

PUPIL PREMIUM STRATEGY STATEMENT

1. Summary information			
School	West Grantham Academy St John's		
Academic Year	2017/2018	Total PP budget	£24,7580
Total number of pupils	324	Number of pupils eligible for PP	189 (including 2x LAC, 3x SCP) LAC= Looked After Child SCP = Service Child Premium

Principles:

- We ensure that teaching and learning opportunities meet the needs of all of the pupils.
- We ensure that that appropriate provision is made for pupils who belong to vulnerable groups; this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who received pupil premium grants will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals and this includes pupils where English is an Additional Language.
- Pupil Premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals.

Identified barriers to educational achievement:

The West Grantham Academy St John's has identified the following as barriers for some of the pupils currently in receipt of Pupil Premium:

- Access to language - especially from books
- Attendance
- Parental engagement with school - especially regarding attendance at information sharing sessions and completion of homework
- Behaviour including learning aptitude - pupils with specific social and emotional needs which affects their learning.

2. Current attainment 2016/2017

Data currently Validated	<i>Pupils eligible for PP</i>	<i>All Pupils school (national average)</i>
% of Children passing phonics screening Y1	58%	67% (81%)
% achieving expected or above in reading, writing and maths KS1		32% (64%)
% achieving expected or above in reading KS1	27%	46% (75%)
% achieving expected or above in writing KS1	36%	33% (68%)
% achieving expected or above in maths KS1	58%	61% (75%)
% achieving expected or above in reading, writing and maths KS2	14%	14% (61%)
% achieving expected or above in reading KS2	41%	43% (72%)
% achieving expected or above in writing KS2	59%	60% (76%)
% achieving expected or above in maths KS2	23%	29% (75%)

3. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A	Improve language skills for pupils eligible for Pupil Premium pupils - subject appropriate	Outcomes in Phonics screening at Year 1 and Year 2 to be in line with the national average Outcomes at the end of KS1 and KS2 in reading and maths to in line with the national average.
B	Accelerate the progress of all Pupil Premium pupils - including addressing resilience and characteristics of learning (self-esteem)	Diminishing the difference between Pupil Premium and their non-Pupil Premium peers who have the same relative starting points (Entry data EYFS/ Outcomes of EYFSFP and KS1) to be in line with national average by July 2018.
C	Provide additional support for Pupil Premium SEND pupils	Pupil Premium pupils on the SEND register make accelerated progress against targets set on FFT 50.

D	Improve attendance of Pupil Premium pupils (including percentage of pupils identified as persistent absentees) as well as engagement by their parents.	Improve attendance of Pupil Premium pupils and achieve 96% target. Reduce whole persistent absence figure from last academic year to 10%
E	Improve aspirations of Pupil Premium children by providing wider experiences and set targets in line with FFT 20	A higher percentage of Pupil Premium to undertake clubs and extra-curricular experiences. Support with subsidy of trips where required to allow participation.

4. Planned expenditure		
Area of Spend	Focus	Total Allocation
Pastoral team (x3 staff)	Pastoral and Social/ Attendance and Engagement	£79,718
Employment of Education Welfare Officer to pursue persistent absence	Attendance	£8,000
Third Space 1:1 online tutoring	Standards in mathematics	£12,000
Additional TA support in classes and for focussed interventions	Standards in maths and English	£66,726
Employment of additional teacher to deliver targeted intervention (including numbers count)	Standards in maths and English	£34,455
Intervention/Cover for Leadership/CPD to monitor and evaluate Pupil Premium provision.	Standards in maths and English	£11,558
Breakfast Club/ELSA- lunchtime club	SEND/Language enrichment/ Pastoral and Social	£11,558
Training - Team Teach, Curriculum/ SEND Fresh Start Training	Standards in maths and English/Pastoral/ SEND	£2,300
Professional Counselling Service	Pastoral and Social	£5,265
Language enrichment resources (including Project X code intervention books)	Standards in maths and English	£10,000

Trip Shortfall/ Reserve Fund (inc Music lessons)	Enrichment opportunities/ Entitlement for All	£6,000
Total budgeted cost		£247,580

4. Planned Expenditure		
Area of Spend	Intended Outcome - why these approaches were taken	Actions
Pastoral team as part of Inclusion Team	<ul style="list-style-type: none"> • Role of pastoral team immersed through Pupil Premium Strategy - attendance/ELSA/ inclusion/ engagement/breakfast club/ monitoring of vulnerable groups (including CP/SEND/PuP cross over). • Pastoral team to work strategically with interventions to support emotional and social development of pupils (including running of Friends). This also includes liaison with external agencies (including working with agencies that Safeguard children). • Pastoral team working to develop interaction and engagement with parents as an additional level to Teaching and Learning, considering the pupils' well-being. This includes parental workshops and parent forum meetings. 	<ul style="list-style-type: none"> • Regular review of attendance statistics to ensure that pupils' attendance is as high as possible. This includes following Attendance strategies to engage and challenge parents. • CPD to ensure that intervention and support provided by Pastoral team is tailored to meet the needs of pupils. Track which parents attend the meetings to ensure we engage to meet with all hard to reach families. • CPOMS used to track and monitor behaviour of pupils Regular monitoring/review meetings within Inclusion Team to ensure that needs of focused pupils is specific and appropriate.

