

ACE Academy Pupil premium strategy statement 2018-19



1. Summary information					
School	St Agnes ACE Academy				
Academic Year	2018/19	Total PP budget	£55,460	Date of most recent PP Review	July 2018
Total number of pupils	295	Number of pupils eligible for PP	41 PP children 34 disadvantaged	Date for next internal review of this strategy	December 18

2. Current attainment (2018)	Pupils eligible for PP (your school)	All Pupils / Pupils not eligible for PP (national average in brackets)
EYFS		
% of pupils achieving GLD	0%	81% / 84% (72%)
Y1 Phonics		
% of pupils achieving the expected standard in phonics	100%	87% / 86% (83%)
KS1 Attainment		
% of pupils achieving the expected standard in Reading	22%	69% / 78% (76%)
% of pupils achieving better than expected standard in Reading (GDS)	11%	29% / 33% (26%)
% of pupils achieving the expected standard in Writing	11%	66% / 76% (70%)
% of pupils achieving better than expected standard in Writing (GDS)	11%	14% / 14% (16%)
% of pupils achieving the expected standard in Maths	33%	74% / 82% (76%)
% of pupils achieving better than expected standard in Maths (GDS)	0%	24% / 28% (22%)
KS2 Attainment		
% of pupils achieving the expected standard in Reading	67%	77% / 96% (75%)
% of pupils achieving better than expected standard in Reading (GDS)	0%	37% / 46% (28%)
% of pupils achieving the expected standard in Writing	50%	70% / 75% (78%)
% of pupils achieving better than expected standard in Writing (GDS)	0%	10% / 13% (20%)
% of pupils achieving the expected standard in Maths	50%	73% / 92% (76%)
% of pupils achieving better than expected standard in Maths (GDS)	0%	20% / 25% (24%)

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% of pupils achieving the expected standard in Grammar, Punctuation and Spelling (GPaS)	67%	77% / 96% (78%)
% of pupils achieving better than expected standard in GpaS (GDS)	33%	43% / 54% (83%)
% achieving ARE or above in reading, writing and maths combined	17%	57% / 55% (64%)

3. Barriers to future attainment		
In-school barriers		
A.	Low standards in CLL on entry to EYFS	
B.	Attainment in reading, writing and maths including GD	
C.	Behaviour for learning	
D.	Social/emotional well-being	
E.	Access to wider enrichment opportunities	
External barriers		
F.	Attendance and punctuality	
G.	Parental engagement and support in home learning	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improved vocabulary use and language skills as the precursor for reading and writing	Children are identified early on entry to EYFS Improved teaching of vocabulary and language skills More opportunities to use new vocabulary and develop language skills Parents are engaged with telling stories and rhymes to children before starting school and during EYFS
B.	For % of PP achieving ARE in Reading and Maths to be in-line with peers (excluding those with SEND) For % of all children including PP to be in-line with national average for writing (excluding those with SEND) Increased % of PP children achieving Greater Depth closer to national average for non-PP peers	Children are identified for targetted intervention early Interventions are focused, time-measured, well-delivered and frequent SATs data confirms increased % Early identification of higher ability pupils HA pupils targetted for GD from EYFS. Data tracking and pupil progress meetings ensure early support or additional challenge Evidence of high-level questioning in lessons

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		Working Walls and displays used to support and challenge Feedback is immediate with high levels of child-led improvement
C.	Improved behaviour for learning and meta-cognition	In all classes the climate for learning is good Learning behaviours/meta-cognition is explicitly taught across whole school Improved outcomes in books-both quantity (sustaining focus) and quality Less incidents of low-level disruption in class Children talk about 'learning' and themselves as 'learners'
D.	Improve social and emotional well-being and improve low-level behaviour so that there is a readiness to learn and a culture of high-expectation for all	Children have higher self-esteem Children have better skills at conflict resolution Children's presentation improves
E.	High participation in after-school clubs High participation in sporting teams and events High participation in music tuition/performances High participation in outdoor residential camps	All PP children attend an after school club PP children have opportunities to play as part of a sports team or take part in performances PP take-up opportunities to learn to play an instrument PP take part in residential camps
F.	Improved attendance and punctuality	Attendance is in-line with national average of 96% All individual PP children's overall attendance has improved Recorded Late marks are less than previous year No PP child has persistent absence or lateness
G.	Parents are engaged with their child's learning and support home learning activities	Parents complete homework with their child Parents read regularly at home with their child Parents attend parent evenings and information evenings Parents engage with online learning opportunities: e-Schools, Home Connect, MyMaths, Times Tables Rock Stars

