

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	86%	75% (71%)
Y1 Phonics		
% of pupils achieving the expected standard in phonics	62%	74% (81%)
KS1 Attainment		
% of pupils achieving the expected standard in Reading	60%	73% (76%)
% of pupils achieving better than expected standard in Reading (GDS)	20%	31% (25%)
% of pupils achieving the expected standard in Writing	30%	53% (68%)
% of pupils achieving better than expected standard in Writing (GDS)	10%	18% (16%)
% of pupils achieving the expected standard in Maths	60%	71% (75%)
% of pupils achieving better than expected standard in Maths (GDS)	10%	29% (21%)
KS2 Attainment		
% of pupils achieving the expected standard in Reading	31%	68% (71%)
% of pupils achieving better than expected standard in Reading (GDS)	6%	16% (25%)
% of pupils achieving the expected standard in Writing	56%	76% (76%)
% of pupils achieving better than expected standard in Writing (GDS)	6%	13% (15%)
% of pupils achieving the expected standard in Maths	44%	60% (75%)
% of pupils achieving better than expected standard in Maths (GDS)	13%	16% (23%)
% of pupils achieving the expected standard in Grammar, Punctuation and Spelling (GPaS)	50%	70% (77%)
% of pupils achieving better than expected standard in GPaS (GDS)	13%	16% (31%)

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3. Barriers to future attainment		
In-school barriers		
A.	Low aspirations Low expectations (of themselves) Low expectations (of them outside school) Lack of positive role-models Lack of confidence and self-esteem.	
B.	SEND and Mental Health Needs /Behavioural Needs Thrive is used to support children's mental health needs and gaps in their emotional and behavioural needs.	
C.	Attendance and punctuality issues.	
D.	Weak language and communication skills.	
E.	Low attainment on entry to the Early Years Foundation Stage (EYFS)	
External barriers		
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. 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. Individual pupil premium tracking. Evidenced on planning.	Progress of all children in previous years cohort was not as strong as it should be been. Data tracking and use of it could have improved this. Review of intervention and provision needs to be matched to pupils barriers.	Pupil Progress meeting with class teachers. Termly. Regular on going monitoring of provision and intervention 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. Time planned in for analysis of data/known starting points and outcomes required. Set aspirational targets/goals.	Progress of all children in previous year's cohort was not as strong as it should be been. Data tracking and use of this could have improved this. Gap between PP and non PP needs to be further closed.	Pupil Progress meeting with class teachers. Termly. 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) 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 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. PSA group work Play therapy 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). Children not wanting to engage with school. Poor attendance. 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. Discussion with class teachers to ensure individual thrive plans are being taught effectively. Attendance of pupils monitored and PSA will adapt support as needed. Review meetings with external professionals	MC, TM, JE, SENCO	Half Termly
Total budgeted cost					£6650 PSA £49,119 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 Weekly meet and greet. Parent support group Communication with parents 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. Reason for choice is there is secure evidence that involvement with parents impacts progress by 3 months and cost per pupil is low. (EEF) 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) 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. Parent governor feedback. Impact in school observed by all staff. Analysis of attendance	MC, JE, TM, PC	Yearly 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 – Classroom Based. Pre-teach Recap session	Pupils falling behind over time shows daily interventions have now been adequate. 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) Positive impact on progress from 1 month impact for low cost. £8 an hour.	Raised in staff meetings. TA's trained on how to deliver the daily interventions. 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. Pre-teach 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. Raised in staff meetings. 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 Monitoring of intervention folders Review of IEPS 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 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 Monitoring of intervention folders Review of IEPS/reports from S & L. 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. 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. 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 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. 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. 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. Reports of progress by Edu psy. 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 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. Learning walks Regular assessments of pupils to monitor progress.	MC, TM, JE, PC	Half termly
Total budgeted cost					£3,736 EWO/Edu psy £3000 subsidies £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 Forest School Sports activities Outdoor learning	It has been observed that some children who are PP are less confident and have a lack of self-esteem. 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) 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. Monitoring/learning walks/pupil conferencing. 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. 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. Complete entrance and exit questionnaire/feedback from parents. Ensure all pupil attend trips	Office Staff/ PSA, MC	Ongoing.
Children will have an emotional toolkit to support them in building confidence and understanding relationships and attachment issues.	Draw and Talk Art therapy Thrive approach	Children have been measured (Thrive) to have an emotional age less than it should be for their age. Monitoring and exit data has shown positive impact on self-esteem and confidence.	Class teachers to monitor. 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 Monitoring of academy systems and data tracking.	MC, JE, TM	Ongoing
Total budgeted cost					£3,795 Thrive £2000 subsidies
Final Total					£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 (Non PP group only)	National all
% of pupils achieving GLD	57%	75%	72%

