



1. Summary information					
School	Iceni Academy				
Academic Year	2018-2019	Total PP budget		Date of most recent PP Review	Spring 2019
Total number of pupils		Number of pupils eligible for PP	FSM Army Ever 6	Date for next internal review of this strategy	Autumn 2019

2.	3. Attainment and Progress			
KS2 Results 2018 (achieving expected) There were 19 pupils who were Pupil Premium Academic Year 2018-2019	<i>Schools data all pupils</i>	<i>Pupils eligible for PP (your school)</i>	<i>National All Pupils (including PP)</i>	<i>National disadvantaged- The National comparator for this is the national average for non-disadvantaged children.</i>
% Achieving in reading, writing and maths % Achieving above expected in reading, writing and maths	84% 9%	84% 11%	64% 10%	70% 12%
% Achieving expected in reading % Achieving above expected in reading Progress measure	84% 32% 3.72	84% 32% 5.05 (3 pupils no KS1 data)	75% 28% 0.0	80% 33% 0.3
% Achieving expected in writing % Achieving above expected in writing Progress measure	86% 25% 2.56	84% 21% 1.72	78% 20% 0.0	83% 24% 0.2
% Achieving expected in maths % Achieving above expected in maths Progress measure	89% 25% 2.82	84% 32% 3.02	76% 24% 0.0	81% 28% 0.3

4. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers		
A.	Poor phonological awareness skills, including spelling.	
B.	Children's ability to use and apply maths, reading and writing skills	
C.	Social, Emotional and Mental Health of pupils, including behaviour	
D.	Additional barrier of SEND for a significant number of the PPG cohort (year 3 32%, year 4 13%, year 5 11%, 35%, total 22% of PPG are SEN)	
External barriers		
E.	Attendance and punctuality. There are specific children who are Persistent Absentees. Whole school absence was 5.9% compared to National 4.2% This was for Spring and Autumn terms 2017-18. PPG (Ever 6) attendance was 9.9% compared to 5.7% national. Persistent Absentees was 33.8% compared to National which was 17.2%. 25/32 PAs were Ever 6.	
F.	Emotional well-being and mental health- external factors from home which can impact schooling. (Parental support and engagement) LAC PLAC – Military Young Carers -	
5. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Pupils who are PPG will achieve as expected in phonics compared to non-PPG pupils.	PPG pupils at the end of Year 3 will perform as expected in phonics based on teacher assessments and internal data as well as the phonics screen check.
B.	Accelerate progress so that Pupil Premium children achieve higher rates of both attainment and progress in reading, writing and maths so that achievement is in line with non-PPG.	Pupils eligible for Pupil Premium make rapid progress by the end of the year so that they meet at least age related expectations in comparison to all other pupils nationally and those with the same starting points.
C.	The social and emotional needs of pupils eligible for Pupil Premium pupils are identified and supported in a timely manner, through a package of support from relevant members of staff; SENCo, Pastoral Care in school and behaviour Team, also where appropriate through external agencies also. Pupils will develop a more positive attitude to learning, to be more resilient and motivated learners.	Pupils eligible for Pupil Premium are observed to have improved concentration, motivation and resilience, thus resulting in rapid progress by the end of the year and meeting at least age related expectations
D.	Wave 3 interventions as well as Quality First Teaching.	The gap between SEN and non SEN for those pupils who are also PPG to close.
E.	Pupils will be attending school regularly and will be punctual. There will be an increase in attendance rates for pupils who are Pupil Premium. Attendance will be tracked regularly and the MATS attendance policy triggered. A1 – 96.16% A2 - 93.73% Sp1 – 95.78% Sp2 – 95.89% Su1 -	Reduce the number of persistent absentees among pupils eligible for Pupil Premium. Overall Pupil Premium attendance improves and is above the national average for this group.

	Su2	
F.	Engaging Parents in appropriate pastoral care support and behaviour programmes for specific pupils is beneficial to improving pupils overall well-being at both home and school. There is a consistency of approach used to engage pupils that might be otherwise disengaged learners. An increased partnership between home and school. Families receive earlier intervention and can be signposted to other agencies where necessary.	Pupils and Parents will feel positive about working with the school which will improve pupils overall well-being and can result in fewer incidents where pupils behave inappropriately/ or are upset at school. Better home/school engagement and working relationships.

