

Pupil Premium Strategy Statement

1. Summary information					
School	St Margaret's Academy				
Academic Year	2017-18	Total PP budget	£170,280	Date of most recent PP Review	Sept 2017
Total number of pupils	408	Number of pupils eligible for PP	129	Date for next internal review of this strategy	Dec 2017

2. Attainment end of 2016-17		
KS1 (12 pupils)	<i>Pupils eligible for PP (school)</i>	<i>Not PP</i>
% achieving ARE in Reading	75	71
% achieving ARE in Writing	58	63
% achieving ARE in Maths	67	69
% achieving ARE in reading, writing and maths	58	60
KS2 (27 pupils)		
% achieving ARE in Reading	84	81
% achieving ARE in Writing (TA)	67	84
% achieving ARE in Maths	73	84
% achieving ARE in reading, writing and maths	69	77
DfE progress measure in reading	Estimated Progress +4.8 for PP cohort	0.0

DfE progress measure in writing		Estimated Progress +2.1 for PP cohort	0.0
DfE progress measure in maths		Estimated Progress +0.1 for PP cohort	0.0
3. Barriers to future attainment (for pupils eligible for PP)			
In-school barriers <i>(issues to be addressed in school)</i>			
A.	Number and percentage of EYFS PP children achieving GLD affects attainment in Y1.		
B.	PP attainment in Y2 and Y4 There is a wide gap in attainment for PP children compared to non PP children across all subjects in Y2 and Y4		
C.	Social and emotional difficulties can be a barrier to future attainment		
External barriers <i>(issues which also require action outside school)</i>			
D.	Support for parents to achieve good attendance		

4. Desired outcomes 2017-18		Success criteria
A.	<p>PP attainment in Year 1</p> <p>6 PP children (50%) achieved GLD in EYFS</p>	8 Y1 PP children will achieve ARE in reading, writing and maths (an increase of 2 children)
B.	<p>PP attainment in Y2 and Y4</p> <p>Current Y2 PP children (15 children):</p> <ul style="list-style-type: none"> On track for Reading – 8 children On track for Writing – 6 children On track for Maths – 8 children <p>Current Y4 PP children (17 children):</p> <ul style="list-style-type: none"> On track for Reading – 8 children On track for Writing – 4 children On track for Maths – 8 children 	An increase in the number of PP children achieving age related expectations
C.	<p>Attendance for PP children</p> <p>Reduce amount of persistent absence for PP children</p>	21 PP children were persistently absent during 2016-17. We aim to reduce this number by the end of 2017-18.
D.	Provide targeted support for children's social, emotional and mental health needs.	Improved engagement in learning measured through pupil data, behaviour logs, pupil questionnaires etc.

5. Planned expenditure					
Academic year		2017-18			
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	How will you ensure it is implemented	Staff lead and cost	When will you review implementation?
Embed a love of language, develop speaking and listening skills in order to develop writing skills Improve automaticity, retention and maths vocabulary	Writing: <ul style="list-style-type: none">Focus on vocabulary and approaches to develop children’s language skills (word walls, Quiz-Quiz-Trade, ‘magpie-ing’)Develop collaborative learning skills to improve oracy in preparation for writingStaff training on direct teaching of writing skills through the toolkitStaff training on providing clear purpose for why we writeRaise the profile of spelling in our celebration assembly and through homework activities Maths: Focus on retention, automaticity and maths vocabulary through: <ul style="list-style-type: none">Staff training and professional developmentReview of homework to focus on number factsDirect teaching of key maths skillsIntroduce 108 clubRaise the profile of maths in our celebration assemblyEngage with parents through information sheets, workshops etc.	Pupil progress meetings during 2016-17 highlighted these areas as common barriers to children’s learning.	Regular training and monitoring by Maths and English subject leaders	LM and CW	Pupil progress meetings and data drops

ii. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this	How will you ensure it is implemented	Staff lead and costs	When will you review implementation?
Support for pupils' social and emotional development	Deputy Head non class based to oversee PP / SEN / safeguarding Dedicated THRIVE TA Designated space for THRIVE Family support worker Attendance and welfare officer Referral to external agencies – EP / CAMHS etc Staff CPD on attachment and trauma and loss Staff CPD on THRIVE Additional teaching assistants to provide the key adult role	Strong social and emotional support including working with families has been identified as effective in raising attainment for disadvantaged pupils (<i>NFER Supporting attainment of disadvantaged pupils: Briefing for School Leaders, November 2015</i>)	<ul style="list-style-type: none"> Regular meetings with pastoral team Staff CPD to embed THRIVE Attendance monitoring Behaviour monitoring THRIVE intervention monitoring Support for teaching assistants through regular meetings and training 	<p>Additional TA support and Deputy Head release £132,095</p> <p>THRIVE licence and training £1600</p> <p>Preventative services: Attendance officer and family support worker £17,280</p> <p>EP support £2,400</p>	<p>Weekly review of behaviour and attendance data at SLT. Termly reports produced</p> <p>Analysis of behaviour and attendance data included in Governor and SLT safeguarding and Pupil Premium reports</p>
Reduce barriers to learning for children with speech and language difficulties	Referral to speech and language therapy and follow up support in school Talk Boost intervention extended to KS2	Age appropriate speech and language skills have been identified as a crucial foundation on which to build literacy skills (Bercow report, 2008)	Regular monitoring of progress by therapist and our teaching assistant dedicated to speech and language.	<p>SP</p> <p>Speech and language interventions and support from specialist TA</p> <p>£16,428</p>	<p>After 6 week intervention block</p> <p>At the end of TALK Boost intervention</p>

Raise attainment through before / after school intervention	1:1 tuition with teachers before and after school in Y2 and Y4	EEF Teaching and Learning Toolkit suggests 1:1 tuition has a positive impact on attainment	Termly data analysis Pupil progress meetings	SLT £3600	End of term data drops
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 and costs	When will you review implementation?
Provide enrichment opportunities for PP children	Financial support for extra-curricular activities / trips Music lessons Resources for home learning			SLT £3000	