

Pupil Premium Strategy Statement (ADMAT)

1. Summary information					
School	St Stephens Community Academy (SSCA)				
Academic Year	2018-19	Total PP budget	£100,320	Date of most recent PP Review	July 2018
Total number of pupils	221	Number of pupils eligible for PP	82	Date for next internal review of this strategy	Oct 2018

2. Current attainment		
	<i>Pupils eligible for PP (SSCA) Provisional Data</i>	<i>Pupils not eligible for PP (national average) KS2 Provisional data</i>
% achieving in reading, writing and maths	KS1 51% KS2 58 %	64 %
% making progress in reading	KS1 53 % KS2 58 %	75 %
% making progress in writing	KS1 33 % KS2 67%	78 %
% making progress in maths	KS1 66 % KS2 67%	75 %
EYFS GLD + Phonics	100 % + 86 %	

3. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>		
A.	% of pp pupils attaining ARE is lower in most year groups than non-pp pupils	
B.	% of pp pupils attaining GDS is lower than non-pp pupils	
C.	Learning behaviours of pp pupils including speech and language– particularly in year 6 which has a high number of pp pupils – is impacting on progress in writing and maths.	
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>		
D.	Lower than national attendance levels is significantly higher in pp group	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Raise attainment of pp pupils in maths, reading and writing	% of pupils attaining ARE is in line with non-pp pupils
B.	Improve progress of higher attaining ARE pp pupils to achieve GDS	% of pp pupils achieving GDS is raised
C.	Improve learning behaviours of pp pupils – specifically year 6 pupils to aid rapid learning progress	Yr. 6 PP pupils make rapid progress in writing and maths
D.	Attendance levels of pp pupils is improved to be In line with national expectations	PP pupils % attendance levels are in line with national expectations

5. Planned expenditure					
Academic year	2018-19				
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 progress and attainment for pp pupils	Focus teaching on PP pupils through questioning and feedback Targeted deployment of in-class TA support	Pupils eligible for pp are making less progress than other pupils in Key Stage 2. We want to ensure that pp pupils can achieve ARE and make better than expected progress. We want to train teachers in practices to provide stretch and encouragement for these pupils.	Subject leaders to model quality first teaching and feedback strategies. Use staff meetings and INSET days to deliver training. Peer observation of each other's classes after the course, to embed learning.	Maths and English leads	Jan 2019
B. Improved progress for high attaining pupils	CPD on providing stretch for high attaining pupils. Targeted deployment of in-class TA support	High ability pupils eligible for pp are making less progress than other higher attaining pupils across Key Stage 2 in writing and maths. We want to ensure that pp pupils can achieve high attainment as well as simply 'meeting expected standards. We want to train a relevant teachers in practices to provide stretch and encouragement for these pupils.	Maths and English lead to target classes with high pp pupil numbers or classes where pp attainment or progress is not in line with national averages for non-pp pupils. Improvement focus to be on effective feedback and use of questioning within the classroom.		Included in overall TA staffing cost below
i. Total budgeted cost					See overall TA cost below

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?
<p>C. Improved learning behaviours for yr. 6 pp pupils</p> <p>D. Improved progress for high attaining pupils</p> <p>E. Improved % of pp pupils achieving ARE</p>	<p>TIS support for pp pupils</p> <p>Daily 1:1 or small group PPG Teacher support for targeted pupils</p> <p>Additional in class TA support for yr. 6</p> <p>Morning TA support all classes</p>	<p>Some of the students need targeted support to catch up. This is a programme which has been independently evaluated and shown to be effective in other schools.</p>	<p>Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time.</p> <p>Carry-out baseline assessments to identify gaps/monitor progress through regular re-assessment</p> <p>1:1/small group support specifically targeted to identified pp pupils under-performing from PPG teacher</p> <p>Class teachers to deploy TAs to support pp groups in class – planning to reflect his. TAs to support with questioning and feedback.</p>	<p>Pupil Premium and KS Leads</p>	<p>Half termly</p> <p>Included in overall TA staffing cost below</p> <p>Annual PPG Teacher £6,820</p>
<p>F. Improved progress and attainment for ARE pupils</p> <p>G. Improved progress for high attaining pupils</p>	<p>Weekly small group interventions in maths, EGPS and writing for pp pupils with experienced TA, in addition to standard lessons.</p>	<p>We want to provide extra support to maintain high attainment. Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit. We want to combine this additional provision with some 'aspiration' activities.</p>	<p>Extra teaching time and preparation time paid for out of pp budget.</p> <p>Impact overseen by maths Lead. Teaching assistant (TA) CPD for TAs supporting the sessions.</p> <p>Engage with parents and pupils before intervention begins to address any concerns or questions about the additional sessions.</p>	<p>Pupil Premium Lead</p> <p>SENDCo/ Class Teacher</p>	<p>Half termly</p> <p>Included in overall TA staffing cost below</p>
ii. Total budgeted cost					See overall TA/PPG Teacher costs below

