

ACE Academy Pupil premium strategy statement 2018 - 2019

1. Summary information					
School	St Columb Major Academy				
Academic Year	2018-2019	Total PP budget	£98,620	Date of most recent PP Review	July 2018
Total number of pupils	390	Number of pupils eligible for PP	71 (10 service inc)	Date for next internal review of this strategy	December 2018
2. Current attainment (2018)			Pupils eligible for PP (your school)	Pupils not eligible for PP your school (national average in brackets)	
EYFS					
% of pupils achieving GLD			57%	75% (72%)	
Y1 Phonics					
% of pupils achieving the expected standard in phonics			62%	80.4% (83%)	
KS1 Attainment					
% of pupils achieving the expected standard in Reading			54%	78.5% (76%)	
% of pupils achieving better than expected standard in Reading (GDS)			13%	19.5% (26%)	
% of pupils achieving the expected standard in Writing			40%	69% (70%)	
% of pupils achieving better than expected standard in Writing (GDS)			7%	14.2% (16%)	
% of pupils achieving the expected standard in Maths			60%	80.9% (76%)	
% of pupils achieving better than expected standard in Maths (GDS)			7%	11.9% (22%)	
KS2 Attainment					
% of pupils achieving the expected standard in Reading			67%	67.4% (75%)	
% of pupils achieving better than expected standard in Reading (GDS)			20%	20.9%	
% of pupils achieving the expected standard in Writing			60%	81.3% (78%)	
% of pupils achieving better than expected standard in Writing (GDS)			13%	9.3%	
% of pupils achieving the expected standard in Maths			60%	62.7% (76%)	
% of pupils achieving better than expected standard in Maths (GDS)			7%	6.9%	
% of pupils achieving the expected standard in Grammar, Punctuation and Spelling (GPaS)			47%	76.7% (78%)	
% of pupils achieving better than expected standard in GPaS (GDS)			20%	18.6%	

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3. Barriers to future attainment		
In-school barriers		
A.	SEND and Mental Health Needs /Behavioural Needs.	
B.	Less access to support at home for learning opportunities.	
C.	Low standards on entry to Foundation Stage in listening, language and communication skills.	
D.	Lack of stamina and resilience particularly in boys writing.	
External barriers		
E.	Attendance and punctuality.	
F.	Low aspirations Low expectations (of themselves) Low expectations (of them outside school) Lack of positive role-models Lack of confidence and self-esteem.	
G.	Repeated School Moves/mobility.	
H.	Split Families and Low Income Families/JAM (Just about managing).	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improved 'in lesson' behaviour and focus on learning leading to improved outcomes. Improved mental health and well being as measured through Motional. Improved access to SEND support to meet these needs effectively.	<ul style="list-style-type: none"> • Less Incidents on behaviour log at lunchtimes and within lessons. • Reward charts indicate readiness to learn. • Greater progress and improved attainment in maths, reading and writing is achieved such that it is in line with non PP pupils. • Positive progress evident on Motional for well being assessments. • Pupils with SEND receiving necessary specialist support to remove barriers so they greater progress and attainment is achieved.
B.	All pupils have access to internet at home to complete homework/project work. Parents supported to help children with homework via PSA. Homework being completed by all pupils.	<ul style="list-style-type: none"> • All children complete homework to support their learning. • All children and their parents are supported appropriately with learning at home. • Homework club offered to support pupils completing their work
C.	Pupils who are identified as below age related expectations on entry to FS achieve in line with expectations in all areas of the profile on exit. Pupils with poor listening, language and communication skills have improved and developed these skills observed through observations and assessments.	<ul style="list-style-type: none"> • The % of children at ARE increases from baseline to exit. • The % of PP children achieving the GLD is in line with non PP pupils. • Pupils listening skills have improved. • Pupils vocabulary range and communication is in clear sentences.

