

# ACE Academy Pupil premium strategy statement 2017-18

| 1. Summary information |                             |                                  |                     |  |             |
|------------------------|-----------------------------|----------------------------------|---------------------|--|-------------|
| School                 | St Columb Major ACE Academy |                                  |                     |  |             |
| Academic Year          | 2017- 2018                  | Total PP budget                  | £108,300            | Date of most recent PP Review                  | July 17     |
| Total number of pupils | 386                         | Number of pupils eligible for PP | 76 ( 9 service inc) | Date for next internal review of this strategy | December 17 |

| 2. Current attainment (2017)  | Pupils eligible for PP | Pupils not eligible for PP your school (national average in brackets) |
|---|------------------------|---|
| EYFS % of pupils achieving GLD  | 73%                    |   |
| Y1 Phonics  |                        |   |
| % of pupils achieving the expected standard in phonics                                  | 62%                    |   |
| KS1 Attainment  |                        |   |
| % of pupils achieving the expected standard in Reading                                  | 60%                    |   |
| % of pupils achieving better than expected standard in Reading (GDS)                    | 20%                    |   |
| % of pupils achieving the expected standard in Writing                                  | 30%                    |   |
| % of pupils achieving better than expected standard in Writing (GDS)                    | 10%                    |   |
| % of pupils achieving the expected standard in Maths                                    | 60%                    |   |
| % of pupils achieving better than expected standard in Maths (GDS)                      | 10%                    |   |
| KS2 Attainment  |                        |   |
| % of pupils achieving the expected standard in Reading                                  | 38%                    |   |
| % of pupils achieving better than expected standard in Reading (GDS)                    | 6%                     |   |
| % of pupils achieving the expected standard in Writing                                  | 59%                    |   |
| % of pupils achieving better than expected standard in Writing (GDS)                    | 12%                    |   |
| % of pupils achieving the expected standard in Maths                                    | 50%                    |   |
| % of pupils achieving better than expected standard in Maths (GDS)                      | 12%                    |   |
| % of pupils achieving the expected standard in Grammar, Punctuation and Spelling (GPaS) | 56%                    |   |
| % of pupils achieving better than expected standard in GPaS (GDS)                       | 13%                    |   |

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| 3. Barriers to future attainment |   |   |
|----------------------------------|---|---|
| <b>In-school barriers</b>        |   |   |
| A.                               | Low aspirations Low expectations (of themselves) Low expectations (of them outside school) Lack of positive role-models<br>Lack of confidence and self-esteem.        |   |
| B.                               | SEND and Mental Health Needs /Behavioural Needs<br><b>Thrive is used to support children’s mental health needs and gaps in their emotional and behavioural needs.</b> |   |
| C.                               | Attendance and punctuality issues.  |   |
| D.                               | Weak language and communication skills.   |   |
| E.                               | Low attainment on entry to the Early Years Foundation Stage (EYFS)  |   |
| <b>External barriers</b>         |   |   |
| F.                               | Repeated School Moves/mobility  |   |
| G.                               | 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.                               | Close the gap between PP and non-PP attainment and progress in all areas.   | Gaps reduced from previous year in all areas ensure high attainers and middle attainers achieved expected outcomes.               |
| B.                               | Ensure all PP children are having their individual needs met through effective interventions/provision.   | Leadership able to identify support packages where required.<br>Pupils conferenced to identify barriers and effective provisions. |
| C.                               | Engagement with wider experiences and have aspirations.   | Information from attendance records/pupil premium tracking  |
| D.                               | Enthusiasm for school   | Improved attendance at school and other events  |

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| 5. Planned expenditure  |   |  |  |            |                                      |
|---|---|--|--|------------|--------------------------------------|
| Academic year   |   | 2017-18  |  |            |                                      |
| 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? |
| Teachers have clear data (that can be used to support better than expected outcomes) and achieve better than expected outcomes through the use of this data. Class teachers take responsibility of data to inform teaching of PP children ensuring they are closing the gap in attainment and progress. | Pupil Progress meetings with teachers each half term.<br>Individual pupil premium tracking.<br>Evidenced on planning.   | Progress of all children in previous years cohort was not as strong as it should be been.<br>Data tracking and use of it could have improved this.<br>Review of intervention and provision needs to be matched to pupils barriers. | Pupil Progress meeting with class teachers. Termly.<br><br>Regular on going monitoring of provision and intervention<br><br>Planned teaching and learning meetings to analyse data of pupils- starting points and targets. | MC, JE, TM | Termly                               |
| Teachers have clear data (that can be used to support better than expected outcomes) and achieve better than expected outcomes through the use of this data. Class teachers/ support staff take responsibility of data to inform teaching of PP children.   | Embed Insight tracking system data.<br><br>Time planned in for analysis of data/known starting points and outcomes required.<br><br>Set aspirational targets/goals. | Progress of all children in previous year's cohort was not as strong as it should be been.<br>Data tracking and use of this could have improved this.<br>Gap between PP and non PP needs to be further closed.                     | Pupil Progress meeting with class teachers. Termly.<br><br>All staff are clear of pupils starting points and have clear targets/outcomes to achieve by end of year.  | MC, JE, TM | Termly                               |

