

ACE Academy Pupil premium strategy statement 2018-19

1. Summary information					
School	St Columb Minor Academy				
Academic Year	2018 -19	Total PP budget	£165,000 (est)	Date of most recent PP Review	October 2017
Total number of pupils	612	Number of pupils eligible for PP (FSM/E6FSM)	100	Date for next internal review of this strategy	March 2018

2. Attainment 2017		
	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP in your school (national average in brackets)</i>
EYFS - % achieving GLD	60%	77%
Y1 Phonics - % achieving the expected standard	67%	95%
% of pupils achieving the expected standard in reading	60%	51%
% of pupils achieving better than the expected standard in reading (GDS)	10%	35%
% of pupils achieving the expected standard in writing	50%	63%
% of pupils achieving better than the expected standard in writing (GDS)	0%	16%
% of pupils achieving the expected standard in Maths	40%	59%
% of pupils achieving better than the expected standard in Maths (GDS)	20%	30%
KS2 attainment		
% of pupils achieving the expected standard in reading	56%	76%
% of pupils achieving better than the expected standard in reading (GDS)	24%	29%
% of pupils achieving the expected standard in writing	78%	75%
% of pupils achieving better than the expected standard in writing (GDS)	24%	14%
% of pupils achieving the expected standard in Maths	50%	71%
% of pupils achieving better than the expected standard in Maths (GDS)	0%	14%
% of pupils achieving the expected standard in Grammar, Punctuation and Spelling (GPAs)		

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% of pupils achieving better than the expected standard in Grammar, Punctuation and Spelling (GPaS) (GDS)		
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3. Barriers to future attainment		
In-school barriers		
A.	Difficulty in making positive behaviour choices and in self regulating behaviour which impacts on progress in learning	
B.	Attendance and punctuality	
C.	Mobility at the school can be as high as 50% for a year group by the time they reach year 6 (measured from Y1 – Y6). In year mobility is also high in all year groups.	
D.	Pupil premium children achieving greater depth at the end of KS2 (especially in writing)	
External barriers		
E.	Less access to support at home for learning opportunities	
F.	Low aspirations(multi generational unemployment)	
G.	Less access to enrichment opportunities outside of the school day	
H.	Parental difficulties with children's challenging behaviours	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improved self regulation leads to improved 'in lesson' behaviour and focus on learning leading to improved outcomes	<ul style="list-style-type: none"> • Incidents on behaviour log at lunchtimes and within lessons. • Greater progress and improved attainment in maths, reading and writing is achieved such that it is in line with non PP pupils. • Weekly pupil conferencing with target pupils to celebrate achievements in learning
B.	Attendance of all groups but especially pupil premium groups is at least in line or above the national for similar groups and national all.	<ul style="list-style-type: none"> • Earlier intervention with vulnerable groups who are identified as haing barriers to attendance. • Improved attendance leads to greater progress and improved attainment in maths, reading and writing is achieved such that it is in line with non PP pupils. • Attendance of all PP chdn is above 96%
C.	Mobile children have a smooth transition into the academy without losing progress in their learning	<ul style="list-style-type: none"> • The progress of mobile pupils (particularly mobile PP) is in line with non PP children
D.	The % of PP children achieving the expected and GDS in reading, writing and maths is at least in line with non PP pupils and national all leading to improved life chances	<ul style="list-style-type: none"> • Half termly data conferencing centres on PP children and their in term progress. Barriers are clearly identified and planned for. • The % of children at ARE and GDS increases from baseline to exit.
E.	All children are enabled to meet access the internet or a word processor for homework purposes	<ul style="list-style-type: none"> • All children complete homework to support their learning. • All children and their parents are supported appropriately with learning at home.
F.	The % of PP children achieving the expected and GDS in reading, writing and maths is at least in line with non PP pupils and national all leading to improved life chances	<ul style="list-style-type: none"> • Children know and able to explore the pathways towards a variety of careers • Children are able to articulate their aspirations for the future and these include further education and professions

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G.	PP children are equally represented in sporting opportunities through the academy PP children are enabled to access music and sporting opportunities outside of the academy PP children are funded to participate in outdoor and adventurous activities	<ul style="list-style-type: none"> • The % of PP children participating in extra curricular activities/ sports festivals is at least comparable to non PP children (see sports premium report) • Funded opportunities for camp include PP children
H.	Parents confidently support their children in all aspects of their social, emotional and academic learning	<ul style="list-style-type: none"> • The % of referrals to the Early Help Hub decrease. • The % of parents of pupil premium children at consultations and whole school events increases.

