

# ACE Academy Pupil premium strategy statement 2017-18

1. Summary information					
School	St Kew ACE Academy				
Academic Year	2017-2018	Total PP budget	£14520 (approx.)	Date of most recent PP Review	July 17
Total number of pupils	68	Number of pupils eligible for PP	11	Date for next internal review of this strategy	December 17

2. Current attainment (2017)	Pupils eligible for PP (your school)	School
<b>EYFS</b>		
% of pupils achieving GLD	0% (1)	71%
<b>Y1 Phonics</b>		
% of pupils achieving the expected standard in phonics	100% (2)	70%
<b>KS1 Attainment</b>		
% of pupils achieving the expected standard in Reading	No PP pupils	73%
% of pupils achieving better than expected standard in Reading (GDS)	No PP pupils	36%
% of pupils achieving the expected standard in Writing	No PP pupils	64%
% of pupils achieving better than expected standard in Writing (GDS)	No PP pupils	0%
% of pupils achieving the expected standard in Maths	No PP pupils	64%
% of pupils achieving better than expected standard in Maths (GDS)	No PP pupils	0%
<b>KS2 Attainment</b>		
% of pupils achieving the expected standard in Reading	50% (1 of 2)	90%
% of pupils achieving better than expected standard in Reading (GDS)	0%	40%
% of pupils achieving the expected standard in Writing	50% (1 of 2)	90%
% of pupils achieving better than expected standard in Writing (GDS)	0%	10%
% of pupils achieving the expected standard in Maths	50% (1 of 2)	80%
% of pupils achieving better than expected standard in Maths (GDS)	0%	20%
% of pupils achieving the expected standard in Grammar, Punctuation and Spelling (GPaS)	100% (2 of 2)	80%
% of pupils achieving better than expected standard in GPaS (GDS)	50%	40%

# ACE Academy Pupil premium strategy statement 2017-18

3. Barriers to future attainment		
<b>In-school barriers</b>		
A.	Lack of resilience in learning / life skills	
B.	Low aspirations / Self-esteem	
C.	Lack of stamina in writing	
D.	Poor grammatical speech	
<b>External barriers</b>		
E.	Poor Attendance / Late arrival at school	
F.	Low expectations from parents and carers	
G.	Less support from home	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improvement in children's ability to persevere at a task / More children willing to attempt challenging tasks	Pupils persevere in hard tasks and don't 'give up' at the first hurdle Pupils attempt learning challenges
B.	Children are able to articulate their aspirations in terms of ability / progress	Pupils set challenging goals for themselves. They achieve well and make good progress (in line with or better than non-disadvantaged groups)
C.	Children produce more writing in longer writing tasks	Quality and quantity of writing (in all subjects) increases
D.	Language skills developed to improve the quality of speech and writing	Quality and quantity of writing (in all subjects) increases Quality of language used in writing increases
E.	Improved rate of attendance / Timely arrival at school	Attendance statistics improve to be at least in line or above National average of 96% for PP children. PP children arrive at school on time and are ready to learn
F.	Improved parental understanding of Age-related expectations for children	Parents and carers understand the Age-Related expectations for their children and work with the school to support their child / children
G.	Support from home given for homework activities, including regular reading.	An increased number of children complete homework tasks at home or search out in school support

# ACE Academy Pupil premium strategy statement 2017-18

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?
Improvement in children's ability to persevere at a task / More children willing to attempt challenging tasks	Quality first teaching. Ongoing staff training to improve classroom practice: including collaborative learning and learner-led environments	Children's collaborative learning is poor in terms of points for development. Nfer and Teaching and Learning toolkit both state that quality first teaching, good classroom practice, has a positive effect on all pupils but more so for disadvantaged pupils.	Regular staff training on classroom practice Continuation of 6R's Learning to Learn skills and assemblies to focus on each one	Head of School	<b>Lesson visits will monitor the effectiveness of 'challenge' presented to the children</b>
Children are able to articulate their aspirations in terms of ability / progress	Weekly Learning Forums in all classes to ensure pupils can articulate learning, progress and interests so T's tailor curriculum accordingly	Some pupils display an 'It's not important' attitude and articulate a 'I don't care' about rewards. Behaviour for Learning needs to increase to ensure children have a desire to 'better themselves' in terms of both intrinsic and extrinsic rewards	Monitoring of Learning Forums.	Head of School	<b>Pupil conferencing on a Half-termly basis</b>
Children produce more writing in longer writing tasks	Cross curricular opportunities for writing are exploited in all Key Stages.	Writing is physically hard for some pupils & historically, boys writing is not as strong as other areas of learning.	Agree strategies in Achievement Team Meetings to ensure that writing stamina improves.	Head of School	<b>Learning walks, work scrutiny and lesson visits</b>
Improved rate of attendance / Timely arrival at school	Office to contact parent on first day of absence. Sign in sheet in Reception for children arriving at school late, giving reason for lateness – repeat lateness tackled after 3 <sup>rd</sup> incidence. Regular information to parents in terms of attendance expectations and the effects of absence in newsletter.	Vigilance and consistency in addressing absence is needed. Parental responsibility needs to be enhanced & understanding of the effects of absence understood.	Office staff monitor absence rates and late register routinely. Analysis of attendance data on a weekly basis. Parents and Carers Consultation meetings.	Head of School	<b>Weekly monitoring</b>
<b>Total budgeted cost</b>					£2840

