



# Shirestone Academy Pupil Premium Strategy

## Pupil Premium Strategy 2016-17

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Shirestone Academy is a 1 form entry school serving the community of Tile Cross in East Birmingham. The school is organised into 4 distinct phases; Foundation Stage for our 3-5 year olds, Key Stage 1 for children aged 5-7 years, Lower Key Stage 2 for 7-9 years and Upper Key Stage 3 for 9-11 years.

We have high aspirations and ambitions for our children and we believe that no child should be left behind. We strongly believe that it is not about where you come from but your passion and thirst for knowledge, and your dedication and commitment to learning that make the difference between success and failure, and we are determined to ensure that our children are given every chance to realise their full potential. Pupil Premium funding represents a significant proportion of our budget and we are committed to ensuring it is spent to maximum effect. We believe that one of the biggest barriers for children can be poverty of expectation and so we are determined to create a climate that does not limit a child's potential in any way.

Our key objective in using the pupil premium grant is to narrow the attainment and achievement gap between those entitled to pupil premium and those not. Historically pupils at Shirestone Academy achieve and attain well, often at levels much higher than those expected nationally. However, there is still a pattern, of pupil premium pupils doing better than other pupil premium pupils nationally but not as well as those who are not entitled to the pupil premium grant. We aim to narrow and even reduce this gap.

## **Main Barriers:**

### **A summary of the main barriers to educational achievement faced by eligible pupils of the school:**

The school is located in an area of high social deprivation and has a high percentage of children who are eligible for Free School Meals (FSM), which brings some complex challenges. However, staff are committed to ensuring that these challenges are mitigated so that all pupils can reach their full potential. We believe there is no “one size fits all” so it is essential that we identify individual barriers in order to provide personalised targeted support so that our children can flourish.

When making decisions about using Pupil Premium funding, it is important to consider the context of the school and the subsequent challenges faced. Common barriers for disadvantaged children can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties, attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied. Our key objective in using Pupil Premium funding is to narrow the attainment gap against the national comparator.

Through targeted interventions, we are working to eliminate barriers to learning and progress. For children who start school with low attainment on entry, our aim is to ensure that they make accelerated progress in order to reach at least the age related expectations and as they move through the school.

We have a very low baseline entry with very complex families. The school works hard to support families and individuals as well as children because we believe this is essential in a community school. We have a high percentage of child protection issues and safeguarding is paramount in the work we do.

Often there is Poor home learning environment and attendance with pupil premium children can be an issue. Emotional health and wellbeing is paramount to the work we do. We feel this is a strength of the school as the support provided in 2015/16 with Pupil Premium children was key in their academic achievement.

Behaviour is well supported with the learning mentor who ensures Pupil Premium children have immediate emotional and academic support needed.

<b>Year Group</b>	<b>Total Number of children in each year group</b>	<b>Total number of Pupil Premium children in each year group</b>	<b>% of Pupil Premium children in each year group</b>
Nursery	25	15	63%
Reception	30	10	34%
Year 1	30	12	40%
Year 2	30	15	50%
Year 3	32	20	63%
Year 4	30	17	57%
Year 5	30	24	80%
Year 6	30	21	70%

<b>1. Summary information</b>					
<b>School</b>			Shirestone Academy		
<b>Academic Year</b>	2016-2017	<b>Total PP budget</b>	£176,880	<b>Date of most recent PP Review</b>	N/A
<b>Total number of pupils</b>	238	<b>Number of pupils eligible for PP</b>	134	<b>Date for next internal review of this strategy</b>	September 2017

## 2. Current attainment at Summer 2017

Year Group	REA		WRI		MAT	
	Expected	Exceeding	Expected	Exceeding	Expected	Exceeding
1	66.67% -8		33.33% -4		50.00% -6	
2	73.33% -11	26.67% -4	73.33% -11	13.33% -2	73.33% -11	20.00% -3
3	66.67% -14	19.05% -4	61.90% -13	14.29% -3	76.19% -16	19.05% -4
4	58.82% -10	11.76% -2	70.59% -12	17.65% -3	64.71% -11	5.88% -1
5	45.83% -11	12.50% -3	50.00% -12	8.33% -2	50.00% -12	12.50% -3
6						

In 2016 there were 21 pupils in Year 6 eligible for pupil premium. This made up 77% of the cohort. 75% were girls and 25% boys. 37% were on the SEN register, 13% had EAL, 31% were supported by Social Care Teams at TAF or above and one pupil was a CYPIC. 1 child = 6%  
One pupil = 17%

