

## Pupil Premium strategy statement for Haywood Village Academy

1. Summary information					
<b>School</b>	Haywood Village Academy				
<b>Academic Year</b>	2016 – 2017	<b>Total PP budget</b>	£10560	<b>Date of most recent PP Review</b>	January 2017
<b>Total number of pupils</b>	32	<b>Number of pupils eligible for PP</b>	8	<b>Date for next internal review of this strategy</b>	October 2017

2. Current attainment		
The school opened with 32 children. The baseline for the school identified significant weakness in EYFSP ELGs for number and speaking across the cohort, including the pupil premium children.		
Pupil Premium EYFS baseline (October 2016)	Non-Pupil Premium EYFS baseline (October 2016)	
- Speaking: 38% of 8 children at ARE - Reading: 38% of 8 children at ARE - Numbers: 38% of 8 children at ARE	- Speaking: 50 of 24 children at ARE - Reading: 54% of 24 children at ARE - Numbers: 46% of 24 children at ARE	
3. Barriers to future attainment (for pupils eligible for PP)		
In-school barriers		
<b>A.</b>	Limited support for parents & families through a parent support advisor role due to staffing financial constraints.	
<b>B.</b>	Limited speech and language skills which impacts on learning.	
<b>C.</b>	Gaps in prior learning	
External barriers		
<b>D.</b>	New housing estate with limited support services available, including local Children's Centre Services	
<b>E.</b>	Transport links not fully established, which has implications for families not being able to reach services and amenities.	
4. Desired outcomes		Success criteria
<b>A.</b>	Increase the enriching life experiences for pupils.	Pupil conferencing will evidence pupils enjoying school.
<b>B.</b>	Enable high quality first teaching to reach pupil premium	EYFSP data will show pupils will meeting GLD and meeting focused ELGs .
<b>C.</b>	Reduce factors to inhibit or isolate children	Observations will show pupils wearing uniform.
<b>D.</b>	Gaps are identified and targeted teaching/interventions	EYFSP data will show pupils making expected or accelerated progress.
<b>E.</b>	Pupils are exposed to a wide range of social/cultural	Pupils attend events/visit places they would not usually be exposed to.

5. Planned expenditure					
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?	Staff lead	When will you review implementation?
Speech & Language Therapy as below					
Pupils benefit from music specialist teaching and are more confident to take up music lessons and have developed musical skills.	Consult with local providers, including North Somerset Council. Provide music enrichment for Reception & incoming Year 1	Teaching & Learning Review supports evidence that pupils could be further advantaged with an increased music provision and offer to support future peripatetic opportunities.	Liaise and coordinate with North Somerset Council Music services.	Principal	April, July & October 2017
<b>Total budgeted cost</b>					£750

ii. 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?
Speech & Language Therapy	Support for pupils in the cohort who require Speech & Language support. (x1 AM every week £4680)	By increasing the targeted support for pupils with speech and language difficulties, all pupils including those pupil premium children, will receive 1 <sup>st</sup> quality teaching with a higher adult to pupil ratio.	Monitor pupil progress Observe speech & language therapy & subsequent interventions implemented within class.	SENCo	April, July & October 2017

Parent Support Courses	Offer parent workshops/course for all parents £600	Without a permanent employed Parent Support Advisor at school, there is a need to support all families with parenting skills.	Support from Lighthouse charity , specifically Julie Lanham, has been agreed.	Principal	April, July & October 2017
<b>Total budgeted cost</b>					£5180

<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Ensure all pupils have access to school uniform	Inform and order PE and school uniform for PP children. Total: £320 (£40 each)	PP children do not all have spare uniform, including PE. As a result pupils are easily identified as disadvantaged.	Inform parents of offer. School to place order. Full allocation to be spent.	Principal	April, July & October 2017
Ensure all pupils have access to enrichment visits and trips	Inform parents. School to organise for school trips. The cost of trips to support education will be supplemented. £300	There is evidence to support that with part funding for the trips will enable pupils to attend extracurricular opportunities and allow parents to still make some contribution.	Inform parents of half payment offer. School to organise and detail information on trip letters. Pupil data	Principal & SENCo	April, July & October 2017