TA support in classes and for focused interventions	<ul style="list-style-type: none"> • 1:1 and/or small group interventions planned to cater for individual needs (ie spelling/reading/maths) • Support within lessons to improve understanding of learning in reading, writing and maths • Consolidation of learning completed in classes - time for practise and application of skills • Pre-teaching to prepare pupils for future learning in order to build confidence and give higher level starting points to learning. Pre-teaching to include pre-reading of texts, research for writing units, key vocabulary, concepts in SPAG and maths calculation strategies and terminology. • Careful tracking of homework to include reading records. • Priority reading with TAs if pupils are unable to read at home • Success at arithmetic and numbers count • Fresh start • 1:1 phonic programme 	<ul style="list-style-type: none"> • Weekly meetings with class teachers/intervention leader (as appropriate) to review interventions, feedback on progress and alter support where necessary. • Careful planning of interventions - overview completed every half term (reviewed after each session). • Pupils used as reading coaches to support and promote importance of reading • Phonics screening to take place each month to track pupils and inform intervention required • TAs to completed log of interventions including feedback notes/evaluations. • Monitoring of interventions • Clear communication between Teachers and TAs - expectations within the lessons. • TA timetables carefully planned - maximising opportunities to provide interventions, pre-teaching and consolidation.
Intervention (teacher led)/	<ul style="list-style-type: none"> • Teacher lead intervention - range of strategies - 1:1, 	<ul style="list-style-type: none"> • Careful planning of interventions

CPD and Leadership	<ul style="list-style-type: none"> • Small group, pre-teaching, consolidation, extension - planned to cater for individual needs. • Teacher led intervention - include monitoring of wider intervention within academy - to ensure consistency and expectations • Provision of cover for staff who require release for Leadership/CPD by known teachers whose expectations of behaviour and learning match those of the class teachers. • Clarity of expectations for pupils to ensure those who require additional nurture/support - vulnerable groups are confident and engaged even when class teacher is working elsewhere in the school 	<ul style="list-style-type: none"> • Class teachers/phase leaders - overview completed half term (reviewed/evaluated after each session). • Logs to be completed of interventions including feedback notes/evaluation - Intervention teachers to monitor. • Clear communication between class teachers/ class shares and cover teachers to ensure expectations match. • Timetables planned in liaison with SLT to ensure that coverage is matched to needs. • Monitoring of interventions • Intervention/CPD/ Leadership cover teachers attend all T&L meetings and CPD - ensure consistency and understanding of academy priorities and teaching strategies
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Funding for SaLT intervention	<ul style="list-style-type: none"> • Specific support for pupils identified with speech and language concerns - delivering programmes from county SaLT Therapists as well as academy designed programmes (ELKLAN). Support delivered in a range of ways - 1:1, small group, delegated support to another TA or teacher. • Early language acquisition and use - identification from Early Years and Year 1. 	<ul style="list-style-type: none"> • Regular meetings with SENDCo and County SaLT Therapists to ensure that programmes are appropriate and tailored. • Planned units of intervention which are mapped and monitored. • Clear communication between SaLT TA and staff who support in delivery/ reinforcement of programme. • Monitoring of interventions and progress mapped • Timetable planned in liaison with SENDCo to ensure that coverage matches need. • Logs to be completed of interventions including feedback notes/evaluation - Intervention teachers to monitor.
Funding for Breakfast Club	<ul style="list-style-type: none"> • Breakfast club - to promote good attendance and punctuality. 	<ul style="list-style-type: none"> • Through liaison with teachers and review of attendance data, Pupil Premium pupils as well as other

	<ul style="list-style-type: none"> • Pupils have time to complete homework tasks if unable to do so at home. • Pupils enjoy spending time with their peers prior to lessons beginning (helps them become ready for learning). 	<ul style="list-style-type: none"> • pupils are invited to attend Breakfast club- no cost. Liaise with class teachers so that Team are aware of homework that requires completion. Purchase a range of games and activities to support club. • Staff member to run homework club once a week to support completion of learning
Funding for ELSA focused Lunchtime club to support vulnerable pupils	<ul style="list-style-type: none"> • To provide alternative lunchtime provision for pupils who struggle within whole academy lunchtime arrangements. Tailored interactions to promote emotional development. • Pupils interact in a small group/cross phase organisation with additional resources to encourage emotional and social interaction. • Lego therapy 	<ul style="list-style-type: none"> • Through liaison with teachers/Inclusion team (including SEND and pastoral), pupils are identified for support. Regular feedback/review of need at club (minimum 1 term - 6-7 weeks). Identification of need reviewed and actions communicated with teachers and TAs.

