



Exceptional Education at the Heart of the Community

Pupil Premium Strategy Statement:

1. Summary information																	
School	Oasis Academy Watermead																
Academic Year	2017/18	Total PP budget	£174,240	Date of most recent PP Review	Ofsted July 2017 Internal July 2018												
Total number of pupils	232	Number of pupils eligible for PP	52%	Date for next internal review of this strategy	July 2018												
2. Review of expenditure																	
Previous Academic Year	2016/2017 £105,000																
i. Quality of teaching for all																	
Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost													
Improved oral language skills in EYFS	Stories for talking REAL/REAM project Small group targeted speech and language support	<p><u>Attainment in Speaking</u></p> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr> <th></th> <th>Below ARE</th> <th>At ARE</th> <th>Above ARE</th> </tr> </thead> <tbody> <tr> <td>On entry</td> <td style="text-align: center;">71%</td> <td style="text-align: center;">25%</td> <td style="text-align: center;">4%</td> </tr> <tr> <td>Summer 2</td> <td style="text-align: center;">17%</td> <td style="text-align: center;">76%</td> <td style="text-align: center;">7%</td> </tr> </tbody> </table> <p>Significant decrease (54%) in the percentage of children below ARE. Significant increase (51%) in the percentage of children reaching ARE by the end of reception. Increase (3%) in the percentage of children exceeding ARE.</p> <p>This has impacted positively on the progress and attainment in reading & writing overall GLD outcomes 2017 - 56%</p>		Below ARE	At ARE	Above ARE	On entry	71%	25%	4%	Summer 2	17%	76%	7%	<p>Stories for Talking to continue as an intervention next academic year. LEAP used additionally and alongside Stories for Talking. Extended in to Y1 to ensure that movement towards reaching ARE by the end of Y1 is an upward trajectory. REAL approach to continue alongside collaborative work with Oasis family of schools. EYFS team to have minimal staffing changes for next year in order to consolidate the good progress made.</p>	£50,000	
	Below ARE	At ARE	Above ARE														
On entry	71%	25%	4%														
Summer 2	17%	76%	7%														

Improved progress pupil premium pupils including higher attaining pupils	Additional adult (HLTA) support for UKS2 to provide quality first teaching support. Raising standards / Maths leader appointed for Year 6 Mathletics introduced to support home learning Join PiXL programme for targeted gap teaching	<p><u>Overall progress of all pupil premium children (Expected is 2.5)</u></p> <table border="1" data-bbox="667 188 1249 320"> <thead> <tr> <th></th> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>Steps</td> <td>3.54</td> <td>3.28</td> <td>3.44</td> </tr> </tbody> </table> <p><u>Number of more able Pupil Premium children</u></p> <table border="1" data-bbox="667 379 1249 555"> <thead> <tr> <th></th> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>September 2016</td> <td>2</td> <td>1</td> <td>2</td> </tr> <tr> <td>Summer 2017</td> <td>4</td> <td>5</td> <td>6</td> </tr> </tbody> </table> <p><u>EYFS</u> 64% OF September starters achieved GLD <u>Year 1 phonics</u> 81% (13/16) of September starter disadvantaged pupils reached the expected standard <u>Year 2 phonics</u> 80% of disadvantaged pupils reached the expected standard There was a significant improvement in the number of disadvantaged pupils achieving greater depth in RWM <u>Year 6 outcomes</u> 50% (1/2) of disadvantaged pupils met the expected standard in RWM from a baseline of 0</p>		Reading	Writing	Maths	Steps	3.54	3.28	3.44		Reading	Writing	Maths	September 2016	2	1	2	Summer 2017	4	5	6	All classes to have TA or apprentice with HLTA's covering PPA/non-contact time. Appointment of Assistant Head to continue Raising Standards lead. TLR appointment for leading maths across school Key staff trained in Maths Mastery programme Maths Mastery training and approach rolled out to reception and Y1. (£2,800) Mathletics to continue as part of home learning and breakfast club provision.	
	Reading	Writing	Maths																					
Steps	3.54	3.28	3.44																					
	Reading	Writing	Maths																					
September 2016	2	1	2																					
Summer 2017	4	5	6																					

ii. Targeted support

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
Improved oral language skills in reception	5 minute box – training for all TAs Stories for talking – ensure all classes are using this approach and provide training update for new staff	(See Above) 5 minute Box impacted significantly on phonics in Y1, with 75% of pupil premium children achieving the standard, with 81% of <u>all</u> children achieving the standard.	5 minute box will be used primarily within Y1 and for children in Y2 who did not achieve the standard. Continue with Quality First Teaching for all pupils and Every Second Counts.	25,000