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D.	Ability to write for sustained periods increases.	<ul style="list-style-type: none"> • Measurable increase in quality and quantity of written work.
E.	Attendance of all groups is above 96% Attendance of pupil premium children is at least comparable to non pupil premium pupils.	<ul style="list-style-type: none"> • Improved attendance leads to greater progress and improved attainment in maths, reading and writing is achieved such that it is in line with non pupil premium pupils. • Attendance of all pupil premium children is above 96% • Reduced number of pupil premium pupils with persistent absence/lower % significantly.
F.	The progress and attainment in maths, reading and writing for pupil premium pupils is in line with non pupil premium pupils leading to improved life chances. Pupils have raised self esteem and aspirational goals of what they want/will achieve in life which is observed in school. Pupils confidence grown about what is possible to achieve measured through Motional assessments.	<ul style="list-style-type: none"> • Pupils know and able to explore the pathways towards a variety of careers. • Pupils are able to articulate their aspirations for the future and these include further education and professions. • Improvement in % of self esteem and confidence evident on Motional Assessment for individual pupils. • Pupils confidence has grown in their attitude to learning observed in lessons. 'I can do' attitude observed.
G.	Mobile pupils have a smooth transition into the academy without losing progress in their learning. Pupils progress is thoroughly tracked and intervention put in place ASAP to ensure appropriate progress is made.	<ul style="list-style-type: none"> • The progress of mobile pupils is in line with non pupil premium pupils. • Pupils feel happy, safe and are making progress in their learning.
H.	Pupil premium pupils are equally represented in all opportunities through the academy. Pupil premium pupils are enabled to access music and sporting opportunities outside of the academy. Pupil premium pupils are funded to participate in outdoor and adventurous activities. PSA support split families and JAM families to seek financial support and other support as appropriate meaning the pupils have a stable environment to thrive and make progress in their learning.	<ul style="list-style-type: none"> • The % of pupil premium pupils participating in extra curricular activities/ sports festivals is at least comparable to non pupil premium pupils. (see sports premium report) • Funded opportunities for camp and trips for pupil premium pupils.

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5. Planned expenditure					
Academic year	2018 - 2019				
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?
The progress and attainment in maths, reading and writing for pupil premium pupils is in line with non pupil premium pupils leading to improved life chances.	<ul style="list-style-type: none"> Quality first teaching with high quality resources which identifies target children in all vulnerable groups. Monitoring and tracking of progress and achievement. Gap analysis and moderating judgements with peer teachers. Pre-teach of topic/vocabulary prior to teaching. Same day interventions to address misconceptions at the point of teaching and learning. Additional TA support. PSA to support vulnerable pupils with regular pupil conferencing. Additional tuition/group work for pupil premium pupils. Embed Maths Mastery Approach across the school and Talk for Writing and further staff CPD. Metacognition – thinking about thinking/learning. Introduce technique explicitly into learning and upskill staff. Use collaborative learning approaches in everyday practice. Pupil conferencing and planned time for quality feedback 1:1 about learning, next step, goals and celebrating achievements. Promoting a growth mindset. 	<ul style="list-style-type: none"> EEF Sutton Trust Toolkit evidences that quality first teaching has a positive impact on all children and that the greatest impact is for disadvantaged children. Evidence shows that intervention is more effective when delivered immediately following learning input. Evidence shows that the progress of disadvantaged children is at it's greatest when they have a teacher of outstanding quality. DFE/Maths Hub research about impact of all elements of Mastery. EEF Sutton Toolkit <ul style="list-style-type: none"> -Feedback + 8 months -Metacognition + 7 months -Tuition + 5 months. 	<ul style="list-style-type: none"> Lesson observations/learning walk evidence high quality teaching Monitoring of interventions identifies exceptional practice and data shows positive progress and impact. Well planned interventions and well trained TA's ensure quality provision. Pupil conferencing to find out pupils views/act on these. SLT to monitor the quality of feedback and metacognition. Staff CPD re Maths Mastery, Talk for Writing, Metacognition and Collaborative Learning. 	MT/TM/JE/ RB	<p>Half termly review of progress and attainment.</p> <p>Learning walk/observation notes.</p> <p>Regular book scrutiny</p> <p>Monitoring of conferencing/feedback.</p>

