



Shepherdswell Academy – Pupil Premium Strategy 2018/19

Shepherdswell Academy's unwavering and unquestionable commitment to Inclusion; Every child deserves to be the best they can be and reach their full potential – whatever it takes!

Shepherdswell Academy delivers an ambitious and inclusive curriculum which is consistent with the shared vision, where children and staff thrive in an environment of opportunity and challenge, learning with and from each other by collaboratively working together and sharing ideas which are valued and respected so that we can develop and achieve outstanding outcomes for all.

We have high aspirations and ambitions for all of our children and we believe that all children should make at least expected progress from baselines to end of year/milestone expectations. We strongly believe that it is not about where you come from but your passion and thirst for knowledge and your dedication and commitment to learning that make the difference. We have high expectations and consistency of progress and achievement for all pupils is embedded throughout our school, irrespective of gender, race, culture or socio-economic background. This is enhanced further by ensuring Pupil Premium funding is used effectively.

We are determined to ensure that our children are given every chance to realise their full potential. Pupil premium funding, along with allocations made from the school's own budget will help ensure that this money is spent to maximum effect.

Information to be published to parents:

The [pupil premium](#) (*click for more information*) is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers.

"It is for schools to decide how the Pupil Premium, allocated to schools per FSM pupil, is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility."

Source - DfE website

Pupil Premium was introduced in April 2011 and is allocated to pupils who fall into one of the following categories: Looked After Pupils, pupils who are currently eligible for Free

School Meals, pupils who are part of a service family, those pupils who have received Free School Meals in the last six years (Ever 6 children).

Since April 2014, Pupil Premium Plus has come into effect whereby children adopted from care, or those children who have left care under Special Guardianship order since December 2005, also now receive funds.

In the 2018/19 financial year, the allocated money for Pupil Premium Pupils is as follows: Looked After Pupils and those on Pupil Premium Plus receive £2300 a year and all other Pupil Premium children receive £1320 a year.

Pupils with Special Educational Needs, who are also pupil premium pupils, will therefore receive these funds, which will be used to maximise and benefit each pupil on an individual basis bespoke to meeting their needs.

In place of the current requirements regarding information about pupil premium expenditure, schools are now required to publish their 'PUPIL PREMIUM STRATEGY.' This should include:

1. In the previous academic year: 2017/18
 - how the pupil premium allocation was spent
 - the impact of the expenditure on eligible and other pupils
2. The current academic year: 2017/18
 - the amount of the school's allocation of pupil premium grant
 - details of the main barriers to educational achievement
 - how the allocation will be spent to address the barriers and why these approaches were taken
 - how the school will measure the impact of the pupil premium

Pupil Premium Spending:

At Shepherdswell Academy, we ensure any child who meets the criteria for the Pupil Premium funding allocated to the school is provided targeted and strategic support to learn as effectively as possible.

Our approach continually evolves and is adapted over time to reflect the effectiveness of the funding allocation and the profile of each cohort.

Our pupil premium money has been used to provide a range of additional support for our children and these interventions, along with quality first teaching and focused Teacher Assistant deployment, have already had a positive impact on children's attainment and self-belief.

Through targeted interventions we are working hard to eliminate barriers to learning and progress. One of the academy's aims is to ensure that **ALL** groups of pupils make at least expected progress in their learning in order to reach **age-related expectations or above** as they journey through the school.

Parental Engagement is also a focus at Shepherdswell Academy – we are extremely proud of our community links and the close support we provide for our parents/carers, especially families who are eligible for Pupil Premium who require further support.