Yr 1 Phonics:

Phonics 2018	Disadvantaged pupils	School other (Non PP group only)	National all
% of pupils achieving GLD	62%	80.4%	83%

KS1 Attainment:

KS1 Attainment 2018	Disadvantaged pupils	School other (Non PP group only)	National all
% of pupils making expected standard in Reading	54%	78.5%	76%
% of pupils making better than expected standard in Reading (GDS)	13%	19.5%	26%
% of pupils making expected standard in Writing (TA)	40%	69%	70%
% of pupils making better than expected standard in Writing (GDS)	7%	14.2%	16%
% of pupils making expected standard in Maths	60%	80.9%	76%
% of pupils making better than expected standard in Maths (GDS)	7%	11.9%	22%

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KS2 Attainment:

KS2 Attainment 2018	Disadvantaged pupils	School other (Non PP group only)	National all
% of pupils making expected standard in Reading	67%	67.4%	75%
% of pupils making better than expected standard in Reading (GDS)	20%	20.9%	
% of pupils making expected standard in Writing (TA)	60%	81.3%	78%
% of pupils making better than expected standard in Writing (GDS)	13%	9.3%	
% of pupils making expected standard in Maths	60%	62.7%	76%
% of pupils making 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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Pupil Premium Report: July 2018 Attainment and Progress.

Reading:

The percentage of PP children on track or above is only below that of non-PP children for Reception, Y2, Y5 and Y6. For all other year groups the percentage is higher than non-PP children. The percentage achieving Greater Depth is lower for PP children, except in Reception. Progress is generally in line between PP and non-PP children, except in Y2 and Y5, where PP children show lower progress.

All Pupils — End of Year PP Attainment and Progress Comparison - Subject: Reading										
	Pupil Count	This Year's Sum2	This Year's Sum2 SAT	This Year's Sum2 Reading - At or above ARE	This Year's Sum2 Reading - Above ARE	This Year's Sum2 Reading SAT At or above ARE	This Year's Sum2 Reading SAT Above ARE	Progress from Last Year's Sum2 to This Year's Sum2	Progress from This Year's Aut1 to Sum2	Reading KS2 Value Added from Y2 Sum
Reception, Pupil Premium	6 (2%)	Expected		67%	33%				4	
Reception, Not Pupil Premium	45 (12%)	Expected		80%	24%				4	
Year 1, Pupil Premium	14 (4%)	Y1 Sec2		79%	0%			0.2	4.5	
Year 1, Not Pupil Premium	45 (12%)	Y1 Sec2		76%	20%			0.1	4.5	
Year 2, Pupil Premium	15 (4%)	Y2 Sec1	EXS	57%	7%	60%	13%	4.8	5	
Year 2, Not Pupil Premium	42 (11%)	Y2 Sec1	EXS	76%	19%	76%	19%	5.6	5	
Year 3, Pupil Premium	8 (2%)	Y3 Sec2		71%	14%			5.9	5	
Year 3, Not Pupil Premium	40 (10%)	Y3 Sec2		65%	18%			5.8	4.8	
Year 4, Pupil Premium	9 (2%)	Y4 Sec1		67%	11%			4.1	3	
Year 4, Not Pupil Premium	47 (12%)	Y4 Sec1		53%	15%			4	3.1	
Year 5, Pupil Premium	14 (4%)	Y4 Dev2		21%	0%			0	-0.7	
Year 5, Not Pupil Premium	46 (12%)	Y5 Sec1		52%	11%			4	3	
Year 6, Pupil Premium	15 (4%)	Y6 Sec2	EXS	89%	22%	73%	0%	6.2	5.1	-4.65
Year 6, Not Pupil Premium	41 (11%)	Y6 Sec2	EXS	82%	29%	83%	0%	6	4.8	-3.52

