

An Daras Multi-Academy Trust

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ADMAT SI Document D1.6



An Daras
Multi Academy Trust

St Stephens Community Academy Provision Map 2016-17/PPG (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 2016
Review (v1.0)	Ten weekly review
Advisory Committee	LGAB
Linked Documents and Policies	Pupil Premium Policy John Dunford Presentation - Chiefs

St Stephens Community Academy

Pupil Premium Grant (PPG) Provision Menu – Sept 16-17

PPG Lead/Champion: Head of School

The Pupil Premium for 2016 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, so that they leave having made at minimum 2 levels of progress from KS1 to KS2. The annual achievement of PPG pupils at St Stephens 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	Key Performance Indicators (KPI) Expected Outcomes	Cost	AIP Link
Training							
A. To develop learning strategies for children through training staff using recognised/ well found programme of visible learning (18months) Lead: Head of School/ Visible Learning Coaches	<p>A tailor made programme for 18 month developing SLT/ visible learning coaches/ teacher and all staff through information days and action research.</p> <p>Developing a wider community of visible learning schools to share good practice to provide CPD for staff to increase the learning effect for all children.</p> <p>Maths Hub Training for LSAs from Maths Leader linked to VL. Curriculum time training timetable.</p>	School has completed Action Audit in September used to inform AIP and CPD.	Training and CPD will inform good practice in Wave One Teaching.	CPD Programme starts in September 2016 for leaders/ staff Spring 2017.	<p>To raise attainment levels for all PPG children across the school to achieved inline + National attainment standards</p> <p>To accelerate learning progress from Key Stage starting points using government new progress measures as introduced in Sept/ Oct 2016</p> <p>To increase staff confidence levels by developing CPD in theory and pedagogy in learning to utilise strategies in the classroom that increase effect size</p>	<p>£15,000 for 18months</p> <p>Unit Cost: £15,000</p>	AIP Priority One. Main Priority.

First Review							
Second review							
Third review							
Pastoral							
B. To continue to develop effective and positive relationships with parents Lead: SENDICO	Role of PSA to work with families to enhance children's learning behaviours and school engagement. Parent Support Advisor Full Time Parental Workshops on/ off site Parental Support Meeting on/ off site Facilitation of Agency meetings 'On call' Parent Support/Advice Alternative Parent Meetings	All Parents of the school community. Parent Support Advisor request slips the office Website Information Teacher/ Office support referrals	All children linked to parental request.	Parent Support advisors available Sept 16- July 2017.	Parent feedback through questionnaires shows parents are able to access school provision Good Attendance at parent meetings Case studies of children show that parental engagement reflects in children 'readiness to learn' 'learning powers' Case studies of children shows increase child attendance/ attainment/ learning progress	£10 per hour (£50 per day x 5= £250) £250 x 36 weeks= £9,000 Unit Cost: £9,000	AIP Priority. Pastoral Team.
First review							
Second review							
Third Review							
C. To ensure children/ staff and families have access to specialist SEN provision and agencies Lead: SENDICO	Class teachers work with SENDICO to access additional support and provisions. Class teachers half day release to for SEN provision planning and review.	All Teaching staff.	All PPG/ SEN children.	Sept 16- July 2017. SENDICO/ SLT monitoring/ review of provision.	Class teachers are knowledgeable about how to support children with SEN Children have access to additional support and provision with the school and wider external agencies	SENDICO for ARB £16,778 Unit Cost: MB to confirm. SENDICO Costs.	AIP Priority. Pastoral Team
First review							
Second Review							
Third Review							