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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					
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?
The % of PP children achieving the expected standard and GDS has shown significant improvement such that the progress and attainment in maths, reading and writing for PP children is at least in line with non PP pupils.	<ul style="list-style-type: none"> Quality first teaching which identifies target children in all vulnerable groups Further staff training on using feedback strategies within a lesson to deepen and secure children's understanding Same day interventions to address misconceptions at the point of teaching and learning. Baseline testing tutor for all mobile pupils Additional teacher in Y6 Careful deployment of staff ensures that the children who need to make the greatest progress have the strongest teachers Talk/ Boost programme in EYFS Small group interventions in EYFS that focus on strands of PSED, reading and writing 	<ul style="list-style-type: none"> EEF Sutton Trust Toolkit evidences that quality first teaching has a positive impact on all children and that the greatest impact is for disadvantaged children. Evidence shows that intervention is more effective when delivered immediately following learning input Smaller grouping will allow the more able children to have a tailored curriculum that is specifically designed to challenge and extend Evidence shows that the progress of disadvantaged children is at it's greatest when they have an outstanding teacher. 	<ul style="list-style-type: none"> Lesson observations evidence high quality teaching Monitoring of interventions identifies exceptional practice Well planned interventions and well trained TA's ensure quality provision Pupil conferencing to identify pupils strengths and next steps. Weekly "Meet the Head" meetings for target PP children to discuss learning and celebrate achievement. Weekly book scrutiny at staff meetings and in SMT monitoring programme Coaching programme for staff to share best practice Sharing of assessment and feedback sheets in staff meetings supported by evidence in books of PP progress in learning. Parents are involved in a pre-teach meeting for talk/boost and on-going dialogue during the programme 	SMT + HT	Half termly review of progress and attainment Lesson observation notes Baseline assessment in FS quickly identifies pupils below ARE at the point of entry for speaking, listening and understanding. Half termly assessments evaluate impact of intervention.
Total budgeted cost					£35,000

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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?
Improved in lesson behaviour and focus on learning leading to improved outcomes	<ul style="list-style-type: none"> 1:1 support for children with identified BESD needs. Use of external behaviour support worker for development of strategies for social/ emotional needs TIS training for 2 staff with training day focus for all staff. Use of R Gasson in staff meetings to empower staff to deal positively with low level behaviour 	<ul style="list-style-type: none"> Observations evidence that children who are well supported in their learning to make positive learning choices and who are enabled to avoid self and peer distraction make greater 'in lesson' progress Teachers/TA's will have strategies modelled in class to avoid any internal exclusions leading to disruptions in learning for children 	<ul style="list-style-type: none"> IBP's for all identified children are agreed with clear success criteria which are evaluated Parents are involved in the target setting in the IBP's Monitoring of support identifies effective practice In lesson coaching/ modelling by trained staff Well trained staff deliver the TIS programme/ principles to all staff 	Inclusion manager (TI) SLT	Half termly review of progress and attainment Lesson observation notes Weekly monitoring of provision identifies improvements in individual behaviour choices.
Attendance of all groups but especially pupil premium groups is at least in line or above the national for similar groups and national all.	<ul style="list-style-type: none"> Provision of a 'care team' to support children with medical needs SENCO/Attendance support/EWO Continuation of half termly reward scheme for full attendance 	<ul style="list-style-type: none"> Children who have identified medical needs are enabled to learn well by attending school regularly whilst maintaining medical plans and physio programmes. Daily monitoring of attendance and attendance surgeries ensure children get to school regularly and on time 	<ul style="list-style-type: none"> Weekly attendance monitoring quickly identifies vulnerable pupils whose attendance is at risk of falling below 95% Monthly meetings with EWO identifies families in need of urgent support and possible multi agency working 	Inclusion manager (TI)	SEN governor monitoring evaluates processes and impact Safeguarding governor is evaluating possible barriers to non attendance with SENCO
The progress and attainment in maths, reading and writing for PP children is in line with non PP pupils leading to improved life chances	<ul style="list-style-type: none"> Freshstart intervention in Y5/6 Rapid reads intervention in LKS2 Dyslexia testing tutor RWI interventions Speech and language support 	<ul style="list-style-type: none"> Direct teaching moves children quickly to the next step in their learning. Personalised tuition which uses RTI strategies increases engagement in reading and self esteem Focus on the use of phonics and sound blending enables access to text and the development of comprehension skills. This allows access and success in the wider curriculum 	<ul style="list-style-type: none"> Well trained staff deliver the programme Lesson observations evidence high quality teaching Monitoring of interventions identifies exceptional practice Well planned interventions and well trained TA's ensure quality provision 	Inclusion manager HT SMT RWI manager	Half termly pupil premium governor monitoring identifies improvements in data
Parents confidently support their children in all aspects of their social, emotional and academic learning	<ul style="list-style-type: none"> SENCO/Attendance support/EWO Use of external behaviour support worker Use of mental health worker 	<ul style="list-style-type: none"> Attendance surgeries with the EWO support parents in the development of strategies to ensure children get to school regularly and on time MH worker supports and signposts families 	<ul style="list-style-type: none"> Inclusion manager will monitor progress and attendance of vulnerable children in the school. 	Enrichment is a pathway to engagement, aspiration and therefore raised attainment.	Parental/ pupils surveys evidence parental satisfaction with in school/ out of school support