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Writing:

The percentage of children on track or above is better for PP children in Y1, just below in Y4, but well below in other year groups. The percentage achieving Greater Depth is lower for PP children, except in Reception. Progress is generally in line between PP and non-PP children, except in Y3 and Y5, where PP children show lower progress.

All Pupils — End of Year PP Attainment and Progress Comparison - Subject: Writing										
	Pupil Count	This Year's Sum2	This Year's Sum2 SAT	This Year's Sum2 Writing - At or above ARE	This Year's Sum2 Writing - Above ARE	This Year's Sum2 Writing SAT - At or above ARE	This Year's Sum2 Writing SAT - Above ARE	Progress from Last Year's Sum2 to This Year's Sum2	Progress from This Year's Aut1 to Sum2	Writing KS2 Value Added from Y2 Sum
Reception, Pupil Premium	6 (2%)	Expected		50%	17%				4	
Reception, Not Pupil Premium	45 (12%)	Expected		76%	7%				4	
Year 1, Pupil Premium	14 (4%)	Y1 Sec1		79%	0%			0.2	4.2	
Year 1, Not Pupil Premium	45 (12%)	Y1 Sec1		64%	11%			-0.2	3.9	
Year 2, Pupil Premium	15 (4%)	Y2 Dev2	WTS	36%	7%	40%	7%	5.3	4.8	
Year 2, Not Pupil Premium	42 (11%)	Y2 Sec1	EXS	69%	12%	69%	14%	5.6	4.9	
Year 3, Pupil Premium	8 (2%)	Y3 Dev1		29%	0%			2.7	2	
Year 3, Not Pupil Premium	40 (10%)	Y3 Sec1		50%	8%			4.1	2.8	
Year 4, Pupil Premium	9 (2%)	Y4 Dev2		33%	0%			3.9	3.8	
Year 4, Not Pupil Premium	47 (12%)	Y4 Dev2		38%	6%			4	3.8	
Year 5, Pupil Premium	14 (4%)	Y5 Dev1		29%	0%			1.6	0.4	
Year 5, Not Pupil Premium	46 (12%)	Y5 Dev2		35%	0%			3.3	2.5	
Year 6, Pupil Premium	15 (4%)	Y6 Sec2	EXS	56%	11%	53%	13%	6.2	5.2	-2.05
Year 6, Not Pupil Premium	41 (11%)	Y6 Sec2	EXS	82%	18%	85%	10%	6.4	5.2	-0.58

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Maths:

The percentage of children on track or above is better for PP children in Y4, generally in line in Y1, Y3 and Y6 and below in Y2 and Y5. The percentage achieving Greater Depth is better for PP children in Y4, in line in Y5 and Y6, and below in Y1, Y2 and Y3. Progress is generally in line between PP and non-PP children, except in Y6, where it is better and in Y2, where PP children show lower progress.

