

Pupil Premium Strategy

Macaulay Primary Academy

Academic Year 2017/2018

NOR	518
Number and percentage of pupils eligible for PP funding	Top 20%
Academy Deprivation Index	
Nominated member of EAB	Andrew Clarkson
EAB PP Review dates	December 2017, April 2018, July 2018
Total Budget allocation	£250,800

Outcomes of Previous Academic year

EYs (GLD)	62%
Key Stage 1 Reading	74%
Key Stage 1 Writing	72%
Key Stage 1 Maths	79%
Key stage 2 Reading	52%
Key stage 2 Writing	75%
Key stage 2 Maths	55%

What does the data suggest for priorities for the next academic year

Foundation Stage; the percentage of children achieving a good level of development in 2017 was lower than national at 52%. A priority is to ensure that this increased to be in line with national in July 2018.

CEM data showed that an equal number of children made expected or more than expected progress in literacy and maths across the year group. This was the same for pupil premium children with an equal number making expected or greater than expected progress in literacy and maths. 65% of pupil premium children made expected or greater than expected progress in literacy and math compared to 74% of all children.

Key stage 1

Phonic screening check in 2017 was below national at 75%, although this was a 10% increase on the previous year. Our PP children achieved in line with all children in the academy.

At the end of Key Stage 1 the percentage of PP children for reading was in line with all children in the academy at EXS but was below in writing and maths, the most significant gap being in writing.

At GDS reading was in line for all children and PP children, but again slightly below in writing and maths, the most significant gap being in maths.

Key Stage 2

At the end of Key Stage 2 at EXS the PP children were in line with all children in reading and writing and were slightly above in maths and SPAG. The combined was greater for PP children than all children in the school. (50% PP children, 43% all children). Although in all areas of the curriculum the percentage of children achieving EXS and GDS was significantly below national.

In Year 3 the percentage of children on track or secure was lower for PP children than all children in the academy in reading writing and maths. This was the same in Year 4. In Year 5 the gap between PP and all children was much more pronounced in reading and writing.

Current Pupils

	% Eligible	% LAP	% MAP	% HAP
Early Years		60% 3/5%	20% 1/5	1/5 20%
Specific intervention need		Phonic intervention 3 children	1 child	1 child
Objective number		2		
Y1		45% 9/20	40% 8/20	10% 2/20
Specific intervention need		Phonics 9 children	Phonics 8 children	2 children
Objective number		2	2	
Y2	26% 16/61	35% 7/20	65% 13/20	0%
Specific intervention need		S & L Phonic Intervention Basic numeracy catch up 7 children	Phonic Intervention Reading, decoding. 13 children	
Objective number		1, 2, 5	2, 3, 5	
Y3	40% 24/60	39% 11/28	46% 13/28	14% 4/28
Specific intervention need		Phonic Intervention 11 children	Pastoral support Comprehension skills Mathematical development 13 children	4 children
Objective number		2, 4		

Y4	36% 26/73	35% 11/31	50% 13/31	12% 3/31
Specific intervention need		S & L 11 children	Mathematical development 13 children	3 children
Objective number		1, 5	5	
Y5	45% 33/73	18% 6/33	48% 16/33	36% 12/33
Specific intervention need		6 children	SDI wave 3 maths 16 children	S&L GD reading strategies 12 children
Objective number		4	5, 4	1, 5, 4
Y6	43% 30/69	10% 3/30	63% 19/30	23% 7/30
Specific intervention need		Reading intervention for comprehension skills 3 children	3rd Space Learning, maths intervention Reading comprehension 19 children	Maths intervention for GDS Reading intervention for GDS 7 children
Objective number		4, 5,	4, 5	4, 5

Additional Planned Use of Funding (Whole Academy)

Additional use of funding	Costing	Impact
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Educational visits:	To ensure no child is unable to attend a visit, including residential visits.	£16,420	
Swimming Lessons:	To ensure all children have the opportunity to take part in swimming lessons in Year 3/4	£7700	
Pastoral support:	To ensure all children are ready to learn when they are in the school, despite factors outside that may have a negative impact on learning.	£70,893 (excluding objective 8)	
EWO:	To support and maintain attendance for all children.	£9756	
Breakfast club:	To ensure children arrive on time and have had breakfast and are ready to learn.	£5700 food (£150 x 38 weeks) £12,533 staffing	
Book swap project:	To ensure all children have access to a range of books that they may keep at home or swap with friends, developing reading stamina and interest.	£3,481	
SEND consultant	Diagnostic assessments to support teachers with intervention and signposting to outside agencies.	£9000	
Swimming transport	To ensure all children have the opportunity to take part in swimming lessons in Year 3/4	£2040	
Lunchtime clubs	To give children the opportunity to take part in lunchtime clubs,	£9,550	

	computer club, maths club, homework club, sports clubs		
Attendance vouchers	To promote good attendance at school.	£500	
Educational Psychology	Additional hours from the educational psychologist.	£2,000	
1 to 1 tuition	To support children with their learning, bespoke programmes for individual children.	£10,000	
Contribution to additional teacher in Year 5/6	Additional teacher to reduce the class sizes in Year 5/6.	£34,550	