	<p>Member of staff trained in REAL / REAM project to deliver in early years Personalised Interventions</p>	<table border="1" data-bbox="667 118 1240 405"> <tr> <td></td> <td>R</td> <td>W</td> <td>M</td> </tr> <tr> <td>Group 1 average steps progress over 2 yr period 2014/15 cohort</td> <td>9.5</td> <td>7</td> <td>9</td> </tr> <tr> <td>Group 2 average steps progress over 1 yr period 2015/16 cohort</td> <td>6.5</td> <td>4.5</td> <td>8</td> </tr> </table> <p>Tracking these groups shows the sustained impact. Parental engagement has increased for all families.</p>		R	W	M	Group 1 average steps progress over 2 yr period 2014/15 cohort	9.5	7	9	Group 2 average steps progress over 1 yr period 2015/16 cohort	6.5	4.5	8	<p>Application to Laurel Trust in order to continue REAL approach (BB) for target group of PP pupils across the 3 Sheffield academies.</p>	
	R	W	M													
Group 1 average steps progress over 2 yr period 2014/15 cohort	9.5	7	9													
Group 2 average steps progress over 1 yr period 2015/16 cohort	6.5	4.5	8													
<p>Improved progress for pupil premium pupils and high attaining pupils</p>	<p>All out of school activities link to Children's University awards Track high attaining PP pupils as a unique group Offer additional after school provision for HA group Develop the use of higher order questioning across the school Embed effective feedback across all year groups Part of PiXL initiative - gaps in learning addressed through targeted intervention EAL PP programme (12 weeks)</p>	<p>In the Autumn term 32% of pupil premium children accessed after school provision. In the Summer term 50% of pupil premium children had accessed after school provision throughout the year.</p>	<p>Continue to prioritise the offer after school provision to pupil premium children. Class teachers to target families of pupil premium children to increase engagement. PiXL initiative to be suspended as had minimal impact. Continue to develop the use of higher order questioning skills and link to marking and feedback. Continue with Children's University awards. Continue to track individual PP pupils outcomes every half term. Discussions at every meeting covering all groups within PP.</p>	<p>£30,000</p>												
<p>Increased PP family engagement with learning with targeted social and emotional support for pupils</p>	<p>Pastoral manager target interventions (daily) Comfort club – lunchtime provision Ongoing support from</p>	<p>KS2 pupils are now able to join the rest of their peers in the main dining hall; following intensive and focussed support within comfort club. Reduced number of exclusions recorded for pupils accessing support from the Pastoral Manager All family learning opportunities are well attended. KS2 SATS success in all 3 areas, for mentored pupil.</p>	<p>Real Junk Food Project Friends Group to improve emotional health & wellbeing Adult & Family Learning Horse Riding Piano Lessons Violin Lessons Coffee Mornings</p>													

	experienced pastoral team	Improved attendance for KS1 pupil who finished last year on 66% and is currently on 88%; this can be attributed in some part to her engagement with horse riding lessons this year; something which she and her family have fully supported and enjoyed. Parent & Toddler Group to actively engage pupils before they are on role. Rising 3's Nursery	Parent & Toddler groups Rising 3's Nursery	
Increased attendance rates for PP pupils	Friday afternoon beauty club led by attendance officer for target group of Roma girls who have attended all 5 days that week. Focussed action for PA PP pupils	As at Spring 2 there were 82 PP pupils on roll. Their attendance is 94.4% compared to the % for non PP which is 95.5%. The data over time evidences that this gap is diminishing. The PA for PP children has diminished rapidly to 4.2% with non PP PA being 8.5% The attendance for Roma pupil to Spring 2 is 90.4% which is well above the Roma national average of 87.8%	Continue with SOL attendance system 2017/18 Attendance Officer and Pastoral team continue to monitor and track attendance of the group. Increase number of attendance meetings with parents of PP pupils. Track punctuality of PP pupils weekly.	
Increased PP family engagement with learning and extra- curricular provision	Termly family learning programme Rich and varied menu of after school provision with PP given priority Introduction of The Good Junk Food Project	By end of Summer term 50% of PP pupils had attended an after school club. 8 PP pupils have had weekly piano lessons and 3 PP pupils have horse riding lessons subsidised by the school KS1 PP pupils have all benefitted from working with a singing teacher from Sheffield Music Service.	Continue with rich and varied after school provision (see map of activities offered) Class teachers to be more pro active in signposting PP pupils to after school activities Continue with The Good Junk Food Project £1,890 Workshops for parents on helping their child at home with RWM and phonics – well attended this year Continue with community events such as Garden Party, Fabulous Finish and Bedtime Stories which were all very well attended this year. Continue to offer piano lessons, singing lesson, and horse riding subsidised for PP pupils. Extend this to violin and dance lessons next year.	

