLT/ SMT Focus	Rigorous monitoring of pupil progress, including disadvantaged pupils, and regular data analysis meetings with HODs. Reviews on a pupil by pupil basis.	Strong leadership of Disadvantaged Groups agenda Whole-school focus and priority Monitoring and reporting capacity
Thrive	To improve rates of progress and attainment through the use of psychotherapy delivered by high trained practitioners in school.	Whole staff training on Thrive to drive standards in the classroom. Thrive included in lesson to improve behaviour and therefore improving standards across the key stages.
One to Thrive sessions**	To raise emotional learning of specific Disadvantaged and LAC	Improve attainment of Disadvantaged and LAC pupils. 100% of Disadvantaged Thrive pupils making expected or accelerated progress in 10 subjects or more.

	children to enable them to make more progress in the curriculum.																					
Accelerated Reading**	To promote reading as an enjoyable whole school activity. To monitor the reading levels of pupils and make sure they have access to suitable books.	To raise reading ages and enjoyment levels of pupils across the school. (28% - yr5, 34% - yr 6, 38% - yr7, 36% - yr 8 have made more than expected progress using Accelerated reading)																				
JAP*	To improve mental health of pupils and also to help guide their careers options	Pupils will have a clear idea of a career path they could follow. Behavioural incidents surrounding Disadvantaged pupils will be reduced. The mental health of pupils will improve as this program linked to Thrive and Academic Coach.																				
Social Club*	To improve mental health and self-esteem of a group of pupils – majority of which are Disadvantaged. Work with pupils on building friendships.	These pupils will improve their mental health and feelings. Will be measured by PASS survey at the end of the year.																				
Reading / Spelling groups	Small group support provided by Learning Support dept. to ensure progress in Reading and Spelling.	Programme significantly reduces the proportion of pupils falling below age-related expectations (see below)																				
Intervention Groups *	Provide booster and ‘catch-up’ programmes for pupils who are falling behind – 2 x 0.25 Teacher time for Summer and Spring terms in English and Maths led by outstanding practitioners. (Y6 & 7 focus)	Using FFT data target pupils who are not on track to make expected progress from KS1 in maths and English. Targeting Reading and maths as key focus during 2018.																				
Academic Mentor*	Appointment of an Academic coach to work 1 to 1 with targeted disadvantaged pupils	Raise attainment of Disadvantaged pupils in KS2 looking at reading, writing, and maths and also looking at their mental well-being which will be tracked by the PASS survey																				
Target Groups **	6 levels of targeted groups in English and Maths (all year groups) to enable differentiated teaching and learning.	Increase in overall progress and attainment in Maths by end of KS2 and from entry to exit (see school data analysis) Increase in overall progress and attainment in English by end of KS2 and from entry to exit (see school data analysis)																				
KS2 Targeted* Intervention	Additional small group support for yr. 6 pupils in English and Maths from October half term until May. These sessions are led by Heads of Department to ensure the best quality for our disadvantaged pupils	Increase in overall progress and attainment in English and Maths by end of KS2 and from entry to exit. <table border="1" data-bbox="778 1205 1506 1379"> <thead> <tr> <th></th> <th>Progress KS2</th> <th>Attainment KS2</th> <th>Progress - exit</th> <th>Attainment - exit</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>100%</td> <td>84%</td> <td>99%</td> <td>88%</td> </tr> <tr> <td>Writing</td> <td>99%</td> <td>85%</td> <td>99%</td> <td>88%</td> </tr> <tr> <td>Maths</td> <td>97%</td> <td>85%</td> <td>100%</td> <td>84%</td> </tr> </tbody> </table>		Progress KS2	Attainment KS2	Progress - exit	Attainment - exit	Reading	100%	84%	99%	88%	Writing	99%	85%	99%	88%	Maths	97%	85%	100%	84%
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Breakfast Club	Free places in Breakfast Club to ensure that disadvantaged PPG pupils have a settled start to the day	Pupil Premium children having a healthy start to the day. This has increased punctuality and attendance. (Pupil Premium attendance currently 1.5% below National average)																				
Pastoral Support	Staffing restructure to provide additional pastoral support capacity through Pastoral AHT and Heads of Key Stage role, to support vulnerable pupils to access learning successfully	Pupils provided with pastoral and emotional support to access learning. Disadvantaged Thrive pupils had 85% drop in number of conduct logs as a result																				
PiXL led Additional before school boosters*	Additional ‘booster’ session in English and maths using PiXL to target pupils who are not on track to reach national expectation.	Increase percentage of pupils reaching National Expectation in KS2 SATs. (Current figures show year 6 are 11% above national standards in reading, 8% SPAG, 7% Writing and 6% Maths)																				
ICT access	Lunchtime access for pupils to use computers with internet availability for homework and staff support, priority given to pupils without home internet access	Pupil Premium pupils able to access full range of educational resources and support for homework																				
Visits/ Musical Tuition/ School Uniform	Financial support provided to enable pupils in financial hardship to take part in educational visits/ have musical tuition and have school uniform and equipment where necessary.	Pupil Premium pupils able to access learning experiences they would not usually be able to experience. (In a survey 100% of Disadvantaged pupils said that they thoroughly enjoyed a trip that they would not normally have been on)																				

Support and Intervention	Timetabled teacher time for specialist input at the discretion of HoDs in English (10 hours), Maths (10 hours)	New from Sep 2017, to ensure that identified pupils reach target levels. (Current figures show year 6 are 11% above national standards in reading, 8% SPAG, 7% Writing and 6% Maths)
Lexia(**)	Improve reading for pupils who are highlighted as having difficulties. Designated Lexia time allocated during the week with trained members of staff.	Reading levels raised across school. Lexia data show pupils have improved using this new system. (KS2 results showed 66% of pupils passed Reading, 48% SPaG and 51% in Maths. None of these pupils were on track to pass before starting Lexia)
Individual support for LAC pupils*	Activities purchased for enable LAC pupils experience life changing activities after school. Purchase laptop for one LAC child who has no access.	LAC/ Disadvantaged pupils engaged in learning and have same opportunities as other pupils.
Individual support for Pupils	Employing additional staff to provide extra support for Pupil Premium pupils through one to one support sessions.	Pupils provided with pastoral and emotional support to access learning. FTe exclusions this year have been reduced by 35% and is well below national average: 2.32% compared to 9.40% nationally and repeated (1 or more) 0.8% compared to 4.62% nationally. PEx 0.15% - nationally 0.20%