All Pupils — End of Year PP Attainment and Progress Comparison - Subject: Maths										
	Pupil Count	This Year's Sum2	This Year's Sum2 SAT	This Year's Sum2 Maths - At or above ARE	This Year's Sum2 Maths - Above ARE	This Year's Sum2 Maths SAT - At or above ARE	This Year's Sum2 Maths SAT - Above ARE	Progress from Last Year's Sum2 to This Year's Sum2	Progress from This Year's Aut1 to Sum2	Maths KS2 Value Added from Y2 Sum
Reception, Pupil Premium	6 (2%)	Expected		50%	17%					
Reception, Not Pupil Premium	45 (12%)	Expected		78%	11%					
Year 1, Pupil Premium	14 (4%)	Y1 Sec1		79%	0%			0.1	4.4	
Year 1, Not Pupil Premium	45 (12%)	Y1 Sec2		82%	16%			0.1	4.2	
Year 2, Pupil Premium	15 (4%)	Y2 Sec1	EXS	57%	7%	60%	7%	5.3	4.8	
Year 2, Not Pupil Premium	42 (11%)	Y2 Sec2	EXS	86%	12%	81%	12%	6.2	5.1	
Year 3, Pupil Premium	8 (2%)	Y3 Sec2		71%	0%			6	4.9	
Year 3, Not Pupil Premium	40 (10%)	Y3 Sec2		70%	18%			5.8	4.5	
Year 4, Pupil Premium	9 (2%)	Y4 Sec2		78%	22%			5.7	4.6	
Year 4, Not Pupil Premium	47 (12%)	Y4 Sec1		62%	15%			5.9	4.6	
Year 5, Pupil Premium	14 (4%)	Y5 Dev2		21%	7%			5.1	4.6	
Year 5, Not Pupil Premium	46 (12%)	Y5 Sec1		50%	4%			5.2	4.1	
Year 6, Pupil Premium	15 (4%)	Y6 Sec2	EXS	100%	22%	80%	0%	6.9	5.9	-1.04
Year 6, Not Pupil Premium	41 (11%)	Y6 Sec2	EXS	76%	18%	76%	0%	6.1	5.1	-3.54

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Summary of Impact for 2017/18 and Planned provision for 2018-19		
<p>We have 87 pupil premium children in our school. Total PP = 87 FSM = 34 Ever 6 = 42 Service children = 11</p>	<p>Arrivals this year: Total (7) Y1 - 1 x Ever 6 Y2 - 1 x Ever 6 Y4 - 1 x Ever 6 Y5 - 1 x Ever 6 Y2 - 1 x FSM Y6 - 1 x FSM Y2 - 1 x Service child</p>	<p>Leavers this year: Total (8) Y3 - 2 x Ever 6 Y4 - 1 x Ever 6 Y6 - 1 x Ever 6 Y2 - 1 x FSM Y3 - 3 x FSM</p>
Barrier and Provision	Outcome/Impact – 2017-18	Next steps – 2018-19
<p>Barrier 1: Low aspirations Low expectations (of themselves) Low expectations (of them outside school) Lack of positive role-models. Lack of confidence and self-esteem.</p> <p>Targeted provision: Quality First teaching, Aspirational target setting, Thrive Approach, TA interventions -RWI, pupil conferencing, music lessons, forest school, animal therapy</p>	<p>Annual summary of lesson observations judged teaching 60% good and 27% outstanding. Continued CPD ensures staff continue to perform well, and best practice is shared across the team. Coaching and mentoring is provided to upskill others with a comprehensive staff training programme which has been evident through monitoring.</p> <p>SEND Leader had carefully structured timetable of interventions. Good communication between Intervention lead, Class teacher and Sendco. Social and emotional interventions are going well with more positivity for pupils around raising self-esteem. The Thrive Approach has been introduced and helped staff to identify well-being and emotional literacy around pupils. Individual Thrive Plans. Positive impact evident for classes and individual pupils with improved readiness to learn.</p> <p>TA support has been used in a more focused and timely way ensuring children are less likely to slip behind and are more likely to make accelerated progress. Some interventions such as One-to-One phonics and reading have been specifically planned for whilst most interventions have been in response to the learning on that day.</p>	<p>Continue with staff CPD as planned to ensure consistency with particular focus on collaborative learning and meta cognition. Trial work on one to one verbal feedback for PP pupils as well as having a nominated adult to speak with pupil premium children to support them obtaining their goals.</p> <p>Training on Guided Reading and Shared/Guided Writing. Training on questioning and feedback.</p> <p>Continue with interventions/groups/provision particularly for those new to school.</p> <p>Whole school to be evolved into Trauma Informed School from Thrive and receive whole school training as well as 2 lead practitioners.</p> <p>Continue to use pupil conferencing to obtain the child's views and use these to plan for and raise confidence & self-esteem.</p>

