

ACE Academy Pupil premium strategy statement 2018-19



1. Summary information					
School	Charlestown Primary School				
Academic Year	2018-19	Total PP budget	£43,833	Date of most recent PP Review	July 2019
Total number of pupils	335	Number of pupils eligible for PP	31	Date for next internal review of this strategy	

2. Current attainment (2019) NB Teacher Assessments (Y6) SATs results not yet available	Pupils eligible for PP (no. in your school)	Pupils not eligible for PP your school (national average in brackets)
EYFS		
% of pupils achieving GLD	100% (2/2)	75%
Y1 Phonics		
% of pupils achieving the expected standard in phonics	86% (6/7)	85%
KS1 Attainment		
% of pupils achieving the expected standard in Reading	71% (5/7)	81%
% of pupils achieving better than expected standard in Reading (GDS)	0%	42%
% of pupils achieving the expected standard in Writing	57% (4/7)	76%
% of pupils achieving better than expected standard in Writing (GDS)	0%	27%
% of pupils achieving the expected standard in Maths	86% (6/7)	83%
% of pupils achieving better than expected standard in Maths (GDS)	29% (2/7)	27%
KS2 Attainment		
% of pupils achieving the expected standard in Reading	71% (5/7)	85%
% of pupils achieving better than expected standard in Reading (GDS)	0%	27%
% of pupils achieving the expected standard in Writing	71% (5/7)	85%
% of pupils achieving better than expected standard in Writing (GDS)	0%	15%
% of pupils achieving the expected standard in Maths	71% (5/7)	85%
% of pupils achieving better than expected standard in Maths (GDS)	0%	21%
% of pupils achieving the expected standard in Grammar, Punctuation and Spelling (GPaS)	71% (5/7)	85%

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% of pupils achieving better than expected standard in GPaS (GDS)	0%	27%
% of pupils achieving the expected in maths, reading and GPaS combined	57% (4/7)	81%

3. Barriers to future attainment		
In-school barriers		
A.	Low aspiration and self-esteem. Social and emotional difficulties.	
B.	Lack of focus and information retention. Possible learning difficulties	
C.	Lack of stamina and resilience particularly in boys writing.	
External barriers		
D.	Poor Attendance.	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Increased self-worth and aspiration.	Children set high goals make good progress and achieve well. In line or better than non-disadvantaged pupils.
B.	Improved focus and attention in lessons. Ability to retain information for longer.	Improved behaviour for learning in lessons. Good progress and attainment.
C.	Ability to write for sustained periods increases.	Measurable increase in quality and quantity of written work.
D.	Improved attendance	Attendance statistics improve.

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?
Increased self-worth and aspiration	Quality first teaching Ongoing staff training to improve classroom pedagogy. To include collaborative learning and peer support. Strategies for improving writing stamina	Nfer and Teaching and Learning toolkit both state that quality first teaching, good classroom practice, has a positive effect on all pupils but more so for disadvantaged pupils.	Regular staff training on aspects of pedagogy. Collaborative learning. Peer support and continuation of growth mind-set.	SMT	Lesson observations each half term will monitor effectiveness of classroom practice.
Improved focus and attention in lessons. Ability to retain information for longer.	Review of behaviour policy. Staff meetings to ensure consistency of approach. More parental involvement.	Children cannot learn when class behaviour is poor. Behaviour at Charlestown is generally good however some pupils struggle to adhere to class rules and we need to remain consistent in our approach.	Monitoring of Dojo behaviour system. Lesson observations. Parent access to Dojo behaviour reward system.	SMT	With regular observation and review of behaviour log.

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Ability to write for sustained periods increases.	Whole school approach to this issue. Part of SDP to raise writing attainment and progress.	Historically, writing, particularly boys writing, is not as strong as other areas of learning. A pupil and staff survey highlighted that the process is physically hard for some pupils.	In staff meetings finalise and agree strategies needed to ensure that writing stamina improves.	SMT	In learning walks, work scrutiny and lesson obs.
Improved attendance	Parent contact on first day of absence. Followed up on 3 rd day.	Vigilance and consistency in addressing absence is needed.	Office staff do as a matter of routine.	Head Teacher	Termly
Total budgeted cost					£29,329
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?

