



Pupil Premium Strategy Statement – St Stephen Academy

1. Summary information					
School	St Stephen Churchtown Academy				
Academic Year	2018/19	Total PP budget	£119,240	Date of most recent PP Review	July 2018
Total number of pupils	265	Number of pupils eligible for PP	97	Date for next internal review of this strategy	Jan 2019

2. Current attainment		
2017 SATs	<i>Pupils eligible for PP</i>	<i>Whole Cohort</i>
% meeting standard or above in reading, writing and maths	53%	54.3%
% meeting standard or above in reading	75%	63%
% meeting standard or above in writing	90%	82.6%
% meeting standard or above in maths	80%	80.4%
2017 Progress	R +1.0, W +3.37, M +2.48	R -0.48, W +2.49, M +2.29
2018 SATs	<i>Pupils eligible for PP</i>	<i>Whole Cohort</i>
% meeting standard or above in reading, writing and maths	56%	57%
% meeting standard or above in reading	83%	76%
% meeting standard or above in writing	72%	81%
% meeting standard or above in maths	67%	67%
2018 Progress	R +1.89, W -1.7, M +0.79	R +0.75, W +0.3, M -0.37

3. Barriers to future attainment		
In-school barriers		
A.	Oral language skills in EYFS and KS1 are lower for pupils with multiple vulnerabilities (PP, SEN, Boys, Summer term) and thus hampers progress.	
B.	Lower – middle attainment all children, particularly disadvantaged pupils, need to make progress in line with the national picture.	
C.	PP children with other identified possible barriers to learning (SEN, SEMH, Lower prior attainment group) have lower rates of progress than other pupils.	
D.	Analyse of disadvantaged pupil's needs have identified low resilience to learning arising from SEMH issues from adverse childhood experiences (meta cognition).	
E.	(From analyse of behaviour strategy) The vast majority of behaviour concerns are from disadvantaged pupils and are having a detrimental effect on their academic progress and that of their peers.	
External barriers (issues which also require action outside school, such as low attendance rates)		
F.	Parental engagement is lower than we would like.	
G.	Attendance rates for all eligible PP children is below the national average (which is 96% target). This reduces school hours and causes them to fall behind on average.	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve oral language skills for pupils eligible for PP in EYFS and KS1. Intervention Teaching Assistant to carry out oral language activities to support specific and general needs, taking advice from the class teacher and Speech and Language Therapists.	GLD, APS and ELG for core subjects - PP from these vulnerable groups will diminish so that all pupils make good progress from their starting point. Pupils show improved Speaking and Listening skills in class.
B.	All lower – middle pupils eligible for PP will make at least expected progress in line with their prior attainment group (PAG 11 -12)	Early assessment on entry data will identify and prioritise PP requiring additional support to meet their needs. Targeted interventions will show evidence before and after outcomes which confirm positive impact on learning and accelerated progress.
C.	School supports disadvantaged children who experience SEMH issues arising from ACE's and promotes resilience. Detrimental impact of poor behaviours for learning on academic attainment and progress of that group of learners is reduced.	Focussed interventions led by TIS trained staff and teachers, supported by Teaching Assistants to work with identified vulnerable children (mentoring). Children will be better able to engage in learning - the level of disruptions involving those students and the detrimental impact this may have on their own learning as well as the learning of others in the cohort will be diminished. Monitoring of academic attainment and progress of those groups will show improvements in both.
D.	Increase in pupils' learning independence. Staff to begin to implement and embed meta cognition strategies that support pupils to develop learning independence and increased resilience. These outcomes will be monitored through pupil voice, including child survey, and through termly pupil progress meetings between class teachers and senior leaders.	Children will be better able to engage with learning and are proactive in challenging themselves to aim high and make accelerated progress academically.
E.	Link to C and D above.	Fewer behaviour incidents recorded for these pupils on the school system (without changing and recording practices or standards). This should ensure that they maximise teaching and learning time.