6. Planned expenditure

Academic year **2018-2019**

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well and when will it be reviewed?	Staff lead	When will you review implementation and cost.
<p>To improve phonological awareness skills for PPG pupils in year 3.</p> <p>To improve spelling across all year groups.</p>	<p>Identify those year 3 pupils who did not pass the phonics screen test in year 1 and year 2.</p> <p>Implementation of a new phonics scheme Song of Sounds. Staff training Ensure that phonics is taught as interleaved learning.</p> <p>No nonsense spelling programme.</p> <p>Use of the Key Learning Model to address incorrect spelling in writing</p>	<p>Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches).</p> <p>There is a substantial number of reviews and meta-analyses of the effects of feedback. These show that feedback can improve learning by up to 8 months. Education Endowment Foundation</p>	<p>The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written.</p> <p>The teaching of phonics should be matched to children's current level of skill in terms of their phonemic awareness and their knowledge of letter sounds and patterns (graphemes).</p> <p>Daily teaching with opportunities to apply in writing lessons and other areas of the curriculum.</p> <p>Use of the third hour to check and correct spellings.</p> <p>Phonics to be reviewed at the end of A2, Sp2, Su2.</p>	<p>SLT SENCO ESL</p>	<p>Cost of materials Song of Sounds scheme Staff Training From the allocated resources budget: £6188.00</p>
<p>To increase the number of PPG pupils achieving expected and greater depth across the school in core subjects so that this is in line with performance of non-PPG pupils.</p>	<p>First quality teaching through Teachers input. Use of feedback policy to accelerate learning.</p> <p>Quality support from Learning Support Assistants .</p>	<p>There is a substantial number of reviews and meta-analyses of the effects of feedback. These show that feedback can improve learning by up to 8 months. Education Endowment Foundation</p> <p>Research which focuses on teaching assistants who provide one to one or small group support shows a stronger positive</p>	<p>Lesson observations Drop ins Training Feedback Pupil Perceptions Half termly data analyses Implementation of the Key Learning Model Dedicated time for Head of School Monitoring- 1 hr per week.</p>	<p>SLT Subject Leads for Maths and English Class Teachers</p>	<p>Half termly reviews 30 mins per week with PPG pupils marking and conferencing. £4600.14</p> <p>LSA support 1 hour per week dedicated to</p>

