All members of staff, governors and teaching assistants accept responsibility for all children, regardless of needs and background. All children are welcomed, valued, nurtured and included.

> As our vision states: *'The Academy has the highest expectations for <u>all</u> its children, and is committed to educational excellence.'*

At Pathways all staff and Governors recognise that some children are disadvantaged economically and we are committed to meeting their pastoral, social and academic needs within the school environment. **Sometimes**, disadvantaged pupils **can** find it more challenging to reach milestones and this is recognised by the Government, who now give additional funding to schools to support them in meeting the additional needs identified. We are completely committed to 'Narrowing the Gap' between vulnerable pupils and the national expectation for other pupils performing at a higher level. The pupil premium forms a vital part of that process.

This extra funding will enable us to ensure that none of our students are excluded from activities within the academy and are able to make the same progress regardless of any economic hardship they may be experiencing, either temporarily or over a longer period. It will enable us to provide an inspiring and high quality curriculum and learning experience for all children regardless of background it supports us to effectively remove any barriers to learning, which may include low entry points into school life.

<u>Principles</u>
Provision will be made through:
• Facilitating pupils' access to education
• Facilitating pupils' access to the curriculum
• Alternative support and intervention within the school

We recognise that not all students who are socially disadvantaged have been registered or have qualified for Free School Meals. We reserve the right to allocate the Pupil Premium funding to support any student or groups of students the school has legitimately identified as being socially disadvantaged.

Provision will not be aimed at children with Special Educational Needs, although these students may benefit from the provision. Some of the work funded through Pupil Premium will not be exclusive in its approach and may well have benefits for other children around them but the work will remain targeted intervention and support and funding will not be used in a general way to fund the work of the academy.

The intended outcomes for all pupils in receipt of Pupil Premium funding are as follows: Their attainment would be in line with their peers

- Their achievement would be in line with / in excess of their personalised targets and predictions
- Their achievement and attainment would be supported by their parents'/carers' engagement
- Their engagement in and enjoyment of learning inside school would be promoted and facilitated
- Their engagement in and enjoyment of learning outside school would be promoted and facilitated
- Their attendance at school will be in line with the national expectation.
- Their progress will be accelerated so that if there is a gap between their achievement and the national expectation that this is narrowed;
- Aim for all pupils to make at least 4 steps progress and close the attainment of pupils compared to National data.

Reporting Pupil Premium
It is the responsibility of the governors to explain pupil premium expenditure to parents in the form of an annual statement. There is no set format for the report of pupil premium. Pathways Academy will publish details of a report online annually. This report aims to detail information on how Pupil Premium will be and then has been used within school. This report will detail the attainment and progress of pupils who are covered by the premium and the intervention that has been supported by the additional funding. Reports will also detail the progress made towards narrowing the gap and this will be supported by reported data and academic progress. Regular reports will be presented on the progress of pupils supported by Pupil Premium to the Governing Body of the academy.

Reporting to Parents
Parents will be able to obtain information on the pupil premium via the schools website. This will be updated annually.

Responsibility for reporting
The responsibility for the report will be allocated to the Principal and her Senior Leadership Team. This report will be supported by key providers of the school's inclusion services. The impact of the work undertaken will be reported by phase leaders.

E-ACT PATHWAYS PRIMARY ACADEMY
PUPIL PREMIUM ANALYSIS 2014-2015

Background to Pupil Premium funding

E-ACT Pathways Academy's school population statistics

Report on expenditure 2014/15

Analysis of data

Proposed expenditure for 2015/16 and rationale

BACKGROUND TO PUPIL PREMIUM FUNDING

The pupil premium is a new government initiative that targets extra money at pupils from deprived backgrounds. Research shows that pupils from deprived backgrounds underachieve compared to their non-deprived peers. The premium is provided to enable these pupils to be supported to reach their potential.

