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**Review of Pupil Premium Grant (PPG) Strategy 2017-18**

**Allocation for 2017/18 is £1320 per eligible pupil in Reception to Year 2**

**Amount of pupils eligible for PPG at the start of the academic year: 11 (14 children were classified as disadvantaged by the end of 2017-18)**

**Total £14,520**

At Civitas Academy we recognise that barriers for our disadvantaged children face can be varied. Therefore, we balance the spend between academic and pastoral approaches. We target all of our disadvantaged pupils to ensure that they reach the highest possible outcomes by the end of each academic year. When considering approaches to use we make use of resources such as Visible Learning and the Education Endowment Federation. We make ongoing reviews throughout the year in our pupil progress meetings and report annually on the impact of our PPG spend each academic year.

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| **Year group** | **Provision** | **Objective** | **Outcome** | **Cost** |
| **Academic** | | | | |
| **Reception** | **Additional Teacher Support**  Targeted support led by teacher within class. | To support PPG pupils in literacy, fine motor skills, numeracy and social skills. | All disadvantaged pupils made at least expected rates of progress from their individual starting points. 67% (2/3) of disadvantaged children made accelerated rates of progress in reading, writing and mathematics. | £1,320 |
| **Year 1** | **Phonics Intervention** Daily intervention for PPG pupils led by a teacher. | To increase phonics knowledge and understanding of PPG pupils. | 60% (3/5) of the disadvantaged children met the standard in 2018. 40% of the disadvantaged children (2/5) made rapid progress to meet the standard as a result of the intervention. The two disadvantaged children that did not make the standard made progress throughout the year and will continue to be targeted next academic year. | £2,500 |
| **Year 1** | **Mathematics Intervention** Daily intervention for PPG pupils led by a teacher or Learning Support Assistant (LSA). | To increase proportion of PPG pupils achieving age related expectations by the end of Y1. | The proportion of disadvantaged children working at age related expectations in mathematics increased by 40% from baseline to the end of the year. | £2,000 |
| **Year 2** | **Reading Intervention**  5 sessions per week led either by a teacher or LSA. | To increase attainment of disadvantaged pupils | 100% of disadvantaged children made accelerated rates of progress in reading from the baseline to end of year. The disadvantaged children that did not make the expected standard by the end of Y2 all moved much closer to it and will receive ongoing support in Y3. | £2,000 |
| **Year 2** | **Mathematics Intervention**  5 sessions per week led either by teacher or LSA. | To close gaps and ensure pupils reach age-related expectations and a greater proportion reach greater depth. | 100% of disadvantaged children made accelerated rates of progress in mathematics from the baseline to end of year. The disadvantaged children that did not make the expected standard by the end of Y2 all moved much closer to it and will receive ongoing support in Y3. The disadvantaged child that was targeted for Greater Depth achieved it. | £2,000 |
| **Pastoral** | | | | |
| **Whole School** | **Family Support Worker**  Employed to support families under stress and signpost to appropriate services. This also includes running additional interventions with targeted children within school time.  Half day per week | To provide children with additional pastoral support in order to be ready to learn within the classroom. | Feedback from families, children and school staff indicate that the Family Support Worker has a significant impact in ensuring that the children are ready to learn. 100% (4/4) of the disadvantaged children that had input from the Family Support Worker made accelerated rates of progress in 2017-18. | £4,000 |
| **Whole School** | **Trips Subsidy**  This is used to subsidise the payment for vulnerable families. | To enable vulnerable children throughout the school to take part in school trips. | This was not spent in full and remaining funds were diverted into academic spend. | £200 |
| **Whole**  **School** | **Breakfast and after school club subsidy**  This is used to support vulnerable families with wrap around care. | To ensure that children receive healthy meals and are ready to learn. | Three vulnerable children benefitted from this subsidy at key points in the year. | £500 |