

1. Summary information					
School	St Uny C of E Academy				
Academic Year	2017/18	Total PP budget	£49,720	Date of most recent PP Review	July 2016
Total number of pupils	256	Number of pupils eligible for PP	32	Date for next internal review	Start of Feb 2018
2. Current attainment					
			Y6 Pupils eligible for PP (3 pupils) SATs data	Pupils not eligible for PP (national average)	
% achieving ARE in reading ,writing and maths			33%	tbc	
% making at least two levels progress in reading			33%	92%	
% making at least two levels progress in writing			33%	95%	
% making at least two levels progress in maths			33%	91%	
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.	PP pupils eligible for PP who enter SUA below the national standard, especially in language skills				
B.	Children with high levels of emotional needs that need to be met before they can engage in learning.				
C.	Lack of learning independence and resilience				
External barriers (issues which also require action outside school, such as low attendance rates)					
D.	The impact of family challenges including domestic violence, substance abuse and parental mental health issues on children’s emotional well-being				
E	Low attendance for over 40% of our PP pupils				
F.	The high level of learning needs and low aspiration of some stakeholders.				
4. Desired outcomes (Desired outcomes and how they will be measured)				Success criteria	

A.	Improve attendance for PP pupils with attendance below 96%	All PP pupils show attendance of at least 96%.
B.	Improve outcomes for PP pupils in Y1 phonics screening check scores and Y2 phonics check re-test.	% PP attaining phonics screening check in Y1 and retakes in Y2 at least national
C.	Children's emotional needs to be supported through a whole-school Thrive Approach plus targeted small group and one-to-one support for those pupils who teachers assess as needing additional focused support.	Children will be better able to engage with learning and make accelerated progress academically.
D.	Staff to continue to implement strategies that support pupils to develop increased resilience. These outcomes will be monitored through pupil voice and through termly pupil progress meetings between teachers and key stage leaders.	Children will feel that they are in charge of their learning, are proactive and challenge themselves to aim high.
E.	Inclusion leader continues to provide guidance to identified parents based on their needs through individual support, signposting, and informal meetings. This will be measured by parental feedback.	Feedback from the end-of-year questionnaires will indicate that parents feel staff are approachable and that they are well supported.
F.	Workshops after school will be provided in core subjects to support parents with how and what the children learn. Additional ways to engage parents such as homework grids will be introduced.	Increased engagement from parents in supporting the learning of the children.

5. Planned expenditure					
Academic year		2016/17			
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 all day every day	Appropriate training for all staff	Quality first teaching has the highest impact on attainment and particularly on the most disadvantaged pupils.	Lesson observation, book scrutiny, pupil progress, performance management meetings	KL,JH, SH	Termly
A positive growth mind-set is evident in all pupils and staff	Whole school culture embedded with 100% buy-in by all staff.	Developing a growth mind-set is key to effective learning, particularly for disadvantaged pupils.	Where appropriate, use performance management process where targets are linked to growth mind-set. Pupil feedback.	HP,KL	termly
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?
MAT PP children are provided with additional opportunities and challenge in reading, writing and maths	Additional support through a KS2 specialist teacher weekly.	Challenging pupils who are high attainers is a key focus for our academy.	Monitoring of the work done in these sessions. Allowing time for PP staff to meet with class teacher. Evaluate progress after each half term of sessions.	KL, JH	Half termly, beginning November 2016 then December, February, April and June 2016/17.

To raise standards in reading and writing for PP children	KS2 phonic boosters	To ensure our children leave St Uny reaching the very highest standards possible in reading and writing.	As above. Regular monitoring.	KL, JH	As above
Pupils with PP receive high quality, purposeful, focused support	1:1 or 1:2 tuition in Spring term	High quality 1:1 or 1:2 support that is purposeful and focused has high impact on raising attainment.	Ensure Key Stage leaders have ownership of the sessions. Ensure	KL, JH, SH	February half term and then again at the end of the sessions in Summer term using KS1 and KS2 data, including EYFS scores and Y1 and Y2 phonics screening check scores.
Total budgeted cost					
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?
Improved attendance for PP pupils to at least 96%	Ensure a rigorous and regular examination of attendance data takes place. Actions put in place where necessary.	To ensure maximum impact of whole school support and interventions on pupils' outcomes.	Rigorous examination of attendance data every 4-5 weeks to identify pupils with poor attendance. Use school procedures of sending 1st and 2 nd letters, talking with parents and where needed follow up with involvement of EWO	KL,HP	Half termly
Meet the needs of PP children through Thrive Approach to develop learning.	Appointment of part-time Learning Mentor (shared with another academy) to support emotional wellbeing in individual pupils at playtimes, lunchtimes and in class. Whole school Thrive approach and individual support.	The Thrive Approach is recognised as an effective tool supporting resilience, which is a key skill that particularly benefits disadvantaged children.	Staff to assess pupils using Thrive Online tool and ensure children needing emotional support are identified.	JH, SH, LB	February 2017

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6. Review of expenditure				
Previous Academic Year				
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)	
Promoting a growth mind-set in all pupils and staff	Inset for all staff and whole school culture developed	Positive growth mind-set developing in staff and pupils, but not yet fully embedded.	Yes- we will continue with this approach as the impact of staff modelling growth mind-set with adults and children has been positive in terms of learning engagement and increasing resilience in some pupils but this needs embedding.	
All pupils access high quality first teaching	Appropriate training and support for all staff	Quality of teaching – evidenced by range of criteria- has improved, but still an area of development.	Yes- continue to monitor closely through lesson observation, book scrutiny, pupil progress, performance management meetings	
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)	

MAT PP children are provided with additional opportunities and challenge	Additional support through a KS2 specialist teacher weekly.	Maths booster sessions and focused on 'greater depth' group. Pupils made aware of opportunities at secondary schools to extend and enrich their learning.	This approach has been effective in supporting MAT pupils to make at least expected progress in R, W and M and will continue during 2017 – 2018.	
To raise standards in reading and writing for PP children	KS2 phonic boosters	Not yet fully achieved	Data from 2017 indicates this is still an area for development. Training to be put in place at start of autumn term. This year, more staff trained will be delivering high quality phonics sessions in KS1 + KS2.	
Pupils with PP receive high quality, purposeful, focused support	TA and T focussed support in class. 1:1 tuition in Spring term	1:1 – 1:3 for Y2 and Y6 pupils after school tuition delivered by T and TA	Continue with this tuition during 2017-2018, ideally with a maximum group size of 2 pupils.	
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)	
To improve standards in reading for PP pupils	Accelerated Reader	Effective in supporting pupils to develop their comprehension skills.	Use of AR to continue during 2017 - 2018	
Meet the needs of PP children through Thrive Approach to develop learning.	Thrive Approach	Support through Thrive whole school and individual support had positive impact on children's learning. However, these pupils would also benefit from support at playtimes and lunchtimes. More Thrive trained staff needed.	School to continue to use Thrive approach. Increased support for identified pupils at key points including playtimes and lunchtimes and in class from Learning Mentor (Thrive trained).	.

7. Additional detail

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

St Uny Church of England Academy

Mid-year review of impact of pupil premium funding for 2017 – 2018