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<p>Increased self-worth and aspiration.</p>	<p>Various Social and emotional support strategies in place. Socially Speaking/ ReSet plus lunchtime social support.</p>	<p>Some of our more vulnerable pupils become distressed from playtime/social issues. They find it difficult to settle in class afterwards. Data (Boxhall Profile/Strength and Difficulties questionnaire) has suggested that these interventions are effective in reducing the amount of recorded incidents. In addition pupils feel better about themselves and this reflects in all areas of school life.</p>	<p>SEND Leader has carefully structured timetable of interventions. SEND Lead and PP Lead will observe and monitor sessions. Good communication between Intervention lead, Class teacher and Sendco.</p>	<p>SLT CL/AD</p>	<p>Termly</p>
<p>Improved focus and attention in lessons. Ability to retain information for longer</p>	<p>Small group support with highly differentiated teaching. Supported learning for pupils struggling to keep up with age related expectations.</p>	<p>The school has a good proven track record with this type of intervention. Staff are highly skilled at working with groups of pupils needing extra support.</p>	<p>Lesson observations and work and pupil scrutiny.</p>	<p>SMT/HLTA's</p>	<p>Termly</p>
<p>Ability to write for sustained periods.</p>	<p>Targeted support for pupils who struggle with writing stamina Identification of writing problems – handwriting letter formation- support.</p>	<p>Evidence based on whole school enquiry into barriers for learning for boys writing. Correct letter formation and cursive script physically make it easier for pupils to write. This step needs to be taken alongside writing stamina programme.</p>	<p>Class teachers to ensure pupils who struggle with letter formation are identified. These pupils then to be targeted with handwriting practice. To begin with homework for summer break.</p>	<p>Class teacher</p>	<p>Half termly</p>

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Improved attendance	Continuation of support for pupils who have difficulties physically getting to school. Transport is provided in some cases. Information to parents on types of illness that children need to be kept off school with. Gathering attendance data from nurseries /pre school	Providing transport for pupils last year was very successful in improving attendance. DfE guide on improving attendance in school states finding out about attendance patterns in pre school providers and targeting poor attendance before pupils start school is vital in improving attendance behaviours. Informing parents' about illness and what is acceptable to keep a child at home is also useful to parents.	Pre booked transport	SLT Class teacher	Review Termly
Total budgeted cost					£14,155
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?
To improve parental engagement and as a consequence better attendance	Contribution to DoJo behaviour reward system. Rewards for attendance. Regular invites to school for social events. Introduction of 'Look what I did' book.	Historically we have struggled to maintain engagement with parents of disadvantaged pupils. Last year relationships improved with parents having more contact with school.	Parent surveys.	CL	
Total budgeted cost					£300
Final Total					£43,784

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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:

EYFS Attainment 2019	FSM pupils	School other	National all
% of pupils achieving GLD	100%	75%	Not available yet

Yr 1 Phonics:

Phonics 2019	Disadvantaged pupils	School other	National all
% of pupils achieving GLD	86%	85%	Not available yet

KS1 Attainment:

KS1 Attainment 2019	Disadvantaged pupils	School other	National all
% of pupils making expected standard in Reading	86%	81%	Not available yet
% of pupils making better than expected standard in Reading (GDS)	43%	42%	Not available yet
% of pupils making expected standard in Writing (TA)	43%	76%	Not available yet
% of pupils making better than expected standard in Writing (GDS)	0%	27%	Not available yet
% of pupils making expected standard in Maths	86%	83%	Not available yet
% of pupils making better than expected standard in Maths (GDS)	43%	27%	Not available yet

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KS2 Attainment:

KS2 Attainment 2019	Disadvantaged pupils	School other	National all
% of pupils making expected standard in Reading	67%	77%	Not available yet
% of pupils making better than expected standard in Reading (GDS)	17%	23%	Not available yet
% of pupils making expected standard in Writing (TA)	50%	83%	Not available yet
% of pupils making better than expected standard in Writing (GDS)	0%	17%	Not available yet
% of pupils making expected standard in Maths	50%	73%	Not available yet
% of pupils making better than expected standard in Maths (GDS)	0%	10%	Not available yet
% of pupils achieving the expected standard in Grammar, Punctuation and Spelling (GPaS)	67%	73%	Not available yet
% of pupils achieving better than expected standard in GPaS (GDS)	50%	63%	Not available yet

Summary of Impact 2018-2019 and planned provision for 2019-20		
Barrier and Provision	Outcome/Impact – 2018-19	Next steps 2019-2020
<p>We now have 31 pupils eligible for PP funding within the school. One of our existing pupils left the school and 7 have joined since September 2018. 6 of these are ‘in year’ admissions in KS 1 and 2.</p>		
<p>Barrier 1: Low aspiration and self-esteem. Social and emotional difficulties. Provision: Quality first teaching.</p> <p>Targeted provision: Social and emotional interventions</p>	<p>Annual summary of lesson observations judged teaching 100% good and 40% outstanding. Continued CPD ensures staff continue to perform well, and best practice is shared across the team.</p> <p>The case studies produced to track these children indicate that the interventions, support and mentoring combined with quality, first teaching has resulted in good progress for the vast majority and expected progress for all.</p>	<p>Continue with staff CPD as planned with particular focus on collaborative learning and meta cognition. Trialling work on one to one verbal feedback for PP pupils.</p> <p>Continue with interventions/groups/provision particularly for those new to school. Whole school to be involved in Trauma Informed training.</p>
<p>Barrier 2. Lack of focus and information retention. Possible learning difficulties. Provision: Review of behaviour policy to ensure consistency of approach across all classes.</p> <p>Targeted provision: Small group support with highly differentiated teaching</p>	<p>Behaviour policy reviewed following last year’s adaptations. All staff are consistent across the school with high expectations. Improvements in class Dojo system with parent access provided has ensured parents fully informed of any issues that arise. Assemblies have a theme of the week linked to Dojo objectives and pupils who show good behaviour for learning are celebrated.</p> <p>Small group support work continues to be highly effective particularly in reading. Observations of intervention judged good or better.</p>	<p>This strategy is going well. Much higher focus on Dojo with 80% PP parental involvement. This is just below the rest of school.</p> <p>Small group work with focus on writing next year.</p>
<p>Barrier 3. Lack of stamina and resilience particularly in boys writing.</p>	<p>Following last year’s impact, this strategy was a whole school approach for the first term. Children participated in 10 minute daily speed writing sessions. Some pupils continued with this in addition to letter formation in handwriting throughout the spring and summer</p>	<p>To be continued for some pupils who are still struggling to write legibly and for sustained periods</p>

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<p>Provision: Targeted support for pupils who struggle with writing stamina Identification of writing problems – handwriting letter formation- support.</p>	<p>terms. In Key stage 1 and EYFS pupils are participating in physical exercise for gross and fine motor skills.</p>			<p>of time. Pupils to be monitored carefully.</p>
<p>Barrier 4. Poor attendance</p>	<p>As of June 28th 2019, average attendance for PP pupils is 94.5 compared to 96.2 for the rest of the school which is below our expectations and below national expectations. A small percentage of our PP pupils are bringing this figure down and we are working closely with the families and the EWO to improve attendance. Our attendance incentive rewards should improve this outcome next academic year.</p>			<p>Continue with close monitoring and reminders through school newsletters on how poor attendance adversely affects progress pupils make. Continue to use Attendance incentive reward. Budgeted for.</p>
<p>Official progress figures not available yet however using last year's calculations following figures give an indication.</p>	<p>Reading PP 2.3 Non PP 2.2</p>	<p>Writing PP 0.5 Non PP 1.1</p>	<p>Maths PP 0.9 Non PP 4.2</p>	