D. To provide social/ emotional programmes to support the whole child Lead: SENDICO	Social/ Emotional programmes Circle of Friends Social Stories Learning Passports Linked Cooking Club-provisions.	Identified of children from school staff/ parents/ wider agencies.	Identified of children from school staff/ parents/ wider agencies.	Identified through case studies/ learning passports referrals from class teachers to SENDICO	Parents/ staff report children have improved learning behaviours from intervention/ programme Children report improved learning behaviours from intervention/ programme Leavan Scale of involvement/ engagement has improved for child-data recorded by pastoral team Evidence in case studies/ learning passports show above	SEN TA Mornings £10 per hour - £30 per morning £150 x36= £5,4000 Cooking: £360 Unit Cost: £5,760.	AIP Priority. Pastoral Team
First review							
Second Review							
Third Review							
Access to Enrichments							
E. To provide children in need with access to breakfast club for a half term Explore grant funding provision to provide wider access to breakfast club. Lead: Breakfast Club Leader/ Head of School	Reviewed half termly based on need. Access to breakfast club for a half term period.	PPG children. Identification. Referral from school staff/ parents/ wider agencies	PPG children. Identification. Referral from school staff/ parents/ wider agencies	Sept 2016 half termly reviewed.	Class teachers report an increase in attainment/ progress levels based on a healthy start to the morning Parents. Staff report improve attendance/ attitude towards school Learning Passports/ Case study evidence to show above using leavan scale to support	Per Child £2.50 X6 children a half term £15 per day=£75 £75 x 6 weeks= £450= £2,700 (Families reduced costs e.g. £2/ £1.50) Reviewed based on individual need Unit Cost: £2,700 *Apply for grant funding	AIP Priority. Pastoral Team
First review							
Second review							
Third Review							

F. To provide children with access to learning in context through visitors/ enrichments/ residential Lead Adult: SENDICO/ Head of School	Funding to access wider learning opportunities such as after school clubs, residential/ class visitors. Adults to lead a wider variety of clubs after school for all ages. Payment of adults to lead clubs.	Referral from school staff. Request from parent.	PPG children. Identification. Referral from school staff/ parents/ wider agencies.	Year 3 one night residential Spring Year 4 One night residential Spring Year 5 London Residential Summer Year 6 two night residential Summer Class visitors linked to Topics Wider visits/ enrichments per class	Attainment and progress levels reflect an increase as a result of learning in context Children engagement and confidence levels increase as a result of being given the opportunity to experience learning in context Use of Leavan scale of engagement/ involvement to show case evidence-learning passport/ case studies	1 x visitor per class (7 classes) £50 per class =£350 Clubs/ Visits: : £50 per class x7 (36 weeks) =£350 Residential: £100 per class x 7 =£700 Club Leaders £10 per hour (5) £50 per week x 36 weeks= £1,800 Unit Cost: £3,200	AIP Priority One- VL. Learning in Context.
First Review							
Second review							
Third Review							
G. To provide children with learning experience outdoors using Wild Tribe experience Lead Adult: Outdoor Learning Leader/ SENDICO	Outdoor Learning Leader release time to team teach with staff. One afternoon per term for all classes. Sharing of good practice to facilitate outdoor learning experience for whole school. Weekly/ fortnightly Wild Tribe experience for F/ KS1.	All children per class. Further Wild Tribe experiences for children in Key Stage two accessing weekly Wild Tribe experiences. Personalised timetables.	PPG children. Identification. Referral from school staff/ parents/ wider agencies	Half Termly.	Attainment and progress levels reflect an increase as a result of learning outdoors Children engagement and confidence levels increase as a result of being given the opportunity to experience learning outdoors Use of Leavan scale of engagement/ involvement to show case evidence-learning passport/ case studies	1x class teacher £25 per hour x2hours= £50 per week x 36 weeks= Unit Cost: £1,800	AIP Priority One- VL. Learning in Context: Outdoor Experiences.
First Review							

Second Review							
Third Review							
Attainment and Learning Progress							
H. To provide a learning Breakfast Club for Year 6 pupils Lead Adult: Key Stage Two Leader	Lead by Year 6 LSA from 8.15am for 30mins. Free Breakfast provided.	PPG children working below ARE.	PPG working below ARE. Termly focus on subjects as data tracking shows.	Half termly Review. Identified children based on data and tracking by school staff.	Children working at ARE and making accelerated progress in selected subject. Children attendance levels increases. Children engagement and confidence levels increase as a result of being given the opportunity to be part of Breakfast learning Club Use of Leavan scale of engagement/ involvement to show case evidence-learning passport/ case studies	LSA £5 per half hour x5= £25 x 36 weeks= £875 6 children@ £2.50 per child x5 = £12.50 =£450 Unit Cost: £1,325	AIP Priority Three and Four. KS2 Progress.
First Review							
Second Review							
Third Review							
I. To accelerate the progress and attainment levels at ARE for Upper Key Stage Two Lead Adult: Key Stage Two Leader	Lead by Learning Mentor. Response to feedback time linked to AIP Priority One Visible Learning.	PPG children working below ARE..	PPG working below ARE. Termly focus on subjects as data tracking shows.	Half termly Review. Identified children based on data and tracking by school staff.	Children working at ARE and making accelerated progress in selected subject. Children attendance levels increases. Children engagement and confidence levels increase. Use of Leavan scale of engagement/ involvement to show case evidence-learning passport/ case studies	Learning Mentor £25 per hour. £250 per week. X 36 weeks= £9,000 Learning Metnor team teaching 1x morning – 36 weeks= £2,7000 Unit Cost: £11,700	AIP Priority Three and Four. KS2 Progress.
First Review							
Second Review							
Third Review							
J.	Lead by LSA with	All children to access	PPG working	Half termly	Children working at ARE and making	LSA 2 hours £10	AIP 2 & 4