The Government has used pupils entitled to free school meals (FSM), looked after children and service children as indicators of deprivation, and have provided a fixed amount of money for schools per pupil based on the number of pupils registered for FSM over a rolling six year period. This fixed amount of money is expected to increase every year for the course of this current Parliament. At E-ACT Pathways Academy we will be using the indicator of those eligible for FSM as well as identified vulnerable groups as our target children to 'close the gap' regarding attainment.

The following quotes demonstrate the importance of spending this money wisely:

"Not gender, not ethnicity, not the season of birth, not language, not school, not LA, not religion, not region, not class size, but socio-economic background is the prime link to attainment. No surprises here for teachers!" Sue Hackman (Chief advisor on School Standards at the Department for Children, Schools and Families).

"Schools should be engines of social mobility. They should provide the knowledge and the tools to enable talented young people to overcome accidents of birth and an inheritance of disadvantage in order to enjoy greater opportunities. " Michael Gove (Secretary of State for Education)

Despite having come in at a lower starting point, children at E-ACT pathways academy in receipt of pupil premium funding have achieved broadly in line with other children at the end of KS2. We must ensure this trend continues and so take the spending of our pupil premium money very seriously. We put quality first teaching at the heart of all that we do and have incredibly high expectations of all children and staff to ensure that any gaps in attainment are narrowed through consistently good and outstanding progress -in all subjects and across all year groups.

The school is located in an area of high social deprivation as the following comparative data of our school population demonstrates:

Indicator	School 14/15	National Average	School 15/16
FSM (EVER6)	48.8%	26.6%	48.8%
Minority Ethnic groups	32.6%	29.7%	35.7%
EAL	20.5%	18.8%	22.3%
School Action	17.6%	8.9%	25%
School Action + and statement	18.4%	7.7%	
Deprivation Factor	0.43	0.24	0.43

- Increasing roll – now 548

- Male 51% Female 49% (Female 49% national)

- The percentage of Traveller, Romany and children of 'other White backgrounds' remain **significantly higher than national.** (Academy- 7%, National 0.1%)

- The percentage of children on the SEN register is above the National average (25% vs 7.7%)

- The percentage of pupils eligible for additional Pupil Premium funding is **above the National average** (Academy- 42%, National 26.6%)

- Pupils whose first language is not English is above national levels. (Academy- 23%, National 18.8%)
- There are 23 different languages spoken by pupils across the academy
- Average attainment on entry to the school is much lower than the national average
- Many of our children have varied and sometimes complex barriers to learning which may impact on their performance.

At E-ACT Pathways Academy, we have high aspirations and ambitions for our children and we believe that no child should be left behind. Our very high proportions of FSM children have meant that our pupil premium money has represented a significant proportion of our budget and we have planned our spending carefully to ensure that it has been spent to maximum effect.

It is difficult to use qualitative data to measure the impact of some of our expenditure – this is because we are certain that any qualitative resource we put in place should and will have a direct impact upon engagement in school and therefore attainment, attendance and progress. Daily monitoring, adjustment of teaching and intervention to suit their needs and support for their families ensures that these children do not go below the radar and are at the forefront of our minds. Our support for their emotional wellbeing and engagement in school in ongoing – this is essential to ensure that no learning opportunities are missed. Pupil premium children are a focus of every agenda at the academy – during pupil progress reviews, staff briefings and parents' evenings. In addition to this we academically track progress of our pupil premium children 6 times a year to ensure that our initiatives are having a direct impact on their results in school. We analyse our results for gender. We also monitor attendance daily and report on it six times a year. All of the above is reported to governors at least termly.

E-ACT Delivering Education Excellence.   **PATHWAYS** ACADEMY

Pupil Premium Impact 2014-15

The intended outcomes for all pupils in receipt of Pupil Premium funding are as follows:
- Their attainment would be in line with their peers
- Their achievement would be in line with / in excess of their personalised targets and predictions
- Their achievement and attainment would be supported by their parents'/carers' engagement
- Their engagement in and enjoyment of learning inside school would be promoted and facilitated
- Their engagement in and enjoyment of learning outside school would be promoted and facilitated
- Their attendance at school will be in line with the national expectation
- Their progress will be accelerated so that if there is a gap between their achievement and the national expectation that this is narrowed;
  aim for all KS1 pupils to make at least 10 APS progress in Years 1 and 2 and close the attainment of pupils compared to National data and to reach national expectations KS in terms of yearly expectations.
- aim for all KS2 pupils to make at least 4 APS progress per year and close the attainment of pupils compared to National data and to reach national expectations in terms of yearly expectations