Total budgeted cost					£80,000
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?
Support children's well being leading to self regulation	<ul style="list-style-type: none"> Engage new staff for the behaviour support team that have a working background in mental health such as a MH professional Use of WAVE project for identified children to develop team building skills and positive relationships Use of Music mentor in school to support children in developing self regulation strategies in the face of challenge 	<ul style="list-style-type: none"> Highly skilled and trained staff with an in depth knowledge of MH issues can guide and support staff. Evidence shows that resilient children are more likely to make good progress as they will take risks in their learning and will persist when learning is tough. Data for some year groups, where there is a significant need for behaviour support, evidences that the able children are not making the desired progress. "An angry child cannot think." – self regulation will assist in learning. 	<ul style="list-style-type: none"> Weekly meetings between the music mentor/ SENCO and class teacher to monitor impact and outcomes (soft/hard) Monitoring of behaviour logs. 	Inclusion manager	Weekly reviews of target children
Mobile children have a smooth transition into the academy without losing progress in their learning	<ul style="list-style-type: none"> Service children provision Induction tutor Baseline testing tutor 	<ul style="list-style-type: none"> Evidence shows that children who move schools lose half a terms progress in their learning. We aim to ensure all children are assessed within a few days of entry so that gaps in learning are quickly identified and appropriate steps taken to 	<ul style="list-style-type: none"> Clear induction procedures for all children on entry. Well trained staff carry out baseline testing and report back immediately to class teacher 	HT	Half termly review of transition log and results of testing
PP children are equally represented in sporting opportunities through the academy PP children are enabled to access music and sporting opportunities outside of the academy PP children are funded to participate in outdoor and adventurous activities	<ul style="list-style-type: none"> Subsidising music/ sport provision Subsidising camps and trips/ wrap around care Engagement in Youth university Aim Higher Mentoring scheme Engage in "Primary Futures" programme Invest in a school mini bus and a trained driver 	<ul style="list-style-type: none"> Enrichment is a pathway to engagement, aspiration and therefore raised attainment. Youth university is a tool to allow children engagement in wider opportunities Positive role models who act as mentors are a pathway to engagement, aspiration and therefore raised attainment. Providing transport to outside activities removes transport as a barrier for children accessing opportunities 	<ul style="list-style-type: none"> Clear signposting to parents of funded opportunities Early identification of need by all staff Funding for transport/ club fees to ensure children can access the pathways to the youth university 	HT Inclusion manager Outdoor education lead All staff	Spreadsheet detailing costs and needs analysis which is monitored monthly by governing body.
All children are enabled to meet access the internet or a word processor for homework purposes	<ul style="list-style-type: none"> Provision of in school opportunities for children to access resources for homework Consideration of laptop provision for identified families 	<ul style="list-style-type: none"> Access to extra curriculum provision is a pathway to engagement, aspiration and therefore raised attainment. 	<ul style="list-style-type: none"> Clear identification of families in need of support through parent questionnaire's/ surveys followed by clear contract setting and monitoring 	HT Inclusion manager ICT team	Pupil premium governor conferencing with pupils/ parents.
Total budgeted cost					£50,000

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Final Total	£165,000
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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:

EFYS Attainment 2019	FSM 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 making expected standard in Grammar, Punctuation and spelling (GPAS)			
% of pupils making better than expected standard in Grammar, Punctuation and spelling (GPAS)			