3. Prior Year attainment		
Attainment for: 2016-2017 (pupils) Whole school	<i>Pupils eligible for PP (school)</i>	<i>Pupils not eligible for PP (school/national Y6)</i>
EYFS GLD	60%	
Year 1 Phonics	75%	86%
KS1 RWM	R 75% W 54% M 79%	R 90% W 77% M 93%
KS2 % achieving expected standard or above in reading, writing and maths	50%	75%

KS2 % achieving expected standard or above in reading	50%	100%
KS2 % achieving expected standard or above in writing	50%	75%
KS2 % achieving expected standard or above in maths	50%	75%

4. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers (issues to be addressed in school, such as poor oral language skills)

A.	Significantly low attainment on entry to Nursery and Reception
B.	High mobility factors including newly arrived pupils
C.	Poor oral language skills
D.	Many children have little or no access to books, reading or toys at home
E.	Without good systems in place many pupils would display challenging behaviour

External barriers (issues which also require action outside school, such as low attendance rates)

A.	Attendance rates for pupils eligible for PP are 95% (below the target for all children of 96%).
B.	Poor home learning environments
C.	Significant majority living out of catchment (79% of PP children living out of catchment)
D.	High levels of social and economic deprivation
E.	Low aspirations and expectations of what pupils could achieve

5. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
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A.	Improve oral language skills for pupils eligible for PP in Nursery and Reception	Pupils eligible for PP in Reception and Nursery make rapid progress by the end of the year so that 71% of pupils eligible for PP achieve GLD
B.	Higher rates of progress across all key stages for pupils eligible for PP More able PP pupils make good progress and the difference is diminishing between PP pupils and all pupils nationally	PP pupils make at least 3.5 steps progress by end of year. Pupils eligible for PP identified as higher ability pupils make as much progress as other pupils identified as higher ability. Measured by Y1 – 6 half termly assessments in R W M and end of KS outcomes
C.	Increased attendance rates for pupils eligible for PP Improved PA rates for PP pupils	Continue to reduce the number of persistent absentees among pupils eligible for PP to 5% or below. Overall PP attendance improves to 96%
D.	Raise levels of aspiration and pupil involvement in extra-curricular activities	Aspiration discussions in Sparkle and Shine Aspiration bench for pupils Links with Children's University Visits to Sheffield University Involvement in work day
E.	Increase PP family engagement with learning	Parental feedback data – target over 98% satisfaction Family Learning programme – attendance Laurel Trust Project outcomes – hardest to reach families Attendance at curriculum events / admit meetings / parents' evenings Levels of after school activity involvement increase Increased number of Children's University awards (gold level and above)

6. Planned expenditure

Academic year	2017/18	£174,240
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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	Review of strategy. Date and update	Costs
Improve oral language skills in Nursery and Reception but also across all age groups.	Tower Hamlets Progression in language structures Structured progression in Writing - Teresa Heathcote Stories for talking LEAP Quality First Teaching – Every Second Counts	EEF June 2017 highlights the impact of classroom talking, particularly the impact on disadvantaged pupils. Ofsted report on Pupil premium 2016 highlights the need for strategic planning for PP pupils at points of transition Documents cited in this report... DFE – Supporting the attainment of disadvantaged pupils, articulating success and good practice (DFE Nov 2015)	Continue to embed use of TH progression in language structures in all classrooms – pupil use of higher order questions rather than display. Training – all new staff July 2017 (Teresa Heathcote) Stories for talking induction training for new TAs (CH) EYFS input (HR) – Sept 2017 TAs trained in specific language interventions modelled 2016/17 (BB) LEAP External training where required.	CH HR BB/AVW LG	January 2018 – Use of TH having impact on speech and language acquisition but also on writing outcomes. Pre start training with TH for NQTs provided a good understanding of the effective strategies.	£15,000

