

Pupil premium strategy statement 2018 2019



The Pupil Premium Grant (PPG) is additional funding given to schools to enable them to support pupils, who may be disadvantaged, to raise their educational attainment. It is available to schools to support pupils eligible for Free School Meals (FSM), those who are Looked After or in Care (LAC) and those pupils whose parent/s currently serve in the armed forces.

We ensure 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.

We recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

1. Summary information					
School	The Palmer Academy				
Academic Year	2018/2019	Total PP budget	£199,319.86	Date of most recent PP Review	Pre 2015
Total number of pupils	443	Number of pupils eligible for PP	132	Date for next internal review of this strategy	January 19

The impact of Pupil Premium Grant spending on vulnerable pupils at TPA is good. The teaching and provision for pupils eligible for the PPG at TPA is good. Disadvantaged pupils make more progress compared to non PPG pupils by the end of KS2.

KS2	2014	2015	2016 Against standardised score of 100+	2017 Against standardised score of 100+	2018 Against standardised score of 100+
% PPG (school)/ % national					
Reading 4+	64%/82%	77%/83%	84%/71%	35%/77%	63%/80%
Writing 4+	64%/76%	93%/79%	80%/79%	55%/81%	
Maths 4+	68%/78%	83%/80%	80%/75%	45%/80%	70%/81%
Reading 5 (greater depth)	5%/35%	27%/34%	36%/ 23%	5%/29%	11%/33%
Writing 5	14%/20%	20%/22%	8%/18%	15%/21%	
Maths 5	27%/28%	37%/28%	32%/ 20%	5%/27%	19%/28%

2. Barriers to future attainment		
A.	Low speech and language skills on arrival to school	
B.	Low baseline assessment across all areas on arrival to school	
C.	Undeveloped social and emotional skills	
D.	Poor attendance and punctuality	
E.	High percentage of PPG pupils who are also SEND	
F.	Unsupportive home learning environments and lack of aspiration	
G.	Narrow experiences	
3. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improved oral language skills in reception	Pupils in reception meet age related speaking skills
B.	Raised attainment of pupils at risk of underachieving in English and Maths Support for those pupils who are at risk of underachieving in English and Maths	The gap between disadvantaged and other is narrowing.
C.	Improved social emotional skills	Fewer exclusions Fewer behaviour incidents across the school in transition times, structured and unstructured times of the day
D.	Increased attendance and punctuality rates for pupils eligible for PPG	Reduce the number of persistent absentees among pupils eligible for PP. Overall PP attendance to improve to 97%
E.	Disadvantaged SEND pupils make accelerated progress from their starting point	SEND pupils make good progress over time
F.	To ensure the high attainment of the more able disadvantaged pupils	Most able pupil premium identified as high ability make the same progress as other pupils with the same prior attainment identified and high ability as measured by teacher assessments and end of year data
G.	To ensure that disadvantaged pupils have equal access to our local curriculum	All disadvantaged pupils have access to resources for homework projects, to attend swimming lessons and trips linked to curriculum outcomes

4. Planned expenditure

Academic year

2018 2019 £199,320

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 oral language skills in reception	<p>Wellcomm screening for baseline will highlight the trends for the cohort.</p> <p>Use of the speech and language development checklist 3 – 5 yrs. to link concepts into topic maps</p> <p>continue use of Makaton started in reception in reception using SALT TA</p>	<p>We want to invest some PPG money in longer term change</p> <p>The research evidence states that language at 5 is the biggest indicator of attainment later</p>	<p>Further assessment will show the cohort gaps have been filled Pupil progress meetings will show rising % of PPG pupils on track with speaking.</p> <p>Peer observations of strategies used.</p>	Reception class teachers	After every term
<p>Raised attainment of pupils at risk of underachieving in English and Maths</p> <p>Support for those pupils who are at risk of underachieving in English and Maths</p>	<p>Continue to monitor the refined approach to the teaching of reading implemented last year focusing on the skills required in the national curriculum</p> <p>Literacy leads to use data analysis to give information on the types of questions/ skills needed in the year 6 paper to ensure these are incorporated into weekly planning</p> <p>Literacy and maths leads to look at what it is that is working well in year 6 and 2 writing to replicate across other year groups</p>	<p>We need to replicate the progress in reading through year 1-5 in year 6</p> <p>We feel that one way to do this is to include more test skills for reading within the other year groups</p>	<p>Further assessment will show the year 6 will start closing and a rise in % at end of KS”</p>	Literacy lead AHTs	After every term
Support for those pupils who are at risk of underachieving in English and Maths	<p>Staff development on the use of Pixl programme</p> <p>Use of Pixl programme in year 3,4,5 as well as year 2 and 6</p>	<p>Effective use of data will sharpen the focus on the key gaps in students learning to help plan personalised intervention for each student to enhance standards.</p>	<p>Analysis of data will group the children more effectively to close gaps</p>	Literacy and numeracy leads	Every term

