

Pupil premium strategy statement

1. Summary information					
School	St. Margaret Clitherow Academy				
Academic Year	2018/2019	Total PP budget	£30,360	Date of most recent PP Review	Oct 2018
Total number of pupils	221	Number of pupils eligible for PP	23	Date for next internal review of this strategy	Jan 2019

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

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

Pupil Premium Cohort 23 children: 13 boys (57%), 10 Girls (43%), 30% SEN, 9 EAL (39%), 7 White British (30%).

2. Current attainment				
	<i>Pupils eligible for PP (KS2 2018)</i>		<i>Pupils eligible for PP (KS2 2018)</i>	
% EXPECTED in reading (GD)	75% (50%)	Progress in reading	+3.7	
% EXPECTED in writing (GD)	25% (0%)	Progress in writing	-4.4	
% EXPECTED in maths (GD)	75% (25%)	Progress in maths	+1.5	
% EXPECTED in RWM (GD)	25% (0%)	50% of cohort were SEN with dyslexic tendencies.		

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.	PP children make less progress in Writing than in Reading and Maths. (See 2018 Data).
B.	30% of PP cohort have specific additional needs, including those being supported as SEN.

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

C.	<p>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.</p> <p>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.</p>
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4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Ensure that all PP children are making at least expected progress in Writing.	Improved progress and attainment against 2018 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. 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.
C. 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	2018/2019				
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?
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. PP children have limited vocabulary and need to be exposed to new vocabulary in order to use it in their writing.	All staff to attend Jason Wade CPD on Rainbow Grammar. Staff to attend additional Jason Wade CPD on the process of writing. Increased monitoring, practise and formal assessment.	SLT/MB	February 2019
Total budgeted cost					£1500
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 ensure all PP children make at least expected progress in RWM.	1 to 1 tuition slots for all PP children. Children have a chance to practise and consolidate new skills.	Research indicates that teacher lead intervention has greatest impact on progress. Children who receive regular, small chunks of child focused interventions make more rapid progress	Targeted 1 to1 Provision Timetable for all PP children. Target children in Years 4, 5 and 6 will be allocated additional slots.	PB	December 2018
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 2018

<p>To extend the curriculum and offer opportunities to PP children</p>	<p>Breakfast Clubs, School Trips and Residential & School Clubs (including homework and booster) – To provide a healthy breakfast to pupils and ensure they are on time ready to start the day positively. To ensure all pupils benefit from out of school experiences To provide a range of after school clubs to reflect the children's interests as well as support their learning in the core subjects.</p>	<p>Research indicates that children who participate in a range of extracurricular activities have better attendance and make greater progress. – Research shows that those children who start the day with a good breakfast achieve better academic results.</p>	<p>All PP pupils are encouraged to attend breakfast club to help improve attendance and lateness. All PP pupils access a range of out of school activities, including the Briars residential.</p>	<p>SLT</p>	
Total budgeted cost					£13000

6. Review of expenditure				
Previous Academic Year		2017-2018		
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
Brass Tuition for all year 4 pupils.	Topping up or subsidising brass tuition in Year 4 so that more pupils can access the opportunity to	Providing opportunities for extra-curricular activities. Research suggests that participation in such events increases confidence and subsequently improves attainment.	All children benefit from the whole class brass lessons. Lessons learnt:- Target PP children to continue with free small group brass lessons in Year 5 and 6. This approach will be continued in 2018-2019.	£1000
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.	More intense work needs to be continued for 2018-2019. This will include whole staff CPD on Rainbow Grammar and additional CPD on the process of writing to build a whole school approach to the teaching of writing. The intention is that the progress of writing for all pupils will increase, including PP pupils.	-
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.	Changing cohorts for PP children show that our focus for 2018-2019 must be on PP children being targeted for achieving EXPECTED or making progress from their starting points.	
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 accelerate the progress of all PP pupils in Reading.	One to one targeted support for all PP.	2018 Data shows that PP children have made significant progress in Reading in Key Stage 2. (+4.4)	PP Targeted Timetable has been shown to be effective. However, more PP children	£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.	£5632 (as above)
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