

Manston St James Primary Academy Pupil Premium Statement

What is the Pupil Premium?

The Pupil Premium is additional funding given to schools by the government so that they can support their disadvantaged pupils and close the attainment gap between them and their peers.

Year Group	Numbers
Reception	13
Year 1	19
Year 2	23
Year 3	12
Year4	11
Year5	14
Year 6	17
Total	109

Rationale

We recognise that the pupil premium funding is allocated to children who have been entitled to free school meals during the past 6 years, have been adopted or in care or service children. It is a means of addressing some of the issues associated with social disadvantage and in particular, in closing any gaps in attainment. In making appropriate provision for this we acknowledge that not all pupils in receipt of free school meals are socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged are eligible for free school meals.

We ensure that appropriate provision is made for all pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed. The Governors and Headteacher reserve the right to allocate the Pupil Premium Funding to support any pupil or groups of pupils the school has identified as needing additional support to achieve improved outcomes in learning and/or well-being.

Key Priorities

Our core aim is to raise the attainment and progress of pupils eligible for pupil premium funding so that their performance compares favourably with their Non-Pupil Premium peers.

Good teaching and learning is paramount to the progress of pupils from disadvantaged backgrounds. This remains a consistent and relentless focus.

In addition to this good teaching our targeted intervention and support strategies are deployed in order to:

- improve levels of attainment and progress;
- close attainment gaps relative to school averages;
- enhance reading, writing, mathematics and communication skills;
- engage and develop learning through a comprehensive extra-curricular provision;
- support all vulnerable pupils, including those with SEND and more able pupils and
- support pupils in becoming aspirational, confident and successful learners through our “growth Mindset” approach to learning.

Management of Pupil Premium

Pupil Premium Funding will be used to support the learning needs of identified children who need extra support and to improve the general provision for all pupils – eg Pastoral Team, Speech and Communication Team

At gap analysis meetings, which take place at least once a term, the principal, vice principal and inclusion manager along with the phase leader and class teacher monitor the attainment and progress of all pupils and decide which pupils need additional provision and what this provision will be.

When considering the deployment and funding of additional support through pupil premium and other school budget monies, we consider any barriers to learning for each child and try to address or reduce these. We carefully identify any gaps in their learning and use our skilled staff

to fill these gaps in the most appropriate way for that individual or small group of pupils. This will include their ability to access the learning, interventions to support specific needs or pastoral needs. This will included if appropriate using external providers that can complement the school's own offer.

We currently review barriers to learning for pupil premium pupils associated with the following factors

- Attitudes to learning
- Financial constraints
- Home situation (lack of breakfast etc.)
- Behaviour
- SEN
- Children Looked After
- Attendance
- Generally underperforming pupils

In addition we review those pupils that generate premium funding that are performing at a higher level than their peers

We use the following opportunities to review attainment and achievement of pupil premium pupils:

- Data tracking briefings
- Pupil gap analysis meetings
- Inclusion team meetings
- Behavior tracking briefings
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Pupil Premium Funding

Financial year 2013	Based on 62 Students	£38,626	15.3%
Financial year 2014	Based on 72 Students	£68,140	17.1%
Financial year 2015	Based on 109 Students	£102,960	17.9%

As the academy works its finances on an academic year the projection is as follows

Sept to March - £60,060

April to August -£41,600 – guesstimate, expected a similar amount of PP for the next year.

Total expected £101,400 based on previous published amount.

2014/2015 Spending

Area	Strategy
Teaching and Learning	<p>A range of teaching and learning programmes that develop teacher skills and classroom practice have been accessed. These include;</p> <ul style="list-style-type: none"> • Improving Teaching Programme • Middle Leadership Development Programme • Aspiring Leaders Programme run by LEAF Trust • Subject leadership development via schools direct <p>A highly qualified Support for Learning team also plays a crucial role in the daily support for pupils. Who have accessed training to deliver:</p> <ul style="list-style-type: none"> • First Class at Maths • Reading recovery approaches • Reciprocal reading • FFT reading intervention • Individual gap narrowing interventions specific to individual pupils <p>Appointment of a speech and language therapist for school. Supervising support staff interventions as well as supporting higher level needs. The team works with 10 disadvantages pupils on intensive work each week or on a daily basis pupils.</p>
Mentoring and Well Being Support	<p>One to one and group mentoring and nurture groups support pupils with emotional, behavioural, attendance and/or personal problems.</p> <p>This support is delivered in the main by the “school Learning Mentor</p> <p>They are supported by other members of the inclusion team and support staff</p>
Specific Resources	<p>Examples of individual learning aids</p> <p>Access to regular use of computers</p> <p>Examples of spending to support learning</p> <ul style="list-style-type: none"> • Computer for individual pupil • Specialist equipment in class for specific individuals • Specialist equipment for intervention programmes • Enrichment trips • Subsidising afterschool clubs that targeted attendance by PPP

