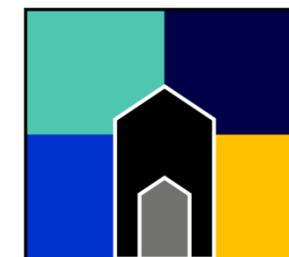


An Daras Multi-Academy Trust

[www.andaras.org](http://www.andaras.org)

ADMAT SI Document D1.6



**An Daras**  
Multi Academy Trust

LewTrenchard Primary School

## PPG Provision Map - Sept 17 to Aug 18 (v2)

The An Daras Multi-Academy Trust (ADMAT) Company

An Exempt Charity Limited by Guarantee

Company Number/08156955

| Status: <b>Approved</b>       |  |
|-------------------------------|--|
| Recommended                   | Yes  |
| Statutory                     |  |
| Version                       | v1.0   |
| Adopted (v1.0)                | <b>Sept 2017</b>   |
| Review (v1.0)                 | <b>Ten weekly review</b>                                   |
| Advisory Committee            | LGAB   |
| Linked Documents and Policies | Pupil Premium Policy<br>John Dunford Presentation - Chiefs |

## NP School/Academy

### Pupil Premium Grant (PPG) Provision Menu – Sept 17 to Aug 18

PPG Lead/Champion: Sally Powell

The Pupil Premium for 2017 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. The annual achievement of PPG pupils at this school 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<br>Lead Staff                               | Learning Content<br>Timetable Impact                                  | Access Criteria                                       | Identified Pupils | Starting Point    | Key Performance Indicators (KPI)<br>Expected Outcomes  | Cost   | AIP<br>Link |
|---|---|---|-------------------|-------------------|--|--|-------------|
| A.<br>Instrumental Lessons                                    | 1 x 20 mins session per week  | Pupils in receipt of PPG                              |                   | Music assessment  | <ul style="list-style-type: none"> <li>• Report from music tutor</li> <li>• Improved school attendance</li> <li>• Improved self confidence</li> </ul>  | See overall costs in summary                     |             |
| <i>First Review</i>   |   |   |                   |                   |  |  |             |
| <i>Second Review</i>  |   |   |                   |                   |  |  |             |
| B.<br>Family Practitioner                                     | 3 x 1 hour sessions per week over 34 weeks = 50% of cost of provision | Pupils requiring support with emotional/social needs. |                   | Thrive assessment | <ul style="list-style-type: none"> <li>• Ability to access curriculum</li> <li>• Thrive assessment progress</li> <li>• Teacher observations</li> </ul>                                       | 4SLA/LEW4135<br><br>See overall costs in summary |             |
| <i>First review</i>   |   |   |                   |                   |  |  |             |
| <i>Second review</i>  |   |   |                   |                   |  |  |             |
| C.<br>After-School sports provision                           | 2 x 1 hour per week   | All pupils in receipt of pupil premium                |                   | N/A               | <ul style="list-style-type: none"> <li>- To improve physical ability</li> <li>- Support emotional regulation</li> <li>- Increase self-esteem</li> <li>- Promote healthy lifestyle</li> </ul> | See overall costs in summary                     |             |
| <i>First review</i>   |   |   |                   |                   |  |  |             |
| <i>Second review</i>  |   |   |                   |                   |  |  |             |
| D.<br>Reading Intervention<br>Fox Tor 3-4/Great Links Tor 5-6 | 4<br>3 hours x 4 mornings per week                                    | Pupil children working below reading ARE              |                   | Below ARE         | <ul style="list-style-type: none"> <li>- Reaching age related expectations in reading</li> <li>- review = half termly assessments show progress</li> </ul>                                   | 7SEN/LEW2200<br>See overall costs in summary     |             |

