



Shirestone Academy Pupil Premium Strategy

Pupil Premium Strategy 2018-19

Shirestone Academy is a 1 form entry school with one extra class in Year 5, 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 did narrow this gap in 2018 further whereby pupil premium children did better at the end of KS2 than non pupil premium children. This shows that the intervention and spending we have put in place is making a difference.

We aim to narrow the gap further and ensure the intervention we put in is sustainable.

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.

Intervention is key, and 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. 60% 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. The pastoral team work tirelessly to ensure children and families are supported.

As there has been in previous years, 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 , 16/17 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. This will continue for 2018/19

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 Thursday.

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 and data suggests this will still be the case for 2018/19. New resources and equipment have been purchased for the EYFS area to enable children to have writing and reading opportunities. Fine motor skills for pupil premium children will be improved with the use of the new playground equipment which has not been purchased with PP spend, but will help PP children.

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. 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	28	9	32%
Reception	30	10	33%
Year 1	31	15	50%
Year 2	30	11	37%
Year 3	30	16	53%

Year 4	30	17	57%
Year 5	35	23	66%
Year 6	31	16	52%
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1. Summary information					
School			Shirestone Academy		
Academic Year	2018-2019	Total PP budget	£147,840	Date of most recent PP Review	September 2018
Total number of pupils	245	Number of pupils eligible for PP	112	Date for next internal review of this strategy	September 2019

2. Current attainment at Summer CP6 2017					

Year Group	REA			WRI			MAT		
	Below	Expected	Exceeding	Below	Expected	Exceeding	Below	Expected	Exceeding
1	36.36% (4)	63.64% (7)	27.27% (3)	45.45% (5)	54.55% (6)		45.45% (5)	54.55% (6)	18.18% (2)
2	31.25% (5)	68.75% (11)	12.5% (2)	50.0% (8)	50.0% (8)	12.5% (2)	31.25% (5)	68.75% (11)	12.5% (2)
3	41.18% (7)	58.82% (10)	17.65% (3)	35.29% (6)	64.71% (11)	11.76% (2)	23.53% (4)	76.47% (13)	5.88% (1)
4	39.13% (9)	60.87% (14)		39.13% (9)	60.87% (14)		30.43% (7)	69.57% (16)	4.35% (1)
5	43.75% (7)	56.25% (9)	18.75% (3)	31.25% (5)	68.75% (11)	18.75% (3)	37.5% (6)	62.5% (10)	18.75% (3)
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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 63% 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

Pupils eligible for PP (school)

Pupils not eligible for PP (national average other)

% 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
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Teaching assistant in year 6 will work with identified pupil premium children during intervention time.	Pupil premium children will make equivalent progress to non-pupil premium children in RWM. This will be evident at the end of KS2 SATS results.	£10,602	
Children in Year 3, 4, 5 will receive additional Reading, Writing, and Maths intervention.	To help narrow the gap in achievement between pupil premium children and non-pupil premium children. Identified teaching assistants will work with these children.	£17,265	
Pupil premium children will receive additional reading intervention in EYFS	Pupil premium children will have the opportunity to read, this will ensure they are reading for pleasure and data will indicate they are working towards GLD.	£3887	
Pupil