Actions	Evidence	Impact
Development Area 1: Contribution to pastoral support staffing, attendance intervention and resourcing - *Through a range of strategies, to support the behaviour and*	-Attendance report: pupil premium attendance compared to non-disadvantaged -Families targeted for additional support -Support plans for PP children who	Whole school attendance is 94.1% PP attendance is 93.5% (In 2013/14 it was 93.9%) Exclusions 4% Breakfast club and our learning mentors have all had a profound impact upon attendance and engagement in learning this year – as evidenced by pupil and parent

personal and social development of all identified children if this is a barrier to achievement.	have behavioural needs -Registers of children attending breakfast club -Registers of children attending extra-curricular activities -Registers of children attending homework club -Records of first day phone calls for absence and home visits -Progress & attainment of pupils receiving additional support	surveys – where enjoyment of trips and other enrichment activities were rated as the 'best part of coming to school'. *Although the gap between PP and NPP attendance is closing, the academy acknowledges that attendance still needs to further increase. We have a robust system of reward and sanction within our attendance policy, and a wide range of measures that we implement to increase attendance. We will continue to develop and refine our procedures next year and attendance will remain a key objective on our academy improvement plan. The appointment of an Attendance Officer will also impact positively on attendance.*
Development Area 2: Speech and Language Therapy Service - To support early intervention, as well as ongoing therapy work, through the early identification of speech and language difficulties and expert advice and support for staff.	-Register of PP pupils receiving speech & language therapy -Progress of PP pupils in speech & language -Families of PP pupils targeted for parent sessions	Children identified who needed further speech and language support. Increased % of children reaching a good level of development to 70%. This exceeded other schools in Sheffield and was higher than national figures. This figures also exceeded other schools in similar circumstances.
Development Area 3: Targeted support for identified children with complex needs which present an additional barrier to learning for themselves and others. - *Through the provision of a personalised learning base, to ensure complex needs can be met in a proactive and planned way which supports appropriate progress educationally and in personal development.*	-Progress and attainment of PP children in Shine -Evidence of social/behavioural/personal developments in Shine pupils	Progress for pupil premium SEN pupils was in line or above expectations in 7 out of the 15 aspects. Reading and writing progress were stronger than progress in maths. Groups, Pupil Premium Indicator: Disadvantaged, SEN Status: School Support, On SEN Register: Yes ((table below)
Development Area 4: Additional staffing in Y6 to support targeted interventions to secure	-Intervention plans, records and registers of PP pupils in reading, writing and maths	**Pupil Premium** (table below)

Development Area 3 table:

Year Taught In	Pupils	Reading					Writing					Maths				
		Group		Expected			Group		Expected			Group		Expected		
		Av	Results	APS	No at	% at	Av	Results	APS	No at	% at	Av	Results	APS	No at	% at
2	6	1.5	4	5.9	0	0%	0.8	4	5.4	0	0%	3.8	4	6.7	0	0%
3	7	3.5	6	3.1	3	50%	3.4	5	3.2	3	60%	2.7	6	3.2	1	17%
4	3	3.5	2	3.1	1	50%	3.5	2	3.2	1	50%	2.5	2	3.2	0	0%
5	7	3.1	7	3.1	3	43%	2.7	7	3.2	3	43%	3.3	7	3.2	3	43%
6	9	4.6	8	3.1	5	63%	2.8	8	3.2	4	50%	1.9	8	3.2	4	50%

Development Area 4 table:

Year	Reading	Writing	Maths
6	6.4	2.2	5.1

attainment in line with national expectation, and to accelerate progress for more able identified pupils, to reach the higher levels. - To increase the amount of support within smaller group quality first and small group or 1 to 1 intervention for all identified year 6 children, to support in accelerating progress.	-Progress and attainment of PP pupils compared to non-disadvantaged pupils in Y6 -Tracking of PP pupils in Y6 data trawls -SPAG groups, planning, registers and records of progress	**Non-Pupil Premium**				
		Year	Reading	Writing	Maths
		6	6.5	2.5	5.1

Pupil premium children make progress in line with their peers.

