St Saviour's C of E Academy

THE ST. BART'S
ACADEMY
TRUST

Pupil Premium Strategy: 2018-19

1. Summary information					
School	St Saviour's C of E Academy				
Academic Year	2018-2019	**Total PP budget**	£63620	**Date of most recent PP Review**	5.2.16
Total number of pupils	189	**Number of pupils eligible for PP**	49	**Date for next internal review of this strategy**	March 2019

2 Performance Data	End of Key Stage 2 2018	
	Pupils eligible for PP (school) (pupils)	**Pupils not eligible for PP (national average)**
% achieving expected standard or above in reading, writing & maths	67%	70%
% achieving expected standard or above in reading	78%	80%
% achieving expected standard or above in writing	78%	83%
% achieving expected standard or above in mathematics	89%	81%
3. Barriers to future attainment (for pupils eligible for PP) **Academic barriers (issues to be addressed in school, such as poor oral language skills)**		

A	Attainment of pupils is below on entry and historical underachievement of pupils which impacts on attainment throughout school
B	Writing EYFS – Delayed speech and language development, poor communication skills KS1 – Consistent use of punctuation, proof reading for sense and presentation of work (handwriting) KS2 – From TA - consistency with spelling and basic punctuation, more effective use of vocabulary. In SPAG vocabulary and functions of sentences – areas identified through SPAG QLA 2018
C	Reading EYFS - Delayed speech and language development, poor communication skills KS1- Lack of engagement in reading (particularly at home) KS2 – Give / explain the meaning of words in context and retrieve and record information / identify key details from fiction and non-fiction - areas identified through Reading SATs QLA 2018
D	Maths EYFS – Number formation and recording KS1- Lack of confidence, independent use of taught maths skills KS2 – Measurement and algebra - areas identified through Maths SATs QLA 2018
Additional barriers (including issues which also require action outside school, such as low attendance rates)	
E	Children entering school with poor S/L and communication skills. [As evidenced on DC Pro EYFS entry data] Majority have general language difficulties (delayed language development) Some children with social communication difficulties or have speech/language difficulties
F	Emotional well-being of pupils – security and attachment, impulse control, resilience and determination, school readiness, value on placed on education
G	Supporting Vulnerable Families - Some families struggling to support pupils financially, low levels of parental engagement, limited support for home learning/reading, limited life experiences, attendance rates, safeguarding issues
H	35% of SEND pupils are Pupil Premium

	4. Intended outcomes (specific outcomes and how they will be measured)	Success criteria
A	Disadvantaged pupils to achieve in line with other pupils nationally • SS C of E Academy PP 67% ARE combined (2018). • National PP 70% combined (2018). • Measured using termly / end of year data. All PP pupils making excellent progress from their own starting points, to meeting personal targets. Measured and monitored termly using DCPro data and discussed in all Pupil Progress Meetings (PPMs).	The % of PP pupils achieving combined ARE by the end of KS2 is in line with, or above, national for other pupils – target of 70% (in line with National 2018). All PP pupils making at least expected progress from their own starting points, to meeting personal targets, and 30% of pupils making better than expected progress across their time in school.
B	To rapidly accelerate PP pupils' vocabulary acquisition and application, via Whole School vocabulary walls/big books, Talk for Writing, whole class reading, daily read, reciprocal reading and the Lit Film Festival project well as targeted speech and language interventions. Monitor the progress of PP pupils through book scrutinies, pupil interviews, writing targets and discuss at PPMs.	75% of PP pupils achieving at least ARE in writing at end of Year 6 (and progress towards or beyond this target seen in all year groups across school – increasing % of ARE at the end of each year group).
B	To ensure the proportion of PP pupils achieving ARE in writing is 75% (measured through DCPro and KS2 Writing TA, pupil progress meetings, moderation) see above.	75% of PP pupils achieving at least ARE in writing at end of Year 6 (and progress towards or beyond this target seen in all year groups across school – increasing % of ARE at the end of each year group).
C	To ensure the proportion of PP pupils achieving ARE at end of KS2 in reading is at least 75% (based on baseline 2018 DCPro data, pupil progress meetings, moderation), through use of Whole-School Reading, reading initiatives (Book Swap, staff reading library, daily read) and reading interventions to target teaching of areas identified through QLA.	75% of PP pupils achieving at least ARE in reading at end of Year 6 (and progress towards or beyond this target seen in all year groups across school – increasing % of ARE at the end of each year group).
D	To ensure the proportion of PP pupils achieving ARE at end of KS2 in maths is at least 75% with aspirational target of 88% (based on baseline 2018 DCPro data, pupil progress meetings, moderation), through maths mastery approach and targeted teaching of areas identified through QLA.	75% of PP pupils achieving ARE in mathematics at end of Year 6 (and progress towards or beyond this target seen in all year groups across school – increasing % at ARE at the end of each year group).
E	Increased number of pupils accessing S/L programmes. Increased number of EYFS pupils achieving Communication and Language ELG Increased levels of oracy through academy Measured by EY data, Y1/2 Phonics Screen data	Increase in the % of pupils achieving expected standard in EYFS Communication, Language and literacy Increased % in the number of pupils achieving expected standard in Phonics in Y1 and Y2
F	Increase in % of green behaviour Reduction in exclusions, parent meetings, detentions Social, emotional and well-being needs are quickly identified and effectively addressed to limit potential barriers to learning Access to pupil counselling through Primary DIP Measured by behaviour data, case studies, exclusion data	% of green behaviour increased Reduction in exclusions, parent meetings, detentions Identified children have a reduced need for social, emotional and well-being intervention

G	Attendance of vulnerable groups improves Lates reduced All children in SS C of E Academy are safe Outcomes for children continue to improve further Concerns/issues are raised and acted upon swiftly – relevant and appropriate support is provided in a timely manner Increase in number of pupils accessing extra-curricular activities, trips – increasing life experiences Increased parental engagement with reading Measured by attendance data, parent and child voice, safeguarding data, extra-curricular data	Attendance % (including punctuality) is increased Number of persistent absences decreases All children within SS C of E Academy are safe Outcomes for all children continue to improve Increase in number of pupils accessing trips and extra-curricular activities Increase in home reading
H	PIVAT assessment accurately tracks small steps progression and informs next steps. SEND PP pupils' attainment gap is reduced. Measured through SEND and PIVATS data.	All staff are accurately using PIVATS to inform Learning Passport targets/ILPs. SEND PP pupils' attainment gap is closing.