Pupil Premium Interventions

EYFS
2018/19

Area of intervention /Provision	Nature of provision	Responsible person(s)	Intended Impact *	Autumn Term Impact *	Spring Term Impact	Summer Term Impact
Reading	EYFS Targeted support – Provide additional reading opportunities and increase exposure to HFW.	Miss Hartwell <i>(EYFS Lead)</i> Miss Wiltshire <i>(EYFS Lead TA)</i>	The children will continue to recognise more HFWs and be able to recall in texts they are choosing to read. They will receive extra support with segmenting and blending words.	All children have made progress since baseline with retaining phonics sounds. Two of our PP children are now using these sounds to read simple CVC words. By having extra reading times each week the progress has been evident when reading on a one to one basis. The children are now using storytellers language and they have a good understanding of the simple structures of reading and the meaning of some punctuation. We will continue this extra reading intervention and ensure that the focus is dependent on the individual child at the time.		
Additional speech and language	Developing speech with a focus on correct verb tenses whilst we discuss class topic. Pre-teaching vocabulary	Miss Wiltshire <i>(EYFS Lead TA)</i> Miss Hartwell	The children will be able to use basic present, past and future tenses, although not always with full accuracy, in speech and in their writing. The children will be able to	Through having a PP pre teach intervention the children have picked up new language very quickly and they have better pronunciation of words and sounds in words. This has helped the children as 3 of the 5 PP children have EAL. By		

	<p>associated with topic or science.</p> <p>Focused circle time sessions for children to talk with adults and be listened to. In and out of 'classroom environment' children will engage in meaningful conversations and have appropriate language modelled to them.</p>	<p><i>(EYFS Lead)</i></p> <p><i>Miss Wiltshire (EYFS Lead TA)</i></p> <p><i>Miss Hartwell (EYFS Lead)</i></p>	<p>understand and use vocabulary presented to them in the classroom.</p> <p>Children will develop a wider range of language, not just on school subjects. Children will have time to talk about subjects of interest and gain confidence in their ability to converse with others.</p>	<p>having a pre- teach it has given the children the opportunity to have a good understanding of the meaning behind new vocab before the topic has started.</p> <p>The children have been enjoying our circle time sessions and it has been a really good opportunity for the children to gain a better understanding of speaking and listening skills, with a particular focus this term on looking at the person who is speaking and waiting for a break in speech before taking their turn to speak.</p>		
Phonics	<p>Smaller groups to provide finely differentiated and personalised learning.</p> <p>Extra input and intervention to recognise sounds and blend accurately.</p>	<p><i>Miss Hartwell (EYFS Lead)</i></p> <p><i>Miss Wiltshire (EYFS Lead TA)</i></p>	<p>Phonics will be taught at the relevant level and progress will be at the appropriate pace and challenge so that good personal progress will continue to be achieved.</p> <p>The children will recognise new sounds quickly, to hear to blend and then to blend accurately.</p>	<p>Phonics groups have now been streamed based on amount of sounds retained and ability of blending CVC words. This has meant that the children are being taught at their own pace and either new sounds are being learnt or old sounds are being revised through play and exploration. By doing this we are hoping to see big steps of progress between the end of the autumn and the end of the spring term.</p>		
Writing	<p>Developing writing through focused teaching, including handwriting</p>	<p><i>Miss Hartwell (EYFS Lead)</i></p>	<p>The children will be able to form specific letters correctly about a line to aid presentation of their work and</p>	<p>The children have all made progress with their writing since starting points and the children are all beginning to be able to form recognisable</p>		

	(letter formation practise) and spelling support and using continuous provision.		to make it easier for them to begin to join letters at a later date.	letter shapes. When working with an adult the children are able to sound out words and write down the corresponding letter shape. Workbooks for these children have been sent home to practise letter formation with a clear focus this term to the letters in their name.		
	Objective Led Planning/targeted Support – EYFS Pupil Premium children will be targeted in order to 'Be A Writer...EVERY WHERE!'	<i>Miss Wiltshire (EYFS Lead TA)</i>	Increased writing opportunities in the Foundation Stage will have a positive impact on children's attitudes towards writing.	All children have now found a love for writing by having engaged topic focuses. They are a writer every day and try really hard to form and hear letter shapes. They often use the phonic mats to help them when they find a barrier and use their strength not to give up.		
	Fine Motor Groups	<i>Miss Wiltshire (EYFS Lead TA)</i> <i>Miss Harrison (TA)</i> <i>Miss Price (TA)</i>	Children will be able to work with a range of resources and materials to build up fine motor skills in order for writing to develop.	All children have benefited from gaining extra fine motor skills. Funky fingers group has now got a clear focus on letter formation. As well as strengthening hand muscles to improve their writing.		
Mathematics	Targeting EYFS children to develop their next steps during maths intervention groups.	<i>Miss Hartwell (EYFS Lead)</i> <i>Miss Wiltshire (EYFS Lead TA)</i>	The children will make their next steps and progress will be accelerated.	Since the Maths assessments all the children have made progress and have retained knowledge of new mathematical concepts.		
Objective Led Planning	To target EYFS children to develop their next steps in specific areas of	<i>Miss Wiltshire (EYFS Lead TA)</i>	The children will make their next steps. They will gain in confidence and independence	Through approaching the children in an activity of their choosing. We have found that the children are engaged		