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<p>Barrier 2. SEND and Mental Health Needs /Behavioural Needs. Thrive is used to support children’s mental health needs and gaps in their emotional and behavioural needs.</p> <p>Targeted provision: Introduction of Thrive, Use of PSA, Edu Psy involvement, Speech and Language training and support, draw and talk, art therapy</p>	<p>Introduction of Thrive has had a positive impact on staff and pupils. Staff have improved understanding of the brain science behind mental health and behavioural needs. As a result of this an improved approach to behaviour has been apparent. This has resulted in positive outcomes for pupils- happy to attend school and engaging with learning.</p> <p>Significant impact in supporting individual children and their families been evidenced through PSA involvement, seeing the family as a whole and involving other professionals. This has enabled children to be able to engage with their learning. Evidence recorded on progress in individual thrive plans. PSA support has improved attendance, sought additional mental support and provided more specialist provision for pupils where needed.</p>	<p>Whole school to be evolved into Trauma Informed School from Thrive and receive whole school training as well as 2 lead practitioners.</p> <p>PSA to continue to work with families and focus on attendance and engaging with school life. Re-introduce drop in sessions for PSA linking with parent forums to engage parents.</p> <p>Access training and support to embed draw and talk and art therapy.</p>
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<p>Barrier 3. Attendance and punctuality issues.</p> <p>Targeted Provision: Use of Parent Support Advisor, Use of EWO, attendance clinics, medical support provided, breakfast club provision.</p>	<p>As of July 2018, average attendance for PP pupils is 91.40% compared to 94.71% for the rest of the school which is below our expectations and below national expectations. A small percentage of our PP pupils are bringing this figure down and we are working closely with the families and the EWO to improve attendance. This has been improved since Autumn Term with PP attendance at 90.85%. The introduction of our gate and introduction of the new attendance policy has improved lateness and parents reporting absence to school. Case studies of targeted support been given working with other external professionals shows impact of this. Use of breakfast club and offering funded places has improved attendance for several pupils positively.</p>	<p>Continue with close monitoring and reminders through school newsletters/social media/class dojo on how poor attendance adversely effects progress pupils make. Continue to use work closely with the EWO and use the Parent Support Advisor to improve attendance. Run regular attendance clinics for parents and children. Provide wrap around care provision for pupils to enable them to be at school on time. No term time holidays to be authorised. Monitor and follow-up on families who are persistently late for school.</p>
<p>Barrier 4. Weak language and communication skills.</p> <p>Targeted Provision: Quality First teaching, pre-teach, re-cap sessions, dyslexia intervention, Talk for writing introduced, RWI</p>	<p>Introduction of Talk for Writing initiative and Read, Write Inc programme means that children are learning age appropriate language using the recommended texts and language. The use of activities such as 'Word of the Day' is introducing and extending pupils vocabulary.</p> <p>Read, Write Inc has made a significant impact in raising and accelerate progress in phonics. It has supported the children with learning to spell new vocabulary and put into sentences.</p> <p>Pre-teach and recap sessions made a positive impact for children -especially in year 6 and for phonics catch up.</p>	<p>Further embed and consolidate teachers understanding of the initiative Talk for Writing and Read, Write Inc. Introduce to new staff and NQT'S. Use a range of high quality texts which are language rich.</p> <p>Ensure daily quality opportunities to talk in sentences and expand their vocabulary.</p> <p>Work with RWI professional on the development days to track and identify pupils who need intervention and coaching for staff.</p> <p>Plan careful with effectively deployed TA's to do same day interventions and pre-teach topics and vocabulary to pupils.</p>

