

## St Columb Major ACE Academy – 2<sup>nd</sup> Visit and mid-year review of impact of Pupil Premium strategy

Chosen strategies in order of impact (List strategies in order of the impact they are having with strongest first)	New or existing strategy ( N or E)	Evidence of impact since September 2017 and actions now required (Provide both qualitative and quantitative evidence)
RWI	N	Data shows that real progress has been made in RWI. Only pupils who have not made progress are those whose attendance is the real barrier.
Book club	N	Group of Y6 pupils 2 x 6. Reluctant readers now have real interest and enjoyment. Too early to see improvement with data, however given the group the confidence and skills to enjoy reading. Group of 9 Y1 pupils. Through story sacks and having stories read they are now very much more engaged in reading. Confidence high.
Art Therapy	N	Positive impact - social/emotional intervention. Good records kept which show progress on a weekly basis.
Y6 – Maths homework club /high attainers	N	Support for all targeted pupils. Session led by TA. Initial progress good.
Teachers Interventions in Y6 -	N	High quality teacher led interventions. Daily catch up for misunderstandings in learning. Good impact so far. 2 SAT style tests taken with the second showing big improvement.

### **Questions for SLT and PP Lead**

#### **Is there an ethos of attainment for all pupils?**

PP is the responsibility of all the SLT. The increased focus has made a real difference to attitudes of all staff and pupils. All classes have PP folders which are available to teachers and support staff. Training provided for non-teaching staff to explain different criteria for PP and reasons why children could be on the register. TA's have carried out pupil conferencing. Staff bulletins are produced weekly and there is a constant reminder about the disadvantaged agenda and the progress made by those in receipt of Pupil Premium funding

#### **Has the individualised approach to addressing barriers to learning and emotional support been successful so far this year?**

Yes for the reasons above, the focus for all pupils has been to raise attainment and to make accelerated progress. This has benefitted the PP pupils whose interventions have been matched to their individual needs

#### **Is the focus still on high quality teaching?**

Where it allows YES, the high quality teaching carried out by teachers and a small number of TA's and HLTA's is making the difference. However there are too many TA's who are not skilled enough with their delivery to make a real difference. The question has to be asked are these interventions to be continued. If they are training and support has to be offered to the support staff to ensure that the planning and delivery is of a standard to support the groups they are taking.

Good examples of High Quality Teaching can be seen in RWI, Y6 teacher led catch up programmes, Forest Schools, book club.  
Time for planning / opportunity to work with teacher/got to know child/

#### **How much of the Disadvantaged budget has been spent so far this year? What is the breakdown of your spending?**

Angela to contact the school to produce a finance sheet to clearly show breakdown of resources

Below shows the progress of Pupil Premium pupils in each cohort

The points progress are taken from the start of the school year in September (Autumn 1). The expected progress is 1 point per half term. Therefore the expected progress is 1point at Autumn 2 and 2 points at Spring 1

Progress of PP pupils	Attendance	Reading		Writing		Maths	
		Aut 2	Sp 1	Aut 2	Sp 1	Aut 2	Sp 1
EYFS	95.6%	1.0	tbc	1.0	tbc	tbc	tbc
Boys	98.6%	0	tbc	1.0	tbc	tbc	tbc
Girls	93.5%	1.0	tbc	2.0	tbc	tbc	tbc
Year 1	88.7%	0.2	tbc	0.2	tbc	1.0	
Boys	96.7%	0.2	tbc	0.2	tbc	0.5	
Girls	77.5%	0.2	1.3	0.2	tbc	1.3	3.7
Year 2	86.6%	1.1	tbc	1.1	tbc	1.0	2.1
Boys	90.1%	1.2	tbc	1.2	tbc	1.2	2.2
Girls	83.2%	1.0	tbc	1.0	tbc	0.8	2.0
Year 3	92.7%	1.5	2.3	1.2	tbc	1.0	2.3
Boys	92.5%	2.0	3.0	1.0	tbc	1.0	2.3
Girls	93%	1.0	1.7	1.3	tbc	1.0	2.3
Year 4	90.3%	0.9	1.7	0.9	tbc	1.0	2.0
Boys	91.8%	0.7	1.3	0.7	tbc	0.7	1.3
Girls	89.3%	1.0	2.0	1.0	tbc	1.2	2.5
Year 5	92.5%	1.0	0.9	0.7	tbc	1.0	1.5
Boys	94.4%	1.0	1.0	1.0	tbc	1.0	1.6
Girls	90.9%	1.0	0.7	0.5	tbc	1.1	1.5
Year 6	93.2%	0.9	2.6	0.7	tbc	0.7	1.8
Boys	94.4%	0.8	2.4	0.7	tbc	0.9	1.9
Girls	90%	1.2	3.0	0.8	tbc	0.2	1.5

