

Pupil Premium Strategy Statement



1. Summary information

School	Khalsa Science Academy				
Academic Year	2016/17	Total PP budget	£9,240	Date of most recent PP Review	October 16
Total number of pupils	50	Number of pupils eligible for PP	7	Date for next internal review of this strategy	July 2017

2. Current attainment

	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving GLD or above in Reception	0% (0/1)	
% passing Phonics check in Year 1	50% (1/2)	83%
% passing Phonics check in Year 2	100% (2/2)	93%
% achieving Expected Standard in Reading in Year 2	50% (1/2)	78%
% achieving at Greater Depth in Reading in Year 2	50% (1/2)	27%
% achieving Expected Standard in Writing in Year 2	50% (1/2)	70%
% achieving at Greater Depth in Writing in Year 2	50% (1/2)	16%
% achieving Expected Standard in Maths in Year 2	50% (1/2)	77%
% achieving at Greater Depth in Maths in Year 2	50% (1/2)	20%

3. Barriers to future attainment

In-school barriers

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| A. | Communication and language skills in Reception are lower for pupils eligible for PP than for other pupils. This slows reading progress in subsequent years. |
| B. | New to English pupils who are eligible for PP are making less progress than other pupils across Key Stage 1. This prevents high achievement in all subjects. |

External barriers

C.	Attendance rates for pupils eligible for PP are 85% (below the target for all children of 97%). This reduces their school hours and causes them to fall behind on average.	
4. Desired outcomes		
A.	Improve communication and language skills for pupils eligible for PP in Reception class.	Pupils eligible for PP in Reception class make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations.
B.	New to English pupils achievement addressed.	Interventions in place from Autumn 1 and progress tracked half termly so that these pupils make expected progress from their starting points.
C.	Increased attendance rates for pupils eligible for PP.	Reduce the number of persistent absentees among pupils eligible for PP to 10% or below. Overall PP attendance improves from 85% to 97% in line with 'other' pupils.

5. Planned expenditure					
Academic year		2016/17			
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality 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. Improved communication and language skills in Reception	Staff training on developing phonics approaches.	We want to invest some of the PP in Read, Write Inc training to provide a structured and personalised approach to accelerate the progress in Reading . EEF Toolkit, May 2015 suggest s communication and languages approaches strengthen a child's progress by an additional 6 months. This will improve attainment, and it is suitable as an approach that we can embed across the school.	Training for all staff to attend. Assessment of all pupils within the first 4 weeks of Autumn 1. Staff meetings scheduled to timetable groups across the school and pupil progress meetings set by the end of Autumn 1. Peer observations of staff/SLT to share good practice. Review groups every half term with a medium term plan accessible for all staff.	Vice Principal	Jan 2017 <i>All staff teaching Phonics will be Read, Write, Inc trained by Summer 1 2017</i> <i>Observations of teaching of Phonics with recommendations</i> <i>Half termly assessments with accompanying plan & support</i>

B. Improved progress for New to English pupils	External support providing artistic participation of pupils.	EEF, July 2015 suggests Arts participation increases a child's progress by an additional 2 months. We want to invest our PP in Artis, to provide our children, particularly our EAL learners (82%) and New to English pupils improved outcomes in a cross- curricular learning approach.	Artis to provide at least one session of dance and drama cross-referenced to topic and key vocabulary learning within the week. Staff to provide Artis with MTP before the start of each new half term and key weekly vocabulary as pre-teaching. SLT to observe and review at the end of each topic. Pupil Progress meetings planned at the end of each half term to evaluate the success for New to English Learners.	Vice Principal	Jan 2017 <i>Topic maps provided to Artis, half termly with topic and key vocabulary highlighted & regular discussions with staff</i> <i>Pupil Progress meetings every half term to identify achievement of vulnerable groups</i> <i>Artis provide assessments of identified children</i>
Budgeted cost					£7680
ii. Other approaches					
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?
C. Increased attendance rates	Close collaborative working with Attendance Officer within the Alwoodley cluster. Provide transport and breakfast assistance.	We will use some of our PP to help improve attainment for children by ensuring they are able to be physically in class, have been provided with a breakfast and offered reading interventions on a morning. Attendance is identified as one of the barriers to achievement, referenced from The Key 2016.	Subsidised transport to promote good attendance and support those children living at a distance to ensure children are in class ready to learn. Monitoring of absence on a weekly basis. Contact parents on first day of absence. Liaise with attendance office regarding persistent absentees.	Vice Principal	Jan 2017 <i>Offered and utilised by identified children</i>
Budgeted cost					£1560
Total budgeted cost					£9240