

Pupil premium strategy statement: Five Spires Academy

1. Summary information					
School	Five Spires Academy				
Academic Year	2019-2020	Total PP budget	£14180.00	Date of most recent PP Review	N/A
Total number of pupils	174	Number of pupils eligible for PP	10	Date for next internal review of this strategy	Sept. 2020

At Five Spires we have high aspirations and ambitions for our children and we believe that no child should be left behind. We are determined to ensure that our children are given every chance to realise their full potential and aspire to perform at their very best level.

The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their wealthier peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most. The school data is positive for outcomes for PP pupils but we continue to build on this to diminish the difference between PP pupils in the school and all pupils nationally.

It is for schools to decide how the Pupil Premium, allocated to schools per FSM pupil, is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility. However, they will be held accountable for how they have used the additional funding to support pupils from low income families. From September 2016, schools are required to publish a Pupil Premium Strategy. This will ensure that parents are fully informed about the amount of allocation, barriers faced by eligible pupils, how the funding is to be spent, how impact will be measured and the date the strategy will be reviewed. We also need to include how the allocation was spent for the previous year and its impact on eligible and other pupils. Our key objective in using the Pupil Premium Grant is to diminish the differences between pupil groups.

As a school we consistently track all groups of pupils to ensure that they make good or better progress. Through targeted interventions we are working to eliminate barriers to learning and progress. For any new entrants that start with low attainment on entry, our aim is to ensure that they make accelerated progress in order to reach age related expectations as they move through the school. Once at age related expectations we always continue to extend that learning further to ensure that they reach higher levels of attainment. We closely monitor how we are spending the allocated funds to ensure they are having an impact on pupil premium pupil's achievement. We closely monitor how we are spending the allocated funds to ensure they are having an impact on pupil premium pupil's achievement. We also continue to focus on more-able PP pupils to ensure they are not an underachieving group.

2. Current attainment		
	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
% achieving Phonics Screening Test	50%	83%
% KS1 achieving combined ARE in reading, writing and maths	50%	79%

% KS1 achieving ARE in reading	50%	79%
% making expected progress in reading	100%	96%
% KS1 achieving ARE in writing	50%	79%
% making expected progress in writing	100%	96%
% KS1 achieving ARE in maths	50%	82%
% making expected progress in maths	100%	96%

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.	High attaining pupil premium pupils are making expected progress. We want to ensure that these pupils are making better than expected progress.
B.	Some Pupil Premium pupils have low prior attainment.
C.	Some Pupil Premium pupils have poor language skills e.g. sometimes as a result of SEND.
D.	Some Pupil Premium pupils have poor behaviour skills and heightened emotional needs e.g. sometimes as a result of SEND.

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

E.	In 2018-2019, attendance of some Pupil Premium children was lower than non-pupil premium pupils.
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4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Increase progress in reading, writing and mathematics, in all phases but particularly at the end of KS1 for pupils entitled to Pupil Premium funding.	Progress data in line with national non PP peers or moving significantly closer.
B.	Higher attaining pupils entitled to Pupil Premium funding reaching the higher standard in reading, writing and mathematics by the end of KS1.	
C.	Attendance for PP pupils will be in line with all pupils nationally.	
D.	Improved oral language skills for pupils eligible for Pupil Premium	Pupil Premium children make progress in their oral skills, which will be evident in school tracking system. Also, through observations and pupil voice.
E.	Improved self-esteem and general emotional wellbeing for pupils eligible for Pupil Premium.	Pupil Premium children develop increased confidence and self-esteem, which will be evident through observations and pupil voice.

5. Planned expenditure					
Academic year	2019-2020				
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 progress for PP pupils in all phases. <					

Improved Learning Behaviours.	<p>CPD for whole staff. Focus on children's engagement in and responsibility for own learning, and self-assessment to ascertain whether they are understanding and achieving. Driven by "Quality First" Teaching from Class Teachers and support from TAs.</p> <p>Recruitment of a Learning Mentor.</p>	<p>Observations undertaken in Spring and Summer Terms 2019, for "Visible Learning", indicated some pupils for whom poor learning behaviours are preventing progress (e.g. lack of independence or resilience).</p> <p>The percentage of PP pupils with SEMH is increasing.</p>	<p>Observations and drop in visits to observe learning behaviours in the classroom. Pupil interviews.</p> <p>Observations of Learning Mentor sessions. Pupil observations/interviews.</p>	<p>SLT</p> <p>Learning Mentor Inclusion Manager</p>	<p>Termly observations.</p> <p>Half termly tracking</p>
Total budgeted cost					£11000.00
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 improve learning outcomes.	<p>Purchase annual licence renewal for SEN GL Assessment Toolkit</p> <p>Implement systematic daily intervention (Toe by Toe) for PP pupils on a daily basis.</p>	<p>Clear identification of individual needs will ensure correct targeted interventions are implemented and impact can be measured more accurately. PP pupil(s) working below expectations in some areas. PP Pupil identified in school with additional needs.</p> <p>The percentage of PP pupils attaining ARE in reading is less than Non PP pupils. PP pupils make less progress in reading than non PP pupils.</p>	<p>Half termly tracking.</p> <p>Inclusion manager to monitor delivery of interventions.</p>	<p>Inclusion Manager</p> <p>Teaching Assistants</p>	Half Termly.

