

Pupil premium strategy statement: Five Spires Academy

1. Summary information					
School	Five Spires Academy				
Academic Year	2017-2018	Total PP budget	£3960	Date of most recent PP Review	N/A
Total number of pupils	98	Number of pupils eligible for PP	2	Date for next internal review of this strategy	Sept. 2018

At Five Spires we have high aspirations and ambitions for our children and we believe that no child should be left behind. We are determined to ensure that our children are given every chance to realise their full potential and aspire to perform at their very best level.

The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their wealthier peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most. The school data is positive for outcomes for PP pupils but we continue to build on this to diminish the difference between PP pupils in the school and all pupils nationally.

It is for schools to decide how the Pupil Premium, allocated to schools per FSM pupil, is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility. However, they will be held accountable for how they have used the additional funding to support pupils from low income families. From September 2016, schools are required to publish a Pupil Premium Strategy. This will ensure that parents are fully informed about the amount of allocation, barriers faced by eligible pupils, how the funding is to be spent, how impact will be measured and the date the strategy will be reviewed. We also need to include how the allocation was spent for the previous year and its impact on eligible and other pupils. Our key objective in using the Pupil Premium Grant is to diminish the differences between pupil groups.

As a school we consistently track all groups of pupils to ensure that they make good or better progress. Through targeted interventions we are working to eliminate barriers to learning and progress. For any new entrants that start with low attainment on entry, our aim is to ensure that they make accelerated progress in order to reach age related expectations as they move through the school. Once at age related expectations we always continue to extend that learning further to ensure that they reach higher levels of attainment. We closely monitor how we are spending the allocated funds to ensure they are having an impact on pupil premium pupil's achievement. We closely monitor how we are spending the allocated funds to ensure they are having an impact on pupil premium pupil's achievement. We also continue to focus on more-able PP pupils to ensure they are not an underachieving group.

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP</i>
% achieving Phonics Screening Test	100% (2 children)	83% (25 children)
% KS1 achieving combined ARE in reading, writing and maths	N/A	N/A
% KS1 achieving ARE in reading	N/A	N/A
% making expected progress in reading	N/A	N/A

% KS1 achieving ARE in writing	N/A	N/A
% making expected progress in writing	N/A	N/A
% KS1 achieving ARE in maths	N/A	N/A
% making expected progress in maths	N/A	N/A

3. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers *(issues to be addressed in school, such as poor oral language skills)*

A.	High attaining pupil premium children are making expected progress. We want to ensure that these children are making better than expected progress.
B.	Some Pupil Premium children have low prior attainment.
C.	

External barriers *(issues which also require action outside school, such as low attendance rates)*

D.	In 2016-2017, attendance of Pupil Premium children was lower than non-pupil premium pupils.
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4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Increase progress in reading and writing at the end of KS1 for pupils entitled to Pupil Premium funding.	Progress data in line with national non PP peers or moving significantly closer.
B.	Higher attaining pupils entitled to Pupil Premium funding reaching the higher standard in reading, writing and maths by the end of KS1.	
C.	Attendance for PP pupils will be in line with all pupils nationally.	
D.		

5. Planned expenditure					
Academic year	2017-2018				
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 choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved progress for PP pupils in KS1.	<p>Quality first teaching. Progress of PP children tracked and additional intervention work put in where needed.</p> <p>PP intervention sheets to track the progress of the different attaining PP children and provide the necessary interventions.</p>	At the end of Y1 PP pupils achieved lower than non-pupil premium pupils.	<p>Reorganisation of groups to enhance quality first teaching. Ability based reading and phonics groups introduced into all classes.</p> <p>Introduction of intervention sheets to increase quality provision for PP children within classes.</p> <p>Applying a range of monitoring strategies. Additional staff used to support interventions and reduce the ratio between staff and pupils.</p>	<p>Inclusion Manager</p> <p>Class Teachers</p>	Half Termly.
Improved Learning Behaviours.	CPD for whole staff on "Visible Learning", Training. Focus on children's engagement in and responsibility for own learning, and self-assessment to ascertain whether they are understanding and achieving. Driven by "Quality First" Teaching from Class Teachers and support from TAs.	Observations undertaken in Summer Term 2017 and start of Autumn 2017, for "Visible Learning", indicated some pupils for whom poor learning behaviours are preventing progress (e.g. lack of independence or resilience).	Observations and drop in visits to observe learning behaviours in the classroom. Pupil interviews.	SLT Visible Learning Impact Coach	Next Visible Learning Review
Total budgeted cost					£4000.00

ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To improve learning outcomes.	Purchase SEN Assessment Toolkit	Clear identification of individual needs will ensure correct targeted interventions are implemented and impact can be measured more accurately. PP pupil(s) working below expectations in some areas. PP Pupil identified in school with additional needs.	Half termly tracking. Inclusion manager to monitor delivery of interventions.	Inclusion Manager	Half Termly.
Total budgeted cost					£659.00
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	When will you review implementation?
To improve attendance.	Purchase CPOMS Wrap around care	Attendance of FSM pupils is less than Non FSM pupils. Pupils with good attendance are more likely to achieve GCSEs in the future.	HT to monitor and analyse attendance data for PP pupils. Staff training Whole school approach to improve attendance to continue.	Head teacher	Monthly
Pupils' engagement in a range of enrichment opportunities will be high.	Enrichment opportunities: Contribution to school visits/trips. Access to music lessons and musical instruments. Access to breakfast and after school club.	All Pupil Premium pupils will have access to a range of cultural/educational opportunities each school year in school and offsite. Whilst impact can be hard to measure, these opportunities can impact positively on pupil wellbeing and reduce incidents of poor behaviour/improve self-esteem and concentration levels.	Planned in over the year Subsidy applied to the cost of the overall visit. Monitoring of surveys Scrutiny of data – achievement and wellbeing. E.g.: attendance and behaviour.	All Staff	Termly
Total budgeted cost					£627.00

6. Review of expenditure				
Previous Academic Year		2016-2017		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
1:1 intervention in reading/phonics	Quality first teaching. Progress of PP children tracked and additional intervention work put in where needed.	2x Year 1 passed PST 1x EYFS achieved GLD	The benefit to Pupil Premium Children, and Non-Pupil Premium Children, has been worthwhile. We will continue to use Pupil Premium funding to maintain TA support.	£4088.84
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School trips/events: Theatre, farm trip, visiting pantomime	Enrichment opportunities: Contribution to school visits/trips Access to music lessons and musical instruments	Enrichment opportunities provided to support learning and deepen understanding of curriculum. Full attendance on school trips. Able to participate in music exam alongside peers	The benefit to Pupil Premium Children, and Non-Pupil Premium Children, has been worthwhile. We will continue to use Pupil Premium funding to maintain TA support.	£52.50
Access to Breakfast And After School Club	Access to breakfast and after school club.	Supporting parents in ability to work, provides safe environment and healthy start to the school day so that pupils are ready to learn.	The benefit to Pupil Premium Children, and Non-Pupil Premium Children, has been worthwhile. We will continue to use Pupil Premium funding to maintain TA support.	£562.50

7. Additional detail

Extra Curriculum

We use money to provide support to children and their families and encourage them to participate in a range of activities they would not necessarily be able to access. We offer a breakfast and after school club, benefitting children from all year groups across the school.