

1. Summary information					
School	Mount Hawke Academy				
Academic Year	2016-17	Total PP budget	£29 060	Date of most recent PP Review	Oct 16
Total number of pupils	274	Number of pupils eligible for PP	25	Date for next internal review of this strategy	July 17

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving required attainment for Reading, writing and maths KS2	40%	52%
% above or below national average in reading KS1-KS2	-3%	
% above or below national average in writing KS1-KS2	+10%	
% above or below national average in maths KS1-KS2	+12%	

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers	
A.	Poor basic skills
B.	Emotional resilience and complex family situations
C.	
External barriers	
D.	Rural location with limited broader experiences

4. Desired outcomes ( <i>Desired outcomes and how they will be measured</i> )		Success criteria
A.	Close the gap between PP and non-PP attainment in all areas	Gaps reduced from previous year
B.	Ensure all PP children are having their individual needs met	Leadership able to identify support packages where required

<b>C.</b>	Engagement with wider experiences	Information from attendance records
<b>D.</b>	Enthusiasm for school	Improved attendance at school and other events

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?
Teachers have clear data and responsibility for tracking and improving the progress of PP children	Development of new pupil tracking system and improved data sharing.	End of year data gave us past information on progress but new curriculum meant that our in-year tracking of PP children's progress was not as good as it could have been.	Half termly pupil progress meetings, termly monitoring days and hub council reporting	AE, Head of School and PP champion	Half termly
As above	Regular pupil progress meetings to discuss impact of strategies	As above	As above	AE, Head of School	Ongoing
Total budgeted cost					£2 000
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?
PP children who are not making required progress are identified and the gaps in their learning are re-learned	Deployment of teaching time, TA and HLTA time	Better information from tracking will allow for more impactful intervention. This also is in line with the new curriculum.	Monitoring by Head of School, Aspire monitoring visits and pupil tracking data	Head of School and PP champion	Half termly

All PP children have the same opportunities to experience a wide variety of activities, including outdoor learning, sport, clubs and visits	Track the engagement of PP children in the activity offered by the academy and ensure that there are no barriers to this e.g. cost	To ensure that PP children have the same chances in life, we need to ensure that they have a love of school and learning and that they experience a wide range of activities. This is aimed to finding activities that they can excel at, take pride in and develop a sense of achievement.	Gather data from school clubs, sports coach and class teachers. Follow up any children who are not accessing these opportunities with meetings with the families to see how the academy can help.	Head of School, PP champion and sports leader	
<b>Total budgeted cost</b>					<b>£15 000</b>
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Pupil support group employed to ensure all needs of families are being met	Safeguarding lead, Thrive practitioner, SENDCO and Family Centre	Needs identified through academies analysis of complex family needs, shows the need for intervention in all areas to ensure the children are ready to learn.	Weekly welfare meetings, monitoring of academy systems and data tracking	AE and Head of School	Ongoing
Strategies to support PP children are shared and developed on a Trust level	Appoint a PP champion/lead who will meet and work with other Aspire PP champions to develop best practice. This role will also work with the sports lead to increase participation.	Monitoring visits to other academies has highlighted a variety of approaches and examples of best practice. This is a way to share that practice and improve the academies own interventions. Also links with other Aspire Hub academies will be important.	Weekly welfare meetings, monitoring of academy systems and data tracking. Aspire wide tracking of impact.	PP champion	Ongoing
<b>Total budgeted cost</b>					<b>£12 000</b>

6. Review of expenditure				
Previous Academic Year		2015-16 (£31 700)		
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Interventions ensure that PP children make as good progress as non-PP children	Monitoring visits and use of Classroom monitor to track PP children’s progress and impact of interventions	<p><b>Early Years Foundation Stage</b> – There is a high statistical gap between the performance of PP children and non-PP children in achieving the good level of development. However there was only one PP child in this cohort.</p> <p><b>Key stage 1</b> – PP children slightly outperformed non-PP children in Reading and Maths. They underperformed however in writing. The gap in achievement between PP and non-PP children was statistically high but there were only 2 PP children.</p> <p><b>Key Stage 2</b> – PP children performed lower than non-PP children in Reading and Maths but higher in writing. Some of this gap can be explained by the low numbers of PP children and the combination of specific SEND needs.</p> <p>The gap closed for the higher attainers however.</p>	<p>Progress was made in the areas where support was most carefully targeted. A lack of progress information over the year meant that we did not track impact as closely as we could.</p> <p>The new tracking system will allow us to track the ongoing progress of these pupils more closely.</p>	£11 700
ii. Targeted support				

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
PP children who are not making required progress are identified and the gaps in their learning are re-taught	Use of HLTA and TAs to run intervention groups	See above for impact.	See above for response.	£10 000

### iii. Other approaches

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
SENDCO and Parent support advisor roles to meet family needs	Referral of PP children with wider needs to staff with specific support and training	Attendance of PP children was in line with that of non-PP children.  Attainment data is shared above.  Records of family support and Thrive assessments also indicate a high level of support in place but impact not always assessed as effectively as it could be.	It is planned to further develop the Pupil Support Group and to develop a Family Centre on the school site to create closer working with all agencies. A new welfare concern tracking system has also been introduced to better share information and track children's support over time. New staff have been appointed to key Pupil Support Group roles.	£10 000

## 7. Additional detail

In this section you can annex or refer to **additional** information which you have used to support the sections above.