

Pupil Premium Strategy Statement

Summary information					
School			High Cliff Academy		
Academic Year	2017/18	Total PP budget	£14, 520.00	Date of most recent PP Review	09/2017
Total number of pupils	110	Number of pupils eligible for PP	11	Date for next internal review of this strategy	03/2018
<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.	A clear and rigorous approach to mathematics across the school, particularly in EYFS.	Barriers to learning identified and addressed appropriately.
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.

Planned expenditure:					
Academic year					2017/18
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 mathematics across the school, particularly in EYFS.	Adopt a Maths Mastery approach with both YR and Y1 enrolling in the Mathematics Mastery programme.	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	Every half term
	Enrol two teachers to be part of a Teacher Research Group to develop and modify practice.	To develop a sustainable model for teaching of MM through teacher development and reflection.		CP	Every half term
	Purchase appropriate resources to ensure all children have access to concrete materials from Nursery to Y2.	To ensure a CPA approach is able to occur in every single maths lesson across the school.		CP	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 adopted across the school.	A whole-class approach ensures that all learners are receiving direct teaching of reading every day.	Attendance at all CPD.	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.		AK	Every half term
	To embed a context based learning approach to writing and other subjects.	To encourage depth of understanding of a particular text and associated texts.		AK	Every half term
Total budgeted cost				£10,000	
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 2017
	To provide targeted intervention to enhance learning where necessary.	To ensure that gaps are closing, where they appear, between PPG and all.	Regular assessment benchmarking.	CJ	At the start and end of any intervention.
Total budgeted cost				£4,520	

Review of expenditure																																								
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Desired outcome	Chosen action / approach	Estimated impact: Did you meet the outcome? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost																																				
<p>A clear and rigorous approach to mathematics across the school, particularly in EYFS.</p> <p>To close the gap in attainment between children in receipt of PPG and all learners in English.</p>	<ul style="list-style-type: none"> Adopt a Maths Mastery approach with both YR and Y1 enrolling in the Mathematics Mastery programme. Enrol two teachers to be part of a Teacher Research Group to develop and modify practice. Purchase appropriate resources to ensure all children have access to concrete materials from Nursery to Y2. To ensure that a whole-class approach to reading is adopted across the school. To ensure that high quality texts are readily available for children at all stages of their independent reading. To embed a context based learning approach to writing and other subjects. 	<p>We largely met the impact. Progress in YR and Y1 is as follows:</p> <table border="1"> <thead> <tr> <th>YR</th> <th>R</th> <th>W</th> <th>M</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>100%</td> <td>96%</td> <td>100%</td> </tr> <tr> <td>PPG</td> <td>100%</td> <td>86%</td> <td>100%</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>Y1</th> <th>R</th> <th>W</th> <th>M</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>96%</td> <td>96%</td> <td>100%</td> </tr> <tr> <td>PPG</td> <td>93%</td> <td>86%</td> <td>100%</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>Y2</th> <th>R</th> <th>W</th> <th>M</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>100%</td> <td>100%</td> <td>88%</td> </tr> <tr> <td>PPG</td> <td>100%</td> <td>100%</td> <td>78%</td> </tr> </tbody> </table>	YR	R	W	M	All	100%	96%	100%	PPG	100%	86%	100%	Y1	R	W	M	All	96%	96%	100%	PPG	93%	86%	100%	Y2	R	W	M	All	100%	100%	88%	PPG	100%	100%	78%	<p>The way the money was spent helped to quickly improve progress across the school, through the use of appropriate resources.</p> <p>Next year writing at KS1 needs to be closely monitored for impact now it is in its second year.</p>	<p>£10,000</p>
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To remove barriers to learning for children in receipt of PPG.	<ul style="list-style-type: none"> To provide funding for trips/ clubs where appropriate. To provide targeted intervention to enhance learning where necessary. 	<p>See above data for progress. Attainment:</p> <table border="1"> <thead> <tr> <th>YR</th> <th>R</th> <th>W</th> <th>M</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>85%</td> <td>85%</td> <td>85%</td> </tr> <tr> <td>PPG</td> <td>57%</td> <td>57%</td> <td>57%</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>Y1</th> <th>R</th> <th>W</th> <th>M</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>87%</td> <td>77%</td> <td>85%</td> </tr> <tr> <td>PPG</td> <td>86%</td> <td>64%</td> <td>79%</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>Y2</th> <th>R</th> <th>W</th> <th>M</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>80%</td> <td>76%</td> <td>76%</td> </tr> <tr> <td>PPG</td> <td>78%</td> <td>67%</td> <td>67%</td> </tr> </tbody> </table>	YR	R	W	M	All	85%	85%	85%	PPG	57%	57%	57%	Y1	R	W	M	All	87%	77%	85%	PPG	86%	64%	79%	Y2	R	W	M	All	80%	76%	76%	PPG	78%	67%	67%	<p>Although progress for all learners was broadly the same, starting points were not.</p> <p>Barriers to learning including attendance and SEND have been targeted over the course of the year and need to continue to reduce the attainment gap further.</p>	£4,520
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