



Pupil Premium Report and Strategy Statement

At Edna G.Olds Academy we endeavour to fulfil the Pupil Premium Policy set out by the L.E.A.D Academy Trust by deploying the following Trust strategies to diminish the difference in attainment for pupils in receipt of the Pupil Premium funding.

- clear, responsive leadership
- having a whole-school ethos of attainment for all
- addressing behaviours for learning and conduct behaviours that prevent pupils from learning
- monitoring and addressing low attendance
- facilitating high quality teaching for all through continued professional development of staff.
- meeting individual learning needs including those pupils who are the most-able and seemingly need no support
- deploying staff effectively, both teaching and support staff
- using pupil progress data to inform the planning of interventions and provision.

Each Academy reviews the barriers and outcomes for the pupils in receipt of Pupil Premium to understand the strategies that they to use to raise attainment. Each Academy explains their rationale for choosing the strategies and provides a cost breakdown. If you wish this statement to be explained, then please ask to speak with Pupil Premium Leader via the main office. If you wish to find out more about the DfE policy for Pupil Premium then follow this link: <https://www.gov.uk/guidance/pupil-premium-information-for-schools-and-alternative-provision-settings>

1. Summary information 2018-19					
Academy	Edna G.Olds Academy				
Pupil Premium Leader	Hannah Tomlinson				
Academic Year	2018/2019	Total PP budget	£84,480	Date of most recent PP Review	Summer 2019
Total number of pupils	243	Number of pupils eligible for PP	64	Date for next internal review of this strategy	Spring 2019



Review of impact of Quality First Teaching and Interventions

Year Group	Numbers of Pupils eligible for Pupil Premium/ percentage	Cost of initiatives/ projects	Achievement Review and Evaluation of Impact	Next Steps																											
R	<p style="text-align: center;">9 32%</p>	<p>TA 15 hours weekly £7386.00 annually</p>	<p>Early Years Foundation stage children are expected to reach a Good Level of Development by the end of the academic year. These are the Teacher Assessments for July 2019:</p> <table border="1" data-bbox="663 627 1684 893"> <thead> <tr> <th></th> <th>GLD PP</th> <th>GLD Non-PP</th> <th>Reading PP</th> <th>Reading Non PP</th> <th>Writing PP</th> <th>Writing Non PP</th> <th>Number PP</th> <th>Number Non PP</th> </tr> </thead> <tbody> <tr> <td></td> <td>89%</td> <td>79%</td> <td>89%</td> <td>79%</td> <td>89%</td> <td>79%</td> <td>89%</td> <td>79%</td> </tr> <tr> <td>Progress from starting points</td> <td>100%</td> <td>100%</td> <td>100%</td> <td>90%</td> <td>100%</td> <td>90%</td> <td>100%</td> <td>90%</td> </tr> </tbody> </table> <p>The above table shows percentages of children achieving a Good Level of Development at the end of the Foundation Stage- 8 out of the 9 Pupil Premium pupils achieved GLD. Any pupil not achieving GLD was due to genuine needs- excellent progress is being made in their learning.</p> <p>22% of PP pupils exceeded GLD, 16% of Non PP pupils exceeded GLD.</p> <p>Attendance: Pupil Premium 93 % Non-PP 94% Persistent Absence: Pupil Premium 25% Non-PP 15%</p> <p><u>Communication Intervention</u> PP group have small group delivery with highly trained staff. Impact positive with group making good progress from starting point. Language difference identified at baseline assessment.</p>		GLD PP	GLD Non-PP	Reading PP	Reading Non PP	Writing PP	Writing Non PP	Number PP	Number Non PP		89%	79%	89%	79%	89%	79%	89%	79%	Progress from starting points	100%	100%	100%	90%	100%	90%	100%	90%	<p>To continue to ensure minimal gap between pupil premium and non-pupil premium pupils' performance – at least within 1 point if not in line with peers</p> <p>Increase the % of pupils who reach GLD Increase the % of pupils who exceed GLD</p> <p>Further embed the robust monitoring system which tracks the progress of all pupil premium groups in EYFS</p> <p>Continue to scrutinise progress data to identify any underachieving pupils and then create targeted vulnerable pupils' groups</p>
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Edna G.Olds Academy