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<p>Ability to write for sustained periods increases.</p>	<ul style="list-style-type: none"> • Whole school approach to Writing embedding Talk for writing and Ink Wasters. Part of SIIP to raise writing attainment and progress. • Staff CPD for guided writing/shared writing to model and uplevel the quality of pupils writing. • High quality immersive curriculum including opportunities for cross curricular writing. • Extra curricular club – news reporters -to engage pupils and promote writing for a purpose. • Handwriting programme to support the physical mechanical writing. • Fun Fit programme to develop fine motor control. 	<ul style="list-style-type: none"> • Writing, particularly boys writing, is not as strong as other areas of learning. • Pupil Survey has highlighted that pupils do not enjoy writing as much need to engage and enthuse pupils so progress and attainment improves. • Pupils need a purpose for writing to make learning fun which results in the best outcomes. • Small group intervention for a purpose shows positive impact of 4 months + on EEF Sutton Trust. 	<ul style="list-style-type: none"> • Staff meetings /coaching and training to upskill staff to ensure Talk for Writing method is taught well. • Monitor the quality of T4W teaching through learning walks and observations. • Monitor through book scrutiny the quality of writing and the use of ink wasters to improve stamina and quantity of writing. 	<p>MT/TM/JE/RB/PC</p>	<p>Half termly review.</p> <p>Learning walks and lesson observations,</p> <p>Work and book scrutinies.</p> <p>SENDCO to monitor impact and effectiveness of funfit programme and handwriting programme.</p>
Total budgeted cost					£3000

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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?
<p>Improved 'in lesson' behaviour and focus on learning leading to improved outcomes.</p> <p>Improved mental health and well being as measured through Motional.</p> <p>Improved access to SEND support to meet these needs effectively.</p>	<ul style="list-style-type: none"> 1:1 support for children with identified BESD needs. Increase staffing to support behaviour. PSA and SENDCO to support creating Motional action plans. Reward charts and planned rewards. Personalised timetable to meet their needs including sensory time/outdoor learning, WAVE project, animal therapy, art and play therapy. Introduce and embed Tramua Informed School Approach. 	<ul style="list-style-type: none"> Observations evidence that children who are well supported in their learning to make positive learning choices and who are enabled to avoid self and peer distraction make greater 'in lesson' progress Teachers/TA's will have strategies modelled in class to avoid any internal exclusions leading to disruptions in learning for children Build up and supporting children's readiness to learn and engage through use of a variety of approaches. EEF Sutton Trust indicates 4 months + for social literacy and arts participation 2 months + 	<ul style="list-style-type: none"> Behaviour Plans in place for all identified children are agreed with clear success criteria which are evaluated on a regular basis and monitored by the SENDCO. Parents are involved in the target setting of targets and Motional Assessment. Through Tramua Informed Schools Mentoring and Supervision will take place. Monitoring of support identifies effective practice. In lesson coaching/ modelling by trained staff 	MT/TM/JE/PC/RB	<p>Half termly review of progress and attainment through pupil progress meetings.</p> <p>Lesson observation and learning walk notes.</p> <p>Weekly monitoring of provision identifies improvements in individual behaviour choices.</p>
<p>Pupils who are identified as below age related expectations on entry to FS achieve in line with expectations in all areas of the profile on exit.</p> <p>Pupils with poor listening, language and communication skills have improved and developed these skills observed through observations and assessments.</p>	<ul style="list-style-type: none"> Effective pupil progress meetings to identify and plan for next steps. Small group interventions that focus on strands of PSED, reading and writing Talk for Writing intervention - focus on teaching vocabulary. RWI intervention -spoken sentences. Listening games Speech and language support Same day intervention. 	<ul style="list-style-type: none"> Research shows that quality early intervention is more effective and improvements more sustained if they are introduced early in a child's school career. Evidence base from previous interventions shown positive impact. Sutton Trust shows 5 months + with quality intervention from qualified and experienced staff. 	<ul style="list-style-type: none"> Well trained staff deliver the programme Parents are involved in intervention and an collaborative takes place. Monitoring of SLT during learning walks, observations and book scrutinies. Review and discussions at half terms through pupil progress meetings. 	MT/TM/JE/PC/RB/SR	<p>Baseline assessment completed by early October which identifies pupils below ARE.</p> <p>This is re- assessed half termly and progress analysed for impact of intervention.</p>