Leadership and Management	<p>Clear leadership responsibilities based on the progress and accountability of pupil premium pupils, the role includes:</p> <ul style="list-style-type: none"> • Leadership and management of an intensive identification process • Rigorous tracking and monitoring measures to ensure pupils who are not reaching their full potential have been identified and have appropriate intervention and support in place. • Reviewing the impact of all provisions and interventions that are in place. • Leading whole school events for disadvantaged pupils including parental engagement.
Enrichment Activities	<p>A wide range of extra-curricular activities on offer to engage pupils during lunchtime and after school. This includes sports club, academic clubs, breakfast booster clubs and those designed specifically to address issues identified as a need for our vulnerable pupils</p> <p>Trips to enrich the life experiences related or to develop language skills</p>
Key Issues for our school to target PPP funding in the medium to long term 2015 /2016	<ul style="list-style-type: none"> • Develop training for the new curriculum to in particular in relation to interventions or additional support. • Develop a series of stay and play sessions throughout school to enhance parental understanding of learning • Well-being support for vulnerable families • Develop support for reading at home

IMPACT 2014/2015

<p>EYFS</p>	<table border="1"> <tr> <td data-bbox="506 276 790 432">% of pupils achieving a good level of development</td> <td data-bbox="790 276 1070 432">2013</td> <td data-bbox="1070 276 1350 432"></td> <td data-bbox="1350 276 1630 432">2014</td> <td data-bbox="1630 276 1910 432"></td> </tr> <tr> <td></td> <td data-bbox="790 432 1070 475">School</td> <td data-bbox="1070 432 1350 475">National</td> <td data-bbox="1350 432 1630 475">School</td> <td data-bbox="1630 432 1910 475">National</td> </tr> <tr> <td data-bbox="506 475 790 518">Disadvantaged</td> <td data-bbox="790 475 1070 518">33%</td> <td data-bbox="1070 475 1350 518">42%</td> <td data-bbox="1350 475 1630 518">70%</td> <td data-bbox="1630 475 1910 518">45%</td> </tr> <tr> <td data-bbox="506 518 790 561">Others</td> <td data-bbox="790 518 1070 561">57%</td> <td data-bbox="1070 518 1350 561">52%</td> <td data-bbox="1350 518 1630 561">70%</td> <td data-bbox="1630 518 1910 561">64%</td> </tr> <tr> <td colspan="5" data-bbox="506 561 1910 638"> <p>Note 2015 data not yet released on RAISE Data shows that we have narrow the gap for in house and are above national averages</p> </td> </tr> </table>				% of pupils achieving a good level of development	2013		2014			School	National	School	National	Disadvantaged	33%	42%	70%	45%	Others	57%	52%	70%	64%	<p>Note 2015 data not yet released on RAISE Data shows that we have narrow the gap for in house and are above national averages</p>				
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KS1	KS1		Reading		Writing		Maths		All subjects		
	Based on average point scores		2014	2015	2014	2015	2014	2015	2014	2015	
	Gap between all and disadvantaged Compared to national		-1.7	-1.6	-2.3	-1.3	-2.7	-1.6	-2.2	-1.5	
	Within school gap		-1.9	-2.1	-2.6	-2.1	-2.1	-2.1	-2.2	-2.1	
	The data shows that generally (taking into account different cohort issues) the gap is narrowing both within school and compared to that of national pupils classed as disadvantaged										
KS2											
		Reading (R)		Writing (W)		Maths (M)		SPAG		RWM comb	
	% achieving or surpassing level 4 or above	2014	2015	2014	2015	2014	2015	2014	2015	2014	2015
	Disadvantaged School	74%	100%	68%	67%	84%	67%	58%	67%	63%	67%
	Disadvantaged National	82%	83%	76%	79%	78%	80%	66%	71%	67%	70%
	Others School	95%	93%	90%	96%	88%	82%	83%	77%	83%	80%
	Others National	92%	92%	89%	90%	90%	90%	81%	84%	83%	85%
	At Key stage two the data is slightly skewed because of the unusually low number of disadvantaged pupils in year 6 in 2014 (3 pupils). This makes year on comparisons meaningless.										
	Expected progress			Reading		Writing		Maths			
				2014	2015	2014	2015	2014	2015	2014	2015
Disadvantaged school			84%	100%	89%	100%	95%	67%			
Disadvantaged national			88%	88%	90%	92%	85%	86%			
Others school			93%	96%	100%	100%	98%	84%			
Others national			92%	92%	94%	95%	91%	91%			