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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?          |
|--|--|---|---|---------------------------|---|
| All pupils achieve end of year expected standard and appropriate progress.   | Specific children will receive support through 1:1 tuition/group tuition that is aimed at accelerating progress in writing, reading and/or maths. These children received direct teaching that was specifically tailored to their needs through individualised learning plans. They will be identified through analysis of progress and attainment from their starting point and assess/plan/do/review cycle in place. | Reason for this support is through secure evidence 30 mins 1:1 tuition 5 x a week for 12 weeks pupils' impacts in 5 months progress. (EEF)<br>So although high cost of £700 this intervention is proven to be cost effective. Small group reduces cost to 1:3 ratio £233 per term.  | Learning walks<br><br>Support staff and teachers to regularly review the impact of interventions.   | MC/teacher /Support staff | Half termly                                   |
| The behaviour of individual children or small groups of children does not have a negative impact on the PP children within a cohort. | Support class teachers in implementing 'Thrive' behaviour and emotional wellbeing system.<br>PSA group work<br>Play therapy<br>Educational Psychologist  | Behaviour concerns reported by some class teachers during the academic year. Concerns noted from school staff (for example, during lunch times and break times).<br>Children not wanting to engage with school. Poor attendance.<br><br>These actions/approach support teaching assistants to plan, deliver and assess specific support to individuals who have been identified or the school in partnership with other professionals. The support includes the use of the Educational Psychology service and other agencies to identify needs and devise support plans. Also the introduction of The Thrive Approach – with planned in 1:1 Thrive Time. Research has shown a direct positive and lasting impact on learning with on average 3 months progress. £640 per pupil x 15 sessions. (EEF) | Tracking of pupil behaviour plans and individual thrive plans.<br><br>Discussion with class teachers to ensure individual thrive plans are being taught effectively.<br>Attendance of pupils monitored and PSA will adapt support as needed.<br><br>Review meetings with external professionals | MC, TM, JE, SENCO         | Half Termly                                   |
| <b>Total budgeted cost</b>   |  |   |   |                           | £6650 PSA £49,119<br>Delivering interventions |

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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? |
| Use of a PSA will ensure a reduced need for SLT to support and meet family needs. Pupils will be 'ready to learn' to ensure good progress. Good attendance will be evident. | PSA Contribution<br>Weekly meet and greet.<br>Parent support group<br>Communication with parents<br>EWO support | Pupils who attend the school have been subject to repeated school moves, split families and are from low incomes families that have been found to need additional support.<br>Reason for choice is there is secure evidence that involvement with parents impacts progress by 3 months and cost per pupil is low. (EEF)<br>Texting parents/messaging through class dojo is used as this reduces absentees and as a result impacts progress by 1 month with a low cost. (EEF)<br>Good attendance at school is essential to good progress. We have a team that monitor attendance daily, liaise with the EWO and work with families to support and assist them in ensuring their child gets to school regularly and on time. This ensures that children are improving their learning opportunities and thereby maximising the chance to reach learning potential this on average impacts 1 month progress. | Parent feedback and questionnaires.<br>Parent governor feedback.<br>Impact in school observed by all staff.<br>Analysis of attendance          | MC, JE, TM,<br>PC | Yearly<br><br>Weekly                 |
| Pupils in class will be given daily intervention to ensure they are ready for subsequent learning – in this way they are following a 'mastery curriculum'.                  | TAs intervention –<br>Classroom Based.<br>Pre-teach<br>Recap session  | Pupils falling behind over time shows daily interventions have now been adequate.<br>Our children's learning is supported by the class teacher and the TA's. It is essential that TA's are well trained in the pedagogy that underpins RWI, Inspire maths and teaching and learning. Therefore, we invest in weekly high quality TA training that reflects the professional development that teaching staff have to ensure our TA's are well equipped to support children to make good progress and to attain well. (EEF)<br>Positive impact on progress from 1 month impact for low cost. £8 an hour.   | Raised in staff meetings.<br>TA's trained on how to deliver the daily interventions.<br>Teachers have intervention time with their class TA's. | MC, JE, TM        | Half termly.                         |

