

Pupil Premium Strategy Statement

1. Summary information					
School	St Margaret's Academy				
Academic Year	2017-18	Total Pupil Premium (PP) budget	£170,280	Date of most recent Pupil Premium Review	Dec 2017
Total number of pupils	416	Number of pupils eligible for Pupil Premium	129	Date for next internal review of this strategy	July 2018

2. Attainment of Disadvantaged Pupils at the end of 2016-17				
Foundation Stage			School - Disadvantaged Pupils (Pupils eligible for PP)	National Average for All Pupils
Pupils achieving a Good Level of Development			55%	71%
Phonic Screening Check	School - Disadvantaged Pupils (Pupils eligible for PP) Y1	National Average for All Pupils Y1	School - Disadvantaged Pupils (Pupils eligible for PP) Y2	National Average for All Pupils Y2
Children passing the Phonic Screening Check	81%	81%	95%	92%
KS1 (11 pupils)	School - Disadvantaged Pupils (Pupils eligible for PP) (Expected Standard)	National Average for All Pupils (Expected Standard)	School - Disadvantaged Pupils (Pupils eligible for PP) (High Standard)	National Average for All Pupils (Expected Standard)
% achieving Reading	82	76	18	25
% achieving Writing	64	68	0	16
% achieving Maths	73	75	0	21
% achieving reading, writing and maths combined	64	64	0	11
% achieving Science	82	83	*	*

KS2 (25 pupils)	<i>School - Disadvantaged Pupils (Pupils eligible for PP) (Expected Standard)</i>	<i>National Average for All Pupils (Expected Standard)</i>	<i>School - Disadvantaged Pupils (Pupils eligible for PP) (High Standard)</i>	<i>National Average for All Pupils (Expected Standard)</i>
% achieving ARE in Reading	88	71	52	25
% achieving ARE in Writing (TA)	88	76	8	18
% achieving ARE in Maths	72	75	20	23
% achieving ARE in Grammar, Punctuation and Spelling	84	77	28	31
% achieving ARE in Science	84	82	*	*
% achieving reading, writing and maths combined	68	63	0	9
DfE progress measure in reading		Progress +5.01 for Disadvantaged Pupils		National Progress 0.0
DfE progress measure in writing		Progress +1.84 for Disadvantaged Pupils		National Progress 0.0
DfE progress measure in maths		Progress +0.43 for Disadvantaged Pupils		National Progress 0.0
3. Barriers to future attainment (for pupils eligible for PP)				
In-school barriers <i>(issues to be addressed in school)</i>				
A.	Number and percentage of EYFS PP children achieving GLD affects attainment in Y1.			
B.	PP attainment in Y2 and Y4 There is a wide gap in attainment for PP children compared to non PP children across all subjects in Y2 and Y4			
C.	Social and emotional difficulties can be a barrier to future attainment			
External barriers <i>(issues which also require action outside school)</i>				
D.	Support for parents to achieve good attendance			

4. Desired outcomes 2017-18		Success criteria
A.	<p>PP attainment in Year 1</p> <p>6 PP children (50%) achieved GLD in EYFS</p>	8 Y1 PP children will achieve ARE in reading, writing and maths (an increase of 2 children)
B.	<p>PP attainment in Y2 and Y4</p> <p>Current Y2 PP children (15 children):</p> <ul style="list-style-type: none"> • On track for Reading – 8 children • On track for Writing – 6 children • On track for Maths – 8 children <p>Current Y4 PP children (17 children):</p> <ul style="list-style-type: none"> • On track for Reading – 8 children • On track for Writing – 4 children • On track for Maths – 8 children 	An increase in the number of PP children achieving age related expectations
C.	<p>Attendance for PP children</p> <p>Reduce amount of persistent absence for PP children</p>	21 PP children were persistently absent during 2016-17. We aim to reduce this number by the end of 2017-18.
D.	<p>Provide targeted support for children's social, emotional and mental health needs.</p>	Improved engagement in learning measured through pupil data, behaviour logs, pupil questionnaires etc.

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	How will you ensure it is implemented	Staff lead and cost	When will you review implementation?
<p>Embed a love of language, develop speaking and listening skills in order to develop writing skills</p> <p>Improve automaticity, retention and maths vocabulary</p>	<p>Writing:</p> <ul style="list-style-type: none"> Focus on vocabulary and approaches to develop children's language skills (word walls, Quiz-Quiz-Trade, 'magpie-ing') Develop collaborative learning skills to improve oracy in preparation for writing Staff training on direct teaching of writing skills through the toolkit Staff training on providing clear purpose for why we write Raise the profile of spelling in our celebration assembly and through homework activities <p>Maths:</p> <p>Focus on retention, automaticity and maths vocabulary through:</p> <ul style="list-style-type: none"> Staff training and professional development Review of homework to focus on number facts Direct teaching of key maths skills Introduce 108 club Raise the profile of maths in our celebration assembly Engage with parents through information sheets, workshops etc. 	<p>Pupil progress meetings during 2016-17 highlighted these areas as common barriers to children's learning.</p>	<p>Regular training and monitoring by Maths and English subject leaders</p>	<p>LM and CW</p>	<p>Pupil progress meetings and data drops</p>

ii. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this	How will you ensure it is implemented	Staff lead and costs	When will you review implementation?
Support for pupils' social and emotional development	Deputy Head non class based to oversee PP / SEN / safeguarding Dedicated THRIVE TA Designated space for THRIVE Family support worker Attendance and welfare officer Referral to external agencies – EP / CAMHS etc Staff CPD on attachment and trauma and loss Staff CPD on THRIVE Additional teaching assistants to provide the key adult role	Strong social and emotional support including working with families has been identified as effective in raising attainment for disadvantaged pupils <i>(NFER Supporting attainment of disadvantaged pupils: Briefing for School Leaders, November 2015)</i>	<ul style="list-style-type: none"> • Regular meetings with pastoral team • Staff CPD to embed THRIVE • Attendance monitoring • Behaviour monitoring • THRIVE intervention monitoring • Support for teaching assistants through regular meetings and training 	<p>Additional TA support and Deputy Head release £132,095</p> <p>THRIVE licence and training £1600</p> <p>Preventative services: Attendance officer and family support worker £17,280</p> <p>EP support £2,400</p>	<p>Weekly review of behaviour and attendance data at SLT. Termly reports produced</p> <p>Analysis of behaviour and attendance data included in Governor and SLT safeguarding and Pupil Premium reports</p>
Reduce barriers to learning for children with speech and language difficulties	Referral to speech and language therapy and follow up support in school Talk Boost intervention extended to KS2	Age appropriate speech and language skills have been identified as a crucial foundation on which to build literacy skills (Bercow report, 2008)	Regular monitoring of progress by therapist and our teaching assistant dedicated to speech and language.	<p>SP</p> <p>Speech and language interventions and support from specialist TA</p> <p>£16,428</p>	<p>After 6 week intervention block</p> <p>At the end of TALK Boost intervention</p>

Raise attainment through before / after school intervention	1:1 tuition with teachers before and after school in Y2 and Y4	EEF Teaching and Learning Toolkit suggests 1:1 tuition has a positive impact on attainment	Termly data analysis Pupil progress meetings	SLT £3600	End of term data drops
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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 and costs	When will you review implementation?
Provide enrichment opportunities for PP children	Financial support for extra-curricular activities / trips Music lessons Resources for home learning			SLT £3000	