<p>To raise progress attainment levels in reading at ARE across the school with a focus on GDS (Library Access)</p> <p>Lead Adult: Literacy Leader</p>	<p>focused Librarian time to ensure library and reading provision.</p> <p>Ensure reading for pleasure is maintain throughout the school through resource provision.</p> <p>Utilise school librarians and school librarian.</p>	<p>library through class times.</p> <p>Children to access library at lunchtimes.</p> <p>School librarians active at lunchtime.</p> <p>Librarians work towards their guidelines/ applications/ interviews.</p>	<p>below ARE.</p>	<p>Review.</p> <p>Identified children based on data and tracking by school staff.</p>	<p>accelerated progress in selected subject.</p> <p>Children attendance levels increases.</p> <p>Children engagement and confidence levels increase.</p> <p>Children reading actively and collecting stickers for bookmarks-earning money for shop linked to school reading rewards programme.</p> <p>Use of Leavan scale of engagement/ involvement to show case evidence-learning passport/ case studies.</p>	<p>per hour=£20 x 36 weeks= £720</p> <p>Unit Cost: £720</p>	
First Review							
Second Review							
Third Review							
<p>K.</p> <p>To raise progress attainment levels in reading at ARE across the school with a focus on GDS (Project X Code Programme)</p> <p>Lead Adult: Literacy Leader</p>	<p>LSA trained on programme from previous year.</p> <p>To embed Project X from Year One to Year Three.</p> <p>To train other LSAs to lead Project X code.</p> <p>Timetable for Project X code that reflects groups of no more than 6 to have regular half hour slots.</p> <p>Focus on Aspects of KS1/ KS2 Reading analysis.</p>	<p>PPG working below ARE.</p>	<p>PPG working below ARE.</p>	<p>Half termly Review.</p> <p>Identified children based on data and tracking by school staff.</p>	<p>Children working at ARE and making accelerated progress in selected subject.</p> <p>Children attendance levels increases.</p> <p>Children engagement and confidence levels increase.</p> <p>Children reading actively and collecting stickers for bookmarks-earning money for shop linked to school reading rewards programme.</p> <p>Use of Leavan scale of engagement/ involvement to show case evidence-learning passport/ case studies.</p>	<p>LSA £10 per hour- 10 hours. £100 x 36 weeks= £3,600</p> <p>Unit Cost: £3,600</p> <p>** 54,445</p>	<p>AIP 2 & 4</p>
First Review							

Second Review							
Third Review							
L. To provide opportunities to raise maths progress towards GDS standard Lead Adult: Maths Leader	Provide small group opportunities for children to extended and develop maths skills at GDS standard. Provide daily small groups for Year 2- 5 by LSA. LSA CPD from Maths Leader as part of Maths Hub Specialist Training.	PPG children at GDS in previous year group/ children working towards GDS standard.	PPG children at GDS in previous year group/ children working towards GDS standard.	Half termly Review. Identified children based on data and tracking by school staff.	Children working at GDS in Maths. Children able to apply their maths in context. Children attendance levels increases. Children engagement and confidence levels increase. Use of Leavan scale of engagement/ involvement to show case evidence-case studies.	LSA £10 per hour x4 x 36 weeks = £1,440 Unit Cost: £1,440	AIP 3 & 5
First Review							
Second Review							
Third Review							
M. To ensure children have the breadth and depth in Maths skills across Key Stage One and Lower Key Stage Two-raise progress Lead Adult: Maths Leader	Provide small group opportunities for children to develop maths skills inline with adapted SOL based on Maths Hub CPD. Provide daily small groups for Year 2- 5 by LSA. LSA CPD from Maths Leader as part of Maths Hub Specialist Training.	PPG children working towards ARE.	PPG Children working towards ARE.	Half termly Review. Identified children based on data and tracking by school staff.	Children working at ARE in Maths. Children attendance levels increases. Children engagement and confidence levels increase. Use of Leavan scale of engagement/ involvement to show case evidence-case studies.	LSA £10 per hour- 4 hours= £40 per week £1,4440 Unit Cost: £1,440	AIP 3
First Review							
Second Review							
Third Review							

