

Pupil Premium Strategy Statement

1. Summary information					
School	St Margaret's Academy				
Academic Year	2016-17	Total PP budget	£171,600	Date of most recent PP Review	Apr 2016
Total number of pupils	412	Number of pupils eligible for PP	112 127 (April 2017)	Date for next internal review of this strategy	July 2017

2. Attainment end of 2015-16		
KS1 (14 pupils)	<i>Pupils eligible for PP (school)</i>	<i>Not PP</i>
% achieving ARE in Reading	50	74
% achieving ARE in Writing	29	63
% achieving ARE in Maths	36	74
% achieving ARE in reading, writing and maths	21	60
KS2 (27 pupils)		
% achieving ARE in Reading	59	76
% achieving ARE in Writing	52	93
% achieving ARE in Maths	48	76
% achieving ARE in reading, writing and maths	37	66
DfE progress measure in reading	Progress +3.88 for PP cohort	0.0

DfE progress measure in writing		Progress +0.92 for PP cohort	0.0
DfE progress measure in maths		Progress +0.75 for PP cohort	0.0
3. Barriers to future attainment (for pupils eligible for PP)			
In-school barriers <i>(issues to be addressed in school)</i>			
A.	Attainment and progress in Writing – possibly due to immature language skills, changes to assessment and social and emotional barriers to learning. Pupil progress meetings during the academic year 2016-17 identified spelling as a barrier to attainment and progress in writing.		
B.	Attainment and progress in Maths. At pupil progress meetings during the academic year 2016 -17, teachers identified fluency, application of skills and retention as barriers to learning		
C.	Social and emotional barriers to learning		
External barriers <i>(issues which also require action outside school)</i>			
D.	Parenting difficulties (support for routines at home, attendance and punctuality at school)		

4. Desired outcomes 2016-17	Success criteria
<p>A. An increase in PP children achieving age related expectations in Writing through the following actions:</p> <ul style="list-style-type: none"> • Quality first teaching • Whole staff training on assessment • Parent workshops <p>And specific literacy support</p> <ul style="list-style-type: none"> • Phonics support for KS1 staff including work with a partner school • NPQML focused study on PP children in Y1 • After school intervention in writing • Staff training on use of Toolkit in English lessons 	<p>Year 2 Cohort 2016-17:</p> <p>At the end of Y1 38% of PP children (5 children) were meeting age related expectations (ARE) in writing, we want 61% to be at ARE (8 children) by the end of KS1</p> <p>July 2017</p> <p>7 PP children are now at ARE or above in writing (54% - increase from 29% end of 2015-16)</p> <p>Year 6 Cohort 2016-17:</p> <p>At the end of Y5 45% of PP children were meeting ARE (11 children), we want 58% (14 children) to meet ARE by the end of Y6</p> <p>July 2017</p> <p>23 PP children are now at ARE or above in writing (86% - increase from 52% end of 2015-16)</p>

<p>B.</p>	<p>An increase in PP children achieving age related expectations in Maths</p> <p>See first three bullet points above and in addition:</p> <ul style="list-style-type: none"> • Staff training on fluency in Maths • NPQML focused study on fluency in Maths • Staff training on planning in maths with Torbay Teaching School Maths lead 	<p>Year 2 Cohort 2016-17:</p> <p>At the end of Y1 53% of PP children (7 children) were meeting age related expectations (ARE) in Maths, we want 76% to be at ARE (10 children) by the end of KS1</p> <p>July 2017</p> <p>8 PP children are currently at ARE or above in Maths (67% - increase from 36% at the end of 2015-16)</p> <p>Year 6 Cohort 2016-17:</p> <p>At the end of Y5 50% of PP children were meeting age related expectations (12 children), we want 62% (15 children) to meeting age related expectations by the end of Y6</p> <p>July 2017</p> <p>20 PP children are currently at ARE or above in Maths (77% - an increase from 48% at the end of 2015-16)</p>
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<p>C.</p>	<p>A reduction in off task behaviour during lessons and improved engagement with learning. Behaviour monitoring shows that a small number of children struggle to engage with learning; we believe this is due to social and emotional difficulties and high levels of anxiety. In addition to reviewing the curriculum and relaunching the school values we have targeted social, emotional and mental health needs through the following actions:</p> <ul style="list-style-type: none"> • 	<p>We want to see improved engagement in learning and fewer behaviour incidents recorded.</p> <p>December 2016 – new software to track behaviour and pastoral support has been purchased. This system will be used to track the impact of pastoral support on behaviour and exclusion rates.</p> <ul style="list-style-type: none"> • Two members of staff have completed a 7 day attachment awareness course and are now qualified attachment leads • Staff training on social emotional and mental health needs including attachment • Deputy head attended a mental health masterclass with Natasha Devon and cascaded information on mental health needs to staff • Full-time THRIVE teaching assistant (+ 3 other TAs with up to date THRIVE licence) • Dedicated THRIVE area has been established • Whole school THRIVE training (January 2017) • Teaching assistants allocated to be 'key adult' for children with social and emotional needs • We have worked with other professionals – Chestnut outreach team, primary mental health worker
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5. Planned expenditure					
Academic year	2016-17				
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 and cost	When will you review implementation?
Improved understanding of new assessment procedures and greater depth learning and assessment	Staff CPD on assessment Staff CPD on greater depth	Quality first teaching has been shown to be a crucial factor in pupil attainment and progress. Accurate and rigorous assessment procedures are an important aspect of quality first teaching (Teaching Standards, SEND Code of Practice 2014 etc)	<ul style="list-style-type: none"> • Through discussion at pupil progress meetings – meetings 6 times a year • Weekly Key Stage meetings including joint planning and peer support • SLT monitoring of assessment folders, planning documents and lesson observations 	LM / NT / CW	End of term reviews by SLT and middle leaders
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 and costs	When will you review implementation?
Support for pupils' social and emotional development	Dedicated THRIVE TA Designated space for THRIVE Family support worker Attendance and welfare officer Play therapist Referral to external agencies – EP /	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 and action plan monitoring 	SP THRIVE, CPD, Family support officer and attendance officer, £25,110	Termly review of behaviour Data and analysis is included in Governor safeguarding and Pupil Premium reports

	CAMHS etc Staff CPD on attachment and trauma and loss Staff CPD on THRIVE Software purchase – CPOMs Additional teaching assistants to provide the key adult role		<ul style="list-style-type: none"> Staff training on use of CPOMs Support for teaching assistants through regular meetings and training 	CPOMS £895 Staffing: Additional TAs, extra MTAs and release time for SENCO £138,653	
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?
Raise attainment in writing and maths through before / after school intervention	1:1 tuition with teachers / TAs before and after school Staff training by maths and literacy leaders Phonic partnership	EEF Teaching and Learning Toolkit suggests 1:1 tuition has a positive impact on attainment Quality first teaching reaches all pupils, including PP pupils	Termly data analysis Pupil progress meetings	SLT – assessment lead, SENCO and KS leaders £3658	End of term data drops
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.	SP See above for staffing costs	After 6 week intervention block At the end of TALK Boost intervention
Provide enrichment opportunities for PP children	Fund extra-curricular activities including Y6 residential trip to Skern Lodge Forest school Music lessons Resources for home learning			SLT £3284	