Action plan

Objective 1 Speech and Language Years: Y2, Y4 and Y5	What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible	What will success look like?
Objective 1 Year 2	Direct therapy	20 minutes weekly £1140	1 child	CS, MB	Child will be able to sort items verbally. By Christmas children will start to apply the speech and language skills. By Easter children will be more confident when applying these skills.

					Next milestone –to use language with peers
Year 4	Paired work	20 minutes weekly	2 children	CS, MB	Children will be able to give and follow instructions. Next Milestone to sequence 3 pictures to tell a story When achieved care complete
	Group work	25 minutes weekly £2280	1 child in group with 3 other children.	CS, MB	Semantic understanding. Children will be able to name items in a given group.
Year 5	Group work	25 minutes weekly £1140	1 child in a group with 3 other children.	CS, MB	Semantic understanding. Children will be able to name items in a given group. Milestone- to complete new assessment then care complete
	Assessment/review	4x20 minute sessions	1 child	CS, MB	L/R speech

Review Term 1	Record any new actions in a different colour				
Review Term 2	Record any new actions in a different colour				
Review Term 3	Record any new actions in a different colour				
Objective 2 Phonic intervention Years: EYs, Y1, Y2 and Y3	What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible	What will success look like?
Objective 2 EYs	Small group teaching. Recognition of single sounds and digraphs.	Daily 30 minute intervention TA £826	3 children	EA, DS, JY	Children to recognise and begin to blend and segment in reading and writing. By Xmas recognise Phase 2 sounds. By Easter blend and segment using phase 2 sounds By Summer beginning to recognise phase 3 sounds and use some in their writing.

Year 1	Phonics	3x TAs 30mins per day £2480	5 children	LH, AH	Children able to recognise digraphs and blend/segment in their reading/writing. Children to show improvements in phonics screening test scores termly to impact result of intervention.
Year 2	Small group teaching from TA. Recognition of digraphs and blending sounds	Daily 30 minutes TA intervention. £2480	4 children.	LH, AH	Children able to recognise digraphs and blend/segment in their reading/writing. Children to show improvements in phonics screening test scores termly to impact result of intervention.
	Phonic café led by TA. Recognition of digraphs, blending and segmenting	4 times a week for 30 minutes	2 children (5 in total)	PJ, LH, AH	
	Phonics café led by TA. Recognition of digraphs, blending and segmenting	4 times a week for 30 minutes	2 child (5 others)	LF, LH, AH	
Year 3/4	TA supported intervention Recognition of digraphs and blending sounds. Reading words	3x 20 minutes weekly TA support. £500	1 child (5 others)	JH	Children able to recognise digraphs and blend/segment in their reading/writing.

	confidently with digraphs.				Children to show improvements in phonics screening test scores termly to impact result of intervention.
Review Term 1	Record any new actions in a different colour				
Review Term 2	Record any new actions in a different colour				
Review Term 3	Record any new actions in a different colour				
Objective 3 Reading Recovery Intervention Years: Y2 and Y3	What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible	What will success look like?
Objective 3 Year 2	Reading recovery sessions. Fluency and key word recognition.	4X weekly with 2x level 2 TA. (2 hours each afternoon split between groups) £15,160	7 pp children (11 others)	DR, SC	Children will be able to read fluently, decoding using different strategies. Children are to move up to level __ by Christmas and level __ by Easter.

Review Term 1	Record any new actions in a different colour				
Review Term 2	Record any new actions in a different colour				
Review Term 3	Record any new actions in a different colour				
Objective 4 Reading comprehension Years: Y3, Y5 and Y6	What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible	What will success look like?
Objective 4 Year 3	Reading comprehension group.	2X 30 minute sessions each week with JF £397	4 children	JF, CS	Children will be able to answer comprehension questions from age appropriate texts. Children will move to next Pivat level
Year 3/4	Reading comprehension and decoding group work	3x20 minutes weekly £500	1 pp child in group of 10 children	JS, PB	Successfully decode words and understand their meaning. Predict and summarise the text.