N. Linked with VL strategies to provide children with small group immediate feedback to their learning Lead Adult: Head of School	Learning Mentor to provide immediate verbal feedback to children across Year Two to Five.	All identified PPG from class over the week to provide support to ARE/ gaps within ARE and extend to GDS. Careful data analysis/ AFL of lessons to inform provision.	All identified PPG from class over the week to provide support to ARE/ gaps within ARE and extend to GDS. Careful data analysis/ AFL of lessons to inform provision.	Half termly Review. Identified children based on data and tracking by school staff.	Children working at ARE + in all subjects. Children attendance levels increases. Children engagement and confidence levels increase. Use of Leavan scale of engagement/ involvement to show case evidence-case studies.	Learning Mentor £25 per hour x 7 hours £175 x 36 weeks = £6,3000	AIP 2,3,4,5
						Unit Cost: £6,300	
First Review							
Second Review							
Third Review							
Technology for Learning							
O. To develop technology skills and access for children to support provision to accelerate learning Leader: Literacy Leader/ Maths Leader	To purchase a set of ereader/ ipads (10) to ensure that both Key Stages can access technology to develop pleasure for reading/ maths tables provision inline with latest Government findings/ research.	All children.	All Children.	Half termly Review. Identified children based on data and tracking by school staff.	Children working at ARE + in all subjects. Children attendance levels increases. Children engagement and confidence levels increase. Use of Leavan scale of engagement/ involvement to show case evidence-case studies.	Ipads/ ereader cost £100 per reader	AIP 2/4/10
						Unit Cost: £10,000	
First Review							
Second Review							
Third Review							
P. To ensure teachers can track and evidence children's learning to provide accurate assessment Lead Adult: Head of School	Set of ipads for Key Stage One (4) to ensure class teachers can use 2 simple tracking/ evidence collection system.	All children.	All children.	Half termly data based on collected evidence to inform assessment and tracking.	Children working at ARE + in all subjects. Children attendance levels increases. Children engagement and	2 simple annual subscription	AIP 2/3/4/5/6
						Itrack annual subscription	
						4 ipads £400	

	2 simple for Foundation/ Key Stage One/ SEN children Itrack half termly system to inform pupil progress meetings.				confidence levels increase. Use of Leavan scale of engagement/ involvement to show case evidence- case studies.	Unit Cost: MB to update on costs.	
First Review							
Second Review							
Third Review							
ARB PPG Provision							
Q. To ensure teachers can track and evidence children's learning to provide accurate assessment To provide ARB children with access to technology (one per child) to utilise technology devices to enhance learning provision Lead Adult: ARB Leader	Set of ipads for Key Stage One (6) to ensure class teachers can use 2 simple tracking/ evidence collection system. 2 simple for Foundation/ Key Stage One/ SEN children Itrack half termly system to inform pupil progress meetings.	All children.	All children.	Half termly data based on collected evidence to inform assessment and tracking.	Children achieved their EHCP targets. Children attendance levels increases. Children engagement and confidence levels increase. Use of Leavan scale of engagement/ involvement to show case evidence- case studies.	2 simple annual subscription (as part of school) Itrack annual subscription (as part of school) 6 ipads £600 Unit Cost: £600	AIP 7
First Review							
Second Review							
Third Review							