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5. Planned expenditure					
Academic year		2018-19			
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 children					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To improve the quality of teaching in maths and English so that PP children make the same as or better progress than their non-PP peers	Improve handwriting teaching so that children are ready to write Strengthen teaching in Talk4Writing-creating model texts using cold Task targets and inclusion of SPaG Introduce discrete SPaG teaching Continue to improve delivery of Maths no Problem Launch and implement Times Tables Rock Stars Improve use of AR data to monitor and target children	It is known that the quality of teaching has a great effect on all children but a disproportionate effect on PP children, with PP children greatly affected by poor quality teaching therefore it is essential that teaching is consistently high in quality and that whole systems for delivery are in place to ensure cumulative learning	lesson observations book scrutiny data tracking pupil progress meetings	JM, EL, JR	Half termly

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<p>To increase % of PP children achieving Greater Depth in reading, maths and writing so that they are in-line with their non-PP peers nationally</p>	<p>Improve Talk4Writing strategies to ensure high-level thinking in Reading as a Reader and Reading as a Writer Introduce Editing Stations as a whole school strategy in improving writing Target HA children early and ensure they are challenged Train staff on questioning Use STAR questions to develop problem solving and reasoning in maths</p>	<p>EEF toolkit includes meta-cognition as a high impact strategy for improving achievement. Developing critical thinking skills, problem solving strategies and developing pupil's ability to take ownership of their own learning will lead to improved results in Greater Depth.</p>	<p>Lesson observations book scrutiny data tracking pupil progress meetings Pupil conferencing</p>	<p>JM, EL, JR</p>	<p>Half termly</p>
<p>To increase levels of speech and language in EYFS and KS1 so children are less likely to fall behind in reading and writing</p>	<p>shared reading approach, direct daily teaching of vocabulary and ensure opportunities for language development during Own Learning in EYFS (Every Child a Talker)</p>	<p>Language is the foundation life skill. Without this foundation, children cannot develop the skills they need to thrive. Children's early language skills are widely recognised as crucial to later academic, social, emotional development – and to their wider life chances; there is strong evidence that supports this. Crucially, without the right support at the right time, poor language competence and therefore poor life chances can be determined very early on in a child's life.</p>	<p>Lesson observations Learning walks Evaluation of the learning environment for language development in EYFS and KS1 Pupil progress meetings</p>	<p>MH, KW, JM</p>	

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To develop meta-cognition strategies so that children are able to self-regulate and improve as independent learners	Training for staff on developing meta-cognition Set up a Learning Council	Behaviour has an effect on achievement as low-level disruption can waste a lot of direct teaching time making it difficult to maximise on learning time and provide timely interventions with small groups or individuals Positively rewarding good behaviour helps develop self-esteem and personal responsibility which has good knock-on effects when learning as children learn to modify behaviour and self-regulate (EEF Toolkit-Meta-cognition) Engaging parents in their children's behaviour also has a positive effect (EEF Toolkit)	Lesson observations learning walks pupil, parent, staff surveys Monitoring of behaviour books-tracking pupils	JM, EL, MH	Half termly
Total budgeted cost					£200
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	When will you review implementation?
To ensure children are well-supported through focussed interventions	Read Write inc One to One phonic tutoring Basic Skills-Maths and English Read Write inc in Y3/4 Y6 additional support	Children who cannot read fluently find it harder to access the rest of the curriculum and therefore can fall behind in all subjects. Phonics is our first approach to teaching reading embedded within a rich literacy environment. The mastery of basic skills such as letter formation, handwriting fluency and spelling are the foundations for being able to write well-without them children struggle to make progress as they are try to build on weak foundations. In maths children without a form understanding of number and place value find it difficult to make progress as they are not secure in the very basics of maths	Tracking of pupil data in Read Write inc screening Lesson observations and learning walks Pupil progress meetings Data tracking	EC, EL	Half termly

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<p>To ensure the gap between PP boys and girls is closed in maths and reading</p>	<p>Positive promotion of female and male role models for maths and reading Use of older male/female peers to coach younger peers Targeted development of language in EYFS for boys Ensure good stock and promotion of books that appeal to boys</p>	<p>'More boys than girls at age 5 are recorded as having poor early language skills and attention. Poorer language and attention skills at age 5 are equally consequential for both boys and girls, but because boys are more likely to fall into this group, this impacts on the gender gap in attainment at age 11.' Understanding the gender gap in literacy and language development by Professor Gemma Moss and Dr Liz Washbrook (Bristol Uni)</p>	<p>Lesson observations Learning walks pupil conferencing Data tracking pupil progress meetings</p>	<p>EL, MH</p>	<p>Half termly</p>
<p>To ensure that children are quickly identified if falling behind their peers in maths, reading or writing and interventions quickly put in place to catch-up</p>	<p>Well-trained and effectively deployed teaching assistants who support within the classroom</p>	<p>Although research suggests that TAs do not have a high impact on pupil achievement, we believe that well-trained TAs who are effectively deployed within the classroom can impact on pupil learning by either taking small groups or working 1:1 to do same day interventions or to free up the teacher so that are able to lead highly-successful interventions.</p>	<p>Lesson observations Learning walks Book scrutiny pupil conferencing Data tracking pupil progress meetings</p>	<p>JM, EL, EC, MH</p>	<p>Half termly</p>
<p>To improve social and emotional well-being To improve meta-cognition</p>	<p>Forest Schools targeted interventions ELSA support-2x a week Trauma Informed School training Whole staff training on meta-cognition strategies Emotion Coaching training TAs</p>	<p>The EEF Toolkit says: On average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average). Improvements appear more likely when approaches are embedded into routine educational practices, and supported by professional development and training for staff.(see whole school strategy for behaviour) SEL programmes appear to benefit disadvantaged or low-attaining pupils more than other pupils, though all pupils benefit on average.</p>	<p>Tracking of behaviours books Lesson observations Pupil conferencing Parent meetings</p>	<p>JM, EL, MH, EC, AD</p>	<p>Half termly</p>
Total budgeted cost					<p>£33460</p>