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<p>Barrier 5. Low attainment on entry to the Early Years Foundation Stage (EYFS)</p> <p>Targeted Provision: Quality First Teaching, Pupil Progress Meetings, Set aspirational targets, pupil conferencing</p>	<p>Baseline was completed early in October. Target pupils were identified and clear intervention planned for them.</p> <p>Good quality teaching and learning has improved the number of pupils working at ARE. Through effective regular pupil progress meetings teachers set aspirational targets and planned effective interventions.</p> <p>Pupil conferencing and praising the pupils supported progress too.</p>	<p>Importance of an effective baseline completed within the first three weeks of pupils starting school. Identify any specific need and refer to SENDCO immediately for more specialist input. Continue to involve and work closely with families to improve outcomes for pupils.</p> <p>Continue with regular pupil progress meetings to focus teachers on pupils and hold them to account regarding progress. Plan next steps together with clear review times.</p> <p>Further liaison and work with pre-school and feeder provisions to ensure pupils entry is age appropriate. E.g. introduction of nursery RWI.</p>
<p>Barrier 6. Repeated School Moves/mobility</p> <p>Targeted Provision: Use of Parent Support Advisor -meet and greet, Quality First Teaching, Use of tracking system data, 1:1 tuition/group tuition, Thrive assessments and programmes, EWO support</p>	<p>Use of PSA in school has had a positive impact on supporting and reaching families. Many families have received support from the Early Help Hub due to involvement of PSA who has been able to signpost.</p> <p>Meet and Greet from PSA or other staff to some pupils has made a significant impact on their feelings about school/reducing anxieties and getting children ready for school.</p> <p>Enrichment of the curriculum has been invaluable at broadening children's experiences. Over time, it is evident that self-confidence and willingness to tackle new experiences is growing.</p> <p>Thrive and use of the PSA has supported pupils with repeated moves helping them to settle quicker and ready for learning.</p>	<p>Continue to use PSA with mobile children and families. This helps to identify needs earlier and enable any specialist support to be in place or seek additional support from other agencies.</p> <p>Identify pupils who will gain from 1:1 or group tuition and implement with clear review times/impact analysis.</p> <p>Continue to use Trauma informed Schools and Motional plans to support individual pupils with their personal and social needs.</p> <p>First quality teaching to be consolidated and maximised.</p>

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<p>Barrier 7. Split Families and Low Income Families/JAM (Just about managing)</p> <p>Targeted Provision: Use of Parent Support Advisor, Thrive assessments and programmes, play therapy, financial support for trips/visits, additional free sports clubs</p>	<p>Use of PSA in school has had a positive impact on supporting and reaching families. Many families have received support from the Early Help Hub due to involvement of PSA who has been able to signpost.</p> <p>Play therapy has been used for some pupils dealing with difficult family circumstances which has supported the improvement of their emotional well being.</p> <p>Financial support has made a significant difference to some pupils who have been able to access residential, trips and extra-curricular clubs. This has impacted on their well being and feeling that they are part of the community.</p> <p>Use of Thrive assessment programmes has proved invaluable and well as access to extra-curricular activities including Animal Therapy which enriched the curriculum broadening children's experiences. Over time, it is evident that self-confidence and willingness to tackle new experiences is growing.</p>	<p>Continue to use PSA to actively support families. Seek specialist support to be in place or seek additional support from other agencies as required -being proactive is important.</p> <p>Continue to offer financial support to pupils and families to ensure these pupils have the same access and opportunities as all other pupils.</p> <p>Embed the use of Motional through Trauma Informed School approach to support pupils emotional and social wellbeing.</p> <p>Use alternative interventions like play therapy, animal therapy and The Wave Project to boost pupils sense of self and their achievements through this.</p>
<p>New Strategies and Reasons</p>	<p>Please see 2018-19 Pupil Premium Strategy</p>	