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 well implemented?**	**Staff Lead**	**Review of implementation**
Barrier A, B, C, D *Improvements in academic data for all year groups*	Teaching assistants in all classes in the morning.	Pupils receive additional in class support to maximise progress in reading, writing and maths.	Progress tracking data Pupil Progress meetings Book scrutiny Lesson observations Learning walks Pupil voice	SLT	Jan 2019 April 2019 July 2019
Barrier B *Improvements in spelling*	Daily phonics/spelling lessons Spelling resources Spelling Crimes Implement Marking Policy	Targeted small group approach to maximise phonics and spelling progress.	Phonics Screen data Phonics Trackers Pupil voice Spelling/phonics planning Book scrutiny Learning Walks	English Lead	Jan 2019 April 2019 July 2019
Barrier B *Use of wider vocabulary*	Daily whole class reading Daily phonics/spelling lessons Vocabulary wall Talk for Writing, Lit Film Project Focus events	Increased opportunities for children to access and use a wider vocabulary	Book scrutiny Learning Walks Pupil Voice	English Lead	Jan 2019 April 2019 July 2019
Barrier C *Improvements in reading data*	Whole class reading Beanstalk readers Reciprocal reading Book Swap station Love of reading initiatives	Pupils of all attainment bands are immersed in the same high-quality literature and the discussions that these texts promote.	Reading progress data PIRA data Book scrutiny Pupil interviews	English Lead	Jan 2019 April 2019 July 2019

Barrier D *Improvements in Maths data*	Maths Mastery Mixed ability groupings Maths resources Magic Maths Opportunities to record Intervention re number formation	Pupils make links and apply their understanding; consolidating whilst stretching the children	Maths progress data WR unit assessments PUMA data Book scrutiny	Maths Lead	Jan 2019 April 2019 July 2019
Barrier E *Communication*	Increase speech and language provision within the EYFS setting through additional adult support every afternoon.	Increased opportunities for the children to access speech and language to tackle the low entry levels of our children.	Increase in % of children achieving expected standard Communication Language and Literacy.	EYFS Lead	Ongoing observations Termly data

Total budgeted cost: £47,800

Targeted Support					
Desired Outcome	**Chosen action/approach**	**What is the evidence and rationale for this choice?**	**How will you ensure it is well implemented?**	**Staff Lead**	**When will you review implementation?**
Barrier A, B, C, D *Improvements in academic data for all year groups*	Teaching assistant intervention	Provide targeted interventions for PP pupils in the afternoons to ensure that they make accelerated progress in reading, writing and maths	The gaps between the attainment of pupil premium pupils and non-pupil premium pupils close	SLT	Jan 2019 April 2019 July 2019
Barrier F *Emotional wellbeing*	Set up nurture group Identify children to have access to counselling	Nurture provision offered to enable pupils to feel safe and secure within the school environment with the provision effectively reflecting and meeting the needs of vulnerable pupils. Raised self-esteem and attitudes allow for pupils accessing the curriculum in class leading to raised levels of attainment	Improvements in behaviour Reduction in the number of fixed term exclusions Reduction in detentions, movement down consequence ladder Improvements in self-belief and self-worth (as judged by Boxall Profile) Pupil voice Case studies	Behaviour Lead SENCO LST	Jan 2019 April 2019 July 2019
Barrier H *SEND PP Provision*	Additional SEN provision to provide interventions PIVATs tracking	PIVATs assessment accurately tracks small steps in progression and informs on next steps. Dedicated intervention tackles these small steps to ensure progress.	Monitoring of the impact of interventions through the use of PIVATs	SENCO SLT	Ongoing

Total budgeted cost: £9,912

Other approaches					
Desired Outcome	**Chosen action/approach**	**What is the evidence and rationale for this choice?**	**How will you ensure it is well implemented?**	**Staff Lead**	**When will you review implementation?**
Barrier G *Attendance*	Attend EDC to support the school in improving Punctuality and Attendance Attendance initiatives	Attend closely monitor and act to develop parental involvement in order to increase their child's attendance. Attendance initiatives inspire children and motivate them to attend school each day	Attendance % will improve Number of persistent absences decreases Reduced Lates	SLT Office staff	Termly
Barrier G *Developing life experiences*	Educational visits and visitors Extra-curricular activities	Children have exposure to and immersion in a range of situations, activities and experiences in order to enrich the curriculum opportunities that they receive. Children can draw on these increased experiences in all curriculum areas, particularly in writing to raise achievement. Greater aspirations for all children as they gain experience of the wider world around them.	Pupil voice Club data Case studies	PP Champion	Termly
Barrier G *Life experiences, engagement*	Forest Schools	Access to a wider and engaging curriculum. Enriches and motivates the children. Develop social interaction between the children.	Pupil & parent voice Book scrutinies demonstrate that pupils use knowledge and additional experience to enrich their writing	SLT Teaching staff	Termly
Total budgeted cost: £ 5,908					