

Pupil Premium: planning to overcome barriers to learning at The Academy at St James
September 2018 – September 2019

INTRODUCTION	
<p>What is the Pupil Premium? The Pupil Premium is additional funding to help schools close the attainment gap between children from low-income and other disadvantaged families and their peers. If a child has been eligible for free school meals (FSM) at any point over the past 6 years or has been looked after for one day or more (Child Looked After), the school receives an amount per head within their budget. A provision is also made for children who have a parent in the armed services.</p> <p>Strategy We have a clear, strategic 3-part model approach for Pupil Premium funding provision, which focuses on the following:</p> <ul style="list-style-type: none"> - whole-school strategies that impact on <i>all pupils</i> - focussed support to target <i>under-performing pupils</i> - specific support targeting <i>pupil premium pupils</i> <p>We want to support all of our children to achieve well academically. As a result, we plan to spend our Pupil Premium Grant wisely to provide every opportunity for our eligible pupils to match the achievement of their peers nationally. Entitlement to free school meals does not necessarily dictate educational achievement; some of our eligible pupils are the highest achieving in our school. We continue to focus our support on them to make sure that they achieve at the highest level.</p> <p>We base our actions on research done by NFER and the Education Endowment Foundation so that we know there is evidence that the strategies work.</p> <p>At the end of the year, we will report on the success of our plan in terms of academic attainment and review our actions in relation to the intended outcomes.</p>	
Total pupils on roll FS1 to year 6 - 285	Total Pupil Premium Allocation 2018 - 2019 - £192,720
Number of FSM pupils eligible for Pupil Premium	146 (51.2%)
Number of pupils eligible for Early Years Pupil Premium	**
Number of Looked after children eligible for Pupil premium of children from Armed Service Families	0

<p>What are the most effective ways to support disadvantaged pupils' achievement? NFER research into effective practice identifies 7 key features of provision:</p>
<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>
<p>What strategies will the school be using to support individual pupils and groups of pupils? What is the evidence for the school’s choice of strategies?</p>
<p>8 PIXL – is a programme of support particularly aimed at Y2 and Y6. Several local schools have had success using the strategy. It is based on supporting pupils’ learning behaviours; it supports teachers to analyse the gaps in pupils’ understanding and provides materials for teachers to use to address the misunderstandings. This tailored approach helps children to make rapid progress in reading, writing and maths.</p>
<p>9 Feedback – EEF research shows that feedback is one of the most effective ways of promoting pupil progress. Feedback takes the form of observing, testing and marking; the teacher finds out what the child knows and can do so that s/he can plan the next steps. Feedback takes the form of discussions with children about what they have achieved and what they need to work on to make most progress.</p>
<p>10 Speech and language support - EEF has done research on the impact of poor language skills on pupils’ academic achievement. Poor language skills and limited vocabulary have a significant, detrimental impact, particularly on very young children’s ability to learn to read and write. We target PP grant at overcoming these difficulties, particularly for our youngest pupils.</p>
<p>11 Individual support for reading, writing & maths – EEF research indicates that some children benefit from 1-1 support; they may have fallen behind their classmates due to poor attendance etc.; they may have mild learning difficulties and require more time to acquire some of the key concepts. This support is usually provided by teaching assistants under the direction of the teacher and is in addition to normal classroom teaching.</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

What are our targets for our PP cohort for summer 2019?										
TARGETS	Cohort		Reading		Writing		Maths		Combined	
SUMMER 2019	No. PP	% PP	No. exp	% exp	No. exp	% exp	No. exp	% exp	No. exp	% exp
Year 6	21	49	12	57	12	57	12	57	12	57
Year 5	23	49	12	52	14	61	15	65		
Year 4	20	48	9	45	12	60	9	45		
Year 3	24	53	11	46	13	54	8	33		
Year 2	9	24	7	78	6	67	7	78	5	55
Year 1	11	31	6	54	6	54	6	54	Phonics 6	54
Year R*										