	Development Matters.		to develop their independent learning opportunities.	to work upon their targets. All children have achieved their autumn lanyard targets and have now been set new ones for this term. Smaller targets are written on the back of the lanyards and these are achieved weekly or fortnightly.		
Safeguarding	Daily monitoring of family circumstances and bespoke family support provided when needed.	<i>Mr Cursley (Principal)</i> <i>Mr Cursley, Mrs Noctor, Miss Hartwell & Mrs Marguerite (Designated Safeguarding leads)</i>	Any problems will be communicated effectively and outside agencies will be involved with support provided if needed.	The use of my concern has been used by all staff members to log any concerns. Support for parents and communication to continue parental links.		
Attendance	Support provided for families to get children to and from school, including home visits, pick-ups and consistently high expectations coupled with effective communication.	<i>Mr Cursley (Principal)</i> <i>Mrs Noctor (Pupil Attendance and Family Liaison Officer)</i>	Pupils will be punctual and ready to attend early morning work sessions.	Pupil premium children are targeted for attendance support if needed. As with all children, home visits take place when required and the school supports the family to ensure that attendance improves rapidly.		
Social and emotional support	Individual and small group discussions, including board games, social discussions and shared lunches.	<i>Mrs Noctor (Pupil Attendance and Family Liaison Officer)</i>	Children will have increased confidence in social situations.	Children meet regularly with the academy's Family Liaison Officer and enjoy this provision. There is a clear improvement in the self-confidence of the children who attend these sessions.		
Breakfast Club	To layer the children with a range of positive experiences, including	<i>Mrs Kavarana & Mrs Kelly (Breakfast Club Staff)</i>	As well as providing a healthy breakfast, the children will take part in	Assistance has been provided when necessary for Pupil Premium children, including the promotion of the		

	being on time and having a healthy start to the day	<i>Mr Curtis (Sports Coach)</i>	social games to improve co-operation awareness and social skills. Resources/games will also be provided to prepare the children for the day ahead.	breakfast club provision, allowing for a more settled and structured start to the day		
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Pupil Premium Interventions
Key Stage 1
2018/19

Area of intervention/ Provision	Nature of provision	Responsible person(s)	Intended Impact	Autumn Term Impact	Spring Term Impact	Summer Term Impact
Reading	<p>Targeted 1:1 reading PP children to be targeted twice a week.</p> <p>Recourses to be provided at school and at home to improve sight reading – Red words.</p> <p>Out of class reading opportunities. Children to access extra opportunities and reading material of choice. Time using bespoke programmes in the ILZ, outside reading challenges and extra ‘personal’ reading opportunities, such as books of interest.</p>	<p>Mrs Marguerite (KS1 Manager)</p> <p>Miss Bonici (Intervention Lead TA)</p> <p>Miss Bonici (Intervention Lead TA)</p> <p>Mrs Marguerite (KS1 Manager and English lead)</p>	<p>The child’s sight vocabulary will be improved so that reading is more fluent and understanding is continued. The children will develop the ability to blend of sounds to read longer words.</p> <p>Children will become more confident with sight reading and read with better pace.</p> <p>Children will enjoy challenging themselves and will find opportunities in reading everywhere, in every environment they are in. Children will want to share books of interest at school and extend this to sharing books at home.</p>	<p>In class reading support and 1:1 /small group sessions are established to support PP children. Monitoring of reading support at home for all children with the expectation of 5x week. Where necessary meetings/support material is shared with PP parents to support further at home.</p> <p>Phonics groupings ensure SB and RM targeting children in phonics sessions with sounds and reading. Phonics overview established for clear concise teaching across the KS in phonics with a focus on SPAG, reading, conference text retrieval and spellings.</p>		