F.	Higher parental engagement. Parent support advisor and SENCO provides a range of services and opportunities to support families. Early identification and intervention coupled with closer working partnerships with all agencies and additional in-school support staff.	Families will successfully engage with school support systems and establish a positive dialogue through which improved capacity to support pupil learning can be conveyed. TIS practitioner/PP champion/SENCO will establish a range of supportive home/school relationships and record communication, support and advice given.
G.	Increase attendance rates for all pupil premium children. Aspirations of parents of disadvantaged children, in terms of the expected levels of attendance are as high as possible, so no glass ceiling on progress and achievement.	An increase in the overall percentage attendance for PP children to be in line with 96% national average and/or there is no difference between PP/non-PP in school data.

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?
All pupils access quality first teaching.	Appropriate training for all staff. Feedback and marking training for all Teaching Assistants.	Large body of research evidences that quality first teaching has a major impact on pupils' progress and has the most impact on the most disadvantaged pupils.	Learning walks/observations. Termly book scrutiny. Pupil progress meetings.	SW, CS, SB, LJ,	Reviewed termly.
	Meta cognition training to build learning power.	Meta cognition and self- regulation based on extensive evidence leads to +7 months progress.	Performance management.	NP	

Increase in pupils' learning independence. Staff to begin to implement and embed meta cognition strategies that support pupils to develop learning independence and increased resilience.	<p>Developing cognition. The mental process involved in knowing, understanding, and learning.</p> <p>Meta cognition which is learning to learn.</p> <p>Motivation.</p>	<p>Promoting meta cognition and self-regulation is an effective strategy to use to support effective learning particularly for disadvantaged pupils.</p> <p>EEF +7months</p>	These outcomes will be monitored through pupil voice, including child survey, and through termly pupil progress meetings between class teachers and senior leaders.	All staff championed by SLT	Termly.
<p>Improve oral language skills for pupils eligible for PP in EYFS and KS1. Intervention</p> <p>Teaching Assistant to carry out oral language activities to support specific and general needs, taking advice from the class teacher and Speech and Language Therapists.</p>	<p>Teacher / Teaching Assistants to carry out oral language activities to support specific and general needs.</p> <p>Schools own speech and language support system.</p> <p>Book discussion.</p> <p>Explicitly extending pupils spoken vocabulary.</p> <p>Use of structured questioning to Targeting reading allowed develop reading comprehension.</p>	<p>Studies of oral language intervention consistently show positive impact on learning.</p> <p>EEF toolkit +5 months.</p>	<p>Half termly meetings between EYFS and KS1 teacher and Head teacher / PP Champion.</p> <p>Lesson observations.</p> <p>Termly Aspire Hub Monitoring Days.</p> <p>Aspire EYFS / KS1 support for class teachers.</p> <p>Pupil conferencing.</p>	SW, LJ, CS, CR	Half Termly
Total budgeted cost					£5000
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?

Provide targeted intervention for our disadvantaged pupils to either improve skills in the core subjects or to develop resilience to engage in learning more effectively.	Weekly opportunities for experienced Teaching Assistants to work with identified pupils to ensure personalised feedback is given to achieve success and provide mentoring (make appropriate progress linked to prior attainment group).	To provide a more bespoke feedback and mentoring. Evidence from previous years supports this approach improving pupil confidence by refocusing and redirecting pupil's thoughts and efforts to an identified outcome. EEF research identifies +8 months progress	Work scrutiny for feedback comments and pupil engagement. Pupil conferencing. Intervention evidence grid. Pupil outcomes increasing.	Class teachers/ teaching assistants Core subjects leads	Half Termly.
Increase attendance levels of disadvantaged children and keep persistent absence for this group to a minimum. An increase in the overall percentage attendance for PP children to be in line with 96% national average and/or there is no difference between PP/non-PP in school data.	SLT to track attendance and absent levels. Challenge parents where appropriate. Provide support for parents through the PSA role. Work closely with EWO.	Strong evidence base to show that increased levels of attendance have positive impact on attainment and progress. As well as reducing potentially damaging affect that high levels of absence can have on a child's ability to reach their social, emotional and academic potential.	Half termly monitoring for whole school. Identified pupils will have weekly review. Termly EWO monitoring and tracking.	PSA SLT EWO	Half termly
Total budgeted cost					£97000
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?
School supports disadvantaged	Whole school and targeted Trauma	Evidence of severe detrimental impact that ACE's have on a child's	Clear process in place to refer, make baseline assessments,	LJ, SW and JE	Half termly