*EY Pupil Premium numbers not yet available

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 146 PP)								
2	4 & 5	We will continue to fund the attendance work done by our Pastoral and Attendance Team (P&AT)	£26 245	Continued	146 PP	Ensure that children are safe and access their entitlement to 190 days education – particularly in EY & KS1	HT	Attendance was 95.4% and PA was down from 16.8 to 9.16% in 2 years.
2	3 4 & 5	We will provide a breakfast club for children at risk from poor attendance from 8.00	£13 870	Continued	27 PP	Provide incentive to be in school on time each day – resulting in access to learning	SLT	Breakfast club runs from 7.30 with over 70 children attending
2 & 7	3 4 & 5	We will support pupils at risk of poor attendance by providing a <i>walking bus</i> to bring pupils safely to school	£4 631.64	Continued	9 PP	Further improve and sustain high levels of attendance by removing barriers to school attendance – PP attendance matches other and is in line with na.		Walking bus and car pick-ups are still being used for key pupils and we also take pupils home to support parents.
2	5	We will provide incentives for groups of pupils e.g. green parties to celebrate good attendance	£3 000	Continued	146 PP	To reward and motivate pupils to manage their behaviour and meet the school’s high expectations of attendance		The school used a bouncy castle every half term, trip to the park and a limousine + pizza hut for pupils who had 100% attendance
1 & 3	6 & 8	We will provide a broad, experiential curriculum - specialist staff for music &	£52 000	Continued	146 PP	To provide children with <i>cultural capital</i> often missing from PP pupils’ out of school experience. Music, sport provision from	SLT	School has provided multiple visits out e.g Filey whole school trip.

		sport, transport, entry fees, resources etc.				specialist to develop engagement with learning.		Y3 music service paid for and transport for pupils to key events.
	6 & 7	We will take our Y4 & Y6 residential pupils on residential trips and cover the costs for eligible pupils.	£4 160	Continued	21 PP Y6 20 PP Y4	To provide children with <i>cultural capital</i> often missing from PP pupils' out of school experience. Residential visit provides an important experience of learning to be independent of home.		Nellbank and PGL attended by Y4 and 6. Pupils supported to attend.
1 & 7	3 & 4	We will hold family events through the year – out of hours events e.g. Hallowe'en ball / firework party / Christmas event	£1 500	New	146 PP	To improve relationships between school and families – build trust and ameliorate the impact of poverty on children's family lives		Multiple successful community events to support community engagement-very well attended.
3 & 7	1 2 & 10	We will continue to establish high expectations in all classes; all adults will model expectations and set high standards for work and behaviour	n/a	Continued	146 PP	To ensure that children try hard are productive and make good progress	SLT & Govs	Significant improvement in outcomes shows that the school has high expectations. Behaviour has improved significantly.
2	10	We will continue to use Golden Time – targeted to children's interests	Linked to curriculum expenditure	Continued	146 PP	To reward and motivate pupils to manage their behaviour and meet the school's high expectations		Enrichment has provided a wide range of opportunities for pupils
2	3 & 4	We will provide a Parent Involvement Worker to offer practical support and	£10 920	Continued	146 PP	To provide practical support for families and create strong platform for emotional and	SLT & Govs	PIW worked 0.5 to engage key families and ran a

		signpost families to outside agencies. She will work with families; e.g. family learning events, workshops in maths and phonics etc.				physical well-being. To promote positive relationships with school and engender good attitudes to education.		NESSIE, ESOL and parenting workshops.
4	2, 7 & 8	We will hold fortnightly pupil progress meetings; SLT meet with teachers to review progress of target children including PP	n/a	New	146 PP	To ensure that all teachers know who their PP pupils are and that they are using assessment to identify the gaps in their learning and are teaching effectively to address the gaps. SLT will offer advice and support for improvement.		SLT met with key leaders every 2 weeks and focused on outcomes – this supported good teaching to move from 52% to 78%
Targeted group strategies for underperforming pupils (focus on PP)								
2	3& 8	We will continue the work of our P&AT supporting children’s well-being; e.g. nurture sessions	£20 800	Continued	12 PP	To tailor the learning environment so that children can be included and flourish in mainstream provision	SLT	Nurture led by staff 0.4 and focused on Y1/2 pupils. Impact was seen in boxhall and pupils with SEMH and S +L needs being ready to learn
6,7 & 9	5 & 10	We will target adult support for early years pupils ensuring high adult: pupil ratios in YR	£7 260		10 PP YR	To ensure that there is a language-rich environment for our youngest pupils, where they can interact frequently with adults using a rich and varied vocabulary		Adults had precision training from LA and staffing in KS1 was a high ratio to improve basic skills
4	9	We will continue our SLA with S&L service to target	£12 000		**PP YR	To address pupils’ physical difficulties with speech so that	VP	SLA with S+L continued with a full day visit every

