

## Pupil premium strategy statement (primary)

1. Summary information					
School	Clements Primary Academy				
Academic Year	2018-9	Total PP budget	£122,790	Date of most recent PP Review	May 2018
Total number of pupils	291	Number of pupils eligible for PP	101 35%	Date for next internal review of this strategy	

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
<b>KS2 (Y6) Achievement 2018</b>		
% achieving in reading, writing and maths	52%	67%
% making progress in reading	-7.78	-5.74
% making progress in writing	-1.09	-1.2
% making progress in maths	-2.81	-3.73
<b>KS1 (Y2) Achievement</b>		
% achieving Reading, Writing and Maths combined	31%	68%
<b>Year 1 Phonics Screening Check</b>		
% of pupils passing the screening check	67%	84%
<b>Reception-GLD-5 Pupils</b>		
% of pupils achieving a Good Level of Development	44%	73%

### 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*)

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| <b>A.</b> | On entry oral language skills are lower for pupils eligible for PP than other pupils. This slows reading and writing progress in subsequent years. |
| <b>B.</b> | Behaviour issues for a small group of PP pupils across the school are having detrimental effect on their academic progress.                        |
| <b>C.</b> | Progress in previous years for KS2 pupils is lower than National expected due to inconsistencies in the standards of teaching and expectations.    |

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

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| <b>D.</b> | Low parental expectations and poor attendance |
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### 4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Improved oral language skills for PP in Reception class and KS1.	Increased GLD, phonics pass rate and KS1 reading and writing results
<b>B.</b>	Pupil behaviour is consistently good	Fewer incidents recorded on the class behaviour records.
<b>C.</b>	Higher rates of progress across KS2	Pupils eligible for PP make as much progress as non PP.
<b>D.</b>	Increased attendance rates for PP and parents evening attended by PP parents	Improve attendance for PP to

5.	6. Planned expenditure					
Academic year	2018-19					
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.	ii. 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	Cost	When will you review implementation?
A.Improved oral language skills for PP in Reception class and KS1. C.Higher rates of progress across KS2	SFA Wellcom assessment	Has proven success in schools that have similar barriers	Support from SFA leadership. Ongoing staff CPD Staffing within EYFS trained to use the package	SB/JA-G	£380 (supply for assessment)  £968 (staff intervention)	February 19
C.Higher rates of progress across KS2	'No More Marking'  Maths Mastery	An approach used by all schools in SWAT that compares standards of work nationally enabling accurate teacher assessment  Re-introduced Mastery teaching of Maths as a proven track record of improving	Ongoing staff CPD Support from colleagues across the trust  MM leadership support Additional leadership release time to support T&L	VH  JN	£525 (No More Marking)  £3,583 (Leadership time)	February 19  February 19
A.Improved oral language skills for PP in Reception class and KS1. C.Higher rates of progress across KS2	Develop the curriculum to ensure it is focussed on aims, progressive and is engaging for the pupils.	A great curriculum will motivate the children.	Deputy Head is taking the Lead Support from external curriculum expertise Release time for all staff to be trained and supported	VJ	£460 (supply for release time)	February 19
<b>Total budgeted cost</b>					£5,916	
iii.	iv. 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	Cost	When will you review implementation?

A. Improved oral language skills for PP in Reception class and KS1	Precision teaching-phonics	SENDCo research project showed high impact low cost intervention strategy	TA/class teacher working together to identify, deliver and assess.	SENDCo	£4,599 (intervention time)	Termly
	Dancing Bears	Previous success	Trained TA	JA-G	£9,176 (intervention time)	Half termly
	SFA intervention	Success in other schools	SFA leader plus support from SFA	JA-G	£4,756 (intervention time)	Termly
C.Higher rates of progress across KS2	Collaborate with SENDCo to improve effectiveness of support	Case studies have shown it to be a strategy that has high impact.	SENDCo given time to fulfil the role	JA-G	£8,087 (SENDCo time)	December 18
	Employment of specialist KS2 teacher 1 day a week.	Close gaps for Year 6 children	Weekly attendance not affected by in school timetable issues	VH	£9,670	Termly
	Beat Dyslexia	Increased progress for pupils with difficulties associated with dyslexia	Trained TA's and SENDCo	SENDCo	£490 (intervention time)	Termly
<b>Total budgeted cost</b>					<b>£36,778</b>	
<b>v.</b>	<b>vi. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>Cost</b>	<b>When will you review implementation?</b>
Pupil learning behaviour is good.	ELSA trained staff	Supports pupils behaviour enabling learning	TA's given time to implement	JA-G	£24,412	December 2018
	Additional lunchtime supervision	Supports pupils play and engagement and prevents lunchtime issues spilling into learning time.	Senior Mid-day and trained Mid-day supervisors.	VJ	£5,532 (allowance for 3 posts)	Termly
	SFA co-operative learning	Has proven success in schools that have similar barriers.	School development priority	VJ	£4,742 (intervention time)	December 2018
	Breakfast Club and afterschool club	Giving children a positive start to the day and afterschool activities	Employ a trained provider	VH	£5,900 (breakfast club)	Summer 19 Summer 19
	CISS	Specialist staff working with pupils and providing advice for staff.	Engagement with CISS staff	VH	£1,500	Termly

	Manual handling training	Staff are well trained to deal with pupils with emotional difficulties	External training	VH	£600	
	R&R room staffing	Supports children to enable behaviour for learning.	Dedicated staffing, set procedures	VH	£15,196	Termly
	Mental Health First Aid training	Research and increase Mental Health referrals	Three members of staff completing the training	VJ	£280	Termly
	Family Support Worker Employed	Need within the school. Success at other schools	Employ a suitably experienced person	VH	£22,032	Half-Termly
<b>Total budgeted cost</b>					£80,194	
<b>Overall planned expenditure</b>					<b>£122,888</b>	

7. Review of expenditure				
Previous Academic Year		2017-18		
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
Improved oral language skills for PP in Reception class and KS1.	SFA	GLD 44% PP pupils  phonics pass rate increased considerably from 33% to 67%  KS1 reading and writing results at EXS were lower than national and the gap between PP ad Non PP has not reduced but GDS improved and is in line with National figures.	Approach will be continued as success at phonics will impact on Reading and Writing.  GDS was greatly improved. This year we need to be focussed on targeted intervention earlier in the year.	£18 521
Higher rates of progress across kS2	SFA	We did not achieve the success criteria yet.	Progress across Y3-5 has been accelerated. The current Y6 are in a much stronger position for next summer.	
ii. Targeted support				
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
A. Improved oral language skills for PP in Reception class and KS1	SFA phonics Precision teaching-phonics Dancing Bears-intervention Identified PP champion to monitor, evaluate and lead on staff development. Collaborate with SENDCo to improve effectiveness of support	GLD 44% PP pupils Phonics pass rate increased considerably from 33% to 67% PP pupils carefully tracked every 6 weeks in pupil progress meetings.	Focus on vocab is having an impact on children's progress.	£80,855
iii. Other approaches				
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

Pupil behaviour is consistently good	ELSA trained staff  Additional lunchtime supervision  SFA co-operative learning	PP pupils supported emotionally.  Reduction in lunchtime behaviour incidents affecting learning in the afternoon.  Team approach in lessons supporting behaviour. Behaviour in SFA very good	Continue all approaches as they need time to embed	£14,678
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## 8. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.  
 Our full strategy document can be found online at: [www.aschool.sch.uk](http://www.aschool.sch.uk)