					<p>Children to score marks on test questions that use prediction and summary questions.</p> <p>Children to be a 2.1+ on RAG by Easter 2018</p>
Year 5	Reading comprehension group	<p>2x 30 minutes weekly with JF</p> <p>£397</p>	2 children	JF, CS	<p>Children will be able to answer comprehension questions from age appropriate texts.</p> <p>Children will move to next Pivat level in Reading</p>
	HA reading comprehension group, inference questions.	<p>1x 1hour weekly TA</p> <p>£496</p>	6 pp children in a group of 8.	DH, TH	<p>Children to reach GDS in reading.</p>
	Small group, working on fluency of word reading	<p>1x 1hour weekly TA</p> <p>£496</p>	6pp children in a group of 8.	DH, TH	<p>Children are more fluent decoding the text. Speed reading scores increase.</p>
Year 6	Group work	<p>1 hour weekly with Learning Director</p>	1 child (5 other children in group)	AC, TH	<p>Children will reach GDS at end of KS2.</p>
	Paired work	<p>£2280</p> <p>1 hour weekly with Learning Director</p>	1 child (2 in group)	<p>AC, TH</p> <p>NH, TH</p>	<p>Children will reach EXS+ at end of KS2.</p>

	Small group intervention	45 minutes 3x weekly with teacher NH £1992	6 pp children in a group of 14		Children will reach EXS+ at end of KS2.
Review Term 1	Record any new actions in a different colour				
Review Term 2	Record any new actions in a different colour				
Review Term 3	Record any new actions in a different colour				
Objective 5 Maths basic number, reasoning skills Years: Y2, Y3, Y4, Y5 and Y6	What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible	What will success look like?
Objective 5 Y2	Paired group work	2x 30 minutes weekly with JF £397	2 children	JF, CS	Children will be able to understand and complete number operations. Children will move to next Pivat level

	Group work	2x group 40 minutes weekly with teacher (HA) twice a week. 2 groups £1725	4 children (6 in each group 12 children in total)	HA, AH	Children to develop basic number skills and reasoning skills to reach EXS at end of KS1 Children will be showing on the RAG at least 2.1 by Easter and to be a 1 by July.
	Group work	2 x group 40 minutes £1725	1 pp child in group of 9	HA, AH	Children to develop mastery in maths to reach GDS at end of KS1. Children will be showing as at least a 2.2 on the GDS bench mark on the RAG by Christmas and a 2.1 by Easter.
Y4	Paired work	3x 30 minutes weekly with JF £595	2 children	JF, CS	Children will be able to understand and complete number operations. Children will move to next Pivat level in their Numeracy
	Paired work	2x 20 minutes weekly with TA £330	2pp children, each paired with a non-pp	EL, PB	Boost skills of children just below expected standard. To perform calculations and basic number awareness.

					Children to score equivalent to a high WTS by Xmas 2017 testing. Aim to score 100+ standardised score by Easter 2018. Children to move to 2.1+ on RAG by Easter 2018.
Y3	Individual work	3x weekly for 30 minutes with JF £595	1 child.	JF, CS	Children will be able to understand and complete number operations. Children will move to next Pivat level
Y5	Group work, SDI wave 3	2x hour weekly TA £992	7 children,	TH	Children to have catch up/pre-teaching from SDI maths lesson in the morning.
Y6	3 rd Space Learning Online 1 to 1 tuition Small maths group intervention	1 hour weekly £3118 1 hour 3x weekly TH £3876	5 pp children (11 paid places altogether) 5 PP children in a group of 15 children.	KS, TH TH	Children to reach EXS+ in maths. To work on class activities at EXS. Children to move from 2.2 to 2.1 or 1 on RSAG sheet, to reach EXS in maths.

	<p>Numerosity 1 to 1 intervention</p> <p>MAP Small group maths intervention</p> <p>Paired work</p>	<p>30 minutes weekly with TA</p> <p>£165</p> <p>40 minutes weekly with Learning director</p> <p>£570</p> <p>1x30 minutes weekly with JF</p> <p>£199</p>	<p>4 individual sessions of PP children</p> <p>4 pp children in a group of 6 children</p> <p>2 children</p>	<p>KB</p> <p>AC</p> <p>JF, CS</p>	<p>Develop understanding of basic number facts and operations.</p> <p>Children to develop a secure understanding of mathematical skills, reasoning and problem solving.</p> <p>Children will be able to understand and complete number operations. Children will move to next Pivat level</p>
Year 5		<p>2 TAs, 2hours, 2 afternoons per week</p> <p>£1323</p>			
Review Term 1	Record any new actions in a different colour				

