



Shirestone Academy Pupil Premium Strategy

Pupil Premium Strategy 2017-18 - Impact

Shirestone Academy is a 1 form entry school with one extra class in Year 4, 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. 53% of our children were at GLD for reception compared with 71% nationally. 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 as well as 2016/17 with Pupil Premium children was key in their academic achievement. This emotional health and wellbeing is vital for parents also who have Pupil Premium children

Behaviour is well supported with the learning mentor who ensures Pupil Premium children have immediate emotional and academic support needed. This support is available at all times for Pupil Premium children. Pupil premium children also have access to an onsite Music Therapist who is at the school every Tuesday.

2016/17 vs 2017/18 – Barriers still to overcome

Children enter nursery with limited oral language skills opportunities which impacts across the curriculum, especially on Mathematical and English achievement. Often they have fewer pre-school experiences. This was the case in 2016/17 and will continue to be the case 2017/18.

Throughout the school in the foundation phase there is often a lack of resilience impacting on self-confidence and co-operation when approaching work. Although behaviour is outstanding at the academy, at times pupils with specific social and emotional needs can affect their learning. 70% of pupils who are in receipt of Pupil Premium and are also on the SEN register. Last year the school used the pupil premium funding to address the needs of this group and on average this group of children made 6 steps of progress throughout all phases. There is a large proportion of pupils who are in receipt of Pupil Premium and who also have Social Services involvement or emotional issues. Attendance at the academy is relatively high, however the PP children are just under national average. The number of pupils who are in receipt of Pupil Premium and have low attendance and persistent absence is just above the national average. Parental engagement with school-especially regarding attendance at information and workshop evening has grown last year. This will continue to be on our pupil premium strategy for this academic year.

Year Group	Total Number of children in each year group	Total number of Pupil Premium children in each year group	% of Pupil Premium children in each year group
Nursery	23	2	8%
Reception	30	13	43%
Year 1	30	10	34%
Year 2	30	12	40%
Year 3	30	15	50%
Year 4	35	21	70%
Year 5	30	17	57%
Year 6	30	24	80%
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1. Summary information

School		Shirestone Academy			
Academic Year	2017-2018	Total PP budget	£147,840	Date of most recent PP Review	September 2017
Total number of pupils	238	Number of pupils eligible for PP	112	Date for next internal review of this strategy	September 2018

2. Current attainment at Summer CP6 2017

Year Group	REA		WRI		MAT	
	Expected	Exceeding	Expected	Exceeding	Expected	Exceeding
Data for Pupil Premium Children Summer 2017						
1	66.67%		33.33%		50.00%	

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

In 2017/18 there were 24 pupils in Year 6 eligible for pupil premium. This made up 80% of the cohort 46% were girls and 54% boys. 10% were on the SEN register, 13% had EAL, 33% were supported by Social Care Teams at TAF or above.

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%
Results in 2018 – 92%		
	<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	92%	83%
% achieving age-related expectation (ARE) or above in writing	92%	83%
% achieving age-related expectation (ARE) or above in mathematics	96%	100%

Focus	Intended Outcome	Total Cost	Impact
Teaching assistants to work with Pupil Premium children in their classes in Year 6	PP children will make good progress in Maths, Reading and Writing. Accelerated progress for PP children.	£13,630	Pupil Premium children have made exceptional progress. Writing Average Scaled Score: 108 Reading Average Scaled Score: 108

			<p>Maths Average Scaled Score:</p> <p>RWM Combined:92% (PP)</p> <p>Reading Progress:</p> <p>Writing Progress:</p> <p>Maths Progress:</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>£17616</p>	<p>Teaching assistants have provided small group intervention for all PP children. At end the end of 2017/18 the expected was as follows:</p> <p>Y3:</p> <p>Reading: 59%(PP)</p> <p>Writing: 65% (PP)</p> <p>Maths: 76% (PP)</p> <p>RWM COMBINED 71%</p> <p>Y4:</p> <p>Reading: 61%(PP)</p> <p>Writing: 61% (PP)</p>

			<p>Maths: 70% (PP)</p> <p>RWM COMBINED 65%</p> <p>Y5:</p> <p>Reading: 56%(PP)</p> <p>Writing: 69% (PP)</p> <p>Maths: 63% (PP)</p> <p>RWM COMBINED: 69%</p>
<p>Music Therapy Works – providing support and the emotional wellbeing of children and supporting parents</p>	<p>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.</p>	<p>£8000</p>	<p>Vulnerable children across all phases were supported by music therapy. Academic outcomes for these children has been positive and steps of progress have been made.</p> <p>Attendance for PP children who have had music therapy has improved. although not at national</p>
<p>Most able pupil premium reading in Year 4 and 5</p>	<p>Most able pupil premium children will make one extra step of progress by the end of the year</p>	<p>£500</p>	<p>This initiative was positive, the love of reading was instilled in the most able Year 4 and 5 children.</p>

