



## MULTI ACADEMY TRUST

# PUPIL PREMIUM GRANT REPORT

## WHITE CLIFFS PRIMARY COLLEGE FOR THE ARTS

### ESTIMATED Number of Pupils and Pupil Premium Grant (PPG) to be received April 2016 – March 2017

Total number of pupils on roll - PREDICTED	262
Total number of pupils eligible for PPG - PREDICTED	157
Amount PPG to be received per pupil	£1,320
Total amount of PPG to be received - ESTIMATED	£207,240

### Summary of PLANNED PPG Spending 2016 – 2017

#### Objectives of Spending PPG:

The key principle behind funding for Pupil Premium is to close the gap in attainment and progress between disadvantaged pupils at White Cliffs Primary College for the Arts and non-disadvantaged pupils nationally.

The Pupil Premium Grant is targeted in its entirety to those children who are eligible. Leadership decisions also take into account a whole school approach, designed to benefit all children, thus what is effective for disadvantaged pupils is effective for non-disadvantaged pupils

**Record of PLANNED PPG Spending by Item/Project 2016-2017**

Item/Project	Cost	Actions	Outcomes	Resources
<p align="center">Raising Attainment and Progress</p>	<p align="center">£220,000</p>	<p>Introduction of “Connecting Steps across Key stages 1 and 2 to precisely track children’s progress and give detailed feedback into next steps for learning for each individual child.</p> <p>Vice Principal (partial salary is set against Pupil Premium funding) to provide intensive support to those Pupils in receipt of Pupil Premium that are at risk of falling behind. Provision to include the building of a dedicated teaching space (“The Garden Room”) and</p>	<ul style="list-style-type: none"> <li>Connecting steps in place for Years 1-6 in Core subjects. Statements in the software are to be evident in Learning Ladders and lesson plans. Detailed reports created and fed into Pupil Progress meetings. Regular audits of the system conducted by Leadership team and recorded on Bluewave Swift.</li> </ul> <p align="center"><b>Linked to Key Priority 1 of the College Development Plan 2016-2017</b></p> <ul style="list-style-type: none"> <li>Log cabin erected and equipped for personalised intervention space.</li> <li>Tracking for identified individuals should show rapid and sustained progress, making use of the Connecting Steps. All pupils should aim to be working <i>within</i> their expected year group by the end of the year, ensuring that no child falls behind.</li> </ul> <p align="center"><b>Linked to Key Priority 1 of the College Development Plan 2016-2017</b></p>	<p>“Connecting Steps”= £4300</p> <p>“Garden Room” (log cabin, electrical work &amp; furniture) = £6,500</p> <p>“Lexia”=£4300</p> <p>“Symphony”-£3000</p>

