

| 1. Summary information | | | | | |
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| School | St Uny CE Academy | | | | |
| Academic Year | 18/19 | Total PP budget | £54,080 | Date of most recent PP Review | Sep 18 |
| Total number of pupils | 230 | Number of pupils eligible for PP | 38 | Date for next internal review of this strategy | Feb 19 |
| 2. Current attainment | | | | | |
| | | | Y6 pupils eligible for PP (5 pupils) | Pupils not eligible for PP (national average) | |
| % of Y6 pupils achieving ARE in reading, writing and maths | | | 20 | 70 | |
| % of Y6 PP pupils making at least expected progress from end of KS1 to end of KS2: reading | | | 40 | 80 | |
| % of Y6 PP pupils making at least expected progress from end of KS1 to end of KS2: writing | | | 20 | 83 | |
| % of Y6 PP pupils making at least expected progress from end of KS1 to end of KS2: maths | | | 40 | 81 | |
| 3. Barriers to future attainment (for pupils eligible for PP) | | | | | |
| In-school barriers (issues to be addressed in school, such as poor oral language skills) | | | | | |
| A. | Majority of pupils eligible for PP have high levels of emotional need due to family background | | | | |
| B. | Majority of pupils eligible for PP lack resilience and independence in their approach to learning | | | | |
| C. | The above barriers to learning have resulted in some pupils having gaps in their knowledge and poor progress | | | | |
| External barriers (issues which also require action outside school, such as low attendance rates) | | | | | |
| D. | Majority of pupils eligible for PP have limited access to creative, motivating and esteem-raising activities at home | | | | |
| 4. Desired outcomes (Desired outcomes and how they will be measured) | | | Success criteria | | |
| A. | Children’s emotional needs will be met through whole class PHSE teaching and group or individual coaching using social and emotional development programmes such as ‘Friendship formula.’ | | TIS assessments will show progress -pupil and parent conferencing will be positive | | |
| | | | will be positive | | |

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| B. | PP pupils will have specifically targeted activities within a broad and exciting curriculum (with an equal emphasis on STEM and Arts activities) that provides opportunities for SMSC, critical thinking and problem-solving enabling them to develop resilience and independence. | Written work, assessments and pupil conferencing will show developing resilience and independence. |
| C. | The instant marking policy will ensure that PP pupils make good progress in every lesson with swift interventions planned to address misconceptions and lack of understanding. | Assessments and written work will show pupils making good progress in reading, writing and maths. |

| 5. Planned expenditure | | | | | |
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| Academic year | | 2018/19 | | | |
| 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? |
| All pupils access quality first teaching | Intensive Maths support from MAT lead to improve effectiveness of Maths teaching | Progress in Maths is the weakest area for all pupils | Termly book looks and lesson obs, half-termly assessments and pupil progress meetings. | Maths JH | February 2019 |
| | Review teaching of reading comprehension to vary strategies and provide additional resources | Progress in reading comprehension second weakest area for all pupils | | English SW/RG | |

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| | Review long-term plan for writing genres and embedding grammar to ensure real and exciting purposes for writing | Progression of writing skills across the school needs to improve and to be an integral part of the wider curriculum | | | |
| A rich and broad curriculum provides regular opportunities for SMSC, creativity, problem-solving and challenge. | Whole school review and redesign of curriculum to follow the seasons and make the most of outdoor and local exciting learning opportunities. | Pupils need to apply their basic skills in a wide range of subjects and to be enthused and motivated to persevere, problem-solve and work collaboratively. | Written work, SMSC books, pupil conferencing, writing assessments | HOS | February 2019 |
| Total budgeted cost | | | | | £ 30,000 |
| 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? |
| PP pupils provided with swift intervention in RWM in order to make rapid progress. | KS2 teachers have one afternoon a week to carry out own interventions All classes have TA in afternoon who can take class or carry out interventions. | New instant marking policy will enable teachers to assess and intervene in lessons to move pupils on and identify those who with a same or next day intervention can catch up. | Book looks, drop-ins and assessments | HOS JH, RG, SW | Half-termly |

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| PP pupils provided with group or individual coaching to improve social and emotional development. | As above | Many PP need specific coaching to improve their emotional and social development which will positively impact on all their learning. | Pupil conferencing Impact on progress in books and assessment | HOS/SB | Half-termly |
| Total budgeted cost | | | | | £20,000 |

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? |
|---|---|--|--|------------|--------------------------------------|
| PP pupils have positive start and end to the day in nurturing environment | Offer free wrap around care for PP pupils who need it | Wrap around provided by TAs who know children well and provides another opportunity for modelling and developing good social and emotional behaviour | Ensure all staff aware of this opportunity so parents can be signposted to it. Drop in to observe pupils interacting. Pupil conferencing | HOS | February 2019 |
| PP pupils will have access to enrichment activities that raise self-esteem and motivate learning. | Offer free access to paid clubs, trips and activities | Majority of pupils eligible for PP have limited access to creative, motivating and esteem-raising activities at home | As above | HOS | February 2019 |
| Total budgeted cost | | | | | £4,000 |

6. Review of expenditure

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| Previous Academic Year | | 2017/18 | | |
| 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 |

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| All pupils access quality first teaching every day | Appropriate training for all staff | Due to leadership and staff absence, training was not carried out as planned and quality first teaching was not as effective in all classes in enabling pupil progress. | This year we have revised marking policy to ensure teachers intervene in lessons and adapt planning throughout the week to meet pupil needs. We are accessing intensive support from the MAT in Maths and accessing appropriate training in English. | £4,973 |
| A positive growth mindset is evident in all pupils and staff | Whole school approach | Due to leadership and staff absence this aim was not achieved. | Consistent, effective and focussed leadership is key to achieving a growth mindset throughout the school. Expectations need to be clear. New leadership this year has raised moral, clarified expectations and generated a renewed sense of teamwork for pupils, parents and staff. | N/A |

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 |
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| PP children are provided with additional opportunities and challenge in reading, writing and maths to raise outcomes | Additional support from KS2 specialist and KS2 phonics Boosters | Due to leadership and staff absence, support was not accurately focussed on improving pupil progress and not effective in all cases. | This year accurate and ongoing assessment will enable effective challenge and support. Specialist teacher will provide exciting art and language opportunities for each KS2 class while class teacher provides interventions which is more effective. | £25,082 |
| PP pupils receive high quality, purposeful support | 1:1 or 1:2 tuition Spring term | As above. | This year accurate and ongoing assessment will enable effective challenge and support. Teacher and TA will intervene as swiftly as possible to enable good progress to be made. | £8220 |

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 |
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| Improve attendance for PP pupils to at least 96% | Ensure a rigorous and regular examination of attendance data takes place. | Due to leadership absence, regular attendance monitoring lapsed towards the end of term and appropriate action was not taken to deal with persistent absence. | New leadership has renewed the focus on good attendance for all and regular monitoring and action-taking is embedded in the weekly, monthly and half-termly school routines. | £1,800 (EWO) |
| Meet emotional needs of children through Thrive approach | Appointment of part-time learning mentor to support emotional well-being at playtimes and in class. Whole school Thrive approach and individual support. | Learning mentor role not sufficiently developed to ensure significant impact. Due to leadership and staff absence Thrive approach not able to be developed across the school. | School being trained in TIS this year (alternative programme to Thrive) and LM role not being continued. Playtime and curriculum enrichment activities being planned instead in which all staff will play a part. | £8,000 |

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to support the sections above.

Mid-year review of impact of PP funding: