



Exceptional Education at the Heart of the Community

Pupil premium strategy statement

1. Summary information					
School	OASIS ACADEMY BLAKENHALE JUNIOR				
Academic Year	2017/18	Total PP budget	£274, 560	Date of most recent PP Review	Dec 2017
Total number of pupils	343	Number of pupils eligible for PP	208 (58.43%)	Date for next internal review of this strategy	July 2018

2. Review of expenditure

Previous Academic Year- 2016/2017	
--	--

i. Quality of teaching for all

Desired outcome	Chosen action/approach	Impact:	Lessons learned	Cost																																																																										
Provide specific targeted support for Y6 intervention through PiXL resources	PiXL Membership Other costs (conferences, travel)	<table border="1" style="width: 100%; border-collapse: collapse; font-size: 8px;"> <thead> <tr style="background-color: #ffff00;"> <th colspan="6">YEAR 6 – Progress Measures</th> </tr> <tr style="background-color: #ffff00;"> <th rowspan="2"></th> <th colspan="4">Previous Performance</th> <th colspan="2">+/-</th> </tr> <tr style="background-color: #ffff00;"> <th colspan="2">2016</th> <th colspan="2">2017</th> <th>All</th> <th>Dis</th> </tr> <tr> <th></th> <th>All</th> <th>Dis</th> <th>All</th> <th>Dis</th> <th>All</th> <th>Dis</th> </tr> </thead> <tbody> <tr> <td>RW/M combined Y6</td> <td>32%</td> <td>28%</td> <td>43%</td> <td>43%</td> <td>+11%</td> <td>+15%</td> </tr> <tr> <td>KS2 Reading progress (inflated KS1 SAT)</td> <td>-5.4</td> <td>-5.0</td> <td>-3.0</td> <td>-3.0</td> <td>2.4</td> <td>2.0</td> </tr> <tr> <td>KS2 Writing progress (inflated KS1 SAT)</td> <td>0</td> <td>0</td> <td>-1.8</td> <td>-2.8</td> <td>-1.8</td> <td>-2.8</td> </tr> <tr> <td>KS2 Maths progress (inflated KS1 SAT)</td> <td>-4.2</td> <td>-5.1</td> <td>-4.1</td> <td>-5.0</td> <td>-0.1</td> <td>0.1</td> </tr> </tbody> </table> <table border="1" style="width: 100%; border-collapse: collapse; font-size: 8px;"> <thead> <tr style="background-color: #ffff00;"> <th colspan="4">Progress measure from baseline (against '16 outcomes)</th> </tr> <tr style="background-color: #ffff00;"> <th></th> <th>All ('17)</th> <th>Dis ('17)</th> <th>+/- (against '16 outcomes)</th> </tr> </thead> <tbody> <tr> <td>KS2 Reading progress (Y3 baseline)</td> <td>1.0</td> <td>0.4</td> <td>5.4</td> </tr> <tr> <td>KS2 Writing progress (Y3 baseline)</td> <td>2.0</td> <td>0.5</td> <td>2.0</td> </tr> <tr> <td>KS2 Maths progress (Y3 baseline)</td> <td>0.6</td> <td>-1.9</td> <td>4.8</td> </tr> </tbody> </table> <p>OABJ Ofsted comments:</p> <ul style="list-style-type: none"> • The pupil premium has been spent on a wide range of strategies both to ensure that disadvantaged pupils are fully engaged in their learning and to help them to catch up. This is now proving effective, as disadvantaged pupils' progress across the school begins to speed up. • Inspection evidence confirmed the school's information that progress across the school is now faster, and beginning to rise above that which is expected nationally. Pupils' progress in physical education is good. • Disadvantaged pupils make up the majority of the school population. Information supplied by the school and supported by inspection evidence shows that there is little difference between the achievement of disadvantaged pupils and that of others in the school. The progress of disadvantaged pupils is now beginning to rise in line with other pupils as the impact of the expenditure of the pupil premium grant is felt first on pupils' engagement with learning and then on their academic achievement. 	YEAR 6 – Progress Measures							Previous Performance				+/-		2016		2017		All	Dis		All	Dis	All	Dis	All	Dis	RW/M combined Y6	32%	28%	43%	43%	+11%	+15%	KS2 Reading progress (inflated KS1 SAT)	-5.4	-5.0	-3.0	-3.0	2.4	2.0	KS2 Writing progress (inflated KS1 SAT)	0	0	-1.8	-2.8	-1.8	-2.8	KS2 Maths progress (inflated KS1 SAT)	-4.2	-5.1	-4.1	-5.0	-0.1	0.1	Progress measure from baseline (against '16 outcomes)					All ('17)	Dis ('17)	+/- (against '16 outcomes)	KS2 Reading progress (Y3 baseline)	1.0	0.4	5.4	KS2 Writing progress (Y3 baseline)	2.0	0.5	2.0	KS2 Maths progress (Y3 baseline)	0.6	-1.9	4.8	Targeted support enabled pupils to make better progress. Reading and writing for disadvantaged to be a focus in 2017-18 in KS2 using accelerated reader more frequently to target pupils.	£3, 700
YEAR 6 – Progress Measures																																																																														
	Previous Performance				+/-																																																																									
	2016		2017		All	Dis																																																																								
	All	Dis	All	Dis	All	Dis																																																																								
RW/M combined Y6	32%	28%	43%	43%	+11%	+15%																																																																								
KS2 Reading progress (inflated KS1 SAT)	-5.4	-5.0	-3.0	-3.0	2.4	2.0																																																																								
KS2 Writing progress (inflated KS1 SAT)	0	0	-1.8	-2.8	-1.8	-2.8																																																																								
KS2 Maths progress (inflated KS1 SAT)	-4.2	-5.1	-4.1	-5.0	-0.1	0.1																																																																								
Progress measure from baseline (against '16 outcomes)																																																																														
	All ('17)	Dis ('17)	+/- (against '16 outcomes)																																																																											
KS2 Reading progress (Y3 baseline)	1.0	0.4	5.4																																																																											
KS2 Writing progress (Y3 baseline)	2.0	0.5	2.0																																																																											
KS2 Maths progress (Y3 baseline)	0.6	-1.9	4.8																																																																											
Provide work books to gain valuable SAT practice.	Purchase CGP homework books - English & Maths			£3, 000																																																																										
A renewed approach to improving reading outcomes. This is especially targeted at disadvantaged pupils	Accelerated Reading Programme.			£2, 180																																																																										

To engage targeted pupils through the careful selection of books to engage and enthuse.	Replenish Guided Reading Books Replenish library reading books	KS2 progress in reading: Y3: 3.1 (Dis) 2.9 (others) Y4: 2.9 (Dis) 3.2 (others) Y5: 3.4 (Dis) 3.6 (others) Y6: 2.7 (Dis) 2.7 (others)	Focus on increasing children working at greater depth in 17/18.	£5, 755
---	---	--	---	---------

ii. Targeted Support

Targeted support for disadvantaged pupils to build confidence, plug gaps, increase knowledge and understanding, SAT technique (maths and reading)	SAT support for Y6 Cost of extra teacher to support at risk pupils and boost levels (Spring Term) £8 000	<table border="1"> <thead> <tr> <th colspan="7">YEAR 6 – Progress Measures</th> </tr> <tr> <th rowspan="2"></th> <th colspan="4">Previous Performance</th> <th colspan="2">+/-</th> </tr> <tr> <th colspan="2">2016</th> <th colspan="2">2017</th> <th colspan="2"></th> </tr> <tr> <th></th> <th>All</th> <th>Dis</th> <th>All</th> <th>Dis</th> <th>All</th> <th>Dis</th> </tr> </thead> <tbody> <tr> <td>KS2 Reading progress (Updated 23.1.17)</td> <td>3.1</td> <td>2.9</td> <td>3.2</td> <td>3.2</td> <td>0.1</td> <td>0.3</td> </tr> <tr> <td>KS2 Writing progress (Updated 23.1.17)</td> <td>2.7</td> <td>2.9</td> <td>2.9</td> <td>2.5</td> <td>0.2</td> <td>-0.4</td> </tr> <tr> <td>KS2 Maths progress (Updated 23.1.17)</td> <td>3.2</td> <td>3.1</td> <td>3.8</td> <td>3.1</td> <td>0.6</td> <td>-0.7</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>Progress measure from baseline (against '16 outcomes)</th> <th>All ('17)</th> <th>Dis ('17)</th> <th>+/- (against '16 outcomes)</th> </tr> </thead> <tbody> <tr> <td>KS2 Reading progress (19 baseline)</td> <td>1.0</td> <td>0.4</td> <td>0.6</td> </tr> <tr> <td>KS2 Writing progress (19 baseline)</td> <td>2.0</td> <td>0.5</td> <td>1.5</td> </tr> <tr> <td>KS2 Maths progress (19 baseline)</td> <td>0.6</td> <td>-1.9</td> <td>-2.5</td> </tr> </tbody> </table>	YEAR 6 – Progress Measures								Previous Performance				+/-		2016		2017					All	Dis	All	Dis	All	Dis	KS2 Reading progress (Updated 23.1.17)	3.1	2.9	3.2	3.2	0.1	0.3	KS2 Writing progress (Updated 23.1.17)	2.7	2.9	2.9	2.5	0.2	-0.4	KS2 Maths progress (Updated 23.1.17)	3.2	3.1	3.8	3.1	0.6	-0.7	Progress measure from baseline (against '16 outcomes)	All ('17)	Dis ('17)	+/- (against '16 outcomes)	KS2 Reading progress (19 baseline)	1.0	0.4	0.6	KS2 Writing progress (19 baseline)	2.0	0.5	1.5	KS2 Maths progress (19 baseline)	0.6	-1.9	-2.5	Children approached tests with confidence. Continue to purchase CGP books – focus on arithmetic and SPAG.	£8, 000
YEAR 6 – Progress Measures																																																																				
	Previous Performance				+/-																																																															
	2016		2017																																																																	
	All	Dis	All	Dis	All	Dis																																																														
KS2 Reading progress (Updated 23.1.17)	3.1	2.9	3.2	3.2	0.1	0.3																																																														
KS2 Writing progress (Updated 23.1.17)	2.7	2.9	2.9	2.5	0.2	-0.4																																																														
KS2 Maths progress (Updated 23.1.17)	3.2	3.1	3.8	3.1	0.6	-0.7																																																														
Progress measure from baseline (against '16 outcomes)	All ('17)	Dis ('17)	+/- (against '16 outcomes)																																																																	
KS2 Reading progress (19 baseline)	1.0	0.4	0.6																																																																	
KS2 Writing progress (19 baseline)	2.0	0.5	1.5																																																																	
KS2 Maths progress (19 baseline)	0.6	-1.9	-2.5																																																																	
