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**Pupil Premium Grant (PPG) Strategy 2018-19**

**Version 2**

**Allocation for 2018/19 is £1320 per eligible pupil in Reception to Year 2**

**Amount of pupils eligible for PPG at the start of the academic year: 22**

**Total £29,040**

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.

When planning this strategy, we have made use of our previous strategies and the impact that they have had. For example in 2017-18, the Family Support Worker had a considerable impact, so we have increased the spend in that specific area. As a growing school we review our practice regularly and plan to do more of what is having impact. However, we also recognise that every child is an individual and there are occasions where we have to take a more individualised approach to raise the attainment of our disadvantaged pupils.

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| **Year group** | **Provision** | **Objective** | **Outcome** | **Cost** |
| **Academic** | | | | |
| **Reception** | **Teacher Led Intervention**  Bespoke support to individual PPG pupils in reading, writing and numbers. | To accelerate rates of progress in Reception. | All children in Reception made at least expected rates of progress from their individual baseline in reading, writing and numbers. 40% of PPG pupils made more than expected rates of progress in reading and writing. 60% made more than expected rates of progress in mathematics | £3,980 |
| **Year 1** | **Phonics Intervention** Intervention for PPG pupils led by a teacher. | To increase phonics knowledge and understanding of PPG pupils. | 90% of homegrown pupils were working at the expected standard in phonics by the end of the year.  100% of disadvantaged pupils in Y1 passed the check. | £2,500 |
| **Year 1** | **Mathematics Intervention** 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 pupils working at Greater Depth in Y1 has increased from 0% to 50%, due to 50% of pupils making more than expected rates of progress. | £2,500 |
| **Year 2** | **Reading Intervention**  Intervention for PPG pupils led by a teacher or Learning Support Assistant (LSA). | To increase attainment of disadvantaged pupils. | Evidence from PIRA testing showed an average increase of 25 scaled points per disadvantaged child from Autumn to Summer data. | £2,500 |
| **Year 2** | **Mathematics Intervention**  Intervention led either by teacher or LSA. | To close gaps and ensure pupils reach age-related expectations and a greater proportion reach greater depth. | Evidence from PUMA testing showed an average increase of 7 scaled points per disadvantaged child from Autumn to Summer data. | £2,500 |
| **Year 3** | **Reading Intervention**  Intervention for PPG pupils led by a teacher or Learning Support Assistant (LSA). | To increase attainment of disadvantaged pupils | 100% of pupils made at least expected rates of progress for reading. 13% made more than expected rates of progress. | £2,500 |
| **Year 3** | **Mathematics Intervention**  Intervention led either by teacher or LSA. | To close gaps and ensure pupils reach age-related expectations and a greater proportion reach greater depth. | The proportion of PPG pupils working at ARE increased by 23 percentage points from the start of year baseline. The proportion of PPG pupils working at Greater Depth increased by 14 percentage points from baseline | £2,500 |
| **Year 3** | **Accelerated Reader**  Reading program purchased to support the learning of PPG pupils. | PPG pupils are engaged with their reading and make increased rates of progress. | All disadvantaged children, who used the programme made at least expected rates of progress in reading. | £1,100 |
| **Year 1-3** | **MyMaths**  Mathematics program purchased to support the learning of PPG pupils. | PPG pupils have access to extra learning at home that enables them to make increased rates of progress. | 23% of disadvantaged children made more than expected rates of progress. | £400 |
| **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.  One day per week | To provide children with additional pastoral support in order to be ready to learn within the classroom. | This evolved over the academic year as the Family Worker ceased to work at Civitas from January 2019. We redeployed funding to train a Learning Support Assistant to run ELSA sessions with children. As a result of these ELSA sessions, there was a significant reduction in recorded behaviour incidents for children involved. | £7,500 |
| **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. | All school trips planned were able to take place and all vulnerable children could attend. | £500 |
| **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. | This was used in the Autumn term only and supported several vulnerable families in accessing provision. Attendance for families that had access to this provision increased significantly during the period it was offered. | £560 |