

Monitoring of Pupil Premium 2018 at Leamington Hastings Academy

Spring 2018		Summer 2018		Autumn 2018	
Have leaders and governors considered research and reports about what works to inform their decisions about how to spend the Pupil Premium?	Yes: - EEF Teaching and Learning Toolkit (Feedback, mastery in maths, Early Years intervention, phonics) - Maximising the Impact of Teaching Assistants (leadership of TA deployment)	Have leaders and governors considered research and reports about what works to inform their decisions about how to spend the Pupil Premium?		Have leaders and governors considered research and reports about what works to inform their decisions about how to spend the Pupil Premium?	Yes: - EEF Teaching and Learning Toolkit (Feedback, mastery in maths, Early Years intervention, phonics) - Maximising the Impact of Teaching Assistants (leadership of TA deployment)
Do governors know how much money is allocated to the school for the Pupil Premium? Is this identified in the school's budget planning?	FSM 2 x £1,320 (children 2 and 4) FSM nursery 1 x £320 (child 1) LAC: 1 x £1,900 (child 3) £4,860	Do governors know how much money is allocated to the school for the Pupil Premium? Is this identified in the school's budget planning?		Do governors know how much money is allocated to the school for the Pupil Premium? Is this identified in the school's budget planning?	FSM 2 x £1,320 (children 2 and 4) LAC: 1 x £1,900 (child 3) £4,540
Is there a clearly understood and shared rationale for how this money is spent and what it should achieve? Is this communicated to all stakeholders including parents?	The aim is for PP children's progress to exceed the progress made by other children. By the end of KS1 PP children should be at least exceeding national APS and ideally match the school's APS. Parents are informed through the website and through one-to-one conversations between staff and home. Some parents are more open to this than others.	Is there a clearly understood and shared rationale for how this money is spent and what it should achieve? Is this communicated to all stakeholders including parents?		Is there a clearly understood and shared rationale for how this money is spent and what it should achieve? Is this communicated to all stakeholders including parents?	The aim is for PP children's progress to exceed the progress made by other children. By the end of KS1 PP children should be at least exceeding national APS and ideally match the school's APS. Parents are informed through the website and through one-to-one conversations between staff and home. Some parents are more open to this than others.
Do governors know how the school spends this money? Is it being spent appropriately?	- See appendix 1 - Termly analysis of spending against info. on The Key Website and the DfE's 2017-18 "Conditions of Grant" document.	Do governors know how the school spends this money? Is it being spent appropriately?		Do governors know how the school spends this money? Is it being spent appropriately?	- See appendix 1 - Termly analysis of spending against info. on The Key Website and the DfE's 2017-18 "Conditions of Grant" document.
What improvements has the allocation brought about? How is this measured and reported to governors and parents via the school's website (a requirement)?	No money was received in the 2016-17 academic year.	What improvements has the allocation brought about? How is this measured and reported to governors and parents via the school's website (a requirement)?		What improvements has the allocation brought about? How is this measured and reported to governors and parents via the school's website (a requirement)?	No money was received in the 2016-17 academic year.
Do governors know whether leaders and managers are checking that the actions are working and are of suitable quality?	Yes. Progress and attainment of PP children is checked every term and compared with non-PP children. See answer to "What improvements has" question for evidence that it is working.	Do governors know whether leaders and managers are checking that the actions are working and are of suitable quality?		Do governors know whether leaders and managers are checking that the actions are working and are of suitable quality?	Yes. Progress and attainment of PP children is checked every term and compared with non-PP children. See answer to "What improvements has" question for evidence that it is working.
If there are concerns about the impact of the spending: Do the actions noted for improving outcomes for Pupil Premium pupils: <input type="checkbox"/> give details of how the resources are to be allocated? <input type="checkbox"/> give an overview of the actions to be taken? <input type="checkbox"/> give a summary of the expected outcomes? <input type="checkbox"/> identify ways of monitoring the effectiveness of these actions as they are ongoing and note who will be responsible for ensuring that this information is passed to governors? <input type="checkbox"/> explain what will be evaluated at the end of the action and what measures of success will be applied?	Attendance remains poor for some children, support from ACE has been brought into.	If there are concerns about the impact of the spending: Do the actions noted for improving outcomes for Pupil Premium pupils: <input type="checkbox"/> give details of how the resources are to be allocated? <input type="checkbox"/> give an overview of the actions to be taken? <input type="checkbox"/> give a summary of the expected outcomes? <input type="checkbox"/> identify ways of monitoring the effectiveness of these actions as they are ongoing and note who will be responsible for ensuring that this information is passed to governors? <input type="checkbox"/> explain what will be evaluated at the end of the action and what measures of success will be applied?		If there are concerns about the impact of the spending: Do the actions noted for improving outcomes for Pupil Premium pupils: <input type="checkbox"/> give details of how the resources are to be allocated? <input type="checkbox"/> give an overview of the actions to be taken? <input type="checkbox"/> give a summary of the expected outcomes? <input type="checkbox"/> identify ways of monitoring the effectiveness of these actions as they are ongoing and note who will be responsible for ensuring that this information is passed to governors? <input type="checkbox"/> explain what will be evaluated at the end of the action and what measures of success will be applied?	Attendance remains poor for some children, support from ACE has been brought into.
Is the leader responsible for this area of the school's work identified?	Ian Dewes	Is the leader responsible for this area of the school's work identified?		Is the leader responsible for this area of the school's work identified?	Suzanne Marson
Are the progress and outcomes of eligible pupils identified and analysed by the school's tracking systems? Is this information reported to governors in a way that enables them to see clearly whether the gap in the performance of eligible pupils and other pupils is closing?	Yes, PP children are high profile in termly gap analysis meetings. See appendix 2.	Are the progress and outcomes of eligible pupils identified and analysed by the school's tracking systems? Is this information reported to governors in a way that enables them to see clearly whether the gap in the performance of eligible pupils and other pupils is closing?		Are the progress and outcomes of eligible pupils identified and analysed by the school's tracking systems? Is this information reported to governors in a way that enables them to see clearly whether the gap in the performance of eligible pupils and other pupils is closing?	Yes, PP children are high profile in termly gap analysis meetings. See appendix 2.
Does ASP/ISDR show that there are any gaps in performance between pupils who are eligible for	Child 4 did not get a GLoD.	Does ASP/ISDR show that there are any gaps in performance between pupils who are eligible for		Does ASP/ISDR show that there are any gaps in performance between pupils who are eligible for	