		<p>Supporting the attainment of disadvantaged pupils – a briefing for school leaders</p> <p>Pupil premium – Ofsted 2016</p> <p>Education Endowment Foundation (EEF July 2017)</p>	<p>Focussed monitoring / evaluation by SLT built into evaluation calendar</p>			
<p>Higher rates of progress across all key stages for pupils eligible for PP</p> <p>More able PP pupils make good progress and the difference is diminishing between PP pupils and all pupils nationally</p>	<p>Quality First Teaching and Every Second Counts</p> <p>Catch up afternoon TA support in every classroom</p> <p>Maths Mastery -Reception and Year 1</p> <p>Singapore and White Rose Maths KS1/2</p> <p>Half termly tracking of PP outcomes with RAPs for teachers</p> <p>Whole school focus on metacognition and self-regulation strategies</p>	<p>EEF teaching and learning toolkit suggests high quality feedback (+8months) is an effective way to improve attainment. This along with a Mastery approach (+ 5 months) is an approach that will be embedded across the school.</p> <p>Teachers already use data well to address underperformance quickly.</p> <p>We have a PP champion who ensures PP pupils are tracked and appropriate interventions are put in place. Staff are deployed effectively (NER research)</p> <p>Academy Council PP champion meets with team on a regular basis offering challenge and support</p> <p>TA PP champion appointed</p> <p>Principal is an accredited PP reviewer</p>	<p>More able co-ordinator part of SLT</p> <p>MA PP pupils identified and tracked as a distinct group – reports to RD and AC meetings</p> <p>Link established with Sheffield High School - Science day focussed on MA</p> <p>MA PP pupils given the opportunity to take on additional responsibilities ie. Market Stall</p> <p>Mathletics - integral part of breakfast club provision</p> <p>Weekly after school provision for MA PP pupils</p> <p>Targeted additional adult support in every classroom</p> <p>RSL to attend OCL regional group</p> <p>PLM programme – metacognition</p> <p>Purchase additional home reading books</p> <p>Extend library loans £2,000</p> <p>Participation in cross school MA writers / maths projects</p> <p>Visit to the Town Hall</p> <p>Visit to Sheffield University</p>	<p>LG</p> <p>MC</p> <p>AVW</p> <p>MC/LS</p> <p>LS</p> <p>RF</p> <p>AVW</p> <p>JM</p> <p>LG</p> <p>CH</p> <p>MC</p>	<p>January 2018</p> <p>Check RSL group</p> <p>Additional library books and home reading books in place</p> <p>MA pupils taking additional responsibility and after school provision in place.</p> <p>MA pupils making good progress - evidenced in pupil books.</p>	<p>£30,000</p>