	<p>Daily interventions for targeted children.</p> <p>Maths The purchase of specific resources and review teaching approaches to Maths. Greater use of White Rose maths, IPAD apps etc. Use of visual models in Maths - Singapore Maths, Part, Part, Whole Model etc. Purchase of visual and practical, manipulative resources.</p> <p>Reading Reading strategies and approaches (reciprocal reading, silent sustained reading, comprehension). Audit and purchase of new reading materials. Purchase of Renaissance Reading- Accelerated Reader.</p>	<p>benefit of between 3-5 additional months on average.</p> <p>Manipulatives had a positive effect on learning (Research taken from a recent meta-analysis- Carbonneau, K.J., Marley, S.C. & Selig, J.P. 2013) and VAK learning style increasing pupil progress by 3 Months EEF. Maths is taught in a way to build upon concepts- Mastery learning. Mastery Learning increasing pupil progress by +8 months EEF.</p> <p>Whole School training on reading through the MAT. Purchase of Renaissance Reading (Accelerated Reader). The Education Endowment Fund findings indicate on average, reading comprehension approaches deliver an additional six months' progress. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.</p> <p>Comparative findings indicate that, on average, reading comprehension approaches appear to be more effective than Phonics or Oral language approaches for upper primary and secondary pupils, for both short-term and long-term impact. For pupils who are struggling a co-ordinated approach will be used – a combination of phonics, language skills.</p>	<p>Staff training Lesson observations Training Feedback Pupil Perceptions Half termly data analyses</p> <p>Monitor teaching of reading through lessons. Ensure reading is scheduled and timetabled. Reward system linked to Renaissance Reading to ensure there is an encouraged incentive to read and motivation. Celebration of reading achievements to raise the profile. Texts chosen carefully in English.</p>	<p>PPG pupils £5529.21 as additional support.</p> <p>HOS monitoring £1967.93</p> <p>Cost of materials From the allocated resources budget: £6188.00</p> <p>Cost of materials From the allocated resources budget: £6188.00</p>
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To improve Social, Emotional and Mental Health including behaviour.	<p>A school Behaviour Lead to monitor and track behaviour of pupils carefully.</p> <p>A Family Support Worker who works with pupils on an individual and group basis providing support.</p>	<p>The Education Endowment Fund shows that this can help improve pupil progress by +3 months.</p> <p>The approach can be divided into 3 areas.</p> <ol style="list-style-type: none"> 1. Approaches to developing a positive school ethos or improving discipline across the whole school which also aim to support greater engagement in learning; 2. universal programmes which seek to improve behaviour and generally take place in the classroom; and 3. more specialised programmes which are targeted at students with specific behavioural issues. 	<p>SLT run a lunchtime room to support with social skills and issues with behaviour.</p> <p>Record keeping- behaviour records</p> <p>Implementation of behaviour plans.</p> <p>Monitor and evaluate the exit reports</p> <p>Pupil Perceptions Half termly data analyses.</p> <p>Identification and tracking of pupils who are on PPG and receive support from the FSW.</p>	<p>Dedicated SLT member responsible for Behaviour.</p> <p>FSW (Family Support Worker)</p>	<p>£ 6571.63 -30 mins a week SLT run the lunchtime room with the FSW.</p> <p>£18675.06</p> <p>24 hours per week dedicated to PPG pupils.</p>
Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To support and improve social, emotional well-being and mental health.	Family Support Worker And Well-Being Mentor	Well trained staff effectively support the emotional needs of individual pupils. This valuable provision needs to continue as pupils change year groups so that new skills or coping strategies learnt can be further developed. Also, new skills can be developed in relation to a range of social settings. Daily	Daily monitoring by the SLT will ensure that: Staff are deployed effectively Timely intervention is provided Behaviour records are up to date Appropriate action is taken immediately to ensure positive outcomes.	SLT Family Support Worker and Well-Being Mentor where appropriate also the SENCO	Half Termly

<p>To improve attendance rates for disadvantaged children.</p>	<p>Family Support Worker Reward system and incentives</p>	<p>To liaise and offer support for families where pupils have poor rates of attendance. To also signpost to relevant agencies that can support and help to promote regular attendance at school. Ensure that there are rapid response systems that are in place to address poor attendance.</p>	<p>Weekly monitoring will aim to:</p> <ul style="list-style-type: none"> • Improve attendance for identified pupils <p>Consider alternative ways of promoting the importance of good attendance</p>	<p>SLT Dedicated member of the Office Staff Family Support Worker and Well-Being Mentor where appropriate also the SENCO</p>	<p>Monitor attendance weekly</p>
<p>High quality teaching that provides support for PPG children in lessons and through targeted interventions</p>	<p>Dedicated time for Group Extra Tuition with a qualified teacher after school. The Head of School also leads a targeted group.</p>	<p>Group interventions focus on overcoming gaps in learning in the core subjects Reading, writing or Maths to help Pupils make improved progress and to raise their standards of achievement.</p> <p>1:1 targeted intervention for pupils entitled to Pupil Premium funding to help them make improved progress and to raise their standards of achievement.</p> <p>Additional teaching and learning opportunities for pupils entitled to Pupil Premium funding provided through the Class Teachers, SENCo, trained LSA's and external agencies. Pupils receive high quality teaching from a range of members of staff.</p>	<p>Track interventions at Progress Meetings. Look at entrance and exit data to review impact. Look at progress pupils are making in the books.</p>	<p>SLT Subject Leads Class Teachers</p>	<p>2 x Senior Leaders (Assistant Heads) 3 x10 weeks of Extra Tuition. £2497.50</p> <p>2 x Class Teacher s 3 x10 weeks of Extra Tuition. £2075.25</p>
<p>To improve progress and attainment for pupils who are PPG and SEN</p>	<p>HLSA weekly monitoring and reporting to HoS</p> <p>S&L interventions</p> <p>Third hour to be used for conferencing, feedback and interventions for SEN/PPG pupils.</p>	<p>Group interventions focus on overcoming gaps in learning in the core subjects Reading, writing or Maths to help Pupils make improved progress and to raise their standards of achievement.</p> <p>1:1 targeted intervention for pupils entitled to Pupil Premium funding to help them make improved progress and to raise their standards of achievement.</p> <p>There is a substantial number of reviews and meta-analyses of the effects of feedback. These show that feedback can improve learning by up to 8 months. Education Endowment Foundation</p>	<p>Weekly monitoring by HLSA Weekly meetings between SENCo and HLSA and HLSA and HoS</p> <p>ESL and MSL to have target pupils from this group on their action plans.</p>	<p>PPG lead SENCo HLSA Class teachers ESL MSL</p>	<p>S&L therapist £640 HLSA salary £2021</p>