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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? |
|--|---|--|--|----------------|--------------------------------------|
| Pupils who are unable to grasp learning in the daily, class-based interventions, will meet learning objectives when given weekly support.  | TAs interventions – Outside class based.<br>Pre-teach<br>Recap session            | Pupils still have gaps in their learning from previous year groups. These children need support to ensure they are ready for subsequent, more challenging learning.  | Discussion with intervention TA.<br>Raised in staff meetings.<br>Tracking and progress logs of weekly interventions with TA reflections. | MC, TM, JE     | Half Termly                          |
| All pupils who have dyslexia have a good access to the curriculum and receive additional support to ensure they make appropriate and expected progress and attainment.                         | Dyslexia intervention/support   | Many of our children have barriers to learning due to dyslexic traits. It is important that we identify the specific trait and provide a planned programme for each child. We also provide specialised teaching/ support and guidance to teachers/ TA,'s to enable the delivery of the planned programme. This is monitored weekly and children are re-screened regularly to evaluate the impact of the planned programme. 1:1 tuition (EEF) has shown that 30 mins a week has a high impact of 5 months progress. | Learning walk<br><br>Monitoring of intervention folders<br><br>Review of IEPS<br><br>Pupil progress meetings                             | MC, TM, JE, PC | Half termly                          |
| All pupils who have speech and language difficulties have a good access to the curriculum and receive additional support to ensure they make appropriate and expected progress and attainment. | Speech and Language therapist<br>Support/intervention to deliver S & L programme. | This support across school involves specific speech therapy directed by the SAL therapist. It also included referrals to the SAL therapist and therefore assessments and observations of other children during the year. Children receiving this type of support would be expected to develop their communication skills and therefore make good progress across all curriculum areas. Research shows early intervention is very effective. £80 per pupil resulting in 5 months progress. (EEF)                    | Learning walk<br><br>Monitoring of intervention folders<br><br>Review of IEPS/reports from S & L.<br><br>Pupil progress meetings         | MC, TM, JE, PC | Half termly                          |

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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? |
|---|---|---|--|------------|--------------------------------------|
| PP children will understand the prerequisites of a good learner. Regular pupil conferencing will take place                                 | Pupil conferencing – ensuring they have a growth mindset and know what makes a good learner.  | Children do not show a great deal of ‘grit and resilience’ to learning. Children do not reflect well on the learning they have completed and do not consider how they could challenge themselves further.<br>Feedback will be provided through pupil conferencing to help children move on and provide them with a self-esteem boost. There has been extensive research for low cost £80 per pupil resulting in an 8 months impact on pupil progress. (EEF) All pupil premium children will receive this.   | MC to lead.<br><br>Teachers to ensure weekly feedback is in place.   | MC, JE, TM | Bimonthly.                           |
| All PP children have the same opportunities to experience a wide variety of activities, including outdoor learning, sport, clubs and visits | Track the engagement of PP children in the activity offered by the academy and ensure that there are no barriers to this e.g. cost<br><br>Subside and allow opportunities for outdoor activities, sports and clubs. | To ensure that PP children have the same chances in life, we need to ensure that they have a love of school and learning and that they experience a wide range of activities. This is aimed to finding activities that they can excel at, take pride in and develop a sense of achievement.<br><br>Outdoor adventure learning opportunities which include a high level of physical challenge including residential need to be planned for specific individuals or ensure they attend annual residential. These opportunities develop perseverance and resilience. If these skills are then explicitly encouraged in the classroom environment then this can positively impact progress by 4 months. For some parents this may be a financial difficulty which the school can support at a cost of approximately £500 per pupil. | Gather data from school clubs, sports coach and class teachers. Follow up any children who are not accessing these opportunities with meetings with the families to see how the academy can help.<br><br>Pupil premium tracking grids- these are reviewed regularly. | MC, TM, JE | On going                             |

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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?                          |
|---|--|---|---|----------------|---|
| All pupils receive the professional support to ensure they can access and succeed in learning.  | Regular visits and liaison with the Educational Psychology service to help identify needs and devise support plans. Observations and specialist advice provided directly impacts improved teaching and learning.   | Reason for this knows a child's learning style/individualised needs has evidence to show this impacts positively by 2 months progress. Cost is £150 per day external support. (EEF)   | Through regular monitoring.<br><br>Reports of progress by Edu psy.<br><br>Data analysis   | MC, TM, JE, PC | Half termly   |
| All pupils across school learn their phonics which supports them learning to read successfully. | Introduction of Read, Write Inc programme to accelerate progress and achievement for pupils with their phonics. This is a proven programme which accelerates progress in phonics which then impacts positively on reading and writing quickly. 1:1 catch up programme in place to in addition. | Additional 1:1 tuition of RWI in KS2 to target pupils who are below expectations for reading and spelling. TA to deliver 5 x a week 15 mins<br><br>Reason for this is there is very secure evidence to show phonics intervention can impact on 4 months progress with a low cost of TA or teacher delivery. (EEF) | TM to lead and coach support staff to deliver these sessions.<br><br>Learning walks<br><br>Regular assessments of pupils to monitor progress. | MC, TM, JE, PC | Half termly   |
| <b>Total budgeted cost</b>  |  |   |   |                | £3,736 EWO/Edu psy<br>£3000 subsidies<br>£40,000 intervention |

