

Pupil Premium Strategy Statement 2019-2020

Summary information					
School			High Cliff Academy		
Academic Year	2019/2020	Total PP budget	£77, 990	Date of most recent PP Review	10/2019
Total number of pupils	180	Number of pupils eligible for PP	62	Date for next internal review of this strategy	03/2020
<p>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; We ensure that appropriate provision is made for all pupils who belong to vulnerable groups; 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; Pupil Premium funding will be allocated based on a needs analysis, reflecting these considerations, which will identify priority classes, groups or individuals.</p>					

Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	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.	To close the gap in attainment between children in receipt of PPG and all learners in reading, writing and maths.	Children in receipt of PPG on track to meet end of KS expectations.

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Planned expenditure					
Academic year	2019/20				
i. Quality First 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?
A clear and rigorous approach to reading, writing and mathematics across the school into KS2.	Assess and review the current provision for maths and adapt to suit the needs of all learners at HCA.	To ensure the mathematical approaches adopted suit the needs of all learners, including those new to school in different year groups and lower prior attainers.	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. Attendance at all CPD.	CP/AK	Every half term
	Training for all new teaching staff in Sounds Write.	To ensure sustainable and consistent teaching of phonics.		CP/AK	Every half term
	Purchase appropriate resources to ensure all children have access to concrete materials from Nursery to Y4	To ensure a CPA approach is able to occur in every single maths lesson across the school. To ensure all lessons have appropriate resources.		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.		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
Total budgeted cost				£40,000	

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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?
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/SR	At the start and end of any intervention.
Total budgeted cost				£ 37, 990	