Total budgeted cost	Spent £ 62473.00
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7. Review of expenditure				
Previous Academic Year		Cherry Tree Academy 2017-2018		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
To provide support to pupils in lessons and through targeted interventions.	Learning support Assistants Use of feedback policy to accelerate learning Daily interventions for targeted children	December 2017 Evaluation: Rigorous monitoring of interventions has been taking place. Sessions have been tweaked and the impact has been monitored. Autumn 2 data shows that the attainment gap between PPG and non PPG is narrowing at ARE and ARE+ for all subjects. February 2018 Evaluation: The gaps are continuing to close between PPG and non PPG. Pupils in all year groups and all subjects are making more than expected progress (ie. 3 steps at this point in the year). Year 5	Successful approach	£48,088 4 x support assistants £21,158.72 PPG
To improve the number of pupils achieving ARE/ARE+ across the school in core subjects.	Specific resources such as the White Rose maths planning. Singapore Maths Purchase of visual and practical, manipulative resources.	December 2017 Evaluation: Pupil perceptions show that children find the resources very helpful, especially when working on reasoning and problem solving activities. External observations note how resources are available in all lessons.	Successful approach	£1965 £864.60 PPG

To improve language skills.	Renaissance Reading	<p>December 2017 Evaluation: Star Reading tests show accelerated reading scores for PPG children. This backs up autumn 2 data which is based on reading scores, comprehension responses and reciprocal reading assessments.</p> <p>February 2018: Spring data for PPG pupils shows that this resource, along with good teaching, is having a positive impact on PPG progress and attainment.</p>	Successful approach	£1965 £864.60 PPG
To provide children with strategies to maximise learning opportunities	Feedback training	<p>December 2017 Evaluation: Staff reported having a thorough grounding to begin the term, they understood the basis of the Key Learning Model in moving children's learning forwards. All staff are implementing the Feedback Policy. It is being rigorously monitored and refined. Further training is required for some LSAs.</p> <p>February 2018 Evaluation: Spring monitoring and tracking of key PPG pupils shows that the feedback is having a positive impact on PPG progress and attainment.</p>	Successful approach	£514 £226.16 PPG

