St Saviour's C of E Academy

THE ST. BART'S ACADEMY TRUST

Pupil Premium Impact: 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**	Oct 2019

2. Intended outcomes

	2. Intended outcomes	Success criteria/Impact
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). KS2 2019 88% PP Combined EXP/+ All PP pupils making at least expected progress from their own starting points and 30% of pupils making better than expected progress across their time in school. Reading progress score for all year groups 0/+ (DCPRO) Maths progress score for all year groups 0/+ (DCPRO) Writing progress score range from -0.25 to 0.17 (DCPRO)
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). KS2 2019 88% PP Writing EXP/+ 2019 Y1 88%, Y4 77% PP Writing EXP/+ 2019 Y2 57%, Y3 68%, Y5 68% PP Writing EXP/+

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). KS2 2019 88% PP Writing EXP/+ 2019 Y1 88%, Y4 77% PP Writing EXP/+ 2019 Y2 58%, Y3 68%, Y5 68% PP Writing EXP/+
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). KS2 2019 100% PP Reading EXP/+ 2019 Y1 88%, Y3 100%, Y4 93%, Y5 79% PP Reading EXP/+ 2019 Y2 58% PP Writing EXP/+
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) KS2 2019 100% PP Maths EXP/+ 2019 Y1 88%, Y4 85%, Y5 79% PP Maths EXP/+ 2019 Y2 58%, Y3 67% PP Maths EXP/+
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 EY CL Listening/Attention 79% (PP 75% 3/4 pupils) EY CL Understanding 79% (PP 75% 3/4 pupils) EY CL Speaking 86% (PP 75% 3/4 pupils) Y1 Phonics Screen 81% (88% PP 7/8 pupils) Y2 Phonics Screen 91% (75% PP 3/4 pupils)
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 Less pupils moving on Consequence Ladder over year. Reduction in FT exclusions over year – none in Summer Term. Participating in MH Trailblazer Pilot May 2019
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	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 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	PP Attendance 95.3%, PA 9.4% Use of Attend EDC After School Club data – approximately a third of pupils attending clubs in Summer Term were PP
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. See PIVATS data