

Manston St James Primary Academy Pupil Premium Strategy Statement

1. Summary information					
Academic Year	2016/2017	Total PP budget	£120,000	Date of most recent PP Review	October 2016
Total number of pupils	445	Number of pupils eligible for PP	101	Date for next internal review	October 2017

2. Current attainment					
Key stage 2			<i>Pupils eligible for PP</i> 16	<i>Pupils not eligible for PP</i> 40	
% achieving expected or above in reading, writing and maths			47%	41.5%	
Attained expected or above	Reading		50%	58%	
	Writing		63%	70%	
	Maths		44%	70%	
Key stage 1			<i>Pupils eligible for PP</i> 19	<i>Pupils not eligible for PP</i> 70	
% achieving expected or above in reading , writing and maths			39%	67%	
	Reading		50%	74%	
	Writing		50%	69%	
	Maths		61%	74%	
	Year 1 Phonics		95%	80%	
			<i>Pupils eligible for PP</i> 23	<i>Pupils not eligible for PP</i> 37	
	Year 2 combined		78%	95%	

3. Barriers to future attainment (for pupils eligible for PP)		
In-school barriers		
A.	Poor concentration and ability to be resilient	
B.	On entry pupils arriving with speech and language issues	
C.	Parental engagement of pupil premium pupils.	
External barriers		
D.	Social and emotional issues for pupils	
4. Desired outcomes (<i>Desired outcomes and how they will be</i>)		Success criteria
Over all aims		
1. To narrow the gap between pupils eligible for PP and their non PP peers		
2. To develop strategies to support higher attaining PP pupils		
A.	To identify those PP pupils that have poor concentration or low resilience in year 2 and 6 and develop strategies to support them through the whole school growth mind set strategy	<ul style="list-style-type: none"> 75% of those identified gain expected in at least one subject area
B.	Identify within school the group of PP with speech and language difficulties Ensure pupils eligible for pupil premium are targeted for speech and language support particularly in EYFS, year 1,2 and 3.	<ul style="list-style-type: none"> Demonstrable progress for PP pupils with speech and language support can be shown. At least 50% of this cohort reach expected in end of year assessments.
C.	Improve parental engagement of PP pupils	<ul style="list-style-type: none"> Increase of pupil premium parents engaging with school support activities, parent's evenings, school workshops, stay and play activities. At least 80% of PP parents engage with activities

D.	Improve the nurture support given for PP pupils	<ul style="list-style-type: none"> Staff can demonstrate, through case studies and appropriate data, the progress and impact the support given has on those PP pupils identified for nurture support. 75% of those pupils targeted meet expected at end of year assessments. 																																			
E.	To identify those PP pupils that are higher ability and have the potential to exceed and develop strategies to support their learning.	<ul style="list-style-type: none"> To seek improvement on last year's figures for PP pupils exceeding Last year's Year 6: R 12% W 10% M7% combined 2% Last year's Year 2: R34% W 20% M28% combined 5% This year's targets: <table border="1" data-bbox="1193 531 2000 1121"> <thead> <tr> <th></th> <th>Reading</th> <th>Writing</th> <th>Maths</th> <th>Combined</th> </tr> </thead> <tbody> <tr> <td>Year 6</td> <td>23%</td> <td>23%</td> <td>15%</td> <td>15%</td> </tr> <tr> <td>Year 2</td> <td>52%</td> <td>64%</td> <td>75%</td> <td>35%</td> </tr> <tr> <td colspan="5">Projected targets for future years based upon prior attainment</td> </tr> <tr> <td>Year 5</td> <td>25%</td> <td>25%</td> <td>25%</td> <td>25%</td> </tr> <tr> <td>Year 4</td> <td>36%</td> <td>27%</td> <td>27%</td> <td>18%</td> </tr> <tr> <td>Year 3</td> <td>27%</td> <td>22%</td> <td>22%</td> <td>22%</td> </tr> </tbody> </table>		Reading	Writing	Maths	Combined	Year 6	23%	23%	15%	15%	Year 2	52%	64%	75%	35%	Projected targets for future years based upon prior attainment					Year 5	25%	25%	25%	25%	Year 4	36%	27%	27%	18%	Year 3	27%	22%	22%	22%
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5. Planned expenditure				
Academic year	2016 - 2017			
Activities				
Desired outcome	Chosen action / approach	How it is implemented	Staff lead	When will you review implementation?
Nurture support for identified pupils that have social and emotional barriers to learning	Learning mentors to develop bespoke programmes and deliver support following diminishing difference meetings	Diminishing difference meetings and inclusion tem identify individual or group need and assign appropriate courses for example to improve self-esteem, sharing, anger management etc. Development of new and rigorous monitoring processes	Inclusion Manager and Learning Mentors	July 2017
Total budgeted cost				£50,000
Desired outcome	Chosen action / approach	How it is implemented	Staff lead	When will you review implementation?