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<p>Attendance of all groups is above 96% Attendance of pupil premium children is at least comparable to non pupil premium pupils.</p>	<ul style="list-style-type: none"> • Provision of pastoral support plans to support children with medical needs • SENCO/PSA support laising with families. • Attendance officer support/EWO attendance clinics. • Introduction of half termly reward scheme for full attendance in year 6 related to super six status and year 2 with trips out for positive attendance and attitudes to learning. • Provide financial support or transport for parents who are struggling to get pupils to school. 	<ul style="list-style-type: none"> • Children who have identified medical needs are enabled to learn well by attending school regularly whilst maintaining medical plans and physio programmes. • Daily monitoring of attendance and attendance surgeries ensure children get to school regularly and on time. • Children need to love learning and parents being able to afford to get them to school. 	<ul style="list-style-type: none"> • Weekly attendance monitoring quickly identifies vulnerable pupils whose attendance is at risk of falling below 95% • Monthly meetings with EWO identifies families in need of urgent support and possible multi agency working • Attendance Officer to monitor attendance and put strategies in place immediately to support. 	<p>MC/TM/JE/PC/NH/SW/RB Teachers</p>	<p>Weekly Analysis/Half termly reviews Attendance Officer review SLT monitor weekly with teachers.</p>
<p>The progress and attainment in maths, reading and writing for pupil premium pupils is in line with non pupil premium pupils leading to improved life chances.</p>	<ul style="list-style-type: none"> • 1:1/ small group tutor support for Y6, Y2 and other groups as needed. • Small group intervention/1:1 reading interventions. KS2. • SEN intervention • Guided reading intervention and CPD for staff. • Writing intervention in Y5/6 • RWI interventions – 1:1 KS1 and catch up programme KS2. • Handwriting • Same day intervention and quality 1:1 feedback. • Peer to peer teaching and colloborative learning. 	<ul style="list-style-type: none"> • Direct teaching moves children quickly thereby maximising the chance to reach their to the next step in their learning. learning potential • Focus on the use of phonics and sound blending enables access to text and the development of comprehension skills. This allows access and success in the wider curriculum. • Positive impact on progress evidence on Sutton Trust especially for feedback and peer to peer teaching. 	<ul style="list-style-type: none"> • Well trained staff deliver the programme/further training and coaching provided. • Lesson observations evidence high quality teaching • Monitoring of interventions identifies exceptional practice • Well planned interventions and well trained TA's ensure quality provision 	<p>MT/TM/JE/RB/PC</p>	<p>Half termly pupil premium governor monitoring identifies improvements in data. Pupil progress meetings half termly.</p>
Total budgeted cost					<p>£92,000 PSA/TA support/EWO</p>

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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	When will you review implementation?
<p>Mobile pupils have a smooth transition into the academy without losing progress in their learning. Pupils progress is thoroughly tracked and intervention put in place ASAP to ensure appropriate progress is made.</p>	<ul style="list-style-type: none"> PSA support to welcome families and children to school and community. PSA/Teacher to identify any needs that school can support with ASAP. Teachers make contact with previous school to find out pupils current assessment. Put in place additional intervention, pre-teach, 1:1 tuition as required. 	<ul style="list-style-type: none"> Evidence shows that children who move schools lose half a terms progress in their learning. We aim to ensure all children are assessed within a few days of entry so that gaps in learning are quickly identified and appropriate steps taken to ensure their progress is accelerated immediately. Sutton Trust shows evidence of positive impact. 	<ul style="list-style-type: none"> SENDco meet child and teacher ASAP. Review and discussion of transition in on a weekly basis with key stage lead. Through learning walks and observations monitor how pupils have settled. Nominated member of staff to pupil conference and talk to pupil. Monitor progress carefully through pupil progress meetings. 	MT/JE/TM/PC/RB	<p>Regular review each half term during pupil progress meetings of new pupils.</p> <p>SENDCO review fortnightly to see progress and how settled.</p> <p>Teacher weekly review and discussion with parents.</p>
<p>Pupil premium pupils are equally represented in all opportunities through the academy. Pupil premium pupils are enabled to access music and sporting opportunities. Pupil premium pupils are funded to participate in outdoor and adventurous activities. PSA support split families and JAM families to seek financial support and other support as appropriate meaning the pupils have a stable environment to thrive and make progress in their learning.</p>	<ul style="list-style-type: none"> Subsidising music/ sport provision. Subsidising camps and trips/ wrap around care. PSA to support family with seeking further support from Early Help Hub. Applications for grants if SEND and pupil premium pupils to provide support for extra curricular clubs. Teaching pupils about a growth mindset – persevering through the learning pit and celebrating success. 	<ul style="list-style-type: none"> Enrichment is a pathway to engagement, aspiration and therefore raised attainment. Positive role models who act as mentors are a pathway to engagement, aspiration and therefore raised attainment. Sutton Trust evidence shows + 2 months for sports participation and outdoor adventurous activities + 4 months progress. 	<ul style="list-style-type: none"> Clear signposting to parents of funded opportunities PSA talking with pupils about what clubs they would like to participate in. Early identification of need by all staff Funding for transport/ club fees to ensure children can access. Monitoring of club participation. 	MC/TM/JE/RB/PC	<p>Half Termly review with finance officer.</p> <p>Reported half termly at governor meetings.</p> <p>Monitoring of sports /music records to ensure all groups are represented.</p> <p>SLT to monitor club participation/representing the academy.</p> <p>Pupil conferencing</p>