*Pupils eligible for PP (school)*

*Pupils not eligible for PP (national average other)*

Results in 2016		
	<i>Pupils eligible for PP (school)</i>	<i>Pupils not eligible for PP (national average other)</i>
% achieving age-related expectation (ARE) or above in reading	78%	71%
% achieving age-related expectation (ARE) or above in writing	87%	79%
% achieving age-related expectation (ARE) or above in mathematics	78%	75%
Results in 2017		
	<i>Pupils eligible for PP (school)</i>	<i>Pupils not eligible for PP (national average other)</i>
% achieving age-related expectation (ARE) or above in reading	76%	100%
% achieving age-related expectation (ARE) or above in writing	76%	78%
% achieving age-related expectation (ARE) or above in mathematics	81%	100%
<b>% achieving age-related expectation (ARE) or above in writing</b>		<b>Success criteria</b>
% achieving age-related expectation (ARE) or above in	All children eligible for pupil premium with SEN/D will make expected progress in reading, writing and mathematics.	Quality first teaching and an inclusive approach will help reduce barriers to learning. All children who are at risk of not making expected progress will be discussed at pupil progress meetings and individual strategies to enhance learning will be planned in conjunction with the SENCO.

<b>mathematics</b>		
<b>B.</b>	All children eligible for pupil premium will attain expected levels in the Y1 phonic screening.	Early intervention strategies and parental engagement will support children to make expected progress in reading and phonics ensuring that there is no gap for disadvantaged children. Targeted interventions in EYFS and Year 1 will support all children, particularly those who are at risk of falling behind. All staff will be trained in delivering Phonics effectively. Inspire workshops will include inviting parents in and learning the approaches to phonics.
<b>C.</b>	All children eligible for pupil premium will be settled and secure in school; they will have their emotional needs met and will be happy and ready to engage and learn.	A whole school approach to emotion coaching will be established and used alongside a range of targeted therapeutic approaches including, art therapy and outdoor therapeutic interventions. This will increase the wellbeing and engagement of all children creating a purposeful learning environment. Big Community will successfully mentor children and families.
<b>D.</b>	The capacity of families to parent well will be increased through early intervention, close working with all agencies and additional in-school support.	More families will engage with school at an early intervention in order to improve parenting capacity through 1:1 work with the learning mentor and pastoral manager. Through effective and efficient partnership with parents and other agencies, families will be supported at TAF reducing the need for engagement with safeguarding and CP teams. Families will engage with Big Community in order to support them.
<b>E.</b>	Children who are eligible for pupil premium will be supported to enhance aspirations. This will be measured through, pupil voice questionnaires.	Children will have opportunities to experience a range of enrichment opportunities to enhance aspiration and raise expectations. This will result in enhanced outcomes for children.

<b>4. Planned expenditure</b>	
☑ Academic year	<b>2016-2017</b>

The 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

Focus	Intended Outcome	Total Cost	Impact
<p>Intervention Teacher in Year 6 – Small group work to address progress and attainment.</p> <p>Teaching assistant to work with Pupil Premium children.</p>	<p>PP children will make good progress in Maths, Reading and Writing. Accelerated progress for PP children.</p>	<p>£46,310</p>	<p>Pupil Premium children have made exceptional progress.</p> <p>Writing Average Scaled Score: 101.10</p> <p>Reading Average Scaled Score: 103.19</p> <p>Maths Average Scaled Score: 104.76</p> <p>RWM Combined:67% (PP)</p> <p>Reading Progress: 1.67</p> <p>Writing Progress: 1.67</p> <p>Maths Progress: 2.38</p>
<p>Reading, Writing, and Maths intervention in KS2 via TA Support</p>	<p>To help narrow the gap in achievement between pupil premium children and non-pupil premium children.</p>	<p>£19,575</p>	<p>Children in Year 4 and 5 have made good progress.</p> <p>Pupil premium children have had an additional adult to work with them in small intervention groups.</p> <p>On average 65% of PP</p>

			children are at ARE combined across the years 3-6.
Big Community – providing support and the emotional wellbeing of children and supporting parents	Attendance improves, persistent absence will reduce. Vulnerable children and families will be supported during times of crisis and needs. Children will develop emotional resilience and engage with school and learning. This will improve academic outcomes for children.	£15,000	PP Attendance for children:  Vulnerable PP children were given family support emotionally.  Big community ceased trade in February 2016. The school ring fenced the time of the learning mentor to pick up all caseloads.  An Art therapist was asked to complete the case load for the most vulnerable.
Small group work to address targets. As a result of Pupil Progress meetings a member of staff may be directed to work with identified Pupil Premium Children.	Targeted intervention to help support children to achieve reading, writing and maths targets.	£18,296	Targeted PP children in all year groups have made good progress in reading, Writing and Maths. Percentage ARE:  Yr1  Reading:67%