Identifying and working with disadvantaged families.	FSW (Hub Leader) (Apportionment of salary) £15, 000	Disadvantaged families are targeted to support behaviour and attendance through Thrive parenting programme. Parent voice Tracking of attendance 100% of parents targeted attended the sessions.	Impact of parental engagement. To be continued	£15, 000																																																																
Classes receive support from teaching assistants and afternoons provide disadvantaged pupils of all abilities with appropriate interventions (SEND to more able).	Teaching assistant salaries £30 000	In 2016-17 SEND PP children made the following progress: <table border="1"> <thead> <tr> <th></th> <th>Y3</th> <th>Y4</th> <th>Y5</th> <th>Y6</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>3.1</td> <td>2.8</td> <td>3.6</td> <td>2.8</td> </tr> <tr> <td>Writing</td> <td>2.7</td> <td>2.9</td> <td>2.9</td> <td>2.5</td> </tr> <tr> <td>Maths</td> <td>3.2</td> <td>3.1</td> <td>3.8</td> <td>3.1</td> </tr> </tbody> </table> SEND writing will be a focus for 17/18		Y3	Y4	Y5	Y6	Reading	3.1	2.8	3.6	2.8	Writing	2.7	2.9	2.9	2.5	Maths	3.2	3.1	3.8	3.1	Children are targeted better through interventions and needs are met. Tighter targeting of PP SEND interventions in 17-18 in maths and writing.	£30, 000																																												
	Y3	Y4	Y5	Y6																																																																
Reading	3.1	2.8	3.6	2.8																																																																
Writing	2.7	2.9	2.9	2.5																																																																
Maths	3.2	3.1	3.8	3.1																																																																
Ensuring all have the best start to the day in the lead up to and week of SATs, punctuality and nourishment.	Year 6 Breakfast for SATs 2 weeks for all of Year 6	100% attendance to breakfast club. 100% attendance in all SAT's tests. Children approached tests with confidence.	Continue in 17/18 Measure health and well-being through pupil questionnaire.	£1, 000																																																																
EAL programme – so that the increasing disadvantaged EAL children can access the curriculum	Learning Village Programme -	EAL Progress using programme: 45% made better progress from upon entry to KS2.	Continue use of Learning Village Need further training for staff due to increase in EAL pupils.	£2, 500																																																																
Lexia – ICT Support package for in and out of school.	Lexia Programme	SEND progress – READ: Y3: 3.1 Y5: 3.6 Y4: 2.8 Y6: 2.8	Continue to use Lexia programme for identified children. Provide further support/input for parents.	£4, 572																																																																
To provide nurture provision during social times.	Thrive room – replenish resources in direct response to pupil interests/needs	<table border="1"> <thead> <tr> <th></th> <th>Dec '16</th> <th>Mar '17</th> </tr> </thead> <tbody> <tr> <td>Attendance</td> <td>95.8%</td> <td>96.1%</td> </tr> <tr> <td>Exclusions (ext)</td> <td>6</td> <td>4</td> </tr> <tr> <td>Exclusions (int)</td> <td>4</td> <td>2</td> </tr> </tbody> </table> Vulnerable children aware of where to go and who to speak to if they need to take some time out.		Dec '16	Mar '17	Attendance	95.8%	96.1%	Exclusions (ext)	6	4	Exclusions (int)	4	2	Reduction in emotional outbursts and reduction in behavioural incidents. 100% positive feedback from parents	£2, 000																																																				
	Dec '16	Mar '17																																																																		
Attendance	95.8%	96.1%																																																																		
Exclusions (ext)	6	4																																																																		
Exclusions (int)	4	2																																																																		

