

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
EYFS		
% of pupils achieving GLD	0% (1)	71%
Y1 Phonics		
% of pupils achieving the expected standard in phonics	100% (2)	70%
KS1 Attainment		
% 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%
KS2 Attainment		
% 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		
In-school barriers		
A.	Lack of resilience in learning / life skills	
B.	Low aspirations / Self-esteem	
C.	Lack of stamina in writing	
D.	Poor grammatical speech	
External barriers		
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	Lesson visits will monitor the effectiveness of 'challenge' presented to the children Lesson visits show children are willing to 'challenge' themselves in English and Maths sessions and enjoy understanding why a task is a challenge for them in particular CPD has focused on Working Walls and the use of these to support learning. Good progress has been made across all year groups

ACE Academy Pupil premium strategy statement 2017-18



<p>Children are able to articulate their aspirations in terms of ability / progress</p>	<p>Weekly Learning Forums in all classes to ensure pupils can articulate learning, progress and interests so T's tailor curriculum accordingly</p>	<p>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</p>	<p>Monitoring of Learning Forums.</p>	<p>Head of School</p>	<p>Pupil conferencing on a Half-termly basis Pupil conferencing identified Reading rewards for the whole school and 100% of children have achieved at least one reward within the new system Head Boy & Girl and Deputy Head Boy & Girl have been used as examples to younger pupils who witness these children working hard on their progress Lesson visits and Learning Forums identify aspects of learning the children wish to improve and this is transferred into future Teacher planning</p>
<p>Children produce more writing in longer writing tasks</p>	<p>Cross curricular opportunities for writing are exploited in all Key Stages.</p>	<p>Writing is physically hard for some pupils & historically, boys writing is not as strong as other areas of learning.</p>	<p>Agree strategies in Achievement Team Meetings to ensure that writing stamina improves.</p>	<p>Head of School</p>	<p>Learning walks, work scrutiny and lesson visits Outdoor learning opportunities for writing utilised as a strategy for writing: children have responded well to the 'context' for writing Phonics for Fluency Project in EYFS and Y1 have addressed writing issues for these pupils Handwriting is still an issue across the school and CPD has centred around teaching strategies.</p>

ACE Academy Pupil premium strategy statement 2017-18

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 rd 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	Weekly monitoring EWO visits have reported vast improvements in attendance across the school. End of June figure **%
Total budgeted cost					£2840
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?
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 team meetings will give opportunity for staff to share dialogue, skills and ideas to put groups and staff in place.	Teachers	Half termly Achievement Team Meetings identify every half term the interventions required for pupils Throughout the school the culture of support for all pupils, from their various starting points, is evident Extended Literacy Support for our higher ability pupils is delivered by an ex-Secondary English teacher and these sessions have a vocabulary, text and questioning focus

ACE Academy Pupil premium strategy statement 2017-18

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	Half termly All classes have a 'Daily Readers' list of children who read on a 1:1 basis every day
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	Half termly Achievement Team Meetings identify children struggling with writing (physically) and target teach handwriting skills. Children with 'physical impairment' use a computer to word process work
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	Weekly monitoring Children attending Breakfast club have an increased percentage of attendance and are making good progress
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	End of Year Materials purchased and used to support all pupils No PP pupils in Year 6 cohort at the end of this academic year.
Total budgeted cost					£6840
iii. Other approaches					

ACE Academy Pupil premium strategy statement 2017-18

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?
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 Parents engaging with 'Work Share' events well and report being delighted to be invited
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 Residential and School trips are either subsidised or free for PP pupils and the majority of school trips are well attended by the PP children Increased participation in extra-curricular clubs due to subsidy of these Music lessons continue to be subsidised in order to enable PP children to attend
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. Monitoring shows that children are extending their learning from using quality resources and support / encouragement from staff The EYFS and Year 1 children have a keen desire to learn outdoors and there are regular, weekly specific outdoor learning sessions for these children, focusing on children being investigative in their

ACE Academy Pupil premium strategy statement 2017-18

					learning and identifying their own learning
Outdoor learning opportunities improved for both KS1 and KS2	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 All classes now have regular outdoor learning session where children engage with nature.
Total budgeted cost					£4840
Final Total					£14520

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	0% 0/1 pupils	78% 7/9	

Yr 1 Phonics:

Phonics 2018	Disadvantaged pupils	School other	National all
% of pupils achieving GLD	66% 2/3 pupils	88% 7/8 pupils	

KS1 Attainment:

KS1 Attainment 2018	Disadvantaged pupils	School other	National all
% of pupils making expected standard in Reading	66% 2/3 pupils	80% 8/10 pupils	
% of pupils making better than expected standard in Reading (GDS)	0% 0/3 pupils	30% 3/10 pupils	

ACE Academy Pupil premium strategy statement 2017-18

% of pupils making expected standard in Writing (TA)	33% 1/3 pupils	80% 8/10 pupils	
% of pupils making better than expected standard in Writing (GDS)	0% 0/3 pupils	20% 2/10 pupils	
% of pupils making expected standard in Maths	33% 1/3 pupils	80% 8/10 pupils	
% of pupils making better than expected standard in Maths (GDS)	0% 0/3 pupils	30% 3/10 pupils	

KS2 Attainment:

