

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	Oct 2016
Total number of pupils	414	Number of pupils eligible for PP	112	Date for next internal review of this strategy	April 2017

2. Attainment end of 2015-16		
	<i>Pupils eligible for PP (school)</i>	<i>All Pupils (national average)</i>
% achieving a scaled score of at least 100 in reading, writing & maths	37%	53%
DfE progress measure in reading	Progress +3.88 for cohort	0.0
DfE progress measure in writing	Progress +0.92 for cohort	0.0
DfE progress measure in maths	Progress +0.75 for 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 December 2016 also identified spelling as a barrier to attainment and progress in writing.	
B.	Attainment and progress in Maths – possibly due to social and emotional barriers to learning and new assessment procedures introduced during the past 2 years. At pupil progress meetings in December 2016, 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 (<i>Desired outcomes and how they will be</i>)		Success criteria
A.	An increase in PP children achieving age related expectations in Writing	<p>Year 2 Cohort 2016-17:</p> <p>At the end of Y1 38% of 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>Year 6 Cohort 2016-17:</p> <p>At the end of Y5 45% of children were meeting ARE (11 children), we want 58% (14 children) to meet ARE by the end of Y6</p>
B.	An increase in PP children achieving age related expectations in Maths	<p>Year 2 Cohort 2016-17:</p> <p>At the end of Y1 53% of children (7 children) were meeting age related expectations (ARE) in writing, we want 76% to be at ARE (10 children) by the end of KS1</p> <p>Year 6 Cohort 2016-17:</p> <p>At the end of Y5 50% of children were meeting age related expectations (12 children), we want 62% (15 children) to meeting age related expectations by the end of Y6</p>
C.	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. We have introduced measures to target social, emotional and mental health needs.	A decline in off task behaviour recorded on the weekly summary sheet.

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	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	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 / CAMHS etc	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	Termly review of behaviour Data and analysis is included in Governor safeguarding and Pupil Premium reports

	Staff CPD on attachment and trauma and loss Staff CPD on THRIVE				
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?
Raise attainment in writing and maths through before / after school intervention	1:1 tuition with teachers / TAs before and after school	EEF Teaching and Learning Toolkit suggests 1:1 tuition has a positive impact on attainment	Termly data analysis Pupil progress meetings	SLT – assessment lead, SENCO and KS leaders	End of term data drops