1	9 30%	<p>In Year 1 Pupils are assessed in Reading, writing, grammar, punctuation and spelling and in mathematics. Pupils are expected to meet the expected age related standard (ARE) and for some pupils they will show that they are working at greater depth (GD). These are teacher assessments. Year 1 pupils are expected to pass a national phonics screening check. This a short assessment which checks if your child knows the first sounds and blends of sounds. These are the Teacher Assessments for July 2018:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th>Reading PP</th> <th>Reading Non PP</th> <th>Writing PP</th> <th>Writing Non PP</th> <th>Maths PP</th> <th>Maths Non PP</th> <th>GPVS PP</th> <th>GPVS Non PP</th> </tr> </thead> <tbody> <tr> <td>ARE</td> <td>89 %</td> <td>81%</td> <td>89%</td> <td>76%</td> <td>89%</td> <td>71%</td> <td>89%</td> <td>76</td> </tr> <tr> <td>GD</td> <td>22 %</td> <td>38%</td> <td>22%</td> <td>33%</td> <td>22%</td> <td>29%</td> <td>22%</td> <td>33%</td> </tr> <tr> <td>Progress from EYFS</td> <td>89%</td> <td>95%</td> <td>89%</td> <td>95%</td> <td>89%</td> <td>95%</td> <td>89%</td> <td>95%</td> </tr> </tbody> </table> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>Phonics Check Non PP</th> <th>Phonics Check PP</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">86%</td> <td style="text-align: center;">89%</td> </tr> </tbody> </table> <p>Evaluation of the strategy Attainment from Early Years Foundation Stage has been maintained and Pupil Premium group are achieving as well as non-Pupil Premium group, there is a marginal difference due to SEN/D pupils making accelerated progress, but are not yet achieving the expected standard for their age.</p> <p>Attendance: Pupil Premium 97 % Non-PP 97 % Persistent Absence: Pupil Premium 0 % Non-PP 4 %</p> <p><u>Intervention and impact groups</u> Teaching Assistants withdraw Pupil Premium children for interventions during each afternoon; if they have misunderstood a concept in the morning they will re-visit the learning with the TA to help them to overcome their misconceptions. The afternoon sessions are also used to support children by pre-teaching key concepts that will then support them to be able to access the learning within the classroom.</p>		Reading PP	Reading Non PP	Writing PP	Writing Non PP	Maths PP	Maths Non PP	GPVS PP	GPVS Non PP	ARE	89 %	81%	89%	76%	89%	71%	89%	76	GD	22 %	38%	22%	33%	22%	29%	22%	33%	Progress from EYFS	89%	95%	89%	95%	89%	95%	89%	95%	Phonics Check Non PP	Phonics Check PP	86%	89%	<p>To continue to ensure minimal gap between pupil premium and non-pupil premium pupils' performance – at least within 1 point if not in line with peers</p> <p>Increase the % of pupils who reach ARE Increase the % of pupils who reach GDS</p> <p>Further embed the robust monitoring system which tracks the progress of all pupil premium groups from Y1 – Y6</p> <p>Continue to scrutinise progress data to identify any underachieving pupils and then create targeted vulnerable pupils' groups and impact gps according to pupils' individual needs</p>
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2	9 30%	<p>TA 15 hours weekly £7386.00 annually</p> <p>Yoga nurture intervention £522.32 annually</p>	<p>In Year 2 pupils are assessed in reading, Writing and mathematics and these results are submitted nationally and compared. These are known as Key Stage 1 assessments. We also test in grammar, punctuation and spelling. These tests provide a starting point to measure progress for the pupils as they move through the school. These are the Teacher Assessments for July 2018:</p> <table border="1" data-bbox="663 379 1702 715"> <thead> <tr> <th></th> <th>Reading PP</th> <th>Reading Non PP</th> <th>Writing PP</th> <th>Writing Non PP</th> <th>Maths PP</th> <th>Maths Non PP</th> <th>GPVS PP</th> <th>GPVS Non PP</th> </tr> </thead> <tbody> <tr> <td>ARE</td> <td>78%</td> <td>76%</td> <td>67%</td> <td>76%</td> <td>78%</td> <td>76%</td> <td>67%</td> <td>76%</td> </tr> <tr> <td>GD</td> <td>11%</td> <td>38%</td> <td>11%</td> <td>24%</td> <td>11%</td> <td>38%</td> <td>11%</td> <td>24%</td> </tr> <tr> <td>Progress from Early Years Foundation Stage</td> <td>100%</td> <td>100%</td> <td>100%</td> <td>100%</td> <td>100%</td> <td>100%</td> <td>100%</td> <td>100%</td> </tr> </tbody> </table> <p>Evaluation of the strategy</p> <p>There is a marginal difference between the Pupil Premium and non-Pupil Premium group in writing and GPVS. Any pupil not achieving ARE was due to genuine needs- excellent progress is being made with their learning. Attainment has increased from Y1 outcomes 2016/2017 for PP group.