

Pupil Premium: planning to overcome barriers to learning at The Academy at St James

September 2017 – September 2018

What are the most effective ways to support disadvantaged pupils’ achievement? NFER research into effective practice identifies 7 key features of provision:

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| <p>1. Whole school ethos of attainment for all: Schools have an ethos of high attainment for all pupils and avoid stereo-typing disadvantaged pupils as all facing similar barriers or having less potential to succeed.</p> | <p>2. Addressing behaviour: schools ensure effective behaviour strategies are in place, respond quickly to poor attendance and provide strong social and emotional support including working with families.</p> | <p>3. High quality teaching for all: Schools emphasise “quality teaching first” and provide consistently high standards by setting expectations, monitoring performance and sharing best practice.</p> |
| <p>4. Meeting individual learning needs: Staff identify each pupil’s challenges and interests. They seek the best strategies to help each pupil make the next step in his or her learning. Schools provide individual support for specific learning needs and group support for pupils with similar needs.</p> | <p>5. Deploying staff effectively: Schools devolve responsibility to frontline staff, use their best teachers to work with pupils who need the most support and training teaching assistants to support pupils’ learning.</p> | <p>6. Data driven and responding to evidence: Teachers use data to identify pupils’ needs, review progress every few weeks and address underperformance quickly. They have manageable Assessment for Learning systems, which provide clear feedback for pupils. Schools use evidence to make decisions about their support strategies.</p> |
| | <p>7. Clear, responsive leadership: Senior leaders set ever higher aspirations and lead by example. They hold all staff accountable for raising attainment, rather than accepting low aspirations and variable performance. They share their thinking and invest in staff training.</p> | |

<u>What are our pupils' internal and external barriers to learning?</u>	<u>What are the intended outcomes of our action plan?</u>
<ol style="list-style-type: none"> 1. History of weak teaching and negative impact of changes to leadership 2. History of inaccurate assessment data impacting on progress 3. Vulnerable families with emotional and social needs 4. Vulnerable families lacking engagement with education 5. Low attendance that impacts negatively on learning 6. Lack of <i>cultural capital</i> and experience impeding ability to contextualise learning 7. Low baseline pupils on entry to YR 8. Underachievement due to lack of engagement with education 9. Speech and language delay on entry to school 10. Behaviour that impedes learning 	<ol style="list-style-type: none"> A. % of pupils achieving age related expectations in reading, writing and maths match national outcomes B. Gaps with school and national other have narrowed by more than 5% C. PP assessment and tracking is robust and is used to inform subsequent provision D. Support is provided for families' and pupil's social, emotional and health needs E. Pupils' attendance is in line with others nationally and no longer limits access to learning F. More able PP pupils are achieving at high levels G. Underachieving pupils are closing the gap with their peers: progress for PP closing the gap on national other H. Low baseline pupils are school ready in the summer term I. Pupils are provided with access to a wide range of experiences that enhance their knowledge and understanding of the world and support learning across the curriculum particularly in literacy and mathematics J. Specific gifts and talents are identified and encouraged; engagement with learning is improved

Pupil Premium Action Plan 2017 - 2018								
Research base		<u>Action</u>	<u>Amount Allocated</u>	<u>New / continued action</u>	<u>Targeted group(s)</u>	<u>Intended Outcomes</u> How the actions impact on achievement	<u>Monitored by</u>	<u>Impact</u>
Barrier to learning		Pupil premium used for						
Whole School Strategies for all pupils (raising expectations for 131 PP)								
2	4 & 5	Attendance support provided for all pupils – led by Pastoral Team (131 PP)	£16,500	Continued	131 PP	Ensure that children are safe and are not missing the continuity of provision – particularly in EY & KS1	HT	
2	3& 8	Pastoral Team offer support for emotional and learning resilience (131 PP)	£16,500	Continued	131PP	To tailor the learning environment so that children can be included and flourish in mainstream provision	SLT	
1 & 3	6 & 8	Broad, experiential curriculum - specialist staff for music, sport, transport, entry fees, resources etc. (131 PP)	£35 500	Continued	131 PP	To provide children with <i>cultural capital</i> often missing from PP pupils' out of school experience. Music, sport provision from specialist to develop engagement with learning.	SLT	
	6 & 7	Y6 residential costs covered (33 PP)	£4,125		33 PP Y6			
1 & 7	3 & 4	Family events – out of hours events e.g. Hallowe'en ball / firework party / Christmas event (131 PP)	£2,500	New	131 PP	To improve relationships between school and families – build trust and ameliorate the impact of poverty on children's family lives		
3 & 7	1 2 & 10	High expectations of effort and behaviour modelled by all adults in school (131 PP)	Internalised Cost	Continued	131 PP	To ensure that children try hard are productive and make good progress	SLT & Govs	
3 & 4	2 & 6	Establish assessment system and age related expectations with clear,	£2,400 Leadership time	New	131 PP	To promote <i>growth mind-set</i> , and positive attitudes to learning	SLT	