ii. Targeted support

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
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<p>To close the gap in attainment between disadvantaged and non-disadvantaged pupils.</p>	<p>After school tuition</p>	<p>December 2017 Evaluation: Pupil perceptions show that PPG children find the sessions beneficial because they can 'Ask questions and not feel silly'. During the sessions children are feeling stretched and are requesting lessons in class to become more challenging to match the challenge of the tuition. Autumn 2 data shows accelerated progress of the PPG children who had taken the tuition.</p> <p>February 2018 Evaluation: The gap has closed significantly between PPG and non PPG pupils for reading, writing and maths and is higher at ARE+ in all subjects. Therefore, after school tuition has been temporarily been extended to other disadvantaged pupils ie. SEN pupils. After school tuition was monitored and it was decided that team teaching would be more effective than individual teaching going forwards.</p>	<p>Successful approach</p>	<p>£5,273 £5,273 PPG</p>
<p>Therapeutic play for vulnerable pupils</p>	<p>Play therapist children plus support for families.</p>	<p>December 2017 Evaluation: This is one of biggest expenses. Currently 3 pupils in the school have play therapy. The HoS has recently requested a more rigorous system for evaluation for the sessions rather than just the exit reports that were being provided. This includes a redesign of the impact form, including pupil, parent, teacher and therapist feedback. A session has been booked for January where the therapist will deliver a model session to give staff a greater understanding of the therapy. HoS to ensure that priority goes to PPG children for this service.</p> <p>February 2018 Evaluation: While the model session was very useful to understand the principles for the therapy, it was decided that there were no definitive links between this and pupils' attainment. The Play Therapist will be replaced with changes to pastoral care, training on whole school SEMH and a new LSA to support vulnerable PPG pupils.</p>	<p>Not good value for money. Do not continue.</p>	<p>£10,776 £4,310.40 PPG Less than half is going on PPG – change needed.</p>

To encourage healthy lifestyles.	Free breakfast club and fruit for disadvantaged pupils	<p>December 2017 Evaluation: 67% breakfast club is currently made up of PPG children (32% army and 34% FSM)</p> <p>This has been actively promoted by the school and numbers of FSM attendance has increased.</p> <p>February 2018 Evaluation: 70% breakfast club is currently made up of PPG children (16% army and 54% FSM)</p>	Successful approach	£100 £44 PPG
iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

<p>To ensure disadvantaged children are attending school and are supported emotionally in school.</p>	<p>Pastoral / Attendance Lead To support all vulnerable children during the school day. To rigorously monitor attendance.</p>	<p>December 2017 Evaluation: Autumn 2 data shows that: That the number of recorded behaviour incidents has reduced from 31 time-outs in autumn 1 (11.9.17) to 11 in autumn 2 (27.11.17) There has been an increase in attendance from 94.5% in September 2017 to 95.82% in November 2017. The most significant increase was in FSM group. February 2018 Evaluation: Attendance for PPG pupils has not improved, particularly FSM pupils. New attendance officer has been appointed. This salary frees up £7,000 to spend elsewhere.</p>	<p>Successful approach</p>	<p>£26,951 £11,858.44 PPG New attendance officer has been appointed. This salary frees up £7,000 to spend elsewhere.</p>
<p>To coordinate links with external providers and the local community. Jointly lead lunchtime provision</p>	<p>Community Cohesion Lead</p>	<p>December 2017 Evaluation: PPG children report that visits to a local residential home are enjoyable and an opportunity to talk a length with the residents about their lives. February 2018 Evaluation: PPG pupils have expressed positive views about opportunities to help in the community (litter picking with students). Courteous behaviour of these pupils was appraised by members of the community.</p>	<p>Successful approach</p>	<p>£21,268 £9357.92 PPG</p>

8. Additional detail

2018 KS2 Outcomes

Iceni 2018 SATS Results

	2017	2018 Nat	Essex	AT	ABOVE
GPS	73%	78%	-	84%	25%
Reading	67%	75%	77%	84%	32%
Maths	65%	76%	76%	89%	25%
Writing	73%	78%	79%	86%	25%
Combined	53%	64%	65%	84%	9%

KS2 higher and lower performing pupil groups 2018

	Higher performing	Lower performing
Overall achievement pupil progress	FSM (6) SEN Support (7) Lower attainers (5) ⊕	
KS2 reading achievement pupil progress	Lower attainers (5) ⊕ SEN Support (7) ⊕ ↑ FSM (6) ⊕	
KS2 writing achievement pupil progress	Summer Term (18) ⊕ First language not English (6) No SEN (31) ⊕	Spring Term (10)
KS2 mathematics achievement pupil progress	SEN Support (7) FSM (6) First language not English (6)	
KS2 grammar, punctuation & spelling achievement pupil progress	Female (16) ⊕ Summer Term (18) FSM (6)	Spring Term (10) Male (23) Autumn Term (11)