



Pupil Premium Approach Angel Oak Academy

As of January 2019 at Angel Oak Academy, we have 151 children (46%) registered as eligible for the Pupil Premium grant. This year, the academy has been allocated £261,360 to diminish the difference in attainment between Pupil Premium and non-Pupil Premium children.

Research undertaken recently by the academy has indicated that the real percentage is significantly higher. This is due to the additional children who have been identified by a team consisting of the School Attendance Officer, the Senior Administrative Officer and the Wellbeing Team as being from vulnerable families, or from families with no recourse to public funds. The academy's registration systems ensure that new parents automatically apply for the Pupil Premium grant, although there are occasionally issues with parental engagement with this process.

We also recognise that not all disadvantaged children suffer the same disadvantages – they do not have homogenous needs. This makes designing an intervention-based approach problematic in its complexity.

The socio-economic make-up of our families makes a pupil-targeted method extremely difficult. Therefore, the academy adopts an holistic approach to how it spends its Pupil Premium funding. This is to ensure that we offer as many opportunities to as many Pupil Premium children as we can, rather than excluding our non-Pupil Premium children from the world-class education that we offer. The academy follows the lead of institutions such as Pipworth Primary school in Sheffield, which has achieved some of the most impressive outcomes in the country for its Pupil Premium children by adopting a similar whole-school approach to how it allocates its funds.

Phase leaders and class teachers are regularly informed about which of their pupils are on the Pupil Premium register, and attainment and progress data is shared with staff during Pupil Progress meetings. Some interventions and initiatives are pupil-targeted, but these will often be due to a Special Educational Need, such as poor conduct, and are devised and implemented in cooperation with the Academy Inclusion lead. These Pupil Progress meetings are vital in identifying and tackling discrepancies in the data. The class teacher, phase leader and the academy's Inclusion leader are all involved in finding solutions to help accelerate the progress of Pupil Premium children who have fallen behind in their learning. These strategies are usually at the Universal level of the Graduated Response model. In certain cases, children may receive targeted interventions to diminish the difference.

The academy's most crucial – and most expensive – initiative to diminish the difference is its Three Teacher Model, which reduces class sizes and increases the amount of quality-first teaching for every child. It enables lower prior-attainers to receive the additional support they need during daily, targeted interventions, which are planned during lunchtime, to be taught the same afternoon. This model also ensures that each child will receive sufficient feedback during lessons in order to identify next steps, act upon these swiftly, and most make good or better progress as a result. Put simply, no child is left behind, so significant gaps should rarely materialise. The cost of these measures far outstrips the academy's financial allocation. Rather, our Pupil Premium funding feeds into this increased overall spending, so that more children can enjoy the academic benefits of these measures.

Our aim is to improve the quality of the classroom teaching that all of our pupils receive daily, with the intention of improving outcomes for all, not just a percentage. Our philosophy is very simple: we do not focus on a few children to the detriment of others; rather, we teach the whole class well, and the most vulnerable children will benefit, along with everyone else.

Our end of Key Stage data consistently shows that the academy's Pupil Premium children excel. Last year, our Pupil Premium children outperformed all non-Pupil Premium children for attainment and progress in reading, writing and mathematics combined.