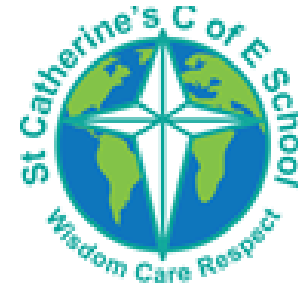


An Daras Multi-Academy Trust

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ADMAT SI Document D1.6



An Daras
Multi Academy Trust

St Catherine's C of E School

PPG Provision Map - Sept 17 to Aug 18 (v2)

The An Daras Multi-Academy Trust (ADMAT) Company

An Exempt Charity Limited by Guarantee

Company Number/08156955

Status: Approved	
Recommended	Yes
Statutory	
Version	v1.0
Adopted (v1.0)	Sept 2017
Review (v1.0)	Ten weekly review
Advisory Committee	LGAB
Linked Documents and Policies	Pupil Premium Policy John Dunford Presentation - Chiefs

St Catherine's School

Pupil Premium Grant (PPG) Provision Menu – Sept 17 to Aug 18

PPG Lead/Champion: Louise Hussey


The Pupil Premium for 2017 is allocated to schools with pupils on that are known to be:

- Eligible for free school meals either now or at any time in the last 6 years.
- Children of service personnel
- Children in local authority care

- We believe that all pupils have the right to aspire to excellence and in so doing achieve their academic potential. We recognise that some groups of pupils need support to achieve this and aim to ensure that the targeted and strategic use of Pupil Premium Grant (PPG) funding will support us in enabling all to succeed.
- Our provision funded by PPG will be aimed at accelerating progress so the vast majority of PPG pupils leave the Academy at, or above, the national average. We also aim for every child to make progress that is good or better. The annual achievement of PPG pupils at this school will be measured against the annual national achievement benchmarks of non-PPG pupils. We expect our Wave 1 class based provision to be of the highest quality. **(OG: 5)**
- Funding will also be used to develop high aspirations for the future so that children can continue to succeed.
- Our provision has been informed by the latest OFSTED Guidance – *“The Pupil Premium – How schools are spending the funding successfully to maximise achievement”* – Published in 2012/13. See Appendix A for an overview of key principles.
- The PPG policy and leadership of PPG provision and impact is the responsibility of the Local Governing Body and the Executive Head teacher/HoS **(OG: 11, 12, 15)**. It will be monitored as an item in the termly Head of School Report.

Learning Approach Lead Staff	Learning Content Timetable Impact	Access Criteria	Identified Pupils	Starting Point/Barriers to learning	Key Performance Indicators (KPI) Expected Outcomes	Cost	AIP Link
A. Small group intervention:	<ol style="list-style-type: none"> 1. Yr 6 Maths 2. Yr 6 Reading 3. Yr 6 Writing/ SPAG 4. Yr 2 Rapid Writing 5. Yr 2 GDS Writing 6. Yr 2 Spelling 7. Yr 4 English 8. Yr 4 Maths 9. Yr 3 Rapid Phonics 10. Year 3 Sentence Work 11. Year 3 Booster Maths 	PPG Children not making ARE or expected progress	[REDACTED]	<p>Below ARE</p> <p>Barriers to learning:</p> <p>Attendance</p> <p>Lack of support for reading or homework at home</p> <p>Attitude to learnings-resilience/ learning skills</p> <p>Low on entry to school</p>	<p>Rapid progress made narrowing the gap towards ARE through meeting targets set in each intervention group.</p> <p>6 weekly assessments to track progress.</p>	<p>£9576</p> <p>STA/ SCA2200</p>	<ol style="list-style-type: none"> 1 2 3 4

	12. Year 3 Maths Challenge 13. Yr1 Handwriting						
<i>First Review</i>							
<i>Second review</i>							
B. Thrive Approach 1:1	Spring Term 2 x HLTA 1 afternoons a week.	Pupils identified through Thrive Assessment		Identified emotional need causing barrier to learning. Barriers to learning: Emotional needs due to range of circumstances Learning behaviours: Ready to learn Resilience Perseverance Aspiration to do well Anger management Coping with distractions	Pupils emotionally ready to learn. Improved behaviour, attitude to learning and learning behaviours displayed in class Improved progress, narrowing gap to ARE Evidenced through Thrive and teacher assessments and observation.	£4180 STA/ SCA2200	2 4
<i>First review</i>							
<i>Second review</i>							
D. Thrive Approach Whole Class	Class teams implement strategies identified daily Thrive Practitioners	Pupils identified through Thrive Assessment	All Pupils	Identified emotional need causing barrier to learning. Barriers to learning:	Pupils emotionally ready to learn. Improved behaviour, attitude to learning and learning behaviours displayed in class Improved progress,	£650 STD/ SCA6000	2 4