Review Term 2	Record any new actions in a different colour				
Review Term 3	Record any new actions in a different colour				
Objective 6 Writing skills Years: Y4	What will we do? TA intervention	How much will it cost? TA, 3x20 minutes weekly £331	How many pupils will benefit? 11 children	Who will be responsible DK, PB	What will success look like? To enhance skills of HA children, sentence structure, grammatical devices. Children to reach GDS by Easter 2018. Children to be 2.1 for GDS on RAG by Xmas 2017.
Y 2	Rapid writing Small group intervention	3x40 minutes weekly Two groups £992	3 pp children split between two groups altogether 8 children involved.	SC, AH	Children will be able to form sentences using appropriate grammar and spelling. Children will start to make progress on the ITAF and be working at a 2.1 on the RAG by Easter.
Y3	Rapid writing session	3x30 minutes £495	1 child	JF, CS	Child will be able to write basic sentences independently. Children will move up one Pivat

					level in their numeracy sheets
Y5	Higher achievers Writing day	1 day £390	5 children	AH	Children will develop their writing skills to produce work at GDS.
Review Term 1	Record any new actions in a different colour				
Review Term 2	Record any new actions in a different colour				
Review Term 3	Record any new actions in a different colour				
Objective 7 Fine motor skills/handwriting	What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible	What will success look like?
Y2	Small intervention group	3x15 minutes weekly with TA 3 groups £661 3x20 minutes with TA £331	5 pp children within the 3 groups, 14 children altogether 2 pp children in group of 6 children	DH, AH LF, AH	Children develop pencil control and produce joined up legible handwriting. Children develop pencil control and produce joined up legible handwriting.

					Children will show as at least 2.2 on the ITAF for handwriting by Christmas and a 2.1 by Easter
Review Term 1	Record any new actions in a different colour				
Review Term 2	Record any new actions in a different colour				
Review Term 3	Record any new actions in a different colour				

Objective 8 Pastoral team support: SEMH	What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible	What will success look like?
Objective 2 FS	Small group work/individual work	½ hour weekly, learning mentor £231	1 child	SH, CW	Improvement in child's behaviour and social skills. Development of self-esteem. Child to have less behaviour incidents at school

Y1	Small group work/individual work	Each child ½ hour weekly. Learning mentor £922	4 children	SH, TG, CW	Improvement in child's behaviour and social skills. Development of self-esteem. Child to have less behaviour incidents at school showing on the behaviour sheets.
Y2	Small group work/individual work	Each child ½ hour weekly. Learning mentor £1383	6 children	SH, TG, CW	Improvement in relationship with siblings. Improvement in child's behaviour and social skills. Development of self-esteem. Child to have less behaviour incidents at school showing on the behaviour sheets.
Year 3	Small group work/individual work	Each child ½ hour weekly. Learning mentor £461	2 children	SH, TG, CW	Improvement in child's behaviour and social skills. Development of self-esteem.
Year 4	Small group work/individual work	Each child ½ hour weekly. Learning mentor £922	4 children	SH, TG, CW	Reduction in anxiety issues. Improvement in child's behaviour and social skills. Development of self-esteem.

Year 5	Small group work/individual work	Each child ½ hour weekly. Learning mentor £692	3 children	SH, TG, CW	Improvement in relationship with siblings. Improvement in child's behaviour and social skills. Development of self-esteem.
Year 6	Small group work/individual work	Each child ½ hour weekly. Learning mentor £692	3 children	SH, TG, CW	Development of personal safety in and out of school. Improvement in anger management issues. Improvement in child's behaviour and social skills. Development of self-esteem.
Review Term 1	Record any new actions in a different colour				
Review Term 2	Record any new actions in a different colour				
Review Term 3	Record any new actions in a different colour				

Objective Years:	What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible	What will success look like?
Objective 2 EYs					
Review Term 1	Record any new actions in a different colour				
Review Term 2	Record any new actions in a different colour				
Review Term 3	Record any new actions in a different colour				

Y1					
Review Term 1	Record any new actions in a different colour				
Review Term 2	Record any new actions in a different colour				
Review Term 3	Record any new actions in a different colour				
Y2					

Y4					
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Objective 12	What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible	What will success look like?
Years:					
Objective 2 EYs					
Review Term 1	Record any new actions in a different colour				
Review Term 2	Record any new actions in a different colour				

Review Term 3	Record any new actions in a different colour				
Y1					
Review Term 1	Record any new actions in a different colour				
Review Term 2	Record any new actions in a different colour				
Review Term 3	Record any new actions in a different colour				
Y2					

Y4					
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