|  |                          |  |  |  |  |   |  |
|--|--------------------------|--|--|--|--|---|--|
| <i>First Review</i>                            |                          |  |  |  |  |   |  |
| <i>Second Review</i>                           |                          |  |  |  |  |   |  |
| E.<br>Behaviour Support                        | 3 hours per week         | PPG child with Behaviour support plan                        |  | Behaviour risk assessment                              | - Reduced number of behaviour incidents recorded<br>- Access to the curriculum | 4SLA /LEW4135<br>See overall costs in summary |  |
| <i>First review</i>                            |                          |  |  |  |  |   |  |
| <i>Second Review</i>                           |                          |  |  |  |  |   |  |
| F.<br>Maths/English interventions              | 3 hours daily            | Lack of confidence – low self-esteem and to build            |  | Baseline assessment                                    | - Reaching ARE in maths and English or making expected progress                | LEW2200/7SEN<br>See overall costs in summary  |  |
| <i>First review</i>                            |                          |  |  |  |  |   |  |
| <i>Second Review</i>                           |                          |  |  |  |  |   |  |
| G.<br>Behaviour support assistant Staff member | 2 and a half hours daily | PPG child with behaviour support plan                        |  | Behaviour risk assessment                              | - Access curriculum<br>- Reduce incidents of behaviour                         | 7SEN/LEW2800<br>See overall costs in summary  |  |
| <i>First Review</i>                            |                          |  |  |  |  |   |  |
| <i>Second review</i>                           |                          |  |  |  |  |   |  |
| H<br>Additional Mid-day meal supervisor        | 1 and a half hours daily | PPG with behaviour care plan or plan to meet emotional needs |  | Behaviour risk assessment or identified emotional need | - Support social play<br>- Reduce accidents and incidents                      | 2LSLEW2820<br>See overall costs in summary    |  |
| <i>First Review</i>                            |                          |  |  |  |  |   |  |
| <i>Second Review</i>                           |                          |  |  |  |  |   |  |
| I<br>Additional TA in Great Links Tor Class    | 3 hours weekly           | PPG child with SEN plan                                      |  | Plan to meet additional needs                          | - Access to wider curriculum<br>- Creative development                         | LEW2200/7SEN<br>See overall costs in summary  |  |
| <i>First Review</i>                            |                          |  |  |  |  |   |  |
| <i>Second Review</i>                           |                          |  |  |  |  |   |  |

|  |  |   |
|--|--|---|
| <b>Pupil Premium Grant Income:</b><br>£ 20,570 | <b>Pupil Premium Grant Costs Overview:</b><br>Extra Curricular Activities: £1015.<br>Behaviour / emotional support: £14,600<br>Academic support: £6,477<br><b>Total £22, 092</b> | <b>Pupil Premium Grant Unallocated:</b><br>Overspent by £1522 |
|--|--|---|

| Appendix A - OFSTED guidance for <b>successfully</b> maximising achievement   | OFSTED guidance on <b>unsuccessful</b> spending   |
|---|---|
| <ol style="list-style-type: none"> <li>1. Carefully ring fenced funding so that they always spent it on the target group of pupils</li> <li>2. Never confused eligibility for the Pupil Premium with low ability, and focussed on supporting their disadvantaged pupils to achieve the highest levels</li> <li>3. Thoroughly analysed which pupils were underachieving particularly in English and maths and why</li> <li>4. 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</li> <li>5. <b>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</b></li> <li>6. Allocated their best teachers to teach intervention groups to improve mathematics and English</li> <li>7. Used achievement data frequently to check whether interventions or techniques were working and adjusted accordingly, rather than just using the data retrospectively</li> <li>8. Made sure TAs were highly trained and understood their role in helping pupils to achieve</li> <li>9. Systematically focussed on giving pupils clear, useful feedback about their work and ways they could improve it</li> <li>10. <b>Ensured that class and subject teachers knew which pupils were eligible for the PP so that they could take responsibility for accelerating their progress</b></li> <li>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</li> <li>12. Had a clear policy on spending the PP agreed by governors and publicised on the school website</li> <li>13. Provided well targeted support to improve attendance, behaviour or links with families where these were barriers to a pupil's learning</li> <li>14. Had a clear and robust performance management system for all staff, and included discussions about pupils eligible for the PP in performance manage meetings</li> <li>15. Thoroughly involved governors in the decision making and evaluation process</li> <li>16. Were able, through careful monitoring and evaluation to demonstrate the impact of each aspect of their spending on the outcomes for pupils</li> </ol> | <ul style="list-style-type: none"> <li>• Had a lack of clarity about the intended impact of the spending</li> <li>• Spent the funding indiscriminately on teaching assistants with little impact</li> <li>• Did not monitor the quality and impact of interventions well enough, even where other monitoring was effective</li> <li>• Did not have good performance management system for teaching assistants and other support staff</li> <li>• Did not have a clear audit trail for where the funding had been spent</li> <li>• <b>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</b></li> <li>• Planned their PP spending in isolation so their other planning e.g. improvement planning</li> <li>• Compared their performance to local rather than national data, which suppressed expectations if they were a low performing local authority</li> </ul> |