	Update Training			Emotional needs due to range of circumstances Learning behaviours: Ready to learn Resilience Perseverance Aspiration to do well Anger management Coping with distractions	narrowing gap to ARE Evidenced through Thrive and teacher assessments and observation.		
<i>First review</i>							
<i>Second Review</i>							
E. WE Funfit Fine Motor Skills	1 TA 6xwk 15 min slots	Pupils whose motor skills are below ARE		Motor skills are impacting on progress in writing Barrier to learning: Makes writing painful, slow – puts of pupils enjoying writing tasks and slows writing progress	Improved handwriting and presentation Improved processing and organisation skills Improved rate of progress in learning narrowing gap to ARE Evidenced through teacher assessments and observation.	£418 STA/ SCA2200	2 4
<i>First review</i>							
<i>Second Review</i>							
H. 1:1 Interventions	1. Yr 2 Pre-teach 2. Yr4 Daily 15min Intervent	Pupils selected for individual learning needs impacting on progress/achievement	3. 	Barriers to learning: Attendance	Pupils meet individual termly targets. Progress in learning improved – measured in	£4180 STA/ SCA2200	1 2 4

	ion specific to need 3. Yr 3 Engage Literacy			Lack of support for reading or homework at home Attitude to learnings-resilience/ learning skills Low on entry to school	half-termly assessments		
<i>First review</i>							
<i>Second review</i>							
K. LH Visible Learning	Whole school CPD approach – 2 years	All staff will be trained over 2 yr period 2 impact coaches trained to support in school	All Pupils	Impact cycles in each class will focus on specific needs of class in terms of learning. Barriers to learning Lack of independence Resilience Perseverance Managing distractions Responsibility for own learning	All staff to attend training. PM targets for all staff includes a VL target. Class will have learning dispositions displays and learning pits and these will be regularly monitored through learning walks. Dispositions shared with pupils and parents. Understanding of learning developed/evidenced through pupil conferencing.	£9000 STD/ SCA6000 (Predicted spend over 12 mths)	2 4 5

				Understanding own learning next steps for progression Aspiration to do well.	Impact cycles will show measurable changes in pupils' learning. Impact coaches will monitor and support teachers to complete impact cycles.		
<i>First Review</i>							
<i>Second review</i>							
N. MB Additional Teacher Yr6	3x week am and 1 pm in yr6 to support PPG children in maths, writing and SPAG	PPG Children not making ARE or expected progress	Yr 6 PPG Children	Below ARE Barriers to learning: Attendance Lack of support for reading or homework at home Attitude to learnings-resilience/ learning skills Low on entry to school/entry to year 6 – emotional resilience building/prep for SATs	Rapid progress made narrowing the gap towards ARE. Half-termly assessments to track progress.	13,530 STE/ SCA2000	1 2 4

<i>First Review</i>							
<i>Second Review</i>							
P. Parental Support Service	6 x afternoon sessions led by 2 HLTAs	Parents who are finding it hard to engage with school to support pupils' learning	PPG Pupils as needed- identified through home issues affecting attendance/learning/behaviour etc.	Pupils not completing home learning tasks/behaviour or attendance issues	Improved attendance/behaviour in school/parent attendance to school events/homework completion	£7581 SHLTA/ SCA2200	2 3 4 5
<i>First Review</i>							
<i>Second Review</i>							
Q. Individual Teachers Effective Feedback	Daily as needed – feedback to address morning learning misconceptions from Support staff	PPG Children below ARE and have identified gaps in learning	Pupils identified daily	Below ARE Barriers to learning: Learning behaviours: understanding next steps and how to progress	Rapid progress made narrowing the gap towards ARE. Marking and feedback follow policy and impact on progress.	N/A	1 2 4
<i>First Review</i>							
<i>Second Review</i>							
S. LD Yr 2 Homework Club/Yr 6 Booster Classes	1 x week 30 mins – teacher led	Yr 2 pupils not completing homework Yr 6 pupils in need of support to prepare for SATs	██████████ ████████████████████	Barriers to learning: Regular non completion of homework/lack of support at home for learning needs	Improved independent completion of homework Homework completion contributes to improvement in progress in learning in class	£6000 STE/ SCA2000	1 2 4
<i>First Review</i>							
<i>Second Review</i>							

T. Individual Teachers In class daily reading	10 mins daily reading Support staff/volunteers	Pupils not reading at home	[REDACTED]	Regular non completion of homework	Improved regular reading at home contributes to improvement in progress in learning in class	N/A	1 2 4
<i>First Review</i>							
<i>Second Review</i>							
U. Launceston College/Plymouth University Maths Enrichment Days	Full days termly at Launceston College ½ days summer term Plymouth University	GDS Maths Pupils	Pupils identified termly	Pupils engaged and challenged in maths Barriers to learning: Opportunities for challenge and development of aspiration of PP children	Improved opportunities for extending more able mathematicians and creating aspiration in learning	£500 SCA4010	1 2 4
<i>First Review</i>							
<i>Second Review</i>							
V. AN/JB/ Lunch Club	1x HLTA Daily – 30 mins – range of activities	Selected pupils who have difficulty maintaining social relationships and need support in managing their feelings and behaviours.	[REDACTED]	Social skills are impacting on behaviour during lunch hour/impact continues into learning time after lunch Barriers to learning: Emotional	Pupils able to cope in a range of social situations, they demonstrate positive learning behaviours in class and use strategies to manage their feelings. Improved motivation and attitude in learning. Evidenced though teacher observation.	£4180 STA/ SCA2200	2 4 5

