

ACE Academy Pupil premium strategy statement 2018 - 2019

1. Summary information					
School	St Kew ACE Academy				
Academic Year	2018-2019	Total PP budget	£17160 (approx.)	Date of most recent PP Review	July 2018
Total number of pupils	73	Number of pupils eligible for PP	13	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	0 (1 pupil)	78% (7 of 9 pupils)
Y1 Phonics		
% of pupils achieving the expected standard in phonics	66% (2 of 3 pupils)	88% (7 of 8 pupils)
KS1 Attainment		
% of pupils achieving the expected standard in Reading	66% (2 of 3 pupils)	80% (8 of 10 pupils)
% of pupils achieving better than expected standard in Reading (GDS)	0%	30% (3 of 10 pupils)
% of pupils achieving the expected standard in Writing	33% (1 of 3 pupils)	80% (8 of 10 pupils)
% of pupils achieving better than expected standard in Writing (GDS)	0%	20% (2 of 10 pupils)
% of pupils achieving the expected standard in Maths	33% (1 of 3 pupils)	80% (8 of 10 pupils)
% of pupils achieving better than expected standard in Maths (GDS)	0%	30% (3 of 10 pupils)
KS2 Attainment		
% of pupils achieving the expected standard in Reading	N/A (No PP pupils)	82% (9 of 11 pupils)
% of pupils achieving better than expected standard in Reading (GDS)	N/A (No PP pupils)	18% (2 of 11 pupils)
% of pupils achieving the expected standard in Writing	N/A (No PP pupils)	100% (11 of 11 pupils)
% of pupils achieving better than expected standard in Writing (GDS)	N/A (No PP pupils)	0%
% of pupils achieving the expected standard in Maths	N/A (No PP pupils)	91% (10 of 11 pupils)
% of pupils achieving better than expected standard in Maths (GDS)	N/A (No PP pupils)	9% (1 of 11 pupils)
% of pupils achieving the expected standard in Grammar, Punctuation and Spelling (GPaS)	N/A (No PP pupils)	100% (11 of 11 pupils)
% of pupils achieving better than expected standard in GPaS (GDS)	N/A (No PP pupils)	18% (2 of 11 pupils)

ACE Academy Pupil premium strategy statement 2018 - 2019

3. Barriers to future attainment		
In-school barriers		
A.	Reading, writing and maths attainment for pupils who are eligible for PP in all year groups	
B.	Several pupils commenced school with attainment well below or very well below age related expectations and are still working below age-related expectation.	
C.	There can be a lack of enrichment opportunities outside of school compared to non-pp children due to financial constraints at home or the lack of opportunities made available to them	
External barriers		
D.	Attendance rates for pupils eligible for PP are below the target for all children of 96%. This reduces their school hours and causes them to fall behind on average. One of the most influential barriers for pupils' attendance is the lack of parental engagement and interest, thus limiting pupil aspirations.	
E.	PP children can suffer from low self-esteem, a lack of resilience and have other social, emotional and behavioural issues that need to be addressed. These issues can have a detrimental effect on their academic progress and that of their peers.	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Higher levels of attainment in reading, writing and maths for pupils eligible for PP in all year groups, leading to a closing of the PP attainment gap compared to non-PP children. The progress and attainment in reading, writing and maths for pupil premium pupils is in line with nonpupil premium pupils leading to improved life chances. Measured by teacher assessments and successful moderation practices.	Pupils eligible for PP make progress in line with, or greater than, non-PP pupils. The attainment gap between pupils eligible for PP and other pupils to no longer exist
B.	Higher rates of progress in reading, writing and maths for these pupils leading to a closing of the attainment gap	Pupils make progress at least in line with, or greater than non-PP pupils. The gap between current attainment and ARE reduces.
C.	Funding places for PP children in extra-curricular clubs and activities, including music and residential visits, both in and out of school	PP children given the opportunity to access activities that help develop the 'whole child' and put them on an equal footing with non-PP children
D.	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 Effective use of Admin staff to closely monitor attendance and EWS to develop strategies to bridge the gap and help raise attendance.
E.	PP pupils engage with teaching and learning positively and recognise the importance of their achievements and attainment in order to further progress in their future. Raising the aspirations of all. Pupils have raised self-esteem and aspirational goals of what they want/will achieve in life which is observed in school.	Teachers using Being Better Learners effectively in classrooms. New PHSE scheme of work introduced and being taught effectively in every year group. Pupils confidence has grown in their attitude to learning observed in lessons. 'I can do' attitude observed.

ACE Academy Pupil premium strategy statement 2018 - 2019

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?
A. Improved outcomes for all pupils in receipt of PP in English and Maths	<p>Provision of high quality teaching and consistently high standards through effective monitoring and best practice.</p> <p>Effective deployment of staff.</p> <p>Staff training on improving marking and feedback.</p> <p>Strategies to accelerate the progress of targeted groups i.e., mastery training maths</p> <p>High quality resources which identifies target children in all vulnerable groups.</p> <p>Monitoring and tracking of progress and achievement.</p> <p>Gap analysis and moderating judgements with peer teachers.</p> <p>Pre-teach of topic/vocabulary prior to teaching.</p> <p>Same day interventions to address misconceptions at the point of teaching and learning.</p> <p>Additional TA support.</p> <p>Pupil conferencing and planned time for quality feedback 1:1 about learning, next step, goals and celebrating achievements.</p> <p>Promoting a growth mindset.</p>	<p>From the data analysis it shows a gap in pupil attainment and progress levels.</p> <p>Responding to evidence from data.</p> <p>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.</p> <p>Evidence shows that intervention is more effective when delivered immediately following learning input.</p> <p>Evidence shows that the progress of disadvantaged children is at its greatest when they have a teacher of outstanding quality.</p>	<p>Lesson observations/learning walk evidence high quality teaching</p> <p>Monitoring of interventions identifies exceptional practice and data shows positive progress and impact.</p> <p>Well planned interventions and well trained TA's ensure quality provision.</p> <p>Pupil conferencing to find out pupils views/act on these.</p>	Head of School	<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>