### Pupils who are Pupil Premium

	Nos of Pupils	Aut 2 Reading	Aut 2 Writing	Aut 2 Maths
EYFS	6	40-60 months	40-60 months	tbc
Year 1	13	Y1 Emerg 1	Y1 Emerg 1	Y1 Emerg 1
Year 2	13	Y2 Emerg 1	Y1 Sec 2	Y2 Emerg 1
Year 3	8	Y3 Emerg 2	Y3 Emerg 2	Y3 Emerg 2
Year 4	10	Y4 Emerg 2	Y4 Emerg 1	Y4 Emerg 2
Year 5	15	Y4 Sec 2	Y4 Sec 2	Y4 Sec 2
Year 6	16	Y6 Emerg 1	Y6 Emerg 1	Y6 Emerg 1

### Questions for Governors

- **How many pupils are eligible for pupil premium?**

80

- **How much additional funding does the school receive?**

£108,000. Angela Andrews to visit the school to make the financial trail easier to follow

- **How is this funding allocated?**

Funding is allocated mainly for TA's to cover interventions. A more imaginative approach is being discussed for 18/19. The LAB were not part of discussions re initial spending and interventions but PP is now discussed as part of the Headteachers report at every LAB meeting. PP Governor reported to LAB in the Autumn term and is due to complete observations in the Spring term.

- **How is the school evaluating the impact it is making with the funding?**

Data is shared with the LAB on progress of the PP pupils in each year group from their starting points at the beginning of the Autumn term. Staff are all confident inputting the data and interpreting it to identify interventions. The barriers to learning are known to all staff, all classes have files with all appropriate information. Staff have completed questionnaires re the pupils in their intervention groups. Pupil conferencing is taking place. School has created a very clear programme of pupil self-evaluation at starting points and at the end of the intervention. This will clearly show progress that has been made.

- **What progress is being made each term by disadvantaged learners? How does this compare with progress made by other pupils?**

All staff are clear that the expected progress is 1 point per half term. With the data sheets viewed the majority of pupils made the expected progress. Spring 2 data was not all submitted. (the deadline was later in the week)

- **How is the school improving the engagement of the parents of disadvantaged learners?**

Questionnaires / text messages to parents / parents informed of dojos being earned/PSA support especially with attendance.

- **What interventions are helping bright disadvantaged children to achieve their potential?**

High Quality teaching, Getting Going, Jet Setters and a high level of challenge and extension work.

- **What interventions are helping looked-after children to raise their attainment?**

0

At the end of the year,

- On all measures, what was the attainment of pupils eligible for pupil premium, compared with the attainment of other pupils?

How does the school's pupil premium data compare with national data for non-pupil premium students?

Real Successes

RWI has had a really big impact

Mid-year reflections (PP Lead)

First Quality Teaching has been successful. Staff being aware and continually reviewing barriers to, learning, self-confidence has increased of a number of pupils in social and emotional interventions. Pupils are happy to come to school.

THRIVE has worked well and had a very positive effect. Class screening on social and emotional development took place in all classes and key target areas were identified eg Y1 "co-operation" – plans, strategies and interventions now arranged for this group – "Perfect partners" which has really supported the initiative. This also forms part of every cohorts PSHE programme.

Mid-year reflections (governor)

Good progress seems to have been made. Need to continue interventions in reading, writing and maths to close the gaps.