

1. Summary information					
School	St Uny C of E Academy				
Academic Year	2016/17	Total PP budget	£53,840	Date of most recent PP Review	July 2016
Total number of pupils	280	Number of pupils eligible for PP	37	Date for next internal review	January 2017

2. Current attainment		
	<i>Pupils eligible for PP (your school) (10 children)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving ARE in reading ,writing and maths (teacher assessment)	60%	tbc
% making at least two levels progress in reading (teacher assessment)	60%	92%
% making at least two levels progress in writing(teacher assessment)	90%	95%
% making at least two levels progress in maths (teacher assessment)	80%	91%

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	Pupils eligible for PP at St Uny generally enter below the national standard, especially in communication.
B.	Children with high levels of emotional needs that need to be met before they can engage in learning.
C.	Lack of learning independence, especially in boys.
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
D.	The impact of disruptions due to child protection, children in care and other family challenges including domestic violence and substance abuse on education, children's emotional well-being and learning.
E.	The high level of learning needs and low aspiration of some stakeholders.

4. Desired outcomes <i>(Desired outcomes and how they will be measured)</i>	Success criteria
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A.	Improve speaking and language skills through targeted support. A staff member will be employed to support PP children to develop phonic skills on a one to one or small group basis in addition to the RWI teaching they receive each morning in groups.	Pupils show improved speaking and listening skills in class, following accelerated progress.
B.	Children's emotional needs to be supported through a whole-school Thrive Approach plus targeted 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.
C.	Increase pupils' learning independence, especially in boys. Staff to continue to implement strategies that support pupils to develop learning independence and 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.
D.	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.
E.	Workshops after school will be provided in core subjects to support parents with how and what the children learn. Individual support will be given to parents where the need is required with PP/SEND. 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?
Promoting a growth mindset in all pupils and staff	Inset for all staff and whole school culture developed	A growth mindset is key to effective learning, particularly for disadvantaged pupils.	Using expertise within other Aspire schools, providing whole staff training. Using staff experienced in Growth Mindset to lead.	HP DK	February 2017 to monitor the impact of what has been put in place.
All pupils access high quality first teaching	Appropriate training for all staff	Quality first teaching has the highest impact, particularly on the most disadvantaged pupils.	Lesson observation, book scrutiny, pupil progress, performance management meetings	DK, JH, SH	Termly
Total budgeted cost					£4,000
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?
MAT PP children are provided with additional opportunities and challenge in maths	Additional support through a KS2 specialist teacher weekly.	Maths is a key focus within our MAT and challenging high attainers is a focal point of this due to historic progress data.	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 tuition in Spring term	High quality 1:1 support that is purposeful and focused has high impact on raising attainment.	Using past experience within the MAT of this being implemented successfully. Ensuring Key Stage leaders have ownership of the sessions.	JH, SH, DK	February half term and then again at the end of the sessions in Summer term. This will also be used to assess impact of pupil outcomes using 2017 data.
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Total budgeted cost £35,000

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?
To improve standards in reading for PP pupils	Accelerated Reader	Accelerated Reader supports the reading comprehension and development in children. It has been implemented successfully in a variety of schools.	Regular monitoring of reports, meetings with other academies that use Accelerated Reader, ensuring parents are informed about Accelerated Reader	JH	January 2017
Meet the needs of PP children through Thrive Approach to develop learning.	Thrive Approach	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

Total budgeted cost £12,000

6. Review of expenditure

Previous Academic Year	£55,020
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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
Pupils with PP receive opportunities to enhance learning opportunities in and out of the classroom	Provide additional targeted opportunities	MAT workshops provided in maths for our pupils alongside other pupils. Additional maths teaching from a secondary specialist to further extend MAT pupils in Year 6. Children given opportunity to visit an author alongside schools in our area. PP children given additional opportunity through competitions such as writing. Additional opportunities provided with activities such as beach safety, drama at Minack and inclusive sport opportunities.	MAT maths workshop enthused PP children. St Uny will now look for opportunities in reading and writing to develop PP attainment alongside non-PP children. It will be key to develop links with feeder secondary schools to work together to provide opportunities for PP children. Our Year 5 pupils gained valuable skills from participating collaboratively with local primary and secondary schools for an outdoor performance of Midsummer Night's Dream.	N/A
Ensure staff have training opportunities to deliver quality first teaching for the new curriculum and its demands	SLT identified key training for staff	Increased confidence in maths initiatives and also in expectations for all children, including those who are disadvantaged.	It was possible to identify areas of expertise within the Multi Academy Trust and training that had a particularly high impact that could be used to support new members of staff at St Uny.	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

Teachers/support staff are employed to support PP groups throughout the school	Support in and out of class from teachers and teaching assistants.	The rate of progress was accelerated in all year groups, particularly in writing. Staff worked alongside the class teachers to deliver high quality support and intervention, both in the classroom and additional targeted small group work alongside this.	Of the two approaches (pupil premium staff class based compared with additional intervention), the additional focused support from teachers and support staff had the greatest impact. This will continue into 2016/17 but with time allocated for their pp staff to communicate with class based staff. In addition to this, class based supported staff has allocated hours to work specifically with PP children. A need for RWI intervention for PP children was also identified by the RWI leader.	£44516
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
More learning spaces for intervention	Create a learning space for PP intervention	High quality, well resourced learning space for teaching PP pupils	Creating specific spaces for focused intervention makes the sessions more effective, of higher value and therefore improves rates of progress and quality of learning.	£2500

All children to access extra-curricular opportunities through residential	Funding towards extra-curricular opportunities	Children's education is enriched through extra-curricular opportunities.	The opportunities provided did not have a sustained impact on the English and Maths attainment of disadvantaged pupils.	. £3136
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7. Additional detail

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

Research from the Education Endowment Trust has been used alongside Visible Learning by Professor John Hattie to identify which areas to focus spending on. We have selected areas that have proven high impact.

An additional £3781 was spent on classroom resources in the last year to enable Pupil Premium children to have additional practical resources to support English & mastery in maths.