

Pupil premium strategy statement

1. Summary information					
School	St. Margaret Clitherow Academy				
Academic Year	2017/2018	Total PP budget	£29040	Date of most recent PP Review	Oct 2017
Total number of pupils	222	Number of pupils eligible for PP	22	Date for next internal review of this strategy	Jan 2018

Review Timetable	
January 2018	Review the impact of Autumn 2017 provision and spending and make adjustments for the Spring Term 2018
April 2018	Review the impact of Spring 2018 provision and spending and make adjustments for the Summer Term 2018
July 2018	Review the impact of Summer 2018 provision and spending and make adjustments for the Autumn Term 2018 Transition meetings to ensure the provision for disadvantaged pupils is in place for September in new year groups.
October 2018	Review of the impact of 2017/2018 provision and spending
November 2018	Publish 2018/2019 Pupil Premium Strategy

Vulnerable Pupil Groups (note that caution should be taken when comparing small cohort sizes).

Pupil Premium Cohort 22 children: 11boys (50%), 11 Girls (50%), 32% SEN, 72% left EYFS LAP, 8 EAL (36%), 8 White British (36%).

2. Current attainment		
	<i>Pupils eligible for PP (KS2 2017)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	100%	67%
% making progress in reading	100%	
% making progress in writing	100%	
% making progress in maths	100%	

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	72% OF PP cohort left EYFS below expected standards for RWM.
B.	36% of PP cohort have specific additional needs, including those being supported as SEN.
C.	Pupils achieving expected progress in Reading and Writing (68%) is below expected progress for Maths (86%).

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

- D.** a) Punctuality and Attendance for some PP pupils is lower than that of their peers, resulting in reduced in hours in school and lower academic achievement than their peers.
b) Some PP children are less likely to complete homework and read at home. Some, even very young, PP pupils are left to complete homework and reading tasks without support, which means that the work lacks quality and key opportunities for learning have been missed.

4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Increase the % of PP pupils achieving age-related expectations in all year groups.	Improved progress and attainment against 2016 of PP Pupils.
B.	Additional needs are supported effectively to reduce barriers to learning.	There is clear evidence from assessments, PLP and case studies that actions taken are having an impact on pupil progress for those in receipt of Pupil Premium.
C.	Pupils will make at least expected progress in R and W	Increased progress of Pupil Premium Children will be evidenced in Termly Formal assessments.
D. a	Number of PP children who are persistently absent will be at least in line with National average.	School attendance data will show the number of PP children who are persistently absent will be reduced to be at least in line with National.
D. b	Homework and reading habits of PP children will increase.	All PP children will regularly complete homework tasks and Read at least five times a week.

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?
The most able are challenged.	CPD for teachers on teaching for Greater Depth.	Providing more opportunities for all children to attain Greater Depth will have a positive impact on the number of PP children attaining the higher levels.	SLT to access approved CPD. Peer mentoring. Book scrutinies. Review off marking policy.	SLT	January 2018.
To improve the progress of all children in writing.	CPD for teachers on the teaching of writing, especially for EAL pupils.	Higher level EAL children have specific grammatical needs that prevent them from securing ARE. If all children progress in writing improves, the progress of PP will also improve.	SLT to access approved CPD and good practise across the trust. Book Scrutinies. Peer Marking.	SLT	January 2018
Brass Tuition for all Year 4 children	Topping up or subsidising brass tuition in Year 4 so that more pupils can access the opportunity to enhance learning.	Providing opportunities for extra-curricular activities. Research suggests that participation in such events increases confidence and subsequently improves attainment.	Working closely with the music service. RS specific responsibility of working with wider opportunities.	RS	January 2018
Total budgeted cost					£4000
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 accelerate the progress of all PP pupils in Reading.	One to one targeted support for all PP.	These intervention and support	PP Targeted Timetable. Pupil Voice, Staff Voice. Book Scrutiny. PIRA/Reading Test Progress Analysis in December 2017.	PB	January 2018
Through effective targeted support, SEN pupils will make greater progress.	Extra TA in each class room for English and Maths. One to One targeted support.	32% of PP pupils are SEN, giving these pupils appropriate teaching and challenging learning activities will enable them to make better progress.	SMc has specific responsibility for SEND children. She will liase with PB and class teachers to ensure intensive targeted support is having the desired impact. Book scrutinies, staff voice, pupil voice.	SMc/PB	December 2017

To increase the homework and reading habits of PP children.	Assertive Mentoring	Pupils will have a point of contact besides the class teacher to help them with resourcing, time management and organisation of homework and Reading tasks.	Homework and Reading Record Data. Pupil Voice and Staff Voice.	ROM	December 2017
Total budgeted cost					£15372
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 reduce the number of PP children who are persistently absent to be in line with national.	Attendance Monitoring. Home/School Support. Attendance Prizes Free Breakfast Club places for all PP pupils.	Early identification of poor attendance and education on the importance of high attendance and punctuality, along with positive regular contact with home will improve attendance.	Analysis of attendance figures. Weekly attendance meetings. Attendance discussion at staff briefing, Register monitoring.	RO'M	December 2017
To increase aspirations of PP children.	Links with Nottingham University, Shakespeare Drama Company, Music Tuition,	Children are given more opportunities and shown different career and education paths. Children will understand the importance of a good education etc.	SLT to explore wider opportunities available to SMC.	SLT	January 2018
Total budgeted cost					£5632

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
To provide a broad and enriched curriculum.	Funding where required for educational visits to support holistic learning and development to increase confidence and engagement in whole school life.	All children, including PP, took part in all of the opportunities the school offers. Eg DARE, Science Courses and Music Tuition.	Next Year, SLT to source opportunities provided by universities etc to give PP children the opportunity to look and plan for their future education.	£3000
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
To increase the progress of RWM.	To provide additional staff to support pupils.	Attainment of PP pupils in Year 6 increased from 67% to 100% in RWM.	The new intensive 1to1 timetable has improved pupil enjoyment and confidence. (Pupil Voice). Next year will have a whole school focus on inference training in Term 1 so the impact and value for money on the group as a whole can be measured more reliably.	£15372 (As above)
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
Extended school support	Home-School Support worker to work with identified pupils and their families.	Communication will increase and positive relationships will be made with a key worker in school.	Good links between home-school. Next year, Home-School support worker will focus on the attendance of PP Pupils as well as supporting children with homework etc.	£5632 (as above)