Pupil Premium

Year	Reading	Writing	Maths
6	27.6 53% (20chn)	24.8 29% (11chn)	26.3 26% (10chn)

Non-Pupil Premium

Year	Reading	Writing	Maths
6	28.3 68% (15chn)	25.9 45% (10chn)	25.8 23% (5chn)

Pupil premium children make progress in line with their peers.
Pupils in receipt of pupil premium are working at a slightly lower APS than non-pupil premium in Y6.

Development Area 5:
Additional staffing to reduce class size in Year 5 and to support targeted interventions to secure attainment in line with national expectation, and to accelerate progress for more able identified pupils, to reach the higher levels.
- To increase the amount of support within smaller group quality first and small group or 1 to 1 intervention for all identified year 5 children, to support in accelerating progress.

-Attainment and progress data for PP pupils compared to non-disadvantaged pupils in Y5
-Intervention plans, records and registers of PP pupils

Pupil Premium

Year	Reading	Writing	Maths
5	4.2	3.4	2.9

Non-Pupil Premium

Year	Reading	Writing	Maths
5	5.0	4.0	3.8

Pupil Premium

Year	Reading	Writing	Maths
5	23.8 64% (18 chn)	22.3 50% (14chn)	21.5 17% (4 chn)

Non-Pupil Premium

Year	Reading	Writing	Maths
5	25.5 81% (25chn)	23.2 61% (19 chn)	22.7 46% (12chn)

Pupils in receipt of pupil premium are working at a slightly lower APS than non-pupil

		premium in Y5 but are in line, or above, national expectations with the progress they make.
Development Area 6: - Cinema Visit £1940 Supporting Improved Attendance outcomes- Every Child Every Day Scheme - To support good attendance but also to raise aspirations and expectations for all families about the importance of school and learning. - To celebrate good attendance and improvement to attendance - Badges, certificates and Rosettes - For attendance work see development Area 1.	As for development area 1	See impact for development area 1.
Development Area 7: Additional trips, visits and visitors into the academy to widen experiences - To widen the range of opportunities for many children to visit new places and have new experiences for the educational value linked to themes, social developments and to support Social, Moral, Spiritual and Cultural evelopment.	-Pupil and parent voice feedback slips	Increased the home school links with parents invited into school to take part in buzz sessions and fabulous finishes. A variety of trips took place across the academy as well as a Y6 residential. An artist in residence worked with all children across the academy. All these activities enriched the curriculum and feedback from parents and pupils was overwhelmingly positive.
Development Area 8: Additional teaching assistants to support access to the curriculum and to ensure a good level of development with key skills.	-Performance management of teaching assistants and rigorous monitoring of targets -Intervention plans, records and registers of PP pupils	Pupil premium children make progress in line with their peers. Pupils in receipt of pupil premium are working at a slightly lower APS than non-pupil premium in Y6 but are above the expected APS in reading and maths.
Development Area 9: Developing academy/parent relationships. Parents to play a more active role in children's learning	-Attendance registers of PP families to school events such as: - Parent forums - Toddler groups	Increased engagement by parents in whole school events, workshops, parent forums and family learning courses. Feedback positive and requesting more opportunities to be in school supporting their child's learning.