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	Review of strategy. Date and update	Costs
Improve oral language skills across all age groups.	<p>Quality First Teaching and Every Second Counts</p> <p>5 Minute Box</p> <p>REAL approach</p> <p>Tower Hamlets language structures</p> <p>Stories for talking</p>	Some pupils need targeted support to catch up. Targeted support for speech and language effective as they are delivered by a well trained and experienced practitioner (NFER research – developing staff effectively)	<p>Target groups timetabled for interventions</p> <p>5 minute box for group of target pupils daily (TAs)</p> <p>TH language structures embedded in all classrooms</p> <p>Stories for talking update new staff</p> <p>Laurel Trust research project across 3 local schools - TBC</p> <p>£15,000 match funding (awaiting outcome)</p>	<p>All teachers</p> <p>CH</p> <p>CH</p> <p>HR/CH</p> <p>LG</p>	<p>January 2018</p> <p>TH structures impacting on outcomes for pupils in all year groups. Some good evidence of these structures in language being used well in pupils' writing.</p>	£25,000
<p>Higher rates of progress across all key stages for pupils eligible for PP</p> <p>More able PP pupils make good progress and the difference is diminishing between PP pupils and all pupils nationally</p>	<p>Develop metacognition and self-regulation strategies that encourage pupils to plan, monitor and evaluate their learning</p> <p>Quality First Teaching and Every Second Counts</p> <p>Catch up afternoon TA support in every classroom</p> <p>Maths Mastery -Reception and Year 1</p> <p>Singapore and White Rose Maths KS1/2</p> <p>Half termly tracking of PP outcomes with RAPs for teachers</p> <p>Whole school focus on raising boys attainment</p> <p>Embed P4C across all year groups</p>	<p>We want to continually raise aspirations for all our pupils – some small intervention group interventions by highly trained staff reflects EEF and NFER research. Holding all staff to account through not accepting low or variable performance. Introduce aspiration interventions for HA pupils including visit to University. A need to develop metacognition and self-regulation strategies - EEF research July 2017 (+8 months)</p> <p>Mastery learning (+5 months)</p> <p>EEF research highlights the raising of big questions – through P4C and debates, stimulating discussions etc.</p>	<p>Training for all new staff on higher order thinking skills and use of questioning in lessons</p> <p>Question prompts to be given to all staff to use in lessons / Blooms questions for Maths</p> <p>Mathletics integral part of breakfast club provision</p> <p>Catch up Pirate Write intervention Year 3</p> <p>Project X intervention – discontinued due to outcomes</p> <p>Weekly after school club for HA pupils</p> <p>Embed effective feedback across all year groups – PLM updates</p> <p>PLMs –metacognition following HT training September 2017</p> <p>Whole staff training with Gary Wilson - Raising boys attainment Sept 2017</p>	<p>CH/AVW</p> <p>CH</p> <p>LS</p> <p>CH</p> <p>CH</p> <p>RF/MC</p> <p>LG</p> <p>LG</p>	<p>January 2018</p> <p>Identify provider for metacognition and self regulation training for staff – allocate final training day</p> <p>Pirate Write intervention in place for KS2</p> <p>Review Lego Write</p>	£30,000

Raise levels of aspiration and pupil involvement in extra-curricular activities	Family Learning Programme Workshops for parents RWM	<p>NFER research – school provides strong social and emotional support, including through working with families. 71% of vulnerable pupils are PP pupils</p> <p>Laurel Trust research project based on working with families and pupils – awaiting outcome</p> <p>Research evidence shows “worklessness” is a priority need in areas of deprivation. EEF research highlights the importance of the development of character - a set of attitudes, skills and behaviours that underpin all we do – especially important for pupils from disadvantaged backgrounds. Ofsted PP report 2016 – highlights the importance of leaders at all levels prioritising the achievement of disadvantaged pupils and how pupils’ personal development and welfare needs are equally valued and used as indicators of development</p>	Family learning programme including crèche facilities	GB/LS	January 2018	£20,000
	Rich and varied extra- curricular provision		Coffee mornings supported by local family workers	LS	Thriving market stall – featured on Look North.	
Increased PP family engagement with learning	The Good Junk Food Project		Market Stall	LS	Evidence shows pupil aspirations are rising as a result of the strategies put in place	
	Target support from Pastoral team		Targeted pupil support daily from pastoral manager	LS		
	Comfort Club		Daily comfort club for target group led by TA each lunchtime	AVW		
	Sparkle and Shine weekly community assembly	Raising aspirations through Sparkle and Shine, bench, University links	All	Community events continue to flourish and are well attended.		
	Birthday tea and cakes with the Principal					
	Continue to extend community opportunities – Garden Party, Fabulous Finish, Bedtime Stories etc.					