<p>CPD training - team teach/ Curriculum/ SEND</p>	<ul style="list-style-type: none"> • CPD to be focused across the academy to ensure that curriculum content and pedagogy is engaging and pitched to ensure that all pupils have opportunity to work more deeply with concepts and skills. CPD linked with AIP (Academy Improvement Plan) and EOS curriculum. Staff trained in ELSA • SEND training - twilight - whole academy staff - ELSA awareness. <ul style="list-style-type: none"> • Identified Staff to be trained in Project X Code and Fresh Start reading interventions • Speed up – fine motor skills intervention 	<ul style="list-style-type: none"> • Regular access to CPD including Twilights and Teaching and Learning meetings (also individuals accessing external training) - ensuring consistency in expectations and experiences for all pupils. All teaching and support staff trained to understand • social and emotional needs of all pupils (including vulnerable groups) in the academy - ELSA Monitoring to ensure that CPD has expected impact within the academy. <ul style="list-style-type: none"> • Reading leader to track the impact of reading interventions and targeted intervention.
<p>Professional Counselling Service</p>	<ul style="list-style-type: none"> • Pastoral/SLT identified focused counselling intervention for most vulnerable pupils - Professional Counsellor used to gauge frequency and level of support and provide counselling. Counsellor providing advice and guidance for Pastoral team to • ensure social and emotional needs for pupils (Including pastoral acting as liaison for teaching staff). 	<ul style="list-style-type: none"> • Regular meeting with Pastoral team/ SLT and Intervention team to ensure that wider needs of vulnerable pupils • Reporting where necessary to outside agencies - reviews of well-being of pupils. • Pupil event log to be completed after each session.
<p>Additional learning resources (Reading Project X Code and Fresh Start)</p>	<ul style="list-style-type: none"> • Pupils are fully supported by learning resources being made available to them - some accessible at home (Bug club and Athletics). • Pupil enjoy using resources to complete tasks that not only consolidate but also extend their learning. • A range of learning styles can be catered for. 	<ul style="list-style-type: none"> • Pupils regularly asked for ideas as to how best funding - Academy Council. • Teachers and TAs trained materials in order to maximise the outcomes for pupils.
<p>Funding for school trips/ events / music lessons/clubs</p>	<ul style="list-style-type: none"> • Pupils are able to participate fully in wider curriculum including trips and music lessons. • Learning is supported by events that are carefully planned enhance academy's curriculum. • Social skills, independence, perseverance and teamwork are developed through participation in group activities/events. This includes resilience day and themed week. Children undertaking a range of activities specifically designed to promote resilience. 	<ul style="list-style-type: none"> • Initial letters to include information for parent about available funding. • Liaison with targeted parents to ensure that opportunities are maximise (including hard to reach parents). • Teachers made aware of funding available - can approach parents if appropriate.

How will the school measure the impact of the Pupil Premium?

To monitor the progress on attainment, new measures have been included in the performance tables that will capture the achievements of pupils covered by the Pupil Premium. At the West Grantham Academy St John's, the usual cycle of data collection and monitoring and tracking of the cohort's attainment, will be used to inform pupil progress and enable the early identification of need, support and appropriate intervention. Review meetings will take place within each long term (approximately every 10 weeks) and will include SLT, the Pastoral Team and Teachers (and TAs if have delivered intervention). Pupil premium is the responsibility of all teaching staff and overseen by the SLT.

At each review point, the academy will review the impact of actions taken and will plan for how the funding will be specifically allocated over the next phase. When selecting pupils for Pupil Premium target groups, the academy will look at all pupils across the academy. There are some pupils who are not eligible for Pupil Premium who would benefit from these groups if their needs are similar and we believe progress can be made towards individual targets.

Exclusion and behaviour records will also be used to measure the impact of targeted interventions with those children whom require additional support.

Pupil Premium Funding and the impact of this is a regular item at Directors' meetings.

Designated Staff Member in Charge – Mr I Woolerton (Acting Headteacher)

Pupil Premium Champion:

- Mrs C. Walledge

Senior Leadership Team:

- Mrs. N. Woolerton (Acting Deputy Headteacher)
- Mr. C Prestidge (Curriculum Lead)
- Mrs. N. Smyth (Assessment Lead)
- Mrs. P. Wills (Pastoral Lead)

SENDCo

Miss E Mann

SENDCo Assistant

Miss T Weston

Pupil Premium Director

Janet Crook

Dates of Pupil Premium Strategy Reviews:

- 15th September 2017
- 9th January 2018
- 13th March 2018
- 22nd May 2018
- 10th July 2018