# ACE Academy Pupil premium strategy statement 2017-18

<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Regular Interventions and support for groups of children identified in having gaps in their learning.	Teaching Assistant supporting individuals and groups in lessons and intervention support.	Various children are needing to make better progress and high ability children need extending to the level of greater depth. Having TA support allows the teacher to spend quality time with these children.	Data will be analysed ½ termly and Achievement teams meetings will give opportunity for staff to share dialogue, skills and ideas to put groups and staff in place.	Teachers	<b>Half termly</b>
Improved reading for PP children	1:1 Adult support of reading Reward scheme in school for reading at home Purchase of books to replenish stocks	A 1:1 daily intervention allows children to close the gaps in their learning and make rapid progress to catch up and be in line with their peers. These sessions also allow time to delve deeper into misconceptions of sounds and understanding of the text. Reward schemes encourage children to work towards and end goal and engage in quality reading	Half termly data review to check on impact and progress.	Head of School and teachers	<b>Half termly</b>
Children produce more writing in longer writing tasks	Targeted support for pupils who struggle with writing stamina. Identification of writing problems – handwriting letter formation- support.	Evidence based on barriers for learning for boys writing. Correct letter formation and cursive script physically make it easier for pupils to write. This step needs to be taken alongside writing stamina programme.	Class teachers to ensure pupils who struggle with letter formation are identified – through Achievement Team Meetings, Data Drops, Book Looks. These pupils then to be targeted with handwriting practice.	Teachers	<b>Half termly</b>
Improved rate of attendance / Timely arrival at school	Offer of Breakfast Club provision to parents who require it	Children offered Breakfast Club last year showed an improvement in attendance.	Office staff monitor absence rates and late register routinely. Analysis of attendance data on a weekly basis.	Head of School	<b>Weekly monitoring</b>
Attainment and progress data of PP children at the end of KS2 is in line or above the national averages.	The delivery of a weekly SATs Booster/Study Club for Year 6. Children are given the opportunity to attend an after school study club to support them in their preparations to SATs and help consolidate learning within the classroom.	Good evidence from partner school's data for PP achieving in line or above National averages.	Teacher support for the PP children ensures excellent knowledge of Year 6 SATs. Support materials purchased for children to take home to study further.	HoS and Y6 Teacher	<b>End of Year</b>

					<b>Total budgeted cost</b>	£6840
<b>iii. Other approaches</b>						
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>	
Improved parental engagement with school	Regular invites to school for 'sharing work' events in classes	Historically, parental engagement has not been maintained with parents of disadvantaged pupils. Building relationships with all parents is a priority.	Discussions with staff at Teaching and Learning meetings to raise awareness of need for engagement. Numbers of parents supporting learning in school will increase.	Head of School	End of year	
PP children have wider opportunities to develop confidence, resilience and improve self-worth.	Residential, educational visits, music and swimming lesson subsidy for PP children to ensure they have the same opportunities as other children.	Opportunities for children to widen their experiences and develop essential life skills and awareness are often met with financial constraints. We believe that all children should have equal access to these opportunities and we subsidise where needed.	We will ensure that all PP families and aware of the subsidies and are encouraged to allow their children to take part in extra-curricular activities.	Head of School and Admin staff	End of year	
Outdoor learning opportunities improved for PP children in the Early Years and Y1	To purchase and put in place further resources to improve the provision of exploratory play for the EYFS and Year 1 Pupil Premium children.	Enable these children to further improve language and communication/role play and collaborative learning. Outdoor learning enables children to have opportunities to achieve 'greater depth' in their learning by accessing scientific and exploratory equipment leading to inquisitive and discovery behaviours.	Class planning will be monitored to ensure there are regular opportunities for PP children to have outdoor learning opportunities using quality resources to extend their own learning.	EYFS/Y1 Lead	In learning walks, planning scrutiny and lesson obs.	
Outdoor learning opportunities improved for both KS1 and KS2	Both the Forest School and areas around the school to be utilised more for learning opportunities across the curriculum.	To increase outdoor learning and confidence for PP children. Inspiring the children to learn beyond the classroom.	Increased self-worth for PP children. Increased time spent outside for well-being and exploratory play. The provision will be monitored and the impact on data reflected.	Teachers	Termly	
					<b>Total budgeted cost</b>	£4840
					<b>Final Total</b>	£14520

# ACE Academy Pupil premium strategy statement 2017-18

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			

## Yr 1 Phonics:

Phonics 2018	Disadvantaged pupils	School other	National all
% of pupils achieving GLD			

## KS1 Attainment:

KS1 Attainment 2018	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)			

# ACE Academy Pupil premium strategy statement 2017-18

## KS2 Attainment:

KS2 Attainment 2018	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)			