	<p>Reading conferences and comprehension skills sessions during guided reading in class and interventions.</p> <p>Children to choose a special library book to take home and share with families and complete a book review.</p>	<p><i>Class teachers</i></p> <p>Miss Bonici <i>(Intervention Lead TA)</i></p>	<p>Children to read chosen text as part of a group and individually to gain skills in understanding and recalling information in text. Children will read and answer questions and then discuss how they came to that answer.</p> <p>Children will read for pleasure and access a wide range of text to share at home. Children's comprehension skills will strengthen as they are recalling information to complete book reviews.</p>	<p>Due to staffing restructure SB has been working in Year 2, however teachers across the KS are targeting PP children in sessions and ensuring the coverage of skills and opportunities for reading in 1:1.group and curriculum teaching.</p> <p>JC principle is leading additional PP sessions in the afternoon for reading and writing to provide additional support.</p> <p>SC-SENCo is leading Colourful semantics writing programme</p> <p>TAs are leading ready steady write programme, which targets a number of the PP children for daily fine motor, sensory and cognitive activities.</p>		
Additional speech and language	<p>Developing speech with a focus on correct verb tenses whilst discussing class topic.</p> <p>Identified 1:1 children working on targets during S&L sessions.</p>	<p><i>Miss Bonici (Lead Intervention TA)</i></p> <p><i>TA in class pre teach intervention</i></p> <p>Mrs Swan (TA and SALT)</p>	<p>The children will be able to use language as a pre teach and post teach to topic vocabulary and increase their tense vocab through modelling and repetition.</p> <p>Children will be able to transfer the skills learned in sessions to all areas of learning.</p>	<p>Through targeted phonics groups daily and SALT support from AS our SALT lead in KS1, children with identified targets/needs and provision have additional sessions weekly.</p> <p>SC SENCO lead Lego therapy session to also target children with communication support, with a number of these children PP.</p>		

Phonics	Smaller groups to provide finely differentiated and personalised learning.	Mrs Marguerite (<i>English Lead</i>)	Phonics will be taught at the relevant level and progress will be at the appropriate pace and challenge so that good personal progress will continue to be achieved. The children will recognise new sounds quickly, to hear to blend and then to blend accurately.	Regrouping for phonics half termly and smaller focus groups for PP and identified children. All teachers are aware of PP children in sessions and target these daily in phonics. Links to their lanyard targets and phonics screening are focused upon to close the gap in these areas.		
	Extra input and intervention to recognise sounds and blend accurately.	Miss Bonici (<i>Lead Intervention TA</i>)	Children to make accelerated progress during phonics and given extra opportunities to progress.	Extra phonics sessions are closing the gap between vulnerable groups. Increased confidence is leading to progress being made.		
	All phonics teachers to be aware of PP children and challenge during sessions.	<i>All teaching staff</i>	All children to make at least expected progress from baselines.	Pupil premium children being highlighted on teacher's lists ensure that these children are targeted, with increased QFT.		