To secure specialist support through the use of an Educational Psychologist for our harder to reach children.	Brokering Ed Psych Services to support in EHCP's and family support.	Identified children supported by successful completion of EHCP plans. One Y6 child successfully secured specialist secondary provision with good transition.	Brokered Ed Psych not as efficient as expected in support for EHCP's and some identified families. Source new Ed Psych services for 17/18.	£2, 205
To further support 1:1 needs of identified pupils and provide training for staff in meeting the needs of SEND pupils.	Pupil School Support Services	Teaching improved and rose to 90% good or better in 16/17 with staff implementing 'flexible grouping' for SEND pupils.	Continue support for 17/18. Use support from Oasis SEND strategy group and materials produced by PSSS to support teacher training in ITP's.	£1, 800
To further support 1:1 needs of identified pupils through access to specialist pupil/parent social skills groups, staff training and further additional parental support.	Beacon School Support Service	Staff aware of varying strategies to support the needs of pupils demonstrating challenging behaviour. Parents supportive of 1:1 guidance and strategies to use at home. Fixed term exclusions reduced to 2 (6 in 15/16)	Reduction in behaviour incidents during lesson time and social times. Lunchtime supervisors actively engaged in positive play with new zones. Continue support for 17/18 for targeted pupils entering Year 3 and existing pupils through transition to specialist provision.	£2, 000
iii. Whole School Strategies				
To work closely with vulnerable children and their families.	Senior Learning Mentor (Apportionment of salary) Attendance and persistent absence were higher amongst disadvantaged children.	SARM meetings, home visits and walking bus all successful in raising attendance. Attendance increased to 96.4% and PA reduced to 6.7% (3.9% with relocated families removed)	Continue rewards, certificates and initiatives in 17/18.	£2, 000 rewards £2, 500 SOL
Improve children's emotional wellbeing leading to improved learning, behaviour and life chances. Impact on disadvantaged pupils to be measured through Thrive screening and assessment data	Release time for other TAs for 1-2-1 provision.	Clear understanding of needs by staff. Greater engagement of children participating. Excellent transition to KS3. Children with specific needs successfully accessed SATs tests and stayed in school.	Thrive shows whole school impact as well as supporting children with individual needs. Thrive is to be continued in school. Train 4 more lead practitioners through training in 17/18.	£1, 400
Ensuring all have the best start to the day.	Breakfast Club	Raising awareness of Healthy lifestyles and the importance of eating breakfast. Pupils stated that they are aware of healthy eating and the importance of a good start to the day.	Pupil's/parents value service. Evaluate morning activities for 17/18.	£8, 000
Raise attendance for all pupils.	Attendance awards and release time. Meeting time with SOL attendance lead (MB)	Yearly Attendance figures PP 94.7% Non PP 97.3% School Average 96.4% PA 6.7% (3.9% with relocated families removed)	Increase in attendance from 15/16. Continue to analyse data and target groups. Hone in on PP families and look towards support via the HUB. To be continued.	£2, 000 SOL £1, 500 rewards
To ensure that disadvantaged pupils have access to educational visits.	Subsidised trips/visitors to the academy.	Children equal entitlement to the curriculum. Writing composition improved particularly in Y4 & Y6 Y3: 54% (+1) Y4: 70% (+3) Y5: 49% Y6: 71% (+4)	Visits supplements increase in attainment through pupils having access to stimulating material with which to discuss and write about. 17/18 – look at a balance of internal and external visits.	£8, 000