<p>To ensure the high attainment of more able disadvantaged pupils</p>	<p>Develop a clear understanding of greater depth in all subjects</p> <p>Model, share and record strategies for ensuring that all pupils gain depth of knowledge, skills and understanding in reading, writing and maths</p> <p>Develop common practice in planning for and recoding greater depth success</p> <p>Use of problem solving activities and reasoning problems in Maths to differentiate learning.</p> <p>Identify PP children in EYFS who have the potential to reach a greater depth and plan additional provision to support them to make progress</p>	<p>Our % of GD PPG pupils is still too low – other priorities meant that this target was only partially address that academic year</p> <p>Analysis of data show our prior middle attaining group are making the most progress we need to ensure all groups are making the best progress</p> <p>EYFS outcomes also showed that the number of PP pupils achieving greater depth in EYFS was below Non PP pupils.</p>	<p>Track groups termly to ensure the % is increasing particularly in reading.</p> <p>Plan into annual staff training</p>	<p>Phase leaders and SLT</p>	<p>Every term</p>
<p>Improved social and emotional skills</p>	<p>Continue to develop the linked in training</p> <p>Develop quiet areas and calm boxes in every year group</p> <p>Develop the wellbeing team and build towards a trauma informed school</p> <p>Head and Inclusion manager to attend 4 days of training</p> <p>Enhance the sensory area of the school</p>	<p>It is difficult to close the attainment gap when pupils are not emotionally ready to learn.</p>	<p>Inclusion team will monitor behaviour and exclusion data</p> <p>Learning walks will highlight resource needs</p> <p>The sensory area is used not only by our high end ASC pupils but also any other children feeling the need to regulate.</p>	<p>All staff</p>	<p>Termly</p>
Total budgeted cost					<p>£111,437</p>
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?
<p>Improved oral language skills in reception</p> <p>Improved range of vocabulary and expressive language</p>	<p>Wellcomm screening and language interventions through reception</p> <p>Ufton Court – communication group – 4 day trips</p>	<p>We want to invest some PPG money in longer term change</p>	<p>Teachers have been trained in assessing the children. The school has bought the software to analyse the data. EYFS staff have previously run interventions which have run well. There needs to be planned adults so that these can be run consistently</p>	<p>Reception teachers</p>	<p>After every term</p>

<p>Raised attainment of pupils at risk of underachieving in English and Maths Support for those pupils who are at risk of underachieving in English and Maths</p>	<p>Learning mentors – The school has employed 3 learning mentors to run therapies for underachieving pupils across KS2 using the PIXL resources</p>	<p>We know that individual instruction and small group tuition ensures good+ progress as evidenced by the Education Endowment Foundation.</p> <p>To raise engagement and diminish the difference in between PP and other children in the cohort which is currently too large in particular across KS2.</p>	<p>Consistent, robust monitoring of data and use of QLA and PLC's to inform interventions and planning for teaching.</p> <p>Understanding starting point and using assessment, both formal and informal to ensure correct areas of development are being covered.</p>	<p>KS2 phase leaders</p>	<p>Every term</p>
<p>Improved social and emotional skills</p>	<p>Art/play therapy sessions ELSA group support Mindfulness and relax kids (year 6) Ufton court year 5 – resilience and problem solving – 4 day trips</p>	<p>We cannot close the attainment gap if a pupil is not emotionally ready to learn.</p>	<p>All groups tracked termly and assessment information analysed.</p>	<p>Inclusion team</p>	<p>Every term</p>
<p>Disadvantaged SEND pupils make accelerated progress from their starting point</p>	<p>Use of Pixl information to target B2 pupils</p> <p>Use of interventions and advice recommended by external agencies: Plus Phonic intervention groups Reading Eggs Nessy Reading/ spelling EP advice</p>	<p>Closing the gap in reading is a high priority. Evidence of phonic intervention has resulted in a 92% pass rate by year 2.</p> <p>We know that our lower prior attainments are making the least progress by the end of KS2 so we need to change our approach</p>	<p>Regular tracking of progress towards phonics. Termly evaluation of interventions. Regular monitoring and review of targets set for individuals on their learning plans</p>	<p>Inclusion team</p>	<p>Every term</p>

To ensure the high attainment of more able disadvantaged pupils	Use of upper phase assistant head to target maths and reading in the first instance in year 6	We know that individual instruction and small group tuition ensures good+ progress as evidenced by the Education Endowment Foundation. The number of PPG pupils achieving at greater depth is below that of non PPG pupils	Ongoing tracking of more able PPG pupils each term. Ensure the pitch of lessons is appropriate to challenge more able learners with a focus on moving the learning on.	Phase leaders and SLT	Every term
Total budgeted cost					£66,495
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?
Increased attendance and punctuality rates for pupils eligible for PPG	Attendance data to be part of every Monday briefing Access to after school and before school clubs given to families having difficulty attending on time Reward activities for 100% attendees Regular EWO support Work with EWO on reducing the medical appointments make in school Include PPG group on the vulnerable list for first day response by the ELSA	We know that attainment for all pupils can be improved with good attendance. Targeting families and promoting the importance of good attendance is essential to improving outcomes Research undertaken by the DfE in 2016 showed that pupils with no absence are 1.3 times more likely to achieve level 4 or above and 3.1 times more likely to achieve level 5 or above than pupils that missed 10 – 15 per cent of all sessions.	Part of the strategic development plan SLT to target pupils Pupil progress meetings to include attendance data for this group Whole school approach to increasing pupil's attendance to continue.	Phase leaders and SLT	
To ensure that disadvantaged pupils have equal access to our local curriculum	All disadvantaged pupils have access to resources for homework projects, to attend swimming lesson and trips linked to curriculum projects			Phase leaders and SLT	
Total budgeted cost					£21,388