

Pupil premium strategy statement 2017 2018



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	2017/2018	Total PP budget	£197,280	Date of most recent PP Review	NA
Total number of pupils	441	Number of pupils eligible for PP	151	Date for next internal review of this strategy	July 18

The teaching and provision for pupils eligible for the PPG at the TPA is good. Attainment of disadvantaged pupils by the end of KS2 is usually higher than that nationally. In 2017 37% of disadvantaged pupils were also pupils with SEND.

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

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 Improved range of vocabulary and strategies to work out the meaning of unknown vocabulary	Pupils in reception meet age related speaking skills End of year Wellcomm data shows increase in pupils at age related Increase in reading
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

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?
Improved oral language skills in reception	Wellcomm screening for baseline will highlight the trends for the cohort. Any common errors can then be planned into daily teaching. Use of Colourful semantics in whole school teaching	We want to invest some PPG money in longer term change	Further assessment will show the cohort gaps have been filled Pupil progress meetings will show rising % of PPG pupils on track with speaking. Peer observations of strategies used.	Reception class teachers	After every term
Improved range of vocabulary and strategies to work out the meaning of unknown vocabulary Improved outcomes in reading comprehension.	Publish a refined approach to the teaching of reading to ensure there is a consistent approach across the school and all teachers focus on the skills required in the national curriculum. Train staff in how to successfully teach reading, recording, modelling and sharing good practice Review the reading policy Whole school use of AR reading	The attainment of PPG and non PPG pupils in reading at the end of KS2 is low and a full review of our teaching strategies is needed.	Part of SIP – consistent and effective approach to the teaching of reading Train new teachers, evaluate and monitor weekly	Literacy leads	After every term

<p>Support for those pupils who are at risk of underachieving in English and Maths particularly in year 4 and 5</p>	<p>Use of Pixl DTT to be fully embedded across KS2 by July 2018</p> <p>QLA to inform intervention programme as well as planning and teaching</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>Monitoring of QLA and data to ensure gaps are being closed/filled.</p> <p>Analysis of WWW EBI</p> <p>Drilling down to PPG pupils during PPM</p> <p>Use of FFT aspire to identify trends and movement</p> <p>Tracking of starting position and use of DTT Pixl</p>	<p>Literacy and numeracy leads</p>	<p>Every term</p>
<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>SLT and class teachers to identify pupils with the potential to reach a higher standard in their learning across the curriculum</p> <p>Planning of GD questioning during planning sessions</p> <p>Use of problem solving activities and reasoning problems in Maths to differentiate learning.</p> <p>Use of CGP GD books</p> <p>Pixl – working above expected standards resources to be implemented as starter activities.</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>We want to ensure PP pupils achieve the same outcomes and Non PPG pupils in each cohort.</p> <p>The KS2 gap showed there was a 20%+ difference between PP pupils and non PP pupils in maths and writing in 2017</p> <p>EYFS outcomes also showed that the number of PP pupils achieving greater depth in EYFS was below Non PP pupils.</p>	<p>Evaluate, moderate and monitor closely at school cluster and trust level moderation.</p> <p>Monitoring of QLA and data to ensure gaps are being closed/filled.</p> <p>Analysis of WWW EBI</p> <p>Drilling down to PPG pupils during PPM</p> <p>Use of FFT aspire to identify trends and movement</p> <p>Tracking of starting position and use of DTT Pixl</p> <p>All group are tracked termly and assessment information analysed.</p>	<p>Phase leaders and SLT</p>	<p>Every term</p>

Improved social and emotional skills	Whole school training – linked in project	It is difficult to close the attainment gap when pupils are not emotionally ready to learn.	All staff will attend the whole day inset training.	All staff	Termly
Total budgeted cost					£13,978
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?
Improved oral language skills in reception Improved range of vocabulary and expressive language	Wellcomm screening and language interventions through reception Ufton Court – communication group – 4 day trips	We want to invest some PPG money in longer term change	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	Reception teachers	After every term
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	ABC readers – in year 3,4 and 6 Small group project work to improve writing in year 3 LSA's to take smaller focus groups based on QLA gaps (1:6 5 times weekly 30 min sessions) Reading/Maths booster groups run by Yr 5 teachers Pre-school intervention booster groups (1:8 2 times weekly 45min sessions) 1:1 reading sessions to improve reading speeds and understanding/comprehension (3 times weekly) Precision teaching in EYFS	We know that individual instruction and small group tuition ensures good+ progress as evidenced by the Education Endowment Foundation. 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.	Consistent, robust monitoring of data and use of QLA and PLC's to inform interventions and planning for teaching. Understanding starting point and using assessment, both formal and informal to ensure correct areas of development are being covered.	KS2 phase leaders	Every term

Improved social and emotional skills	Art/play therapy sessions ELSA group support Mindfulness and relax kids (year 6) Gap gardening Ufton court year 5 – resilience and problem solving – 4 day trips	We cannot close the attainment gap if a pupil is not emotionally ready to learn.	All groups tracked termly and assessment information analysed.	Inclusion team	Every term
Disadvantaged SEND pupils make accelerated progress from their starting point	Use of interventions and advice recommended by external agencies: Phonic intervention groups Reading Eggs Nessy Reading/ spelling EP advice	Closing the gap in reading is a high priority. Evidence of phonic intervention has resulted in a 92% pass rate by year 2.	Regular tracking of progress towards phonics. Termly evaluation of interventions. Regular monitoring and review of targets set for individuals on their learning plans	Inclusion team	Every term
To ensure the high attainment of more able disadvantaged pupils	Higher level Yr 6 Maths groups for GD taken by HLTA (1:12 twice weekly for 45mins) Higher level Yr 6 Reading groups led by HoS (1:8 twice weekly for 30 mins)	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					£123,658
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	Review of attendance and punctuality policy PP attendance to be discussed every term and at pupil progress meetings	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	Part of the strategic development plan 2017 2018- to reduce persistent absence and increase attendance percentages. SLT to target pupils Pupil progress meetings to include attendance data for this group	Phase leaders and SLT	

	<p>Access to after school and before school clubs given to families having difficulty attending on time</p> <p>Reward activities for 100% attendees</p> <p>Regular EWO support</p>	<p>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.</p>	<p>Whole school approach to increasing pupil's attendance to continue.</p>		
<p>To ensure that disadvantaged pupils have equal access to our local curriculum</p>	<p>All disadvantaged pupils have access to resources for homework projects, to attend swimming lesson and trips linked to curriculum projects</p>			<p>Phase leaders and SLT</p>	
Total budgeted cost					<p>£59,644</p>