		<p>subscription to personalised intervention software (“Lexia” &amp; “Symphony Maths”)</p> <p>Director for Inclusion to be non-class based.</p> <p>Provision of Buckland Class to provide a small, nurturing environment for those disadvantaged children who are falling just below the threshold for EHCP</p>	<ul style="list-style-type: none"> <li>• Clear line management of adults providing targeted interventions (evidenced through Provision maps and analysis of progress.)</li> <li>• Director for Inclusion to attend outside agency meetings related to identified children, including the collation of evidence to support applications for funding and signposting and monitoring external agencies.</li> <li>• High impact strategies identified and implemented, (e.g. making use of Lexia and Symphony Maths as well as Numicon purchases.)</li> <li>• Specialist Teacher and Teaching assistant (funded through the Pupil Premium Grant) plan and deliver the day-to-day bespoke interventions for each child identified.</li> <li>• Director of Inclusion has the overview of this specialist provision, ensuring that all recommended programmes are delivered, track and monitored, liaising, where appropriate, with external professionals and the class teacher.</li> </ul>	<p>“Numicon”= £7000</p>
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		<p>Highly qualified and capable Support Staff deployed to support Pupil Premium children, making use of</p>	<ul style="list-style-type: none"> <li>• Staff support the children back in the mainstream classroom so that skills acquired in the small class setting are transferred into other aspects of learning.</li> <li>• Continual analysis of data and progress across the entire to inform teaching and evaluate the effectiveness of provision (in conjunction with Pupil Progress Meetings and use of Connecting Steps data.)</li> <li>• Professional Development Meetings held for all support staff fortnightly, where training mirrors that of teachers so that all staff have highly developed skills and knowledge in identifying the learning needs of disadvantaged children so that no learning time is lost and no misconceptions allowed to go unaddressed.</li> <li>• Baseline assessment of new entrants to the Foundation Stage. The Pupil Premium Grant will be used to make up the shortfall between the initial Government funding for assessment in Early Years and the actual cost of the purchase of the enhanced package. This will support our disadvantaged children in order to give an accurate assessment of a child's next steps.</li> <li>• Additional adult in the Foundation stage to provide intensive Speech and Language programmes for pupils identified by Speech-link assessment.</li> <li>• Additional adult for Key Stage 2 children with a specific Speech and Language need using the Sounds Write programme and other programmes devised by Speech and Language Therapist</li> </ul>	<p>Support Staff CPD costs = £5000</p> <p>Baseline Assessment additional costs (Durham University) =</p> <p>Speechlink = £200 Language Link = £200</p>
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			<ul style="list-style-type: none"> <li>• Additional adult for targeted children to provide intensive intervention programmes for phonics and maths.</li> <li>• Removing the emotional and social barriers to learning for those disadvantaged children needing to access the fast-tracking of specialist services; for example, Play Therapy, Challenger Troop</li> </ul>	<p>Play Therapist = £4000 Challenger Troop = £2000</p>
Extra Curricula Support to raise achievement	£70,000	<p>To ensure identified pupils are not prevented from attending extra curricula events.</p> <p>Curricular Enhancement</p>	<ul style="list-style-type: none"> <li>• Minibuses to be used for transport to events plus subsidised costs for trips and activities. This is to ensure that all pupils receive important life experiences: many of our disadvantaged children do not have access to the same activities as non-disadvantaged pupils</li> <li>• Children who otherwise would not have experiences beyond their immediate locality will have enriched lives. This in turn will reflect in the quality of their learning</li> <li>• After school “Private Tuition” for targeted pupils for reading, writing, SPAG and maths in Key Stage 1 and 2.</li> <li>• Support staff to deliver additional after school activities which focus on the key skills and social interaction (cooking, art and craft, puzzles and games.)</li> </ul> <p><b>Linked to Key Priority 3 of the College Development Plan 2016-201</b></p>	<p>Minibus Lease costs = £5200</p>

Resourcing to raise achievement	£10,000	To make use of Nationally recognised research (e.g. NCETM) to identify high-impact resources	<ul style="list-style-type: none"> <li>Adults effectively use resources to identify gaps in learning and address those gaps (Speech-Link, Language-Link, Mathswatch, Accelerated Reader, Target Tracker, Connecting Steps, Lexia, Symphony Maths.)</li> </ul> <p><b>Linked to Key Priority 1 of the College Development Plan 2016-2017</b></p>	
Pupil & Parent Support and Attendance	£38,000	<p>Continued deployment of a Director for Parent and Pupil Support Appointment of Support staff to assist the Director of Inclusion with the emotional well-being of pupils and provide additional support during social times (e.g. play &amp; lunchtimes.)</p> <p>Engaging external support for those children in receipt of Pupil Premium in order to overcome barriers to learning and raise achievement.</p>	<ul style="list-style-type: none"> <li>Meeting and exceeding targets for attendance for all pupils, ensuring parents and carers are supported in removing barriers to learning for their child.</li> <li>Support staff used to assist in social interaction between pupils with emotional and well-being issues (additional Teaching assistant for Key Stage 2 and “Me-Time” session leader to build self-esteem.)</li> </ul> <p><b>Linked to Key Priority 3 of the College Development Plan 2016-2017</b></p>	

Total PPG to be Received - predicted	£207,240	
Total PPG expenditure - estimated	£338,000	
PPG remaining	Any overspend from disadvantage funding within General Annual Grant to embed ongoing initiatives.	