iii Whole school strategies

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review of strategy. Date and update	Costs
Increased attendance rates for pupils eligible for PP Improved PA rates for PP pupils	<p>Sol Attendance system</p> <p>Designated Attendance officer</p> <p>Pastoral team of three</p> <p>Good Junk Food Project</p> <p>Daily breakfast Club provision</p> <p>Collection Service for pupils</p> <p>Assistance with transport costs</p> <p>Comprehensive Incentives and rewards system</p>	<p>NFER research (Ofsted 2014 PP report) - we respond quickly to poor attendance and provide strong social and emotional support for children and through working with their families.</p> <p>NFER research states addressing behaviour and attendance is one of the most effective ways of supporting disadvantaged pupils. Identified PP PA group with specified actions</p> <p>High % of PP pupils living out of catchment</p> <p>High % of holidays taken during term time</p> <p>EEF research highlights the importance of the development of character - a set of attitudes, skills and behaviours that underpin all we do – especially important for pupils from disadvantaged backgrounds.</p> <p>Ofsted PP report 2016 – highlights the importance of leaders at all levels prioritising the achievement of disadvantaged pupils and how pupils’ personal development and</p>	<p>Designated attendance officer well briefed on target group - track weekly</p> <p>Introduce specific incentives for target group of PP pupils</p> <p>Numerous rewards including trophies, medals, certificates, Pizza parties and termly shopping voucher draw for parents</p> <p>Free breakfast club for all PP pupils daily</p> <p>Support for families in breakfast club from pastoral team</p> <p>Weekly market stall providing fresh fruit and</p>	<p>EB</p> <p>EB</p> <p>EB</p> <p>EB</p> <p>LS</p> <p>LS</p> <p>EB</p>	<p>January 2018</p> <p>Increased SOL input with action plans</p> <p>81% of pupils living out of catchment</p>	£29,240

		welfare needs are equally valued and used as indicators of development	vegetables at very low cost Meet and greet at Nursery and main gate (pastoral team) Collection service for families in need - pastoral team Assistance with transport costs Weekly SOL coded attendance information for class teachers	EB LS EB		
Raise levels of aspiration and pupil involvement in extra-curricular activities Increased PP family engagement with learning	Family Learning Programme Workshops for parents RWM Rich and varied extra- curricular provision The Good Junk Food Project Target support from Pastoral team Comfort Club Sparkle and Shine weekly community assembly Birthday tea and cakes with the Principal Continue to extend community opportunities – Garden Party, Fabulous Finish, Bedtime Stories etc. Credit Union financial support for families	EEF Teaching and learning tool kit shows social and emotional learning (+4) NFER research – school provides strong social and emotional support, including through working with families. 71% of vulnerable pupils are PP pupils Laurel Trust research project based on working with families and pupils – awaiting outcome Research evidence shows “worklessness” is a priority need in areas of deprivation. EEF research highlights the importance of the development of character - a set of attitudes, skills and behaviours that underpin all we do – especially important for pupils from disadvantaged backgrounds. Ofsted PP report 2016 – highlights the importance of leaders at all levels prioritising the achievement of disadvantaged pupils and how pupils’ personal development and welfare needs are equally valued and used as indicators of development	Designated Pastoral Manager Food bank available for families in need Signposting to available support Family learning programme Ongoing feedback from parents Children’s University - involvement of families – graduation for pupils achieving gold at City Hall Comprehensive out of school activity programme Free uniform to all new pp pupils including PE kit Christmas gift to all pupils Weekly birthday tea events Piano lesson free for PP pupils Horse riding –subsidised for PP pupils Introduction of violin and singing lessons subsidised for PP pupils Variety of educational visits – subsidised for PP pupils Junk Food Project - Market Stall - enterprise		January 2018 Good well attended programme of after school activities in place. Children’s University providing a good incentive for out of hours learning. Increased numbers of pupils participating.	£25,000

			Residential UKS2 subsidised for PP pupils Set up savings scheme for parents			
					TOTAL COST	£174,240

8. Additional detail

- The academy is in one of the most deprived areas in the country and in the bottom 1% most deprived areas of Sheffield. 50% of our pupils are classed as disadvantaged which is well above the national average. The academy also admits a number of asylum seekers who are not yet able to access benefits.
- 35% of our pupils are EAL which includes a significant influx of Roma / Slovakian pupils who are newly arrived to the UK. Since opening the ethnic makeup of the Academy has changed dramatically from being predominantly White British to now 44%.
- 20% of pupils have SEN support with over half of them having been identified as having a speech, language and communication need. The number of pupils with autism is higher than national. Currently there are four pupils with an EHC plan and five pupils with a "my plan".
- In order to provide our pupils with the best possible education we have invested in a dedicated pastoral team consisting of Inclusion leader, Attendance Officer and Pastoral Manger. The Inclusion leader is a member of the Academy Leadership Team.
- The Deputy Principal - Amy Vernon Walker is the nominated pupil premium champion. Barbara Blackburn is the nominated TA for PP pupils
- Steve Bates is the nominated Academy Council link for pupil premium pupils.