			Year 4 0/1 Year 5 1 /4
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.	<p>Targeted intervention with key individuals to help support children to achieve reading, writing and maths targets.</p> <p>Handwriting small intervention groups</p> <p>Direct Phonics Intervention for PP children</p>	£28403	<p>As a result of handwriting intervention, the PP children who were identified (65%) achieved age related at KS1 for writing.</p> <p>As a result of direct phonics in year 5, the spelling and reading fluency improved.</p> <p>Identified PP children received additional phonics which resulted in 83%WA</p> <p>Identified PP children who received extra maths intervention achieved ARE.</p> <p>Identified PP chn who received a writing intervention at KS1 achieved ARE (65%)</p>

To ensure Identified SEN PP children make accelerated (7 Steps) of progress in writing	<p>SEN PP children who have a learning target will make 7 Steps of progress</p> <p>SEN PP children will have 5 min boxes in classrooms which will be refreshed every 3 weeks. A member of staff will ensure children have a 1-1 every day.</p>	£1753	Identified PP children were given 5 min boxes with a specific writing target. Children complete this once per day with an allocated member of staff. This has improved their writing skills.
Speech and Language Therapist to work with identified PP children	Member of staff from Shirestone will work alongside the Speech and language therapist so that PP children will be supported in their learning	£3900	PP children who have been identified with Speech and language needs have made progress due to their 1:1 targeted intervention.
Small group reading to ensure children are ready for the Phonic check in Year 1 and children in KS2 will improve their reading.	PP children in Year 1 will achieve a pass mark in the Phonic check by the end of year 2	£3957	<p>Identified PP children had an extra reading session three times per week to help with their reading fluency. (65% PP children received their phonics)</p> <p>Identified PP children had an extra reading session three times per week to help with</p>

			their reading fluency and understanding.
TA assisted intervention to all	Pupils are targeted for guided teaching. Gaps in learning are addressed and the gap in attainment and progress is narrowed.	£17616	Identified PP chn received small group work which in turn, had a positive impact on their learning.
Pastoral Manager and Learning Mentor to work with Pupil Premium children and families. Attendance officer ensure PP children are attending school.	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.	£24,000	<p>Pastoral Manager and Learning mentor have worked with identified PP children's families which have helped support them in terms of their emotional and wellbeing. Both members of staff have built good relationships with parents so they feel welcomed into school.</p> <p>The learning mentor has been trained with art therapy and delivers this to identified PP children to help boost their confidence and to help the children have a positive attitude towards learning as well as their</p>

			<p>emotional wellbeing. The learning mentor also has meet and greet with identified PP children to provide a social aspect for children in the morning and ensuring that they leave her room with a positive ethos ready to learn.</p> <p>The attendance officer has worked hard with families through delivering workshops and building a good rapport with parents to ensure they understand the process of attendance and if they fail to bring their children to school and the importance of their children attending school. The Academic year 17/18 attendance was 95.9%.</p>
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Staff Development and training to ensure Pupil Premium children have quality first Intervention.	Training for staff to ensure more able disadvantaged pupils are given an opportunity for mastery.	£500	Staff professional development was given to staff based on quality first teaching and how to stretch more able children. Resources have been purchased to help support staff and all teachers and teaching assistants have had allocated time to work with the assistant principal on how to stretch more able PP children.
Smaller classes of 10 in Y6	Pupils make accelerated progress and attain age appropriate levels, all PP children to make better than expected progress on average (+0)	£31122	92% of children reached ARE as a result of small class sizes.
Higher Ability maths. More able Pupil Premium mathematicians are given opportunities to extend and develop their understanding via 5 min boxes	PP Pupils make accelerated progress/depth in Maths. (Ideally 7 steps of progress)	£500	On average 52% of PP children made accelerated progress in maths.
Parents in school- promoting parent school partnerships by inviting parents to work in school alongside their children	PP Pupils make accelerated progress/depth. Attendance of PP pupils is 96%.	£0	Inspire workshops are held each half term where there is a focus on a specific area of learning. This is to target parents to ensure that they know how they can help

			their children at home. This has had an impact on children's learning because they are able to complete their homework.
Learning Mentor to provide Art sessions to Pupil Premium children	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.	£200	The learning mentor has worked with identified PP children on a six week block each half term to ensure to help with their emotional well being which in turn has had a positive effect on their learning.
Improve staff understanding of provision for more able pupils.	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.	£500	Staff professional development session was lead by a member of SLT who had been on a course. This has given staff more understanding of the resources that they can do to stretch their children for more able children. Books have been purchased to help support staff with ideas for resources.

	Total	£152, 197	
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