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<p>All pupils have access to internet at home to complete homework/project work. Parents supported to help children with homework via PSA. Homework being completed by all pupils.</p>	<ul style="list-style-type: none"> • Provision of in school opportunities for children to access resources for homework. • Homework club offered during the school day. • PSA to work with families re supporting with homework/reading. • Nominated adult to encourage completion of homework. • Parents offered access to internet/laptop to support completion of homework. 	<ul style="list-style-type: none"> • Access to extra curriculum provision is a pathway to engagement, aspiration and therefore raised attainment. • Sutton Trust shows positive impact for pupils 2 months progress + and parent engagement impacts positively by 3 months +. • Parents involvement and feedback increases pupils self esteem and confidence. 	<ul style="list-style-type: none"> • Clear identification of families in need of support through parent questionnaire's/ surveys followed by clear contract setting and monitoring. • PSA audit of need/family background. • SENDCO to monitor impact of this/monitor progress and achievement. 	<p>MC/TM/JE/ RB/PC</p>	<p>Half termly review. Monitoring of SEND. Pupil premium governor.</p>
<p>Pupils have raised self esteem and aspirational goals of what they want/will achieve in life which is observed in school.</p>	<ul style="list-style-type: none"> • Social and emotional support strategies in place. • Tramua Informed School Approach introduced. • Socially Speaking programme. • Lunch time club offering social support. • Aspirational visitors to assembly/work with classes to focus on goals. • Nominated member of staff to pupil premium pupils who meet them regularly to discuss targets and next steps. Praise and raise self esteem. • Growth mindset teaching - embed 'I can do' attitude. 	<ul style="list-style-type: none"> • Some of our more vulnerable pupils become distressed from playtime/social issues this has been observed by staff and SENDCO. 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. • Motional assessments reflect positive progress. 	<ul style="list-style-type: none"> • SEND Leader has carefully structured timetable of interventions. • SEND Lead will observe and monitor sessions. • Good communication between Intervention lead, Class teacher and Sendco. • Through regular review meetings with staff to feedback on success of meetings/achievements. 	<p>MC/JE/TM/ PC/RB</p>	<p>Half termly reviews. Pupil Progress Meetings discussions. Performance management review meetings.</p>
Total budgeted cost					£3620
Final Total					£98,620

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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			

Yr 1 Phonics:

Phonics 2019	Disadvantaged pupils	School other	National all
% of pupils achieving GLD			

KS1 Attainment:

KS1 Attainment 2019	Disadvantaged pupils	School other	National all
% of pupils making expected standard in Reading			
% of pupils making better than expected standard in Reading (GDS)			
% of pupils making expected standard in Writing (TA)			
% of pupils making better than expected standard in Writing (GDS)			
% of pupils making expected standard in Maths			
% of pupils making better than expected standard in Maths (GDS)			

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KS2 Attainment:

KS2 Attainment 2019	Disadvantaged pupils	School other	National all
% of pupils making expected standard in Reading			
% of pupils making better than expected standard in Reading (GDS)			
% of pupils making expected standard in Writing (TA)			
% of pupils making better than expected standard in Writing (GDS)			
% of pupils making expected standard in Maths			
% of pupils making better than expected standard in Maths (GDS)			
% of pupils achieving the expected standard in Grammar, Punctuation and Spelling (GPaS)			
% of pupils achieving better than expected standard in GPaS (GDS)			