				resilience/ anger management/ Being ready to learn after lunch			
<i>First Review</i>							
<i>Second Review</i>							
W. TL Breakfast Club	Daily – 45 mins AN/AM	Subsidy for pupils who are PPG to allow access to extended curriculum opportunities	As identified through the year	Barriers to learning: Pupils have difficulty coming into school and settling into learning Persistent lateness	Pupils are ready and prepared to start learning. Progress and attainment in learning improved- half-termly assessments.	£2433 SBRK SCA2820	2
<i>First Review</i>							
<i>Second Review</i>							
X. LH Curriculum Enrichment Subsidies	N/A	50% subsidy for pupils who are PPG to allow access to full range curriculum opportunities	14 yr 6 PPG 12 yr 5 PPG 7 yr 3 PPG	Barriers to learning: PPG children unable to access curriculum provision due to lack of funds/ aspiration	Pupils experience broader curriculum to encourage aspiration, motivation and healthy lifestyles. Improved motivation and attitude in learning. Evidenced though teacher observation.	£1100 £600 £180 SCA/4CDF	2 5
<i>First Review</i>							
<i>Second Review</i>							

Y. PPG Parent Pupil Progress Meetings	Termly 45 min sessions per pupil	All PPG pupils	All PPG pupils	Parental engagement/support for learning low Barriers to learning: Parental support with home learning needs/ development of aspiration	Improved parental engagement with school and child's learning Improved attendance of school events and parents evenings Improved homework and home reading submission	£1449 STA/ SCA2200	1,2, 3,4
<i>First Review</i>							
<i>Second Review</i>							
z. Cymaz Music Therapy	10 week therapy sessions	Pupils with mental well-being issues impacting on learning.	[REDACTED]	Therapy for vulnerable pupils/CIC Barriers to learning: Being emotionally ready to learn		£2000 SCA4010	1,2, 3,4
<i>First Review</i>							
<i>Second Review</i>							

Pupil Premium Grant Income:	Pupil Premium Grant Costs Overview:	Pupil Premium Grant Unallocated:
75,000	£67,367	£7633

Appendix A - OFSTED guidance for successfully maximising achievement	OFSTED guidance on unsuccessful spending
<ol style="list-style-type: none"> Carefully ring fenced funding so that they always spent it on the target group of pupils Never confused eligibility for the Pupil Premium with low ability, and focussed on supporting their disadvantaged pupils to achieve the highest levels Thoroughly analysed which pupils were underachieving particularly in English and maths and why Drew on research evidence (such as the Sutton Trust toolkit) and evidence from their own and others experience to allocate the funding to the activities that were most likely to have an impact on improving achievement Understood the importance of ensuring that all day to day teaching meets the needs of each 	<ul style="list-style-type: none"> Had a lack of clarity about the intended impact of the spending Spent the funding indiscriminately on teaching assistants with little impact Did not monitor the quality and impact of interventions well enough, even where other monitoring was effective Did not have good performance management system for teaching assistants and other support staff Did not have a clear audit trail for where the funding had been spent Focussed on pupils attaining the nationally expected level at the end of the Key Stage but did not

learner, rather than relying on interventions to compensate for teaching that is less than good

6. Allocated their best teachers to teach intervention groups to improve mathematics and English
7. Used achievement data frequently to check whether interventions or techniques were working and adjusted accordingly, rather than just using the data retrospectively
8. Made sure TAs were highly trained and understood their role in helping pupils to achieve
9. Systematically focussed on giving pupils clear, useful feedback about their work and ways they could improve it
- 10. Ensured that class and subject teachers knew which pupils were eligible for the PP so that they could take responsibility for accelerating their progress**
11. Ensured that a designated senior leader had a clear overview of how the funding was being allocated and the difference it was making to the outcomes for pupils
12. Had a clear policy on spending the PP agreed by governors and publicised on the school website
13. Provided well targeted support to improve attendance, behaviour or links with families where these were barriers to a pupil's learning
14. Had a clear and robust performance management system for all staff, and included discussions about pupils eligible for the PP in performance management meetings
15. Thoroughly involved governors in the decision making and evaluation process
16. Were able, through careful monitoring and evaluation to demonstrate the impact of each aspect of their spending on the outcomes for pupils

go beyond these expectations so some more able eligible pupils underachieved

- Planned their PP spending in isolation so their other planning e.g. improvement planning
- Compared their performance to local rather than national data, which suppressed expectations if they were a low performing local authority