ACE Academy Pupil premium strategy statement 2018 - 2019

<p>B. Improving self-esteem and confidence levels to achieve higher rates of progress</p>	<p>Creating a growth mind set in children - CPD on pupil wellbeing. For example, 'Is this my best work' rather than 'this will do'.</p>	<p>From consultation with class teachers a fixed mind set, lack of confidence and low self-esteem emerged as a current theme. Raising confidence and self-esteem will have a positive impact on their personal and social development which in turn will impact positively upon academic progress.</p>	<p>Weekly assemblies to be held on the Learning to Learn behaviours & Growth mindset Pupil conferencing with PP group</p>	<p>Head of School</p>	<p>Learning walks, work scrutiny and lesson visits</p>
<p>To accelerate the progress of pupils who are not meeting age-related expectation in reading, writing and mathematics</p>	<p>Small group intervention/1:1 reading interventions. SEN intervention Guided reading intervention and CPD for staff. Writing intervention in Y5/6 RWI interventions – 1:1 KS1 and catch up programme KS2 Same day intervention and quality 1:1 feedback. Peer to peer teaching and collaborative learning.</p>	<p>OFSTED research in 2014 found that high quality first teaching has a big impact on the achievement of all pupils; especially PP children as the expectation for all rises. Direct teaching moves children quickly thereby maximising the chance to reach the next step in their learning. 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.</p>	<p>Lesson visits evidence high quality teaching Behaviour for Learning. Moderation of books & progress scrutiny Monitoring of interventions identifies exceptional practice Well planned interventions and well trained TA's ensure quality provision</p>	<p>Head of School</p>	<p>Half termly pupil premium governor monitoring identifies improvements in data. Pupil progress meetings half termly.</p>
<p>Total budgeted cost</p>					<p>£7000</p>

ACE Academy Pupil premium strategy statement 2018 - 2019

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?
To inspire the pupils eligible for PP to exceed their expected progress and create a culture of belief in the pupils' abilities.	Quality First Teaching, Growth Mindset work throughout school, TA interventions, small group work. Weekly Learning Forums in all classes to ensure pupils can articulate learning, progress and interests so T's tailor curriculum accordingly. New Literary Curriculum to inspire children in Literacy and Topic learning. Book titles purchased	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. Children are keen to use books to explore / learn new ideas & information	Regular staff training on classroom practice in Reading, Writing and Maths Continuation of 6R's Learning to Learn skills and assemblies to focus on each one Literary Curriculum, used to teach English throughout school, as a stimulus for clear Topic work links	Head of School	Half termly Data drop Pupil Conferencing
Total budgeted cost					£6000
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?
C – An increase of opportunities outside school for children in receipt of PP which may be lacking due to financial constraints	School to use PP funding to provide places in after school, holiday clubs, residential visits and music lessons.	We want all children to be able to participate in learning experiences, and not be restricted by family income. When asked what clubs they participated in outside of school and during holidays, very few stated they had access. 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.	Clear signposting to parents of funded opportunities Early identification of need by all staff Funding for transport / club fees to ensure children can access. Monitor attendance of after school clubs to keep track of PP children's attendance.	Head of School	Half termly review with finance team Monitoring of sports /music records to ensure all groups are represented. Monitor club participation/ representing the academy.

ACE Academy Pupil premium strategy statement 2018 - 2019

		Sutton Trust evidence shows + 2 months for sports participation and outdoor adventurous activities + 4 months progress.			Pupil conferencing
D – Implement strategies to improve the attendance rates for pupils eligible for PP who are below the target rate of 96%. Daily monitoring of PP attendance, with phone calls home to parents of absent PP children.	Effective use of Admin Team to closely monitor attendance and develop strategies to bridge the gap, engage with parents and help raise attendance levels of these pupils EWO to support school in raising attendance through meetings with parents, and taking further action when required. New attendance policy launched, with rewards and sanctions outlined.	We can't improve attainment for children if they aren't actually attending school. Our work on attendance last year saw a significant decrease in Persistent Absence and this work needs to continue. Parents need to be clear on what constitutes an 'acceptable reason' for absence.	Attendance monitoring quickly identifies vulnerable pupils whose attendance is at risk of falling below 95% Thorough briefing about existing absence issues. PP coordinator, admin team, class teachers etc. will collaborate to ensure school processes work smoothly together.	Head of School and Admin team	Weekly Analysis/ Half termly reviews
Total budgeted cost					£4000
Final Total					£17000

ACE Academy Pupil premium strategy statement 2018 - 2019

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)			

ACE Academy Pupil premium strategy statement 2018 - 2019

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)			