Further barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers – (issues to be addressed in school)

A	Arithmetic
B	Pupil resilience
C	Ability to access greater depth learning

External barriers (issues which also require action outside school, such as low attendance rates)

D	Attendance in particular SEN PP
E	Parental engagement – low aspirations, attendance at parental workshops, support with homework and home reading

Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success Criteria</i>
A	PP children make good progress from their starting points, particularly in maths (arithmetic)	All pupils to make a minimum of 3 points progress from their starting point
B	Continue to raise pupil self-esteem to impact positively on their academic learning	Reduction in behaviour incidents for targeted PP pupils Health & well-being curriculum Reports from academy staff Growth Mindset
C	Increase the percentage more able PP pupils achieve greater depth	PP pupils who achieved Level 3 or a scaled 110 are expected to achieve Greater depth More Able sessions year 3-6 carried out once a week by ALT PiXL resources utilised to support more able and potentially more able Planning matched to ability level, with appropriate stretch and challenge.
D	Increase attendance rates for pupils eligible for PP, particularly SEN PP	Reduce the number of persistent absentees among pupils eligible for PP to less than 6.7%
E	An improved attendance at workshops of PP families	Increased parental engagement to be recorded through attendance of all parents at workshops, parent's evenings etc., but especially PP parents.

3. Planned expenditure

Academic year	2017/18	
----------------------	----------------	--

i. Improving Classroom Pedagogy

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you monitor implementation?	Staff lead	When will you review implementation?