<p>Writing</p>	<p>Developing writing through focused teaching, including handwriting and spelling support and using continuous provision.</p> <p>Additional writing groups with specific target focus.</p> <p>Ongoing spelling practice</p> <p>Fine Motor Groups – ‘ready, steady, write’</p>	<p>Mrs Marguerite (KS1 Manager)</p> <p>Miss Bonici (Lead Intervention TA)</p> <p>QTF focus</p> <p>Mr Cursley (Principal)</p> <p>Mrs Marguerite (KS1 Manager and English lead)</p> <p>Mrs Marguerite (KS1 Manager and English Lead)</p> <p>Teaching Assistants in Ks1</p> <p>Mrs Marguerite</p> <p>Miss Bonici (Lead Intervention TA)</p>	<p>The children will be able to write independently and use word and sound mats to aid independent spelling.</p> <p>The children will be able to write sentences which have been up-levelled using individual targets e.g. lanyard targets. Children will be stretched in a news reporters group to enrich writing further.</p> <p>Sight cards to be used and be assessable so children are familiar with Year 2 Common exception words and can begin to spell them correctly in their writing.</p> <p>The children will work towards being able to spell the most common high frequency words to speed up their writing.</p> <p>Children will be able to work with a range of resources and materials to build up fine motor skills in order for writing to develop. This will</p>	<p>CP opportunities planned in and the development of the Medium term planning in each year group provides the breath of opportunity to embed skills in reading, writing and maths.</p> <p>Handwriting focus is taught in phonics, and 1 x weekly.</p> <p>Additional writing focus groups have been established with a mini project of writing (news reporters/ genre focus) to make links across the curriculum.</p> <p>Ongoing spellings accessible in class with working walls, spelling and vocab resources readily available. Bespoke word/vocab cards established for children.</p> <p>Bespoke lanyard targets support spelling and writing learning.</p> <p>Fine motor groups for RSW lead daily by TAs with additional sensory opportunities scheduled in weekly for those children that need</p>		
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	Additional writing challenges in class and at home that link with personal interest.	Mr Cursley	be lead daily by teaching assistants following the ready steady write programme with targeted children. More able PP children will be challenged to use the 'I can' targets and diver deeper in their writing. Challenges involving writing for a purpose but with their interests as a target will improve the desire to write and encourage children to write independently.	additional sensory breaks. Continuing the focus for writing outcomes, checklists for writing, diving deeper opportunities and self-editing pens for children to reflect and up level their work. 'I can' statements will be worked on at the beginning of the spring term through 'Going Wild' topic intervention.		
Mathematics	Developing mathematical understanding through a mastery approach and continuous provision, including focused individual and small group teaching. Year 1 and Year 2 target groups	Mrs Marguerite (KS1 Manager) Miss Webb (maths lead) Miss Bonici (Lead Intervention TA) Mrs Marguerite (KS1 manager) Mr Cursley (Principal)	The children will be able to develop their mathematical understanding at their level whilst maintaining good progress. The children will be more engaged during the class input and guided practise and will be more successful during independent work. Working in small focused groups allows targeted provision to be accessed and supported.	Continuing the mastery model, with each lesson revisiting discrete maths skills to ensure embedded. Strengthened maths links across the curriculum and hooks for learning in maths for the children to make real life links. Focus groups identified and supported through modelling, coaching and reasoning discussions to unpick maths skills. Photo evidence used where necessary for practical maths learning to capture resources and strategies used.		

	Personalised learning	<p><i>Mrs Champion (SENCo)</i></p> <p><i>Class teachers</i></p> <p><i>Miss Bonici (Intervention lead)</i></p>	The targeted children will be able to access Milestone 1 at an appropriate level and achieve good personal progress. Online assessment tool using DOL and Pebbles will support the evidence and teaching and learning.	Continuation of using DOL and the scheme, overviews and medium term plans to ensure coverage, consistency and progress is made.		
Safeguarding	<p>Daily monitoring of family circumstances and bespoke family support provided when needed.</p> <p>1:1 check-ins daily</p>	<p><i>Mr Cursley (Principal)</i></p> <p><i>Mr Cursley, Mrs Noctor, Miss Hartwell & Mrs Marguerite (Designated Safeguarding leads)</i></p> <p><i>Mrs Noctor (Pupil Attendance and Family Liaison Officer)</i></p>	<p>Any problems will be communicated effectively and outside agencies will be involved with support provided if needed.</p> <p>Children will feel safe and secure knowing that their well-being is considered important.</p>	<p>When pupil premium children have been involved in any safeguarding concerns or well-being concerns, normal processes take place. However, these children/families are flagged early on 'My Concern' and through teacher's knowledge receive further support, whether this be monitory or focused intervention and well-being support. 1:1 check ins continue to be effective in improving children's well-being on a daily basis.</p>		
Attendance	Support provided for families to get children to and from school, including home visits, pick-ups and consistently high expectations coupled with effective communication.	<p><i>Mr Cursley (Principal)</i></p> <p><i>Mrs Noctor (Pupil Attendance and Family Liaison Officer)</i></p>	Pupils will be punctual and ready to attend early morning work sessions.	Pupil premium children are targeted for attendance support if needed. As with all children, home visits take place when required and the school supports the family to ensure that attendance improves rapidly.		