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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? |
| Pupils who are PP gain confidence and self-esteem.  | Musical Lessons<br>Forest School<br>Sports activities<br>Outdoor learning                                  | It has been observed that some children who are PP are less confident and have a lack of self-esteem.<br>Sports participation interventions engage pupils in sports as a means to increase educational engagement and attainment. There is evidence which clarifies the benefits of sport and impacts progress by 2 months. Cost per pupil is £300. (EEF)<br>This leads to an increase in engagement in wider school activities and therefore an increase in self-esteem. This impacts on average results in 3 months progress. (EEF) | Tracking of who attends music lessons/forest school/sports activities.<br><br>Monitoring/learning walks/pupil conferencing.<br><br>Questionnaires/feedback from pupils                 | MC, TM, JE, PC           | Termly.                              |
| Pupils are able to afford residential and trips and enjoy these additional enrichment activities.                                     | Trips and Residential  | Not all children pay the voluntary contribution for trips which means they have narrowed opportunities if unable to attend.<br><br>The research has shown positive benefits for all pupils and on average 4 months progress. Costs per pupil are £500 a year so moderate. (EEF)   | Monitoring who has not paid for trips and checking if they are on the PP register.<br>Complete entrance and exit questionnaire/feedback from parents.<br>Ensure all pupil attend trips | Office Staff/<br>PSA, MC | Ongoing.                             |
| Children will have an emotional toolkit to support them in building confidence and understanding relationships and attachment issues. | Draw and Talk<br>Art therapy<br>Thrive approach  | Children have been measured (Thrive) to have an emotional age less than it should be for their age.<br>Monitoring and exit data has shown positive impact on self-esteem and confidence.  | Class teachers to monitor.<br><br>School lead to have conversations with teachers.   | MC, PC, TM, JE           | Ongoing.                             |
| Strategies to support PP children are shared and developed on a Trust level.  | Appoint a PP champion /lead who will meet and work with other trust PP champions to develop best practice. | Pupil premium review during the summer term and share examples of best practice. This is a way to share that practice and improve the academies own interventions.  | SLT meetings<br>Monitoring of academy systems and data tracking.   | MC, JE, TM               | Ongoing                              |
| <b>Total budgeted cost</b>  |  |   |  |                          | £3,795 Thrive<br>£2000 subsidies     |
| <b>Final Total</b>  |  |   |  |                          | £108,300                             |

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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 2018      | FSM pupils | School other | National all |
|---------------------------|------------|--------------|--------------|
| % of pupils achieving GLD | 73%        | 75%          | 70.6%        |

### Yr 1 Phonics:

| Phonics 2018              | Disadvantaged pupils | School other | National all |
|---------------------------|----------------------|--------------|--------------|
| % of pupils achieving GLD | 62%                  | 74%          | 81.4%        |

### KS1 Attainment:

| KS1 Attainment 2018   | Disadvantaged pupils | School other | National all |
|---|----------------------|--------------|--------------|
| % of pupils making expected standard in Reading                   | 60%                  | 72.5%        | 75.8%        |
| % of pupils making better than expected standard in Reading (GDS) | 20%                  | 31.4%        | 25.3%        |
| % of pupils making expected standard in Writing (TA)              | 30%                  | 52.9%        | 68.4%        |
| % of pupils making better than expected standard in Writing (GDS) | 10%                  | 17.6%        | 15.7%        |
| % of pupils making expected standard in Maths                     | 60%                  | 70.6%        | 75.3%        |
| % of pupils making better than expected standard in Maths (GDS)   | 10%                  | 29.4%        | 20.5%        |

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## KS2 Attainment:

| KS2 Attainment 2018   | Disadvantaged pupils | School other | National all |
|---|----------------------|--------------|--------------|
| % of pupils making expected standard in Reading   | 38%                  | 68.3%        | 71%          |
| % of pupils making better than expected standard in Reading (GDS)                       | 6%                   | 15.9%        |              |
| % of pupils making expected standard in Writing (TA)                                    | 59%                  | 76.2%        | 76%          |
| % of pupils making better than expected standard in Writing (GDS)                       | 12%                  | 12.7%        |              |
| % of pupils making expected standard in Maths   | 50%                  | 60.3%        | 75%          |
| % of pupils making better than expected standard in Maths (GDS)                         | 12%                  | 15.9%        |              |
| % of pupils achieving the expected standard in Grammar, Punctuation and Spelling (GPaS) | 63%                  | 86%          |              |
| % of pupils achieving better than expected standard in GPaS (GDS)                       | 19%                  | 21%          |              |