</p> <p>Attendance: Pupil Premium 97 % Non-PP 97 % Persistent Absence: Pupil Premium 0 % Non-PP 0 %</p> <p><u>Intervention and impact groups</u></p> <p>Teaching Assistants withdraw Pupil Premium children for interventions during each afternoon; if they have misunderstood a concept in the morning they will re-visit the learning with the TA to help them to overcome their misconceptions. The afternoon sessions are also used to support children by pre-teaching key concepts that will then support them to be able to access the learning within the classroom.</p> <p><u>Providing yoga / nurture therapy</u></p> <ul style="list-style-type: none"> Increased confidence levels 		Reading PP	Reading Non PP	Writing PP	Writing Non PP	Maths PP	Maths Non PP	GPVS PP	GPVS Non PP	ARE	78%	76%	67%	76%	78%	76%	67%	76%	GD	11%	38%	11%	24%	11%	38%	11%	24%	Progress from Early Years Foundation Stage	100%	100%	100%	100%	100%	100%	100%	100%	<p>To continue to ensure minimal gap between pupil premium and non-pupil premium pupils' performance – at least within 1 point if not in line with peers</p> <p>Increase the % of pupils who reach ARE Increase the % of pupils who reach GDS</p> <p>Further embed the robust monitoring system which tracks the progress of all pupil premium groups from Y1 – Y6</p> <p>Continue to scrutinise progress data to identify any underachieving pupils and then create targeted vulnerable pupils' groups and impact gps according to pupils' individual needs</p>
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5	41% 11	<p>TA 15 hours weekly £7386.00 annually</p> <p>Yoga nurture intervention</p>	<p>In Year 5 pupils are given teacher assessments and their progress is tracked from their Key stage 1 assessments. These are the Teacher Assessments for July 2018:</p> <table border="1"> <thead> <tr> <th></th> <th>Reading PP</th> <th>Reading Non PP</th> <th>Writing PP</th> <th>Writing Non PP</th> <th>Maths PP</th> <th>Maths Non PP</th> <th>GPVS PP</th> <th>GPVS Non PP</th> </tr> </thead> <tbody> <tr> <td>ARE</td> <td>100 %</td> <td>69%</td> <td>100%</td> <td>63%</td> <td>100%</td> <td>63%</td> <td>100%</td> <td>63%</td> </tr> <tr> <td>GD</td> <td>45%</td> <td>38%</td> <td>27%</td> <td>31%</td> <td>27%</td> <td>31%</td> <td>27%</td> <td>31%</td> </tr> <tr> <td>Progress from KS1</td> <td>100%</td> <td>100%</td> <td>100%</td> <td>100%</td> <td>100%</td> <td>100%</td> <td>100%</td> <td>100%</td> </tr> </tbody> </table> <p>Evaluation of the strategy Pupil Premium pupils are outperforming non-Pupil Premium pupils- this is due to non-Pupil premium pupils being new to English new to country or SEN/D. Progress has been maintained since KS1 and 18% of the PP cohort have made accelerated progress in all areas.</p> <p>Attendance: Pupil Premium 98 % Non-PP 98 % Persistent Absence: Pupil Premium 0% Non-PP 0%</p> <p><u>Intervention and impact groups</u> Teaching Assistants withdraw Pupil Premium children for interventions during each afternoon; if they have misunderstood a concept in the morning they will re-visit the learning with the TA to help them to overcome their misconceptions. The afternoon sessions are also used to support children by pre-teaching key concepts that will then support them to be able to access the learning within the classroom.</p> <p><u>Providing yoga / nurture therapy</u></p> <ul style="list-style-type: none"> Increased confidence levels 		Reading PP	Reading Non PP	Writing PP	Writing Non PP	Maths PP	Maths Non PP	GPVS PP	GPVS Non PP	ARE	100 %	69%	100%	63%	100%	63%	100%	63%	GD	45%	38%	27%	31%	27%	31%	27%	31%	Progress from KS1	100%	100%	100%	100%	100%	100%	100%	100%	<p>To continue to ensure minimal gap between pupil premium and non-pupil premium pupils' performance – at least within 1 point if not in line with peers</p> <p>Increase the % of pupils who reach ARE Increase the % of pupils who reach GDS</p> <p>Further embed the robust monitoring system which tracks the progress of all pupil premium groups from Y1 – Y6</p> <p>Continue to scrutinise progress data to identify any underachieving pupils and then create targeted vulnerable pupils' groups and impact gps according to pupils' individual needs</p>
	Reading PP	Reading Non PP	Writing PP	Writing Non PP	Maths PP	Maths Non PP	GPVS PP	GPVS Non PP																																
ARE	100 %	69%	100%	63%	100%	63%	100%	63%																																
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Edna G.Olds Academy