<p>children who experience SEMH issues arising from ACE's and promotes resilience. Detrimental impact of poor behaviours for learning on academic attainment and progress of that group of learners is reduced and pupils are better able to access formal learning. Fewer behaviour incidents recorded for these pupils on the school system. This should ensure that they maximise teaching and learning time.</p>	<p>Informed School. Increase amount of PSA time to work with children and families experiencing SEMH issues.</p>	<p>social/emotional and academic progress. Evidence that positive impact of having Emotionally Available Adults to work alongside these children can support them in reaching their full potential. EEF Teaching and Learning Toolkit identifies Behaviour Interventions as moderate impact for moderate cost, based on extensive evidence (+3)</p>	<p>put in place interventions and monitor ongoing impact. This can be cross referenced against attainment and progress data on whole school tracking systems to ensure that impact is being seen in all areas. Less notifiable behaviour reported.</p>	<p>and all class teachers. PSA</p>	
<p>To develop effective parental engagement by providing support, advice and guidance to parents and carers of disadvantaged children. Helping parents to have high expectations and aspirations of their children resulting in increased attainment and accelerated</p>	<p>Increased time of Parent Support Advisor to provide support, advice and guidance to families of vulnerable children, including those who are disadvantaged. This may include school-based support through 'Coffee and Catch up' events as well as referrals to outside agencies.</p>	<p>Evidence shows that low aspirations and poor engagement of parents and carers in supporting their children at school can have a damaging impact on a child's ability to fulfil their potential. The EEF Teaching and Learning Toolkit recognises parental involvement as a moderate impact for moderate cost intervention, based on moderate evidence (+3) By offering advice and support to families the hope is that levels of engagement will increase, and aspirations will raise.</p>	<p>Parent Support Advisor's role is both reactive and proactive to ensure that the right level of support is provided at the right time. This can be cross referenced against attainment and progress data on whole school tracking systems to ensure that impact is being seen in all areas. Feedback from parental questionnaires and attendance at events.</p>	<p>PSA SW SENCO</p>	<p>Ongoing. £7000- TIS practitioner support SM AB RG % of their total salary to % of PP (36%) PSA-£7000</p>

progress.					
Total budgeted cost					£18000

6. Review of expenditure				
Previous Academic Year		2017-18 (Budget Allocated was £118,700).		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost £5000
Teachers have clear data and responsibility for tracking and improving the progress of PP children.	Track the progress of children, with all teachers being aware of data of PP children - internal tracking grids set up and used by all teachers	All teachers are fully aware of pupils who are receiving PPG and can discuss the progress and attainment for each. Pupil progress meetings following every assessment event and linked to new performance management system (CAMs). Termly reports to Hub council regarding PP outcomes.	Further training for teachers to access school tracking grids more independently identifying focused pupils.	
Improved oral language skills in reception.	Staff training on high quality feedback and engagement with children – applied to be part of the Nellie project linked to develop spoken language.	Reception class undertook Neli project for research for the EEF. This is currently being evaluated. Further opportunities for this project are being advertised across Aspire.	Fully evaluate outcome potential for further TA training to roll out for more EYFS KS1 pupils.	