		visible expectations to support progress (131 PP)						
3 & 4	1 & 7	Provision based learning in Y1 to address learning needs (11 PP)	£3,000 + £12,500	New	11 PP Y1	To support rapid progress throughout KS1; accelerate the development of key concepts to support academic progress	SLT	
2	10	Golden time – targeted to children’s interests (131 PP)	£5000	New	131 PP			
2	3 & 4	Parent Involvement Worker offering practical support and signposting families to outside agencies. Work with families – family learning events, workshops in maths and phonics etc. (131 PP)	£14,500	Continued	131 PP	To provide practical support for families and create strong platform for emotional and physical well-being. To promote positive relationships with school and engender good attitudes to education.	SLT & Govs	
Targeted group strategies for underperforming pupils (focus on PP)								
2	3 4 & 5	Focus breakfast club for children at risk from poor attendance from 8.00 (** PP)	£7,500	Continued		Provide incentive to be in school on time each day – resulting in access to learning	SLT	
2 & 7	3 4 & 5	Walking bus (** PP)	£3,600	Continued		Further improve and sustain high levels of attendance by removing barriers to accessing school – PP attendance matches other and is in line with na.		
1 & 4	6 & 8	School of rock club – to increase motivation and self-belief musical experience (** PP)	£900	Continued		Provide incentive to be in school on time each day – resulting in access to learning To encourage development of talents to raise esteem and engagement with learning	SLT	

4 & 5	1	Precision teaching run by TA to support development of basic skills (** PP)	Internalised Cost	Continued		To address gaps and enable children to eliminate errors from their work	Math co-ord & SLT	
4 & 5	1	HLTA support for targeted groups in Y3 & Y4 (43 PP)	£16,500	Continued	42 PP Y3 and Y4	To address gaps and enable children to eliminate errors from their work	Eng co-ord & SLT	
Individual support (focus on PP)								
4 & 5	1	Individual, daily reading for all pupils until they achieve a reading age of 8yrs (60 PP)	Internalised Cost	Continued	60 PP YR – Y6	To enable children to acquire necessary reading skills to master the KS2 curriculum	Eng co-ord & SLT	
4 & 5	1	Precision tasks for PP in KS2 to address gaps in learning (93 PP)	Internalised Cost	New	93 PP KS2	To address gaps and enable children to eliminate errors from their work	Eng co-ord & SLT	
4 & 5	1	Special Educational Needs support for individual needs	£3,600	Continued	4 PP behaviour	To provide advice and monitoring to ensure that children’s needs are met		
4 & 5	8 & 10	1 – 1 intensive support for range 4 pupils to maintain them in education (4 PP)	£62k	New	4 PP behaviour	To overcome barriers to learning from emotional needs	Class teacher	
2	8	Counselling (** PP)	Internalised Cost	New		To overcome barriers to learning from emotional needs	Class teacher	
2	8 & 10	Play therapy e.g. lego, gardening and play activities (** PP)	Internalised Cost			To overcome barriers to learning from emotional needs		
4	9	Speech and Language support – training, staff time (** PP)	£12k	Continued	EY & KS1 35 PP	To overcome barriers to learning from poor speaking and listening skills	Class teacher	
Total annual allocation 2017 – 2018								
			£219 120					
Total 2017 – 2018 spend								
			£219 120					
Total 2017 – 2018 spend								