Increase the number of pupil premium pupil parents attend Parent consultation meetings and other school support events..	PP attendance is monitored in the run up to parent's evenings and phone calls or personal requests to attend are issued. Targeted support for PP parents in year 2 and 6 to support their children's learning. Development of workshops for all parents on support for the curriculum and target personal invites to PP parents Explore the barriers for parents that are unable to attend events	Principal/vice principal and learning mentors to ensure parents are invited Explore new ways of engagement with all parents	Principal and Vice Principal	July 2017
Total budgeted cost				£15,000
Desired outcome	Chosen action / approach	How it is implemented	Staff lead	When will you review implementation?
Identify within school the group of PP with speech and language difficulties Ensure pupils eligible for pupil premium are targeted for speech and language support particularly in EYFS, year 1,2 and 3.	Pupils identified by SALT Programmes of support developed Programmes monitored and reviewed each term Data fed into inclusion team reviews	Support given by speech and language assistant Support given by teaching assistants	SALT Classroom Support Assistants Inclusion Manager	July 2017
Total budgeted cost				£35,000
Desired outcome	Chosen action / approach	How it is implemented	Staff lead	When will you review implementation?

To identify those PP pupils that have poor concentration or low resilience in year 2 and 6 and develop strategies to support them through the whole school growth mind set strategy	Identify pupils Staff training on growth mind-set Relaunch of growth mind-set approach in school Supporting of pupils to attend residential events Support in school to improve resilience skills	School residential activities Support groups developed to develop resilience skills Concentration activities for targeted pupils Support and advice given to parents	Vice Principal and Principal	July 2017
Total budgeted cost				£15,000
Desired outcome	Chosen action / approach	How it is implemented	Staff lead	When will you review implementation?
Some targeted support as need arises	Activities to be decided as need arises during the year	SLT and Inclusion team monitoring	Principal and Vice Principal	On going
Total budgeted cost				£5,000

Previous Academic Year 2015/2016		Spending £101,000	
Desired outcome	Chosen action / approach	Lessons learned and impact	Cost
Note: We have changed our approach to this report this year and have based the report upon D of E guidelines therefore review and targets were set differently.			
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>	<p>Staff have had CPD opportunities to develop teaching and leadership skills.</p> <p>Teaching and learning remains good.</p> <p>Some of the staff that received training in leadership skills gained promotion in other schools. Whilst this is positive as it demonstrates the success on a personal level of our CPD programme it does mean that staff turnover has been increased.</p> <p>Interventions still remain a key aspect of pur support however we are developing same day interventions to support pupils in keeping up with peers in relation to year group expectations. This has proved more difficult and we have reviewed our support for this.</p> <p>A new speech and language therapist will need to be appointed inducted and key initial tasks will be to develop monitoring and impact data for Speech and language interventions</p>	<p>£30,000</p> <p>Training</p> <p>Staff time to deliver interventions</p>

Mentoring and Well Being Support	<ul style="list-style-type: none"> • One to one and group mentoring and nurture groups support pupils with emotional, behavioural, attendance and/or personal problems. • This support is delivered in the main by the “school Learning Mentors • They are supported by other members of the inclusion team and support staff 	<p>Whilst parents of pupils find the support given invaluable we have not developed sufficient monitoring processes to have imperial evidence of impact. Most is anecdotal.</p> <p>Inclusion manager and tem to work on developing tighter procedures.</p>	£40,000 towards learning mentor salaries and undated training
Specific Resources	<p>Examples of individual learning aids Access to regular use of computers 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 	<p>Again here lots of positive anecdotal and case study evidence but not hard imperial data. this will need to be a key feature of the next PP plan.</p>	£4,000
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. 	<p>Inclusion manager has worked to develop a series of focussed half termly meetings as well as leading termly narrowing the gap meetings.</p> <p>The next step is for this member of staff to gain the SENCO qualification and as a result adapt current procedures and ways of working in the light of research and knowledge gained on the course</p>	£27,000 Staff salaries and release time to develop monitoring and support pupils at meetings etc