

ACE Academy Pupil premium strategy statement 2017-18

1. Summary information					
School	St Columb Minor Academy				
Academic Year	2017-18	Total PP budget	£170,280 (est)	Date of most recent PP Review	October 2017
Total number of pupils	617	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 (national average in brackets)</i>	<i>All Pupils/ pupils not eligible for PP (national average in brackets)</i>
EYFS - % achieving GLD	56% (9%)	/ 93% (73)
Y1 Phonics - % achieving the expected standard	70% (10%)	88% / 90% (81%)
KS1 attainment		
% of pupils achieving the expected standard in reading	62% (61%)	84% (76%) / 67% (78%)
% of pupils achieving better than the expected standard in reading (GDS)	15%	13%
% of pupils achieving the expected standard in writing	85% (52%)	68% / 80% (71%)
% of pupils achieving better than the expected standard in writing (GDS)	31%	38%
% of pupils achieving the expected standard in Maths	77% (60%)	75% / 74% (78%)
% of pupils achieving better than the expected standard in Maths (GDS)	23%	25%
KS2 attainment		
% of pupils achieving the expected standard in reading	71%	77% (71%)
% of pupils achieving better than the expected standard in reading (GDS)	8%	18% (25%)
% of pupils achieving the expected standard in writing	54%	75% (76%)
% of pupils achieving better than the expected standard in writing (GDS)	13%	25% (18%)
% of pupils achieving the expected standard in Maths	54%	64% (75%)
% of pupils achieving better than the expected standard in Maths (GDS)	8%	8% (23%)
% of pupils achieving the expected standard in Grammar, Punctuation and Spelling (GPAS)		68% (77%)

ACE Academy Pupil premium strategy statement 2017-18

% of pupils achieving better than the expected standard in Grammar, Punctuation and Spelling (GPaS) (GDS)		21% (31%)
% achieving in reading, writing and maths KS2 2017	42%	57% (61%)
Progress score in reading	0.9	-0.7
Progress score in writing	-2.1	-0.3
progress score in maths	-3.18	-3.4

3. Barriers to future attainment

In-school barriers

A.	Difficulty in making positive behaviour choices which impacts on progress in learning
B.	Low standards on entry to Foundation Stage in listening, language and communication skills
C.	Less access to support at home for learning opportunities
D.	Less access to enrichment opportunities outside of the school day

External barriers

E.	Attendance and punctuality
F.	Low aspirations(multi generational unemployment)
G.	Parental difficulties with children's challenging behaviours
H.	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.

4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	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.
B.	Children who are identified as below age related expectations on entry to FS achieve in line with expectations in all areas of the profile on exit.	<ul style="list-style-type: none"> The % of children at ARE increases from baseline to exit. The % of PP children achieving the GLD is in line with non PP pupils.
C.	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.
D.	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

ACE Academy Pupil premium strategy statement 2017-18

E.	Attendance of all groups is above 96% Attendance of PP children is at least comparable to non PP pupils	<ul style="list-style-type: none"> 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%
F.	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"> 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
G.	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.
H.	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

ACE Academy Pupil premium strategy statement 2017-18

5. Planned expenditure					
Academic year	2017-18				
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 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"> Quality first teaching which identifies target children in all vulnerable groups Same day interventions to address misconceptions at the point of teaching and learning. Baseline testing tutor for all mobile pupils Additional teacher in Y5 Ability grouping children in Y5/6 with outstanding teachers leading the learning for children with the lowest attainment 	<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 Evidence shows that the progress of disadvantaged children is at it's greatest when they have an outstanding teacher Smaller grouping will allow the more able children to have a tailored 	<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 	SMT + HT	Half termly review of progress and attainment Lesson observation notes Weekly book scrutiny at staff meetings and in SMT monitoring programme
Total budgeted cost					£38,916
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. Increase staffing to behaviour support team Use of external behaviour support worker for development of strategies for social/ emotional needs 	<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 	Inclusion manager (TI)	Half termly review of progress and attainment Lesson observation notes Weekly monitoring of provision identifies improvements in individual behaviour choices.

ACE Academy Pupil premium strategy statement 2017-18

Children who are identified as below age related expectations on entry achieve in line with expectations in all areas of the profile on exit.	<ul style="list-style-type: none"> • Talk/ Boost programme • Small group interventions that focus on strands of PSED, reading and writing • Speech and language support 	<ul style="list-style-type: none"> • Research shows that quality early intervention is more effective and improvements more sustained if they are introduced early in a child's school career. • Evidence base from last year's intervention shows that the majority of targeted children achieved in line with end of year expectations 	<ul style="list-style-type: none"> • Well trained staff deliver the programme • Parents are involved in a pre-teach meeting for talk/boost and on-going dialogue during the programme 	FS lead + HT	Baseline assessment quickly identifies pupils below ARE. This is re-assessed half termly and progress analysed for impact of intervention.
Attendance of all groups is above 96% Attendance of PP children is at least comparable to non PP pupils	<ul style="list-style-type: none"> • Provision of a 'care team' to support children with medical needs • SENCO/Attendance support/EWO • Introduction 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
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"> • 1:1/ small group tutor support for Y6 • 1:1 tutor for reading intervention in Y3 • Small group SEN intervention • Freshstart intervention in Y5/6 • Rapid reads intervention in LKS2 • Dyslexia testing tutor • RWI interventions 	<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 • Specialised dyslexia teaching, support and guidance to teachers and TA's benefits children in the whole class situation 	<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 	<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 	<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					£112,582
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?
Mobile children have a smooth transition into the academy	<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 	<ul style="list-style-type: none"> • Clear induction procedures for all children on entry. 	HT	Half termly review of transition log and results of testing

ACE Academy Pupil premium strategy statement 2017-18

without losing progress in their learning		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"> Well trained staff carry out baseline testing and report back immediately to class teacher 		
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 Mentoring scheme 	<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. 	<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					£10,526
Final Total					£162,024

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 2018	FSM pupils	School other	National all
% of pupils achieving GLD			

Yr 1 Phonics:

Phonics 2018	Disadvantaged pupils	School other	National all
% of pupils achieving GLD			

KS1 Attainment:

KS1 Attainment 2018	Disadvantaged pupils	School other	National all

ACE Academy Pupil premium strategy statement 2017-18

% 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)			

KS2 Attainment:

KS2 Attainment 2018	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)			