		<p>£522.32 annually</p> <p>Allocation of funding to support eligible families with uniform/school costs £571.43 annually</p> <p>Allocation of funding to support eligible vulnerable pupils to access our extended learning club, sports clubs, visits and curriculum enrichment £ 7142.86 annually</p> <p>Success in Schools Project £609.38 annually</p>	<ul style="list-style-type: none"> • Improved learning behaviours • Increased rates of self-belief <p><u>Pupil well-being</u> Parents have been supported with the provision of sports uniform as well as school uniform. This has meant children access our curriculum sports provision in suitable attire as well as feel more confident to participate in extra-curricular clubs</p> <p><u>Extra-curricular opportunities and support</u></p> <ul style="list-style-type: none"> • Increased pupil attainment • Homework activities and home reading will be completed in line with the expectations of other pupils • Improved sports performance and mind-set skills • Improved resilience skills through accessing tailored program <p><u>Success in school project work - programme delivered by a nurture therapy and yoga specialist</u> Vastly improved characteristics of learning evident within our FSM pupils / cohorts: resilience, confidence, perseverance and leadership skills</p>	
6	7 29%		<p>In Year 6 the pupils take tests that are externally marked in Reading and Mathematics, Grammar, punctuation and spelling. Writing remains a teacher assessment which if moderated, often by the Local Authority. These are the results for 2019:</p>	<p>To continue to ensure minimal gap between pupil premium and non-pupil premium pupils'</p>