Identify More Able Pupils & Plan effectively for them, particularly in maths.	More Able pupils to be identified on planning sheets. Greater Depth activities evident on STS from years 3-6. Pupil Progress meetings to include a focus on more able PP pupils. More able PP children an agenda item on weekly YG meetings Use of Bright Pi maths materials and training.	The % of More Able PP pupils achieving Greater Depth is low, however in '17 disadvantaged MA pupils outperformed others. Academic year 2017: KS2 R/W/M: 0% PP OTH R: 13% 0% W: 4% 4% M: 9% 3% GPS: 15% 6% **PP Greater Depth - Academic year 2018 targets: KS2 RWM: 0% **17/18 cohort low R: 7% attaining at end of KS1 W: 0% M: 0% GPS: 0%	More Able Staff Meetings to up skill staff. Half Termly book looks to monitor challenge Pupil Voice Learning walks and lesson observations, with a particular focus on the use of Growth Mindset and Resilience of More Able pupils.	PH NB	Half Termly
All PP pupils to make good progress from their start point	Pupils to make a minimum of 3 points progress. Consistent and quality 1st teaching. Differentiated planning CT to work with each group over a week TAs used effectively to support target pupils. Additional teacher for Y6 (Spring)	Progress of PP pupils as increased and we want to maintain and improve the progress seen across the school. There needs to be a particular focus on the following year groups/subjects: Year 5 Reading & Maths: 2.9 Year 6 writing: 2.3	Pupil Progress meetings, with a focus on the progress of PP pupils. Quality 1st Teaching – Lesson Observations: 100% of teaching to be good and a proportion of teaching to be Outstanding Half termly book looks to ensure appropriate challenge for all pupils. Data analysis Data staff meetings	CHT PH NB CC	Ongoing updates Final review July 2018
Raise the self-esteem, resilience and aspirations of our PP pupils.	Pupils to be using the language of Growth Mindset consistently in lessons Pupils to demonstrate resilience through challenging activities – resilience/independence Participate in 'Compass for Life' with Floyd Woodrow Aspirations Week Summer Term Pupils to attend Thrive Room to develop resilience, self-esteem and confidence.	Pupils demonstrate passion and confidence but can also demonstrate a fear of failure with a lack of aspiration to 'dream big' for their future	Growth Mindset Display to be up in all classrooms – Autumn Term Pupil Voice – Spring Term Summer Term – end of year data shows good+ progress. Visualisers used for sharing good work and improving learning/up-leveling. Questioning for Depth – used by all and identified in observations/daily learning walks Aspirations – pupil voice/	CHT PH	Half Termly
To engage targeted pupils through the careful selection of books to engage and enthuse.	Replenish Library reading stock. Accelerated Reader	Greater need for more classic fiction and non-fiction texts relevant to life in 21 st Century Britain/World	Accelerated reader outcomes Pupil voice	SW	Half Termly
TOTAL BUDGETED COST					£115, 461

ii. Targeted Support

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you monitor implementation?	Staff lead	When will you review implementation?
A reduced difference in Key Stage 2 in attainment and progress across all core subjects between pupils eligible.	Intervention teaching for Year 6 using the Pixl initiative.	Some of the pupils need targeted support to catch up. This is a strategy with their class teacher who has in-depth knowledge of QLA, using Assessments for Learning strategies fully to move individual student learning forward. Pupils are working in specific small groups to meet their individual needs.	Impact is reviewed 6 weekly with formal assessment weeks providing clear evidence of progress and attainment.	PH	Half termly with final review July 2018
Diminishing the difference in academic outcomes	Targeted support for disadvantaged pupils to build confidence, plug gaps, increase knowledge and understanding, SAT technique (maths and reading Y6) Broker support from outside agencies	Close the gaps in learning for targeted support to increase attainment.	Monitor provision Track progress	PH NB CC	Half Termly
Increase Pupil Well-Being: Further improve children's emotional wellbeing leading to improved learning, behaviour and life chances.	Thrive 1-2-1 and small group sessions	Personalised approach to 1-2-1 support of children with significant social emotional gaps to learning.	Impact on disadvantaged pupils to be measured through Thrive screening and assessment data	RS	Half Termly
	Hardship Fund for persistently disadvantaged students.	Support with uniform, additional trip subsidy, breakfast club, transport.	Progress data shown accelerated progress for targeted children. Attendance and Health and well-being tracked.	GM SM	As needs arise through discussions with families.
	Raise Attendance for all pupils	Promotes and raises the awareness of the importance of attendance in school.	EWO will support Attendance is tracked Rewards system implemented.	GM	Weekly Analysis
	Breakfast Club	Raising awareness of Healthy lifestyles and the importance of eating breakfast.	Track progress of all pupils. Monitoring of teaching and learning across school.	PH	Half Termly
Parental engagement to support learning	Family Thrive Provision for targeted PP families.	Improve children's emotional wellbeing leading to improved learning, behaviour and life chances	Whole school profiling tracks progress of all pupils and individual cases.	RS	
TOTAL BUDGET					£82, 299
iii. Whole school strategies					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you monitor implementation?	Staff lead	When will you review implementation?