Improved progress for high attaining pupils.	Staff training on effective ways to challenge higher attaining children (Mastery in Maths, course feedback in English). Greater tracking of HA children using school tracking sheets Introduction of CGP reading materials and CGP homework books in Year 6	GDS Combined 11% (national 2017 = 9%) R – 44% 2018 National 26% W – 17% 18% M – 22% 23% These percentages include pupils who have made accelerated progress from middle PAGs to GDS outcomes. Where pupils underperformed these were typically multiple need pupils. Mastery in Maths has been a rolled out across the school.	Teachers to identify multiple disadvantaged pupils. Track progress forensically. Identify potential interventions with PP champion / SENCO / PSA at earliest opportunity. School focus in Reading for Y4, Writing Y4, Maths Y4, Y5	
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ii. Targeted support

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost £97000
PP children to have additional support.	Classes have additional support in the form of mentors which regularly conference with the pupil premium children – learning, social and emotional and meta cognition and self-regulation. Immediate feedback from learning and intervention as identified by class teachers/ HLTA	Regular mentoring for all PP children. On track / above for reading across the school. Majority of year groups are on track for maths. Intervention grids to identify gaps which have been address immediately through 1:1 / small group QFT interventions. Thrive interventions to support SEMH self-regulation and at flash point situations.	We have identified lower levels of resilience with pupils who experience multiple needs. This included PP children, therefore we are undertaking an EEF informed meta cognition project in 2018-19 for all pupils. Thrive convert to TIS whole school approach.	

An improved focus on the progress of PP children.	Pupil Premium Progress meetings.	Regular Pupil progress meetings following data drops and linked to reviewed performance management strategy (CAMs) See data above. All teachers are fully aware of the pupils who receive PPG and can discuss their attainment and progress.	Continue.	
Improved behaviour of PP children in Year 6 cohort.	Social skills intervention and general behaviour support. PSA involvement Open door policy	IBP's / learning passports set up and monitored for identified vulnerable pupils. PSA support for identified high profile pupil /family. Access to individualised external support – Dreadnought, Whitegold, CAMs, FSW (Early Help Hub) See PP academic outcomes above.	Closer focus on the plan-do-review process to support referral applications for additional support and funding. Challenging external agencies with regards to immediacy of support.	
PP children to have wider contextual experiences.	Extra-Curricular Activities and Visits planned through school but away from the classroom setting.	We had great success winning numerous cluster, district and county competitions. Increased confidence and development in the children's communication, team work and self-esteem. ks1	Aims for next year to provide greater opportunities to KS1	
iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost £18000
Increased attendance rates (to 96% or above).	Head of School (LJ) and Secretary (JE) to monitor attendance rates. Meet half termly with parents whose children are causing concern regarding attendance – attendance folders set up across the school. Following this meeting, an action plan is written and shared if necessary.	Gap of attendance of PP pupils verses non-pupil premium is reducing. Nearly 1% improvement however gap against national picture is still present and continues to be a school focus. Persistent absentee rates have decreased and are at least in line with national data.	Earlier identification of slippage in attendance. Continue the schools more robust approach regarding leave of absence and work with the EWS attendance clinics.	

Strategies to support PP children are shared and developed on a Trust Level.	PP Champion is appointed (LJ – Head of School) who will meet and work with other Aspire PP Champions to develop best practice. This role will also work with the sports lead to increase participation.	Regular PP Champion training and impact across Aspire to share effective strategies. Continue training and embed into school	Continue training - 3 training dates for CPD for 2018-19. Maximising the Impact of Pupil Premium.	
Parents work with and support pupils in home setting	Participation in EEF PEEPs research project to engage parents as first educators	PSA support Homework Coffee and catch up events Parents meetings Open door policy.	EYFS parents have been difficult to access therefore we will continue to target them next year.	

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.

Our full strategy document can be found online at: [www. http://ststephenchurchtown.org.uk/website/pupil_premium/159738](http://ststephenchurchtown.org.uk/website/pupil_premium/159738)