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?
H. Increased attendance rates	Part time parent support worker (PSA) employed to work with families to discuss attendance. Head to monitor pupils and follow up quickly on absences. EWO support as needed.	We can't improve attainment for children if they aren't actually attending school. NFER briefing for school leaders identifies addressing attendance as a key step.	Thorough briefing of support worker about existing absence issues. pp coordinator, support worker, head etc. will collaborate to ensure provision and standard school processes work smoothly together.	Pupil Premium Coordinator	Jan 2019 Included in overall TA staffing cost below Annual EWO cost £500
I. Problem learning behaviour in Year 6 addressed	Identify a targeted intervention for identified students. Use TIS practitioners to engage with pupils and PSAs with parents before intervention begins. Develop VL approaches and focus on positive behaviours.	The EEF Toolkit suggests that targeted interventions matched to specific students with particular learning needs or behavioural issues can be effective, especially for older pupils.	Ensure identification of target pupils is fair, transparent and properly recorded. Monitor behaviour but also monitor whether improvements in behaviour translate into improved attainment. Observation by VL Impact coaches of the Y6 group to identify needs. Use SSCA which has been judged to have a positive impact on pupil learning behaviours for peer observations to develop teachers' own skills as part of the VL CPD across the MAT for developing positive behaviours.	Impact Coaches	Jan 2019 Included in overall TA staffing cost below
J. All barriers to learning	Specifically, targeted pp pupils with family, learning or behaviour difficulties to receive additional educational support Curriculum enrichment	Attainment cannot be improved for some pupils unless they are 'ready to learn'. Some pupils have experienced extreme trauma and need specialist support which is on a current 36 month waiting list. Specialist PPG teacher to work with targeted groups to widen access to creative curriculum opportunities. Aspiration development/access to full breadth of curriculum to support progress in all areas e.g. trip costs	Monthly updates on progress towards pupils achieving personal targets. PP Lead to monitor in-school improvement measures.	Pupil Premium Lead	Half Termly £4,000 Annual creative PPG teacher £7,600 Curriculum resource access £1,000
iii. Total budgeted cost					£13,100
Overall TA budgeted cost					£81,858
Overall PPG support teacher cost					£6,820
Annual PPG plan total cost					£101,778

6. Review of expenditure				
Previous Academic Year		2017-18		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Additional pp Teacher To accelerate the progress and attainment levels at ARE for upper KS2	Teacher employed for 3 days a week to support yr. 6 pupils	Mixed impact: Success criteria: not fully met. Some improvement in individual pp ARE or GDS scores but not all targeted pupils met this. Gaps with national non-disadvantaged at end of KS2 not closing significantly in reading and writing	<ul style="list-style-type: none">Strategy altered mid-way through the year to increase effectiveness. Some positive evidence of impact particularly in maths pp outcomes at end of KS2 but less so in securing pp reading/writing progress which still require improvementFor pp pupils where progress has not been accelerated, case studies shown significant barriers to learning that have had a negative impact.	£12,310
To develop learning strategies for children through training staff using recognised/ well found programme of visible learning	Training for all teachers on effective feedback and questioning/ developing pupil learning behaviours	Visible learning has improved pupil learning behaviours and on teacher's use of assessment to effectively identify gaps. Some yr. groups with high pp have seen some improvement this year – this includes pp and non-pp pupils. Attainment of ARE has improved and in some pp groups GDS has improved.	<ul style="list-style-type: none">Leaders will support with targeted groups next yearVisible learning training to be completed Sept 2018 – impact coaches to ensure embedded good practice is continued/ MAT VL leader to support as approach continues into 18/19 (but without pp cost implications for 18/19)	£3,904
To raise progress and attainment levels in reading at ARE across the school most especially in KS2 through access to the School Library	Focussed librarian support. Provide reading for pleasure opportunities for pp below ARE	Mixed impact: Reading for pleasure feedback positive but reading gaps remain as trend for pp groups particularly at KS2	<ul style="list-style-type: none">Improved pp pupil targeting of access to library resources needed if approach is to have more defined impact on outcomes in 18/19	£745
To provide support to KS1 to ensure effective learning provision of Phonics to ensure National attainment ARE is achieved	Phonics specialist trained TA to support additional phonics learning sessions in the PM	Secure impact: Year 1 pp school group performed in line with non-disadvantaged school group at ARE pass standard therefore has had positive impact on diminishing gap in pp learning	<ul style="list-style-type: none">Maintain quality of provision 18/19 as approach will need to continue	£1,862
Class TA support for pp pupils in high priority year groups	TA staff deployed AM/PM sessions in classes to support pp wave 1 delivery	Secure impact: High quality TA support is impacting on improved pp outcomes – some lack of consistency being addressed	<ul style="list-style-type: none">Additional TA support had impact in supporting quality of wave 1 teaching and learning. PPG outcomes being positively impacted in some classes with increased learning engagement and in class targeted provision in place. Maintain/extend provision for 18/19	£42,096

ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Interventions To provide opportunities to raise maths progress towards GDS standard	TAs with specifically targeted pupils for areas of weakness e.g. focus on multiplication tables	Secure impact: High: some observed increased maths attainment and progress amongst participating pp compared to peers, as measured using scores from using PIRA and PUMA	<ul style="list-style-type: none"> Effective use of assessment data has enabled accurate gaps analysis and planned interventions – this was most successful when clearly directed by the teacher – GDS outcomes are secure Regularity of multiplication input supported more secure pp outcomes at end of KS2 	£1,862
Creative pp Teacher support for 0.6fte per week. Focus on breadth of delivering breadth of curriculum offer for targeted KS2 pp pupils	Teacher to co-ordinate pp access to range of art, music, drama and outdoors learning based opportunities. Focus on KS2 pp pupils with barriers to learning	Secure impact: Excellent range of additional creative provision targeted to support KS2 pp boys. Barriers to learning were removed through participation inside/outside school environment. Trips to theatres and public performances around Shakespeare plays were effective and engaging learners. Responsibility, self-esteem and productivity enhanced through outdoor learning experiences e.g. keeping chickens. Evidence from pupil conferencing, parental feedback and observed provision was positive. Impact on attainment and progress harder to quantify from KS2 pp data outcomes.	<ul style="list-style-type: none"> Focussing on curriculum depth, creative arts and engagement with learning to continue into 18/19 with specialist pp creative teacher role 	£17,963

iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Pastoral Support To continue to develop effective and positive relationships with parents by having a school parent support Advisor	PSA/EWO/Safeguarding Officer support and guidance for most vulnerable pp families	Secure impact: PSA has had significant impact on parent engagement and on attendance for some pupils/families	<ul style="list-style-type: none"> PSAs effective in supporting families and will continue into 18/19 Curriculum Enrichment support to continue but review time of year this takes place to gain in year benefits 	£11,662 (PSA)
To provide social/emotional programmes to support the whole child	TA support for identified pp pupils	Secure impact: ELSA training was completed and is supporting as required. TIS training completed and in place. Safeguarding Officer/PSA in place to deliver. Additional resources used to support pp pupil needs e.g. school uniform		£8,360 (SO)
To provide children in need with access to breakfast club for a half term	Supporting pp pupil readiness for learning. Referrals from internal/external to school	Secure impact: Increasing take up of PP pupils	<ul style="list-style-type: none"> Impact on individual pupils considerable both attendance and readiness for engaging with learning. Maintain provision 18/19 	
To provide children with access to learning in context through visitors/enrichments/ residential		Secure impact: High take up of curriculum enrichment opportunities by pp pupils – impact was noted on pupil confidence most especially pp but also non-pp pupils	<ul style="list-style-type: none"> Good range of provision to extend curriculum offer for pp pupils – clear impact on pp pupil self-esteem, mental health and learning experience access. Parent/pupil feedback positive 	
To provide children with learning experience outdoors using Wild Tribe experience/ wider creative enrichments/ development of school grounds	See Creative pp teacher provision	Wide range of residential, outdoor and experiential learning supported for pp pupils across year	<ul style="list-style-type: none"> Maintain provision into 18/19 	£300
To ensure accurate assessment and tracking of standardised assessment information	PIRA/PUMA testing materials	Secure impact: Achievement data for pp pupils more accurate – all cohorts now have hard pp pupil data from starting points. Pupil progress meetings facilitated	<ul style="list-style-type: none"> Maintain process for 18/19 	PP Resources and training £6,765

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.

- Actions 18/19 need to continue to focus on improving pp attainment and progress and both KS1 and KS2 as these remain too variable. Improvement Plan 19 to continue focus on pp
- TA support to focus on effective questioning and feedback – use current good practice to model this across the school
- TA support targeted to classes with a high % of pp pupils
- See full PPG provision map for 2017-18 on our school website