Staff meetings to provide targeted support for teachers to improve their individual practice and understanding of More Able children's learning.	Marking is active and shows more able children are responding to comments. Blue WILF's in books to challenge MA children. Teaching & Learning practise within the classroom is enhanced and appropriate challenge in place, and use of lesson is maximised	Not all staff are consistent in their approach to moving more able learners on through marking. Some outcomes last year were not high enough for more able pupils working at greater depth.	Data shows pupils to make 4 points progress over the year More Able Staff Meetings to up skill staff. Half Termly book looks to monitor challenge Pupil Voice Pupil Progress Meetings – More Able PP focus Learning walks and lesson observations, with a particular focus on the use of Growth Mindset and Resilience of More Able pupils.	CHT PH	Ongoing updates Final review July 2018
Parental engagement to support learning.	Senior Learning Mentor & Family Support Worker - To work on attendance and support access to the academy.	Provide support for families who are in need signposting to agencies or support in school.	Attendance is rigorously tracked and next steps are monitored.	GM SM	Ongoing updates Final review July 2018
	Hub Development - targeting parents for adult training opportunities, social support and life skills.	Support families in raising their aspirations by providing opportunities to meet their needs-links with Fortis housing and other outside agencies.	Monitor and track events and attendance at community Hub. Parent voice Evidence of events and support from outside agencies.	SM	Ongoing updates Final review July 2018
An improved attendance by PP families at workshops.	Workshops strategically planned by ALT. Pupil Premium families identified and engaged with prior to workshop to improve attendance.	Research has shown that where parents are engaged in their child's learning outcomes are improved.	Reduce barriers between the academy and parents by showing that we do not judge.	ALT SM	Ongoing updates Final review July 2018
Enabling all families to access out of school experiences with residential in Year 3-6.	Reducing the overall cost for our families by the academy heavily subsidising the overall cost.	The majority of pupils do not have the opportunity for these experiences which develop their self-esteem and independence.	Ensuring that where a family who wishes their child to be part of a residential, are not excluded due to financial constraints.	PH KH	Ongoing updates Final review July 2018
Further develop and enhance existing successful strategies in promoting health and well-being.	Continue to work with in-house sports team.	Ofsted recognised success with fitness levels correlating improved pupil well-being, resilience and good behaviours for learning. Need to sustain this and think creatively on how to impact further from outstanding levels of fitness from Y3 to Y6.	Data – progress Pupil voice Learning walks and discussions	CHT SR	Half-Termly
Enabling all families to access out of school experiences.	Reducing the overall cost for our families by the academy heavily subsidising the overall cost.	The majority of pupils do not have the opportunity for these experiences which develop their self-esteem and independence.	Ensuring that where a family who wishes their child to be part of a residential, are not excluded due to financial constraints.	YGL's GE KH	Ongoing updates Final review July 2018
TOTAL BUDGET					£76, 800

4. Additional detail

Some of the initiative are new this year so amounts allocated will be reviewed mid-year to check for accuracy and maximised use of PP funds.