KS2 Attainment 2018	Disadvantaged pupils	School other	National all
% of pupils making expected standard in Reading	No Disadvantaged pupils in this cohort	82% 9/11 pupils	
% of pupils making better than expected standard in Reading (GDS)	No Disadvantaged pupils in this cohort	18% 2/11 pupils	
% of pupils making expected standard in Writing (TA)	No Disadvantaged pupils in this cohort	100% 11/11 pupils	
% of pupils making better than expected standard in Writing (GDS)	No Disadvantaged pupils in this cohort	0% 0/11 pupils	
% of pupils making expected standard in Maths	No Disadvantaged pupils in this cohort	91% 10/11 pupils	
% of pupils making better than expected standard in Maths (GDS)	No Disadvantaged pupils in this cohort	9% 1/11 pupils	

ACE Academy Pupil premium strategy statement 2017-18

% of pupils achieving the expected standard in Grammar, Punctuation and Spelling (GPaS)	No Disadvantaged pupils in this cohort	100% 11/11 pupils	
% of pupils achieving better than expected standard in GPaS (GDS)	No Disadvantaged pupils in this cohort	18% 2/11 pupils	

Summary of Impact for 2017/18 and Planned provision for 2018-19

Provision	Outcome/Impact : 2017-18	Next steps: 2018-19
Quality First Teaching	CPD has focused on improving classroom practise for both Teachers and Teaching Assistants in order to ensure improved outcomes for our pupils. INSET sessions have been centred around improving the curriculum offer for all of our pupils and the progress children have made is as a result of this. Teachers are confident in the use of INSIGHT to track pupil achievement and identify the gaps in learning and next steps.	To continue in 2018-2019 with Quality First Teaching being the first strategy used for all interventions
Improved pupil outcomes	<p>EYFS Results: 70% achieved GLD</p> <p>The percentage of children achieving GLD is a minimal decrease from last year (1%) with reading, writing being in line with National and numbers and shape, space and measures exceeding with National</p> <p>KS1: Reading: 85% Writing: 69% Maths: 69% SPaG: 54%</p>	To continue in 2018-2019 alongside Study Club with the extra quality first teaching for PP pupils

	<p>KS2: See results below</p>	
SAT's Booster Group	<p>KS2 results (% of children achieving Expected) Reading: 82% Writing: 100% Maths: 91% SPaG: 100% This intervention began in October and all children in the Year 6 cohort attended. 82% of children made good progress in Reading from their starting points, and 91% in Writing and Maths</p>	
Reading and Writing Interventions	<p>1:1 support provided to all PP children through in class intervention and support, in all age groups. Percentages of PP children working at Age-Related Expectations are as follows: EYFS PP: 0% (1 child) EYFS Non PP: 78% (7 out of 9 children) Y1 PP: 66% (2 out of 3 children) Y1 Non PP: 75% (6 out of 8 children) Y2 PP: 33% Y2 Non PP: 80% Y3 PP: 50% (1 out of 2 children) Y3 Non PP: 50% (6 out of 12 children) Y4 PP: 0% (1 child) Y4 Non PP: 20% (1 out of 5 children) Y5 PP: 50% (1 out of 2 children) Y5 Non PP: 17% (1 out of 6 children) Y6 PP: N/A Y6 Non PP: 82% (9 out of 11 children)</p>	<p>Strategies to continue in 2018-2019 with a focus on Greater Depth for all and a writing focus for Year 4 and 5 combined reading and writing</p>
Outdoor Learning	<p>All pupils across the school have access to Learning Outside of the Classroom. Children in the EYFS and Year 1, in particular, can articulate clear understanding of their learning – especially vocabulary related to nature (esp. Science). Collaboration between pupils has increased and this has enhanced learning opportunities for all.</p>	<p>To continue in 2018-2019</p>
Improved attendance	<p>Attendance of disadvantaged pupils: 93.64% Attendance of whole school: 96.15%</p>	<p>Further focus on attendance needed in 2018-2019</p>

ACE Academy Pupil premium strategy statement 2017-18



	<p>Throughout the year we have employed the following strategies to tackle poor attendance:</p> <p>Contact with parent/s on first day of absence, follow up contact made on subsequent days as necessary, meetings with parents whose children's attendance drops below expected levels, weekly item in newsletter of whole school attendance picture. These strategies have been successful in ensuring that attendance levels have seen significant improvements even though the disadvantaged pupils attendance is still not in line with National expectations. Those children whose attendance falls below expected levels have received 1:1 support upon their return to school to help them 'catch up'</p>	
<p>Support for PP children to attend Residential / School trips and After-School Clubs</p>	<p>PP children have been able to access all school trips and after school clubs this year as the school has funded / subsidised this from the Pupil Premium grant and almost all pupils have attended every trip open to their age groups. This has enabled them to access life experiences that they might not otherwise have been able to. All children have received opportunities to develop new life skills that they will be able to carry forward into the next school year and future lifestyle choices.</p>	<p>This support has been invaluable for all and will continue in 2018-2019</p>
<p>Support for children to access music and swimming lessons</p>	<p>PP children who have accessed this support have been seen to have increased levels of self-esteem and confidence within school and, although the impact does not translate to points progress, all pupils have made good progress and have been moved to a higher level swimming group and accessed public swimming sessions with their families (allowing for quality family time to be engaged in) or demonstrated their music skills in whole school assemblies. Achievement team meetings identify the pastoral care needs of individual children and all staff members undertake support for the PP pupils – therefore ensuring children can identify an adult they trust at school</p>	
<p>New Strategies and Reasons</p>	<p>End of Year results indicate the need for strategies to cover the following areas:</p> <p>Attendance Contextual Writing opportunities Greater Depth</p> <p>Monitoring by the PP Governor to focus on Barriers to Learning and the effectiveness of strategies used</p>	