To improve pupils self-confidence and awareness and their ability to manage feelings.	Nurture group for identified PP pupils. Fun Friends intervention group for PP pupils in KS1 and KS2.	Baseline assessments in the EYFS show that PP pupils have lower outcomes in self-confidence and awareness and managing feelings, than non PP pupils.	Half termly tracking Inclusion manager to monitor delivery of interventions.	Teaching Assistant Inclusion manager. Learning Mentor	
Total budgeted cost					£1227.00
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 improve attendance.	Wrap around care Learning Mentor to monitor attendance and make first day contact with parents.	Attendance of FSM pupils is less than Non FSM pupils. Pupils with good attendance are more likely to achieve GCSEs in the future.	Learning Mentor to monitor and analyse attendance data for PP pupils. Whole school approach to improve attendance to continue.	Learning Mentor	Monthly
Pupils' engagement in a range of enrichment opportunities will be high.	Enrichment opportunities: Contribution to school visits/trips/visitors. Access to music lessons and musical instruments. Access to breakfast and after school club. Contribution to lunch club.	All Pupil Premium pupils will have access to a range of cultural/educational opportunities each school year in school and offsite. Whilst impact can be hard to measure, these opportunities can impact positively on pupil wellbeing and reduce incidents of poor behaviour/improve self-esteem and concentration levels.	Planned in over the year Subsidy applied to the cost of the overall visit. Monitoring of surveys Scrutiny of data – achievement and wellbeing. E.g.: attendance and behaviour.	All Staff	Termly
Total budgeted cost					£1953.00

6. Review of expenditure				
Previous Academic Year		2018-2019		
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
Improved progress for PP pupils in KS1. 				

	achieving. Driven by "Quality First" Teaching from Class Teachers and support from TAs.			
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 improve learning outcomes.	Purchase annual licence renewal for SEN GL Assessment Toolkit Purchase and implement systematic daily intervention (Toe by Toe) for PP pupils on a daily basis.	Annual Toolkit renewal purchased and clear assessments carried out. Both PP pupils and non PP pupils who have used the assessments have clear targets for intervention identified and progress can be seen through an increase in standardised scores. Toe by Toe intervention purchased. Increased confidence in reading can be seen for both PP pupils and non PP pupils. Increased progress can also be seen in PiRA test standardised scores.	The benefit to Pupil Premium Children, and Non-Pupil Premium Children, has been worthwhile. We will continue to use Pupil Premium funding to pay for the annual subscription and to purchase the annual licenses for software.	£1227.00
To improve pupils self-confidence and awareness and their ability to manage feelings.	Nurture group for identified PP pupils. Fun Friends intervention group for PP pupils in KS1 and KS2.	Pupils identified for nurture group and Fun Friends intervention group held for KS1 and 2 pupils. Discussions and observations of pupils during these sessions demonstrate an increase in confidence.	The benefit to Pupil Premium Children, and Non-Pupil Premium Children, has been worthwhile. We will use Pupil Premium funding to pay for a leaning mentor who can continue to implement this intervention.	
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
To improve attendance.	Wrap around care	Attendance has increased and is now in line with national data. Supporting parents in ability to work, provides safe environment and healthy start to the school day so that pupils are ready to learn.	The benefit to Pupil Premium Children, and Non-Pupil Premium Children, has been worthwhile. We will continue to use Pupil Premium funding to fund wrap around care.	£1000.00

Pupils' engagement in a range of enrichment opportunities will be high.	Enrichment opportunities: Contribution to school visits/trips. Access to music lessons and musical instruments. Access to breakfast and after school club.	Enrichment opportunities provided to support learning and deepen understanding of curriculum. Full attendance on school trips. Able to participate in music exam alongside peers	The benefit to Pupil Premium Children, and Non-Pupil Premium Children, has been worthwhile. We will continue to use Pupil Premium funding to contribute towards the cost of school trips/visits and access to music lessons.	£661.00
To increase physical activity, gross motor skills and improve health and wellbeing.	Purchase identified, specialist sports equipment to support individual needs.	Scooter purchased to support the development of gross motor skills. Reports from home show that this has had a positive impact on health and wellbeing.	The benefit to Pupil Premium Children has been worthwhile and needs have been fully addressed.	£60.00

7. Additional detail

Extra Curriculum

We use money to provide support to children and their families and encourage them to participate in a range of activities they would not necessarily be able to access. We offer a breakfast and after school club, benefitting children from all year groups across the school.