Social and emotional support	Individual and small group discussions, including board games, social discussions and shared lunches. Family Time	<i>Mrs Noctor (Pupil Attendance and Family Liaison Officer)</i> <i>Mrs Noctor (Pupil Attendance and Family Liaison Officer)</i>	Children will have increased confidence in social situations. Parents will try to do new activities or different parenting styles with their children at home.	Children meet regularly with the academy's Family Liaison Officer and enjoy this provision. There is a clear improvement in the self-confidence of the children who attend these sessions.		
Breakfast Club	To layer the children with a range of positive experiences, including being on time and having a healthy start to the day	<i>Mrs Kavarana & Mrs Kelly (Breakfast Club Staff)</i> <i>Mr Curtis (Sports Coach)</i>	As well as providing a healthy breakfast, the children will take part in social games to improve co-operation awareness and social skills. Resources/games will also be provided to prepare the children for the day ahead.	Assistance has been provided when necessary for Pupil Premium children, including the promotion of the breakfast club provision, allowing for a more settled and structured start to the day.		
Lunchtime and after-school clubs	To layer the children with a range of positive experiences Individual children provided with funds when monies are required.	<i>Mr Curtis (Sports Coach)</i> <i>Mr Cursley (Principal)</i> <i>Mrs Keen (Business Manager)</i>	The children will have positive experiences ranging from academic clubs, singing, cookery and sporting achievement. Ensure that all children have PE kit and are provided with every opportunity to achieve.	All children enjoy going to our clubs. As there is now a charge for all of our extra-curricular clubs, pupil premium children are offered monetary support if this is a barrier to them attending and accessing the provision in place. The school has funded a number of PE kits this term. This has had a positive impact on well-being and involvement.		

Enrichment	Extra-Curricular activities	<i>Mr Cursley (Principal)</i> <i>Mr Curtis (Sports Coach)</i> <i>Mrs Bywater (Music Lead)</i>	To ensure all children, including children eligible for Pupil Premium, have access and increased opportunity to enrichment opportunities.	When taking part in external events (singing, dancing, sport festivals etc), pupil premium children have been targeted to attend this term.		
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Pupil Premium Plus
(We currently have 1 child in Year 1 who is eligible for this funding)

Pupil Premium Plus Intended Impacts – Autumn Term

During the Autumn Term in Year 1 our primary focus has been to settle the children into the provision and to ensure all children have clear expectations of the rules and routines of the setting. As there are some differences to routines in foundation it is very important we settle the children into the different timetable slowly. This in turn increases the wellbeing and involvement of the children.

During the first 2 weeks we discretely baseline the children using observations and work evidence while the children are immersed in their Continuous Provision activities and work. With this information we then put the children into intervention groups, dependent on their needs and sit them at tables. This means that throughout the day the children are independently targeted within a specific outcome for them in mind.

With our pupil premium plus child they were put onto the table where the TA or Teacher always sits to support the children’s learning. This child was also included in a Talk Boost intervention in small groups. The reason we did this was to improve confidence and build relationships in a small group.

As well as being targeted through intervention this child is also helped to move forward within their self-chosen challenges through our Continuous Provision and work. The KS1 team have met with parent/carers to discuss resources that would benefit and stretch this learning. This has included buying more imaginative play resources for the class and counting blocks and CD player to listen to stories at home.

Through observation and assessment our pupil premium plus child has made giant steps in their progress during this first term. They have settled into the Year One routines and structure of completing work challenges. In work they try hard even if they ‘can’t do it yet’ to use their strength to complete the work on a regularly basis. Staff and carer all agree that the PP+ child is extremely happy at school.

In Autumn 2 the class teacher has spoken to the child’s parents about joining a club outside school. The child’s parent was really keen about the child joining a gymnastics club and has said they will research the best place and time to attend. Since then in a subject leader meeting the class teacher has requested that all staff look at the resources they have and whether they feel there will be something beneficial for the child in the class. They have all been given a budget and asked to email the class teacher when they have ordered something and the reason behind ordering. This is to support the child in all areas of the school.

The class teacher has met with the child's parent regularly and discussed additional support materials that can help at home, particularly with emotions and feelings as the child finds managing these difficult. The class teacher has met with the pastoral lead in school, who works with the child and source additional support materials, games and activities to use at home.