Parents are supported to return to work and children's basic needs are met through breakfast club, as well as experiencing a calm start to their day.	Inform parents. Develop practice to implement using Tucasi payment system. (x1 session per week £360)	Evidence to suggest pupil outcomes could be improved for the following: attendance, health and aspiration through role modelling.	Inform parents. Nicki Shapiro to coordinate with Breakfast Club Play leader, Leanne Dack Pupil data	Office Administrator or	April, July & October 2017
Pupils are engaged in their learning and meet the expected standards in phonics and reading.	Temporary overtime for Learning Partner to support phonics interventions. (Feb – July £2300 estimated)	A proportion of pupils in Reception beyond first quality teaching would benefit from additional support and recap of specific phonics and common exception words that they are not receiving from home support or have not secured.	Monitor through 1:1 staff meetings with SENCo. Pupil data	Principal & SENCo	April, July & October 2017
Pupils 'keep up' or have prior learning gaps addressed in speaking, numbers and reading.	Class Teachers to deploy Learning Partners to support 1:1 or support class as Class Teacher supports 1:1 or small groups. (£1320 contribution)	Through specific training, the Learning Partners will be able to provide additional pre and post teaching support for pupils in basic areas using a range of strategies, including Talk Boost, Maths games and phonics.	Monitor through 1:1 staff meetings with SENCo. Pupil data	Principal & SENCo	
<b>Total budgeted cost</b>					£3520

<b>6. Review of expenditure 2016-2017</b>				
<b>i. Quality of teaching</b>				
<b>Desired outcome</b>	<b>Chosen approach/action</b>	<b>Estimated impact: Did you meet the success criteria?</b>	<b>Lessons learned</b>	<b>Cost</b>
Speech & Language Therapy	See below	See below	See below	See below
Pupils benefit from music specialist teaching and are more confident to take up music lessons and have developed musical skills.	Consult with local providers, including North Somerset Council. Provide music enrichment for Reception & incoming Year 1 children. £750	Observations reflected pupils enjoying music lessons, specifically focusing on singing. A public performance to new reception families and parents reflected enjoyment for singing.	Limited funds meant we could not extend to offer instrument skills. We believe pupils developed greater wellbeing as a result of this enriching experience, which promoted a love for learning music. The music schemes for singing proved popular for staff and children and we would use again.	£750
<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen approach/action</b>	<b>Estimated impact: Did you meet the success criteria?</b>	<b>Lessons learned</b>	<b>Cost</b>
Speech & Language Therapy	Support for pupils in the cohort who require Speech & Language support. (x1 AM every week £4680)	Specific pupils were diagnostically assessed by therapist which informed daily teaching and learning, as well as the Talk Boost intervention.	We believe by supporting a range of children as well as pupil premium, this further enabled the class teacher to support other pupils, including pupil premium children. The specific speech work and resultant interventions improved speaking for pupils.	£4680

Parent Support Courses	Offer parent workshops/course for all parents £600	This targeted support did not have impact as the course was cancelled by provider. Funds were redirected towards the Learning Partners supporting pupils.	This further reinforced the school's intention for have a Family Support Worker for 2017/18.	£0 Remaining £600 allocated to Learning Partner support.
<b>iii. other approaches</b>				
<b>Desired outcome</b>	<b>Chosen approach/action</b>	<b>Estimated impact: Did you meet the success criteria?</b>	<b>Lessons learned</b>	<b>Cost</b>
Ensure all pupils have access to school uniform	Inform parents and school office to order PE and school uniform for PP children. Total: £320 (£40 each)	Pupils wore uniform ordered by their families.	This strategy was well supported by pupils and families. This approach was successful and this approach will be modified and used in future.	£320
Ensure all pupils have access to enrichment visits and trips	Inform parents. School to organise for school trips. The cost of trips to support education will be supplemented. £300	Pupils benefitted from these experiences that they may not have experienced otherwise. Opportunities included: Trip to Bristol Museum, Bikeability, Story Telling workshops, Pantomime visit.	This approach was successful and this approach will be modified and used in future. Opportunities to access enrichment experiences will be extended.	£300
Parents are supported to return to work and children's basic needs are met through breakfast club, as well experiencing a calm start to their day.	Inform parents. Develop practise to implement using Tucasi payment system. (x1 session per week £360)	A small proportion of pupils accessed provision and this supported their start to the school day.	This provision had impact when utilised.	£200 Remaining £160 allocated to Learning Partner support.

Pupils are engaged in their learning and meet the expected standards in phonics and reading.	Temporary overtime for Learning Partner to support phonics interventions. (Feb – July £2300 estimated)	Pupil Premium	Non-PP	This approach was successful and this approach will be modified and used in future. It will be modified to respond to the needs of pupils in 17/18.	£2300
		EYFSP ELGS Reading: 76% Speaking: 88% GLD: 75% (6 of 8)	EYFSP ELGS Reading: 96% Speaking: 93% GLD: 86% (25 of 28)		
Pupils 'keep up' or have prior learning gaps addressed in speaking, numbers and reading.	Class Teachers to deploy Learning Partners to support 1:1 or support class as Class Teacher supports 1:1 or small groups. (£1320 contribution)	See above		This approach was successful and this approach will be modified and used in future. It will be modified to respond to the needs of pupils in 17/18.	£1980
		Pupil Premium	Non-PP		
		EYFSP ELGS Numbers: 87%	EYFSP ELGS Numbers: 96%		
				<b>Total:</b>	£10560