within the academy.	- Family learning (with crèche provided) - Parent and Toddler group to support families with young children -Class assemblies -Stunning starts and fabulous finishes	
Development Area 10: Wider Opportunities in Music	-List of PP pupils accessing music provision	Y6's received weekly clarinet sessions. Small group targeted support took place impacting positively on children's engagement in learning.
Development Area 11: New Arrivals Support. Additional support for new arrivals through AS,OC and LA as lead.	-Timetables of targeted PP pupils -Attainment and progress of EAL PP pupils -Intervention plans, records and registers of PP pupils	Support for new arrivals led to increase in phonic development. It impacted on the support that was given to children within class. Impacted positively on the behaviour and interaction of new arrival pupils. This work impacted on an increasing number of parents attending parents meetings.
Development Area 12: Easter School - To increase children's confidence as they prepare for SATs and to prevent a long break in learning.	-Intervention plans, records and registers of PP pupils in reading, writing and maths -Progress and attainment of PP pupils compared to non-disadvantaged pupils in Y6 -Tracking of PP pupils in Y6 data trawls -Register of PP children attending Easter school	88% of children attending Easter School were pupil premium. 59% of the pupil premium pupils made 2 APS gains during Easter school. 55.5% of pupil premium achieved combined in reading, writing and maths.
Development Area 13: PETXi - To increase children's confidence as they prepare for SATs. PETXi motivate, engage and inspire Year 6 learners, providing the teaching and support for Numeracy and Literacy.	-Progress and attainment of PP pupils compared to non-disadvantaged pupils in Y6 -Tracking of PP pupils in Y6 data trawls	The PETXi programme did impact on the motivation and engagement of the PP pupils but due to the programme being a mixed Maths and English programme the progress during the week was not measured by the PETXi team in a quantifiable way. This will not be used next academic year as an intervention.
Development Area 14: **Additional teacher, one day a week in Y6, to teach SPAG to groups of targeted pupils**	-Register of SPAG groups -Progress and attainment of PP pupils compared to non-PP pupils in Y6	In year 6 ML has had considerable impact over 3 half terms: In January only 26% of the PP children were working at 4c+ by June 74% of the PP children were working at 4c+. An increase of 48% compared to an increase of 36% for non-PP pupils.

- To increase children's confidence as they prepare for SATs.		PP pupils targeted by ML made on average 3.3 APS gains from January-June compared to non-PP pupils making 3.0 APS gains.
	TOTAL SPEND ON PUPIL PREMIUM PRIORITIES	**£288,920**

No of pupils and amount of Grant received	
Total number of pupils on role	489
Total number of pupils eligible for PPG	231
Amount PPG received per pupil	£1320
Total amount of PPG received	£304, 920
Additional Sports Premium	£10,155
Total Funding including sports premium	£315,075
Total spend on targeted development areas	

Summary of PPG spending 2015 – 2016			
Key development areas	**Aims**	**Success criteria**	**Cost**
New attendance officer	To improve team capacity to respond to attendance issues, therefore impacting positively on attendance. To ensure personalised support through phased interventions, early intervention and home visits can take place to support the attendance of PP children.	• To ensure that the attendance of all PP children is in line with their peers. (Currently PP attendance is 95.5%) • To ensure that the attainment gap between PP children and their peers decreases. • To reduce the % of pupils who are persistently absent so that it is not higher than national expectations for PA. • Monitoring: Data collected 6 x a year. Pupil progress reviews term 2. Whole school PP vs Non PP attendance analysed weekly.	£10,095
Breakfast club & Extra-Curricular Clubs	To improve pupil engagement in school and to improve progress and	• To raise children's self-esteem so that they can become more engaged in academy life and in their learning.	£1,049 staffing