<p>R.</p> <p>To provide children with access to learning in context through visitors/ enrichments/ residential</p> <p>Lead Adult: ARB Leader</p>	<p>Funding to access wider learning opportunities such as after school clubs, residential/ class visitors.</p> <p>ARB to provide wider enrichments/ opportunities as part of curriculum day as children have transport for end of day allocated therefore access to clubs is restricted.</p>	<p>Referral from school staff.</p> <p>Request from parent.</p>	<p>PPG children. Identification.</p> <p>Referral from school staff/ parents/ wider agencies.</p>	<p>Class visitors linked to Topics</p> <p>Wider visits/ enrichments per class.</p> <p>Use of ADMAT mini bus to wider community enrichments such as: swimming.</p>	<p>Attainment and progress levels reflect an increase as a result of learning in context</p> <p>Children engagement and confidence levels increase as a result of being given the opportunity to experience learning in context</p> <p>Use of Leavan scale of engagement/ involvement to show case evidence- learning passport/ case studies</p>	<p>1 x visitor £50 per class =£50</p> <p>Clubs/ Visits: £50 per class x7 (36 weeks) =£350</p> <p>Visits/Residential: £100 per class</p> <p>Wider enrichments £500</p> <p>Unit Cost: £1000</p>	<p>AIP 7</p>
First Review							
Second Review							
Third Review							
Additional Provision							
<p>S.</p> <p>To provide support to Key Stage One to ensure effective learning provision of Phonics to ensure National attainment ARE is achieved</p> <p>Lead Adult: Key Stage One Leader</p>	<p>Class teacher for 3 mornings in Key Stage One.</p> <p>Key Stage One leader to plan a careful timetable of provision based on half termly data analysis.</p> <p>Use of phonics data analysis/ Cornwall CoreStats/ Raise.</p>	<p>PPG children working towards ARE.</p>	<p>PPG children working towards ARE.</p>	<p>Half termly Review to inform identification of children.</p>	<p>Children working at ARE + in all subjects.</p> <p>Children attendance levels increases.</p> <p>Children engagement and confidence levels increase.</p> <p>Use of Leavan scale of engagement/ involvement to show case evidence- learning passports/ case studies.</p>	<p>£25 x 3 mornings £225 x 36 weeks = £8,1000</p> <p>Unit Cost: £8,1000</p>	<p>AIP 2</p>
First Review							

Second Review							
Third Review							
T. To ensure attainment levels are maintain from Foundation in Year One (Early Intervention Strategies) Lead Adult: Key Stage One Leader	LSA Provision into Year One for the afternoon. Development of continuous provision and indoor/ outdoor experiences. Speech and Language KS1. Phonics 1:1 Support. Precision Teach.	PPG children working towards ARE. PPG children to maintain/ extend to GDS.	PPG children working towards ARE. PPG children to maintain/ extend to GDS.	Half termly Review to inform identification of children.	Children working at ARE + in all subjects. Children attendance levels increases. Children engagement and confidence levels increase. Use of Leavan scale of engagement/ involvement to show case evidence-learning passports/ case studies.	LSA £10 per hour 10 hours= £100 x 36 weeks = £3,600 Unit Cost: £3,600	AIP 2 & 5
First Review							
Second Review							
Third Review							

Pupil Premium Grant Income: £118,800 Per Child: £1,320 Service Children: £300	Pupil Premium Grant Costs Overview: £86,925 Plus 2 simple/ itrack/ ipad costs/ SENDICO costs (MB to update)	Pupil Premium Grant Unallocated: Any unallocated spend will be used to support PPG in Spring/ Summer Term through close monitoring of data tracking.
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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 learner, rather than relying on interventions to compensate for teaching that is less than good Allocated their best teachers to teach intervention groups to improve mathematics and English 	<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 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

<p>7. Used achievement data frequently to check whether interventions or techniques were working and made adjustments accordingly, rather than just using the data retrospectively to see if something had worked</p> <p>8. Made sure teaching assistants were highly trained and understood their role in helping pupils to achieve</p> <p>9. Systematically focussed on giving pupils clear, useful feedback about their work and ways they could improve it</p> <p>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</p> <p>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</p> <p>12. Had a clear policy on spending the PP agreed by governors and publicised on the school website</p> <p>13. Provided well targeted support to improve attendance, behaviour or links with families where these were barriers to a pupil's learning</p> <p>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</p> <p>15. Thoroughly involved governors in the decision making and evaluation process</p> <p>16. Were able, through careful monitoring and evaluation to demonstrate the impact of each aspect of their spending on the outcomes for pupils</p>	<ul style="list-style-type: none"> • Compared their performance to local rather than national data, which suppressed expectations if they were a low performing local authority
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