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iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
PP high on agenda for all staff and governors	<p>Team meetings to include PP book scrutiny and case study discussions and focus if Pupil Progress meetings</p> <p>termly meetings with PP governor</p> <p>TA training in strategies for improving provision for disadvantaged pupils</p> <p>Introduce Secret Buddy system</p>	<p>To ensure that all staff are aware of PP children and their needs in order to make timely interventions/employ other approaches to ensure they achieve in-line with their non-PP peers either at ARE or Greater Depth for more able PP children. The higher the profile the less likely it is that our most disadvantaged pupils fall behind their peers</p> <p>Secret Buddy system helps ensure children feel connected and cared for therefore raising self-esteem and ensuring their needs are met</p>	Monitor case studies discussion at pupil progress meetings, team meetings and TA training sessions	EL, AD, JM, MH	End of Autumn half term 2017
<p>To ensure attendance of PP children is at 96%</p> <p>To ensure that cases of persistent absences are reduced</p> <p>To ensure incidents of lateness are reduced</p>	<p>EWO to help support families with persistent absence</p> <p>SLT to monitor attendance termly and contact families Office follow up on absences</p> <p>To ensure ACE policy on holidays during term time is wholly implemented</p> <p>Regular attendance and lateness updates in newsletters</p> <p>Lateness is monitored and families with persistent lateness are followed-up</p>	<p>Poor attendance is closely linked to poor performance. The greater the absence the less success at school.</p> <p>Pupils who are not in school are not learning</p> <p>Lateness into school is disruptive for the child that impacts across the whole day as they are less ready for learning</p>	Attendance data tracking Lateness data tracking	JM	Half-termly
To ensure children have access to and	part funding for educational trips-theatre, swimming,	According to the EEF Toolkit: Overall, studies of adventure learning	Pupil questionnaires Data tracking	SLT	Half-termly

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experience a range of enrichment activities	museums, music lessons etc Part funding for residential visits-camps in Y4,5 and Personal invitations to after-school clubs	interventions consistently show positive benefits on academic learning.	Monitoring of attendance at clubs		
Improve level of parental engagement	Parent information evenings-personal letters Improved access to home links-Home connect, MyMaths, Times Tables Rock Stars, e-Schools Reading diaries Parent evening attendance Homework follow-up	Parental support plays a huge role in ensuring pupil success and progress. Children need to feel invested in by their families and do better as a result.	Monitor attendance at parent evenings Parent questionnaires monitoring of homework Monitoring of participation on home links	EL, MH	Termly
Total budgeted cost					£2000
Final Total					£55460

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Our teachers and governors evaluate the impact of each of the planned provisions. We are mindful that children who qualify for PP funding may fall into more than one vulnerable group and therefore progress data is also considered alongside end of Key Stage data.

Foundation Stage:

EYFS Attainment 2019	Disadvantaged pupils	School other	National all
% of pupils achieving GLD			

Yr 1 Phonics:

Phonics 2019	Disadvantaged pupils	School other	National all
% of pupils achieving GLD			

KS1 Attainment:

KS1 Attainment 2019	Disadvantaged pupils	School other	National all
% of pupils making expected standard in Reading			
% of pupils making better than expected standard in Reading (GDS)			
% of pupils making expected standard in Writing (TA)			
% of pupils making better than expected standard in Writing (GDS)			
% of pupils making expected standard in Maths			
% of pupils making better than expected standard in Maths (GDS)			

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KS2 Attainment:

KS2 Attainment 2019	Disadvantaged pupils	School other	National all
% of pupils making expected standard in Reading			
% of pupils making better than expected standard in Reading (GDS)			
% of pupils making expected standard in Writing (TA)			
% of pupils making better than expected standard in Writing (GDS)			
% of pupils making expected standard in Maths			
% of pupils making better than expected standard in Maths (GDS)			
% of pupils achieving the expected standard in Grammar, Punctuation and Spelling (GpaS)			
% of pupils achieving better than expected standard in GpaS (GDS)			