free school meals and those who are not at the end of key stages?		free school meals and those who are not at the end of key stages?		free school meals and those who are not at the end of key stages?	
Do the school's systems enable governors to have a clear picture of the progress and attainment of pupils who are eligible for the Pupil Premium in all year groups across the school , not just those at the end of key stages?	Yes, reports from all year groups are shared.	Do the school's systems enable governors to have a clear picture of the progress and attainment of pupils who are eligible for the Pupil Premium in all year groups across the school , not just those at the end of key stages?		Do the school's systems enable governors to have a clear picture of the progress and attainment of pupils who are eligible for the Pupil Premium in all year groups across the school , not just those at the end of key stages?	Yes, reports from all year groups are shared.
If there are gaps in the attainment of pupils who are eligible for the Pupil Premium and those who are not, are eligible pupils making accelerated progress – are they progressing faster than the expected rate – in order to allow the gaps to close? Even if all pupils make expected progress this will not necessarily make up for previous underperformance.	Evidence from most recent gap analysis meetings suggest that gaps are steadily closing for children 2, 3 and 4. Child 1 does not attend regularly enough.	If there are gaps in the attainment of pupils who are eligible for the Pupil Premium and those who are not, are eligible pupils making accelerated progress – are they progressing faster than the expected rate – in order to allow the gaps to close? Even if all pupils make expected progress this will not necessarily make up for previous underperformance.		If there are gaps in the attainment of pupils who are eligible for the Pupil Premium and those who are not, are eligible pupils making accelerated progress – are they progressing faster than the expected rate – in order to allow the gaps to close? Even if all pupils make expected progress this will not necessarily make up for previous underperformance.	Child 4 did not achieve GLoD but is closing the gap over KS1. Evidence from most recent gap analysis meetings suggest that gaps are steadily closing for child 3. Child 2 has a very high level of SEN but is making good progress from her starting point. Child 1 did not attend nursery regularly enough and is not currently on the register.
Is the school tracking the attendance, punctuality and behaviour (particularly exclusions) of this group and taking action to address any differences?	Yes, direct action being taken with one family.	Is the school tracking the attendance, punctuality and behaviour (particularly exclusions) of this group and taking action to address any differences?		Is the school tracking the attendance, punctuality and behaviour (particularly exclusions) of this group and taking action to address any differences?	Yes, direct action being taken with one family.

Appendix 1:

£500 ACE subscription to support improvements in attendance

£25.70 trips for children whose families who couldn't afford them

£60 clubs for children whose families who couldn't afford them

£345 - Extra sessions to help nursery child settle in

£360 – EIS support

£3,569.30 + Additional 1 to 1 teaching provided to three children by HoS and Executive Head (Spr / Sum terms)

Appendix 2 (Relates to Aut 2018):

	Reason for PP	Year group	Attainment	Progress
Child 1	FSM (Spr / Sum term)	R	Well below age related. High level of special needs.	Difficult to see progress as she attends so rarely.
Child 2	FSM	1	Well below age related. Very high level of special needs. Did not achieve GLoD	Excellent rates of progress from exceptionally low starting points.
Child 3	LAC	1	Did not get GLoD due to writing and lack of concentration.	Good progress from start of year when he was below expected level.
Child 4	FSM	C	Achieved expected level in reading and maths in yr1. Should be on track to achieve writing in yr2.	Good progress from starting point, below at beginning of KS1, didn't get a GLoD in reception.