			Writing:33% Maths:50% Yr2 Reading:73% Writing:73% Maths:73% Yr3 Reading:67% Writing:62% Maths:76% Yr4 Reading:59% Writing:71% Maths:76% Yr5 Reading:45% Writing:50% Maths:50%
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<p>Small group reading to ensure children are ready for the Phonic check in Year 1 and children in KS2 will improve their reading.</p>	<p>PP children in Year 1 will achieve a pass mark in the Phonic check by the end of year 2</p>	<p>£4935</p>	<p>Phonic Check results for 2017 ( All Children ): 81%</p> <p>Pupil Premium Children: 83%</p>
	<p>Pupils are targeted for guided teaching. Gaps in learning are addressed and the gap in attainment and progress is narrowed.</p>	<p>£0</p>	<p>In 2016-2017, based on triangulated outcomes (lesson observations, quality of marking and feedback and progress of pupil) teaching was broadly good with a significant proportion graded as outstanding. This has led to outstanding progress for pupils over time.</p>
<p>Pastoral Manager and Learning Mentor to work with Pupil Premium children and families. Attendance officer ensure PP children are attending school.</p>	<p>Support provided for vulnerable children and their families. Early intervention and working closely with agencies. This will also allow for parenting advice and supporting families through a TAF process.</p>	<p>£23,747</p>	<p>PP children and families have been supported throughout the year. There has always been a member of staff on site to provide emotional support for parents and children on site.</p> <p>Attendance for PP Children for 2016/17 was: 95.44%</p> <p>This was higher than Non Pupil Premium children.</p>

<p>Staff Development and training to ensure Pupil Premium children have quality first Intervention.</p>	<p>Training for staff to ensure more able disadvantaged pupils are given an opportunity for mastery.</p>	<p>£500</p>	<p>A number of PDM sessions have taken place for teachers to identify best practice to work with PP children. Early identification of children so that appropriate interventions and resources can be put into place. Staff training so that children are well supported in class. Individualised programmes for children to allow them to make a progress. Parent sessions to help them to support their children better.</p> <p>Collectively parents are more engaged and given the opportunity to work with the children to ensure better home school working.</p>
<p>Handwriting programme to help identified Pupil Premium children</p>	<p>Pupil Premium children will have access to a handwriting programme that will support them in the classroom and with achieving their writing targets.</p>	<p>£200</p>	<p>Nelson spelling was purchased practice handwriting. All PP children have been given a Handwriting book. Handwriting has improved for some children. This will</p>

			not be something that will show full impact in one year, children will need to continue to use this programme and books.
TA led interventions- identified pupils to receive quality 1:1 and small group support.	Identified pupils to make accelerated progress- 2 times age appropriate levels.	£19,000	<p>During Pupil Progress meetings identified PP children were supported with 1:1 and small group with a Teaching assistant.</p> <p>On average 60% of PP children have made 7 step's of progress during 2016/17 (6 steps is expected)</p>
Smaller classes of 20 in Y5 and Y6	Pupils make accelerated progress and attain age appropriate levels.		<p>Year 5 and 6 children have made accelerated progress.</p> <p>Year 5 PP children</p> <p>Reading: 7 Steps</p> <p>Writing: 8 steps</p> <p>Maths: 7 steps</p>

<p>Higher Ability maths. More able Pupil Premium mathematicians are given opportunities to extend and develop their understanding.</p>	<p>PP Pupils make accelerated progress/depth in Maths using the CPA Approach and elements from Singapore Maths.</p>	<p>£146</p>	<p>This is a new initiative and progress has been made in Maths with PP children. This initiative alone won't be the only reason for children to make accelerated progress. TA Support with small individual groups has also been a key factor.</p>
<p>Parents in school- promoting parent school partnerships by inviting parents to work in school alongside their child/ren</p>	<p>PP Pupils make accelerated progress/depth. Attendance of PP pupils is 96%.</p>	<p>£0</p>	<p>Parental involvement in the school has grown. Inspire workshops have been well attended by parents. Attendance for PP children is: 95.44% this is higher than non PP children.</p>
<p>Learning Mentor to provide Art sessions to Pupil Premium children</p>	<p>Pupil Premium children will develop resilience and be able to combat barriers to learning. This will include children talking about their emotional state and how this could become a barrier.</p>	<p>£199</p>	<p>All identified PP children have had access to Art sessions with the learning mentor. Their emotional state and well-being cannot be measured in numbers but it is something that will always contribute to the wellbeing of children.</p>

<p>Teaching assistants to provide intervention groups to PP children every afternoon</p>	<p>Pupil Premium children will make equivalent progress to non Pupil Premium children.</p>	<p>£23,479</p>	<p>Year 5:  <b>Reading PP and Non PP –</b>  Equivalent Progress  <b>Writing PP and Non PP –</b> PP  progress was one step  higher than non PP children  <b>Maths PP and Non PP -</b> PP  progress was one step  higher than non PP children</p>
<p>Improve staff understanding of provision for more able pupils.</p>	<p>The impact of training on classroom practice will be monitored through book scrutiny and lesson observations. There will be a positive impact on the number of children eligible for pupil premium attaining greater depth in reading, writing and mathematics.</p>	<p>£5493</p>	<p>More able PP children were provided with 5 min box activities to stretch their ability across the whole school. The More able children have been making steady progress across all year groups. All More able PP children have consistently been Secure in RWM.</p>