		support for groups of pupils				they can develop their language skills		2 weeks. 10 children targeted and staff trained.
4 & 7	5	We will target the support of our sports coach on the physical development of our youngest pupils	£10 193		10 PP YR	To develop core muscle strength, balance and hand-eye co-ordination	VP	PE leader taught EYFS PE and KS1 PE to help pupils physical development
3 & 4	1 & 7	We will provide extra adult support for KS1 pupils (1:8 ratio): extra support for basic skills curriculum; opportunities to work in provision-based setting;	£1 540	New	22 PP Y1 & Y2	To support rapid progress throughout KS1; accelerate the development of key concepts to support academic progress into KS2	VP	Staffing of KS1 was 5 staff to support basic skills. Staff in Y3 supported phonics for pupils show had not passed.
4, 5 & 6	1 & 8	We will provide 3 phonics session per week for a group of pupils in Y3 whose bookband level is below orange (end of Y1 ex)	£5 000	New	8 Y3 PP	To overcome delay in reading development – to accelerate pupils’ reading to lime bookband	Phonics Lead & SLT	Phonics was led by Y3 staff. Training led by phonics leader.
8	1 & 7	We will use PIXL to target pupils in Y6 and Y2 who are at risk of not meeting their end of KS target; we will train our staff and hold fortnightly pupil progress meetings to secure their progress	£3 600	New	21 Y6 PP 11 Y2 PP	To ensure that PP are prepared for their next stage of education	SLT	A significant rise in attainment in KS2 (rise of 27%) for combined and a rise from 37% to 56% in KS1. This strategy was very successful.
Individual support (focus on PP)								
4 & 5	1	We will provide individual, daily reading for all pupils until they achieve a reading age of 8yrs	% support staff salaries accounted	Continued	47 PP	To enable children to acquire necessary reading skills to master the KS2 curriculum	Eng co-ord & SLT	Daily readers in KS1 and with key pupils.

			in other actions					
5 & 11	1 & 8	We will provide individual support for Y3 pupils who did not pass phonic screening in Y2; TAs will work on <i>blue books</i> daily with children	£8 000	New	8 Y3 PP	To enable pupils to pass the phonic screening test in Y3	Phonics Lead & SLT	**Phonics was taught using RWI- pupils were targeted to pass who did not pass the retest.
5 & 11	1 & 8	We will provide intervention support for KS2 pupils 1-1 for specific learning needs	£7 417	New	43 PP KS2	To address gaps and enable children to eliminate errors from their work	Eng co-ord & SLT	Using precision and HLTA support 1 to 1 interventions happened to support key children and tracked.
5 & 11	1 & 8	We will provide intervention support for KS1 pupils 1-1 for specific learning needs	£7 417	Continued	22 PP	To provide advice and monitoring to ensure that children’s needs are met		Basic skills sessions were ran daily with support staff.
4 & 5	8 & 10	We will provide 1 – 1 intensive support for range 5 pupils to maintain them in education	£6 500	Continued	4 PP	To overcome barriers to learning from emotional needs	Class teacher	All pupils with range 4 SEMH or with additional needs had 1 to 1 support linked to EHCP.
Total annual allocation 2018 - 2019			£192,720					
Total 2018 - 2019 spend			£206 053					

This was reviewed by the Headteacher and Liz Lawley (pupil premium governor) on Thursday 19th September.