The child is making academic progress, using their sounds knowledge in reading and writing, and making progress in the mock phonics screenings. Using their lanyard targets increases focus and the child remains in a target focus group in class to ensure they are supported, challenged and coached in their daily learning.

Shepherdswell Academy Pupil Premium Funding	2018 / 2019
Intervention teaching, including Intervention Lead Teaching Assistant and Lead Teaching assistant in EYFS. (This includes interventions led by the Principal.)	£40 531
Breakfast Clubs/Lunch Clubs/After School Clubs	£1 286
Use of resources (mini bus, ICT programmes, resource packs etc) <i>This includes resources purchased to Pupil Premium Plus child</i>	£3 800
Subsidy for trips	£400
Teacher Training (CPD)	£400
Uniform subsidy (including uniform/accessories)	£800
Number on roll	161
Number eligible for Pupil Premium funding	35
Pupil Premium funding received	£44 880
Pupil Premium Plus funding received	£2 300
Total funding received	£47 180
Total expenditure	£47 217

How will the school measure the impact of the Pupil Premium?

To monitor progress on attainment, rigorous pupil progress take place every half term and enable the early identification of need, support and appropriate intervention. The Principal, members of Senior Management, Teachers, TAs and Lead Teaching Assistants monitor and scrutinise the progress of children on a weekly basis in addition to timetabled monitoring.

After each half term, the academy will review the impact of actions taken and will plan for how the funding will be specifically allocated over the next phase. (reviews with the focus on impact will be used to adapt and inform future planning, interventions teaching etc which is all evidenced in children's Provision Maps) When selecting pupils for Pupil Premium target groups, the academy will look at all pupils across the school. There are some pupils who are not eligible for PP who will benefit from these groups if their needs are similar and we believe progress can be made towards individual targets. (we believe all our children should benefit however we have an understanding that our PP children are at the forefront of the funding)

Governors and trustees recognise the importance and understand their role in ensuring effective Pupil Premium spend and Pupil Premium progress and attainment is a regular item on the agenda.

Eligibility for Free School Meals:

A parent may wish to check their child's eligibility for Pupil Premium by following the link below:

Please visit to sign up, even if your child is in Foundation, 1 or 2 and receiving universal free school meals, or if you have applied before and do not think you are eligible.

Pupil Premium is an important payment for schools and a great opportunity for eligible parents to get even more support for their children in schools.

Please register at [https://emsonline.milton-keynes.gov.uk/CitizenPortal LIVE](https://emsonline.milton-keynes.gov.uk/CitizenPortal_LIVE)

You will need to enter your name, address, national insurance number or asylum support service number. In addition, you will need to provide your child's name, date of birth and identify the school they are attending.

The system can be accessed via a smartphone or hand-held device. If you qualify, you will receive a reference number that you simply bring in and show us at school to start receiving meals and the school can receive additional funding to support your child.

Eligibility Criteria

Parents/guardians in England do not have to pay for school meals if they receive any of the following:

- Income Support
- Income-Based Jobseeker's Allowance
- Income related Employment and Support Allowance
- Support under Part VI of the Immigration and Asylum Act 1999
- Child Tax Credit, provided they are not entitled to Working Tax Credit and have an annual income (as assessed by HM Revenue & Customs) that does not exceed £16,190
- Working Tax Credit 'run-on' - the payment someone may receive for a further four weeks after they stop qualifying for Working Tax Credit
- Guarantee element of State Pension Credit

If you have any questions or would like to know more about Pupil Premium funding and how it is being used to benefit your child, please speak to the Principal or Business Manager in reception.

Designated staff member in charge: Mr Jonathan Cursley (Principal)

Looked after representative: Mr Jonathan Cursley (Principal)

Nominated Governor: Mr David Gayton (Chair)

**Every journey begins with a single step.
As we move forward, we develop the confidence to make the right
choices and work hard to achieve our goals.**

**We will respect each other regardless of gender, race or
background.**

**At Shepherdswell Academy, we break through the barriers of cloud
in order to reach the stars, knowing that our lessons come from the
journey, not the destination.**

Enjoy the journey. Enjoy success. Together, we will achieve!