	raise standards	• To increase access to a wider curriculum, including sports activities and to support the raising of expectations and aspirations, by supporting children to access additional activity positively.	
New Eastern European Inclusion Worker and EAL support workers	To ensure improved engagement of Roma/Slovak community To support the integration of New Arrivals and improve progress and raise standards of EAL pupils	• To ensure that the attendance of all EE children is in line with their peers. (Currently EE attendance is 87.9%) • To ensure that the progress and attainment gap between EE children and their peers decreases. • Engagement and enjoyment of school is reflected by positive parent and pupil surveys and positive learning behaviours across the academy.	£6,718 £8,878 £8,270
Development of the role of Year 6 SPAG teacher	To improve progress and raise standards of outcomes in SPAG	• In year 6 gaps are narrowed between PP and all children – aiming for good progress (4 or more steps in the year) in SPAG with a particular focus on boys. • ML has worked across year 5 in terms 5 and 6 to provide targeted intervention to boost the attainment of those aiming to reach expected progress by the end of Y6.	£3,981
New Behaviour Support Manager	To improve standards of behaviour and reduce the number of exclusions.	• Introduce new behaviour policy and strategies to support the behaviour and personal and social development of all identified children, if this is a barrier to achievement. • A reduction in the number of exclusions from 2014-15 • An increase in the number of pupils achieving Pride badges at the higher stages.	£10,505
Expansion of leadership capacity	To provide extra leadership capacity for focused intervention work across the academy.	• Improve progress and standards across Phase 1 and 3. • Gaps are narrowed between PP and all children - aiming for good progress (4 or more steps in the year)	£29,016 £29,783
Senior learning mentors	To support children and families in order to provide nurturing support to safeguard children and remove barriers to learning.	• Outcome targets for age related expectations met and gap closing for these targeted pupils. • More families receiving early intervention support and fewer instances of children in need	£18,776 £18,157
Non-class based Inclusion Manager	To ensure early identification of needs and to provide additional support and guidance for children and teachers to ensure the highest quality support and strategies are in	• Specialist assessments of children • Specialist support for small group and one to one • Training and development for staff	£25,479

	place		£1337
Lunchtime Playleader in Key Stage 2	To improve leadership capacity at lunchtimes	• A reduction in the number of exclusions from 2014-15 • To support the behaviour and personal and social development of all identified children, if this is a barrier to achievement.	£1337
ICT investment web based resources that can be accessed both in school and at home – Britannica online, spellodrome & Mathletics	To improve engagement in spelling and maths learning and development of basic skills	• All children have individual passwords and use these programmes at school. • Children who have access to the internet access these programmes at home. • Those with no internet access are able to attend lunchtime and after school clubs. • Outcomes -XX% make good or better progress in Maths/Reading and the gap is narrowed.	£9,600
Additional trips, visits and visitors into the academy to widen experiences	To widen the range of opportunities for many children to visit new places and have new experiences for the educational value linked to themes, social developments and to support Social, Moral, Spiritual and Cultural development.	• Visitors into school such as Artist in residence, drumming workshops, Space dome, dance workshops, Circus Skills act, animal workshops etc • Supporting cost of trips and visits to engage pupils in learning and impact on attainment • Costs for stunning starts and fabulous finish events to engage more parents in their child's learning • End of year awards night for Year 6 to support raising of aspiration	£10,000
Wider Opportunities in Music	To support all children to have the opportunity to play a musical instrument	• Whole cohort access to playing an instrument. • Three Y3 classes to benefit from being taught by a music specialist once a week for the academic year.	£1117
Easter School for Year 6 pupils	To increase children's confidence as they prepare for SATs and to prevent a long break in learning.	• In year 6 gaps are narrowed between PP and all children – aiming for good progress (4 or more steps in the year • Costs for revision guides to support home learning • Small group SATs revision in preparation for May	£1550
Parent Workshops	To improve parental engagement in learning	• To ensure that the attendance of all PP children is in line with their peers. • To ensure that the progress and attainment gap between PP children and their peers decreases. • Engagement and enjoyment of school is reflected by positive parent and pupil surveys and positive learning behaviours	£5000

		across the academy.	
Internal PPA cover	To reduce negative impact on behaviour, and therefore attainment, by reducing the number of supply teachers used in the academy	• A reduction in the number of exclusions from 2014-15 • An increase in the number of pupils achieving Pride badges at the higher stages.	£9016 £5303
		Total	£213,630.00
		Reserves	£101,445.00

Additional in year expenditure decisions

This year we plan only to spend £213,630 of our PP income, saving a reserve of £101,445 for in year expenditure for priorities that arise for these children throughout the year and in response to the pupil premium audit undertaken. We again use the Sutton Trust Toolkit, and our own experience of successful interventions, when making decisions about how best to spend the funds.