

## Pupil Premium Strategy Statement

Summary information					
<b>School</b>			High Cliff Academy		
<b>Academic Year</b>	2018/19	<b>Total PP budget</b>	<b>£56, 870</b>	<b>Date of most recent PP Review</b>	09/2018
<b>Total number of pupils</b>	153	<b>Number of pupils eligible for PP</b>	54	<b>Date for next internal review of this strategy</b>	03/2019
<p><b>At High Cliff Academy, we view the needs of all our children as important and ensure that our teaching and learning opportunities meet the needs of all of them;</b>  <b>We ensure that appropriate provision is made for all pupils who belong to vulnerable groups;</b>  <b>We recognise that not all pupils who receive free school meals are socially disadvantaged (or indeed underachieving) and not all pupils who are socially disadvantaged are eligible for free school meals;</b>  <b>Pupil Premium funding will be allocated based on a needs analysis, reflecting these considerations, which will identify priority classes, groups or individuals.</b></p>					

<b>Desired outcomes</b> <i>(Desired outcomes and how they will be measured)</i>		<b>Success criteria</b>
<b>A.</b>	To develop the excellence of teaching and learning to ensure that 100% of children are on target to meet or exceed national KS2 expectations	Barriers to learning identified and addressed appropriately.
<b>B.</b>	To close the gap in attainment between children in receipt of PPG and all learners in English.	Children in receipt of PPG on track to meet end of KS expectations.

<b>Planned expenditure:</b>					
Academic year					<b>2018/19</b>
<b>i. Quality First of teaching for all</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>
A clear and rigorous approach to reading, writing and mathematics across the school into KS2.	Deliver Mathematics Mastery across KS2, in line with EYFS/KS1	An MM approach focusses on ALL children achieving to a high standard. No streaming is allowed and a CPA approach helps to remove barriers to learning.	Regular learning walks and observation.  Moderation of all learning evidence to ensure that learners in receipt of PPG are making the same or more progress to close any attainment gaps.	CP/AK	Every half term
	Training for all new teaching staff	To develop a sustainable model for teaching of MM through teacher development and reflection.		CP/AK	Every half term
	Purchase appropriate resources to ensure all children have access to concrete materials from Nursery to Y3.	To ensure a CPA approach is able to occur in every single maths lesson across the school.		CP/AK	Every half term
To close the gap in attainment between children in receipt of PPG and all learners in English.	To ensure that a whole-class approach to reading is embedded across the school into KS2.	A whole-class approach ensures that all learners are receiving direct teaching of reading every day.	Attendance at all CPD.	CP/AK	Every half term
	To ensure that high quality texts are readily available for children at all stages of their independent reading.	Engaging texts will encourage children to read regularly and in a wide-ranging way.		CP/AK	Every half term
	To embed a context based learning approach to writing and other subjects into KS2.	To encourage depth of understanding of a particular text and associated texts.		CP/AK	Every half term
<b>Total budgeted cost</b>				<b>£30,000</b>	

<b>ii. Targeted support</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>
To remove barriers to learning for children in receipt of PPG.	To provide funding for trips/ clubs where appropriate.	To ensure that all children are able to experience the same extra-curricular enhancement.	Through regular review	AK	January 2019
	To provide targeted intervention to enhance learning where necessary and close the gap between PP and all children.	To ensure that gaps are closing, where they appear, between PPG and all.	Regular assessment benchmarking. Specialist intervention teacher/ TA	AK/CJ	At the start and end of any intervention.
<b>Total budgeted cost</b>				<b>£ 26, 870</b>	