

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 2018
Total number of pupils	330	Number of pupils eligible for PP	31	Date for next internal review of this strategy	

2. Current attainment (2017)	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)	75%
Y1 Phonics	N/A	
% of pupils achieving the expected standard in phonics	0% (1)	87%
KS1 Attainment		
% of pupils achieving the expected standard in Reading	100% (7)	86%
% of pupils achieving better than expected standard in Reading (GDS)	0%	29%
% of pupils achieving the expected standard in Writing	29%	71%
% of pupils achieving better than expected standard in Writing (GDS)	0%	27%
% of pupils achieving the expected standard in Maths	57%	80%
% of pupils achieving better than expected standard in Maths (GDS)	0%	25%
KS2 Attainment		
% of pupils achieving the expected standard in Reading	66% (3)	90%
% of pupils achieving better than expected standard in Reading (GDS)	0%	29%
% of pupils achieving the expected standard in Writing	33%	81%
% of pupils achieving better than expected standard in Writing (GDS)	0%	32%
% of pupils achieving the expected standard in Maths	66%	84%
% of pupils achieving better than expected standard in Maths (GDS)	0%	26%
% of pupils achieving the expected standard in Grammar, Punctuation and Spelling (GPaS)	66%	80%

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% of pupils achieving better than expected standard in GPaS (GDS)	0%	39%
% of pupils achieving the expected in maths, reading and GPaS combined	33%	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.	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. Continue with interventions/groups/provision particularly for those new to school. Whole school to be involved in Trauma Informed training.	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 impact of updated 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.	This strategy was successful last year. Much higher focus on Dojo with 85% PP parental involvement. This is in line with the rest of school. Small group work with focus on writing this year.	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 progress following marking/verbal feedback	Review of marking and feedback policy to ensure greater levels of engagement and responses to adults' advice/guidance	Work scrutinies and pupil conferences show improved impact when children receive less formally written feedback, but more targeted advice.	Discussion and review of marking policy to ensure that it reflects the practice which brings greatest improvements/progress for our children.	SMT	Monitoring programme - fortnightly
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					

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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.	Various Social and emotional support strategies in place. Socially Speaking/ ReSet plus lunchtime social support.	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.	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.	SLT CL/AD	Termly
Improved focus and attention in lessons. Ability to retain information for longer	Small group support with highly differentiated teaching. Supported learning for pupils struggling to keep up with age related expectations.	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.	Lesson observations and work and pupil scrutiny.	SMT/HLTA's	Termly
Ability to write for sustained periods.	Targeted support for pupils who struggle with writing stamina Identification of writing problems – handwriting letter formation- support.	To be continued for some pupils who are still struggling to write legibly and for sustained periods of time, following positive results last year. Children engaged in selecting their themes/topics. Pupils to be monitored carefully.	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.	Class teacher	Half termly

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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 to study any trends.	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. Continue with close monitoring and reminders through school newsletters on how poor attendance adversely affects progress pupils make. Continue to use Attendance incentive reward. Where necessary, arrange meetings with parents and or EWO Budgeted for.	Pre booked transport EWO SLA	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, Parent Forum meetings.	CL	Termly
Total budgeted cost					£300
Predicted Total					£43,784