Edna G.Olds Academy

	Reading PP	Reading Non PP	Writing PP	Writing Non PP	Maths PP	Maths Non PP	GPVS PP	GPVS Non PP
ARE	100%	93%	100%	93%	100%	93%	100%	93%
GD	19%	44%	14%	56%	14%	44%	0%	50%
Progress from KS1	100%	100%	100%	100%	100%	100%	100%	100%

Evaluation of the strategy

We have particularly noted a rise in the pupils' attainment in the core subjects. 2019 KS2 results show that there was a marginal difference in achievement between pupil premium and non-pupil premium with 100% of PP pupils achieving ARE (closing the gap agenda). The marginal difference is due to 1 pupil within Year 6 being new to English and new to county and SEN/D.

86% of PP pupils made accelerated progress in writing and maths and 100% of PP pupils made accelerated progress in reading and GPVS.

Table outlines average scaled scores

	PP	NON PP	Difference
Reading	106	108	-2
Writing	104	108	-4
Maths	107	108	-1
GPVS	107	109	-2

Table outlines performance compared to national (PP Pupils)

	Reading	Writing	Mathematics	GPVS	Combined
	2018/19	2018/19	2018/19	2018/19	2018/19

performance – at least within 1 point if not in line with peers

Increase the % of pupils who reach ARE
Increase the % of pupils who reach GDS

Further embed the robust monitoring system which tracks the progress of all pupil premium groups from Y1 – Y6

Continue to scrutinise progress data to identify any underachieving pupils and then create targeted vulnerable pupils' groups and impact gps according to pupils' individual needs



Edna G.Olds Academy

	ARE	GDS								
School	100%	29%	100%	14%	100%	14%	100%	0%	100%	0%
National										

	<p>Attendance: Pupil Premium 96% Non-PP 95 %</p> <p>Persistent Absence: Pupil Premium 25% Non-PP 15%</p> <p><u>Intervention and impact groups</u></p> <p>Teaching Assistants withdraw Pupil Premium children for interventions during each afternoon; if they have misunderstood a concept in the morning they will re-visit the learning with the TA to help them to overcome their misconceptions. The afternoon sessions are also used to support children by pre-teaching key concepts that will then support them to be able to access the learning within the classroom.</p> <p><u>Providing yoga / nurture therapy</u></p> <ul style="list-style-type: none"> • Increased confidence levels • Improved learning behaviours • Increased rates of self-belief <p><u>Pupil well-being</u></p> <p>Parents have been supported with the provision of sports uniform as well as school uniform. This has meant children access our curriculum sports provision in suitable attire as well as feel more confident to participate in extra-curricular clubs</p> <p><u>Extra-curricular opportunities and support</u></p> <ul style="list-style-type: none"> • Increased pupil attainment
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	<p>TA 15 hours weekly £7386.00 annually</p> <p>Yoga nurture intervention £522.32 annually</p> <p>Allocation of funding to support eligible families with uniform/school costs £571.43 annually</p> <p>Allocation of funding to support</p>
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Edna G.Olds Academy

		<p>eligible vulnerable pupils to access our extended learning club, sports clubs, visits and curriculum enrichment £ 7142.86 annually</p> <p>Success in Schools Project £609.38 annually</p> <p>Additional booster teaching sessions £1962.80</p>	<ul style="list-style-type: none"> • Homework activities and home reading will be completed in line with the expectations of other pupils • Improved sports performance and mind-set skills • Improved resilience skills through accessing tailored program <p><u>Success in school project work - programme delivered by a nurture therapy and yoga specialist</u> Vastly improved characteristics of learning evident within our FSM pupils / cohorts: resilience, confidence, perseverance and leadership skills</p> <p><u>Additional Booster Teaching Sessions</u> Year 6 Pupil Premium pupils were able to access additional after school teaching sessions in order to help them develop their understanding and learning further. The booster groups were used to enable all pupils, including the more able, to excel in their learning and achieve their full potential-illustrated in their SATs outcomes. As a result of the booster sessions, the Pupil Premium children in Year 6 maintained excellent SATs results following on from last year's success at Edna G. Olds Academy.</p>	
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Review and evaluation of the impact of whole school strategies not already mentioned.

Strategy	Number of pupils	Cost	Impact	Next Steps/recommendations
Provision of free musical instrument tuition	12	£1279.20	<p>Pupil well-being</p> <p>Raised performance in mathematics attainment</p> <p>Increase to pupils auditory listening skills – timing, notation</p> <p>Equal numbers of pupil premium to non-pupil premium accessing specialised tuition as well as participating in the school orchestra</p> <p>All pupils have made excellent progress – attention skills are increasing as well as academic attainment</p>	<p>Continue to embed and develop opportunities for PP pupils to participate in extra-curricular music provision across the school.</p> <p>Continuation of music programme – further developed to include participation in joint school orchestras and LEAD music events.</p>
Photography Workshops	14	£1400	<p>Pupil well-being</p> <p>Increased pupil involvement within peer mentorship programme – showcasing work to wider audiences and staging exhibitions</p> <p>Highly developed coordination skills</p> <p>Pupils have the opportunity to be creative and learn new skills which they can apply to the wider context of their learning</p> <p>Parents and pupil involvement in education increases – developing community links</p>	<p>Photography workshops to be further developed to offer pupils the opportunity to develop their creativity and confidence through acquiring a new and sophisticated skill.</p>
1:1 Counselling	6	£3600	<p>Increased rates of pupil well-being</p>	<p>Continue to ensure counselling is implemented for most vulnerable FSM pupils.</p>



Edna G.Olds Academy

			Improved characteristics of learning evident within our PP pupils / cohorts: resilience, confidence, perseverance and leadership skills Individual vulnerable pupils achieve in line with their peers – reduction in any learning behaviour targets Improved attitudes and dispositions towards learning	
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Whole School Summary:

	Reading	Writing	Maths	GPVS
% making expected progress	100%	100%	100%	100%
% making above expected progress	17%	15%	11%	14%
% at ARE	91%	88%	88%	89%
% at GDS	26%	15%	15%	14%



Summary of Proposed Actions for the 2019/2020

Edna G.Olds Academy has an allocation of £ 84,480 pupil premium for this academic year. The table below shows how the money will be spent and the planned impact. At regular intervals throughout the year, the spending is evaluated and the impact monitored.

Our Main Objectives are as follows:

- Curriculum – to continue to embed strategies to ensure pupil premium children make progress in line with and exceed that of non-pupil premium children
- Teaching and Learning – to further embed our core behaviours within all areas of the curriculum to ensure that every pupil can flourish as an inquisitive, intuitive, inspirational, critical thinker and leader
- Wider outcomes – provide a range of opportunities for pupils, no matter what their background, to access learning opportunities outside the curriculum.
- Attendance – to ensure attendance of pupil premium children is at least 96%.



Strategy for 2019-2020

Based upon the evaluation of the outcomes from the previous academic year, research of projects for raising attainment and our own knowledge of what has worked well in our own academy the following strategy has been agreed:

1. Summary information for 2019-20					
Academy	Edna G.Olds Academy				
Pupil Premium Leader	Hannah Crotty				
Academic Year	2019/2020	Total PP budget	£84,480	Date of most recent PP Review	Summer 2019
Total number of pupils	243	Number of pupils eligible for PP	64	Date for next internal review of this strategy	Spring 2020

2. Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers <i>(issues to be addressed in school, such as weak teaching, low attainment of whole cohort, etc)</i>	External barriers <i>(issues which also require action outside school, such as low attendance rates, high new EAL, mobility, social care and safeguarding)</i>
a) Communication and language skills on entry to school are low.	a) Low attendance at school
b) Parental support for out of school learning	b) Disrupted home life for some identified children
c) Low self-esteem	c) Wider experiences for some children are limited



	d) financial barriers
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Whole School Initiatives	How?	What is the rationale for this chosen strategy?	How will it be monitored?	Cost?
Embed the robust monitoring system which tracks the progress of all pupil premium groups from EYFS – Y6	<p>Analyse performance of Achievement for All cohorts to ensure they consistently achieve above rates of progress (as of 2018/2019 data trends)</p> <p>Scrutinise progress data to identify any underachieving pupils and then create targeted vulnerable pupils' groups and impact gps according to pupils' individual needs</p> <p>Ensure that any attainment gaps are closed by the end of Key Stage 2</p>	<p>Accelerated rates of progress</p> <p>Pupil Premium pupils will outperform non Pupil Premium</p>	<p>Pupil progress data</p> <p>Pupil questionnaires</p> <p>Learning walks evidence a significant rise in pupil independent learning behaviours (Pupil Premium performance in line with peers)</p>	Proportionate cost plus leadership time cost
Allocation of funding to support eligible families with uniform/school costs	Parents will be supported with the provision of sports uniform as well as school uniform. This has meant children access our curriculum sports provision in suitable attire as well as feeling more confident to participate in extra-curricular clubs	<p>Whilst it is acknowledged that uniform does not on its own increase attainment (EEF research) we believe it is important to support the inclusion and well-being of our pupils who are eligible by removing this barrier.</p> <p>Pupil well-being</p> <p>Improved sports performance - comfort</p>	<p>Questionnaire to pupils</p> <p>Feedback from stakeholders</p>	£4000



Edna G.Olds Academy

<p>Intervention and impact groups</p>	<p>Teaching Assistants withdraw Pupil Premium children for interventions during each afternoon; if they have misunderstood a concept in the morning they will re-visit the learning with the TA to help them to overcome their misconceptions. The afternoon sessions are also used to support children by pre-teaching key concepts that will then support them to be able to access the learning within the classroom.</p>	<p>Accelerated rates of progress</p> <p>Pupil Premium pupils will outperform non Pupil Premium</p> <p>Gap in learning closed</p>	<p>Pupil progress data</p> <p>Observations</p> <p>Learning walks</p>	<p>£51,702.00</p>
<p>Provision of free musical instrument tuition</p>	<p>Musical instruments purchased by the school in order to ensure FSM pupils can access music tuition</p> <p>Equal numbers of pupil premium to non-pupil premium accessing specialised tuition as well as participating in the school orchestra</p>	<p>Pupil well-being</p> <p>Raised performance in mathematics attainment</p> <p>Increase to pupils auditory listening skills – timing, notation</p>	<p>ABRSM accredited musical qualifications</p> <p>Pupil progress data</p>	<p>£1279.20</p>
<p>Success in school project work - programme delivered by a nurture therapy and yoga specialist.</p>	<p>Yoga nurture specialist trained to deliver programme</p>	<p>Improvement in characteristics of learning evident within our FSM pupils / cohorts: resilience, confidence, perseverance and leadership skills</p> <p>Individual vulnerable pupils achieve in line with their peers – reduction in any learning behaviour targets</p>	<p>Pupil voice feedback</p> <p>Pupil interviews – feedback</p> <p>Pupil questionnaires</p>	<p>£3656.25</p>



Edna G.Olds Academy

		Parent / pupil / school partnership work goes from strength to strength – parents note the improved attitudes and dispositions towards learning	Nurture journals	
1:1 Counselling	Trained counsellor to deliver specialist sessions	<p>Increased self-confidence</p> <p>Increased rates of self-belief</p> <p>Increased rates of pupil well-being</p> <p>Improved characteristics of learning evident within our FSM pupils / cohorts: resilience, confidence, perseverance and leadership skills</p> <p>Individual vulnerable pupils achieve in line with their peers – reduction in any learning behaviour targets</p>	<p>Pupil progress data</p> <p>Pupil questionnaires</p> <p>Learning walks evidence a significant rise in pupil independent learning behaviours (Pupil Premium performance in line with peers)</p> <p>Pupil interviews – feedback</p>	£3600
Photography Workshops	Specialist photographer to deliver sessions	<p>Pupil well-being</p> <p>Increased pupil involvement within peer mentorship programme – showcasing work to wider audiences and staging exhibitions</p> <p>Highly developed coordination skills</p> <p>Increased self-confidence</p> <p>Developing sophisticated speaking and listening skills</p>	<p>Pupil voice feedback</p> <p>Pupil interviews – feedback</p>	£1400
Providing yoga / nurture therapy	Yoga nurture specialist trained to deliver programme	<p>Increased rates of pupil well-being</p> <p>Embedded growth mind-set culture - all FSM pupils</p>	<p>Pupil progress data</p> <p>Pupil questionnaires</p>	£3656.25



Edna G.Olds Academy

		<p>Improved rates of concentration</p> <p>Behaviour management</p> <p>Stress reduction</p>	<p>Learning walks evidence a significant rise in pupil independent learning behaviours (Pupil Premium performance in line with peers)</p> <p>Pupil interviews – feedback</p>	
<p>Allocation of funding to support eligible vulnerable pupils to access our extended learning club, sports clubs, visits and curriculum enrichment</p>	<p>Pupils access quality after school care – attend our extended learning club provision (3:15 – 5:50pm 2X weekly)</p> <p>Uptake and attendance of pupils at extra-curricular/enrichment activities</p> <p>ARE - APS attainment progress data</p>	<p>Increased pupil attainment</p> <p>Homework activities and home reading will be completed in line with the expectations of other pupils</p> <p>Improved sports performance and mind-set skills</p> <p>Improved resilience skills through accessing tailored program</p> <p>Pupil Premium pupils access all trips in school to further develop their skills – embed their learning and understanding</p>	<p>ARE - APS attainment progress data</p> <p>Feedback from pupils and parents</p>	<p>£50,000</p>
		Total		

The Service Pupil Premium	Edna G.Olds Academy does not currently receive any funding for SPP
Looked After Pupils	Edna G.Olds Academy does not currently receive any funding for LAC

Date: 1.9.19



L.E.A.D. Academy Trust

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Edna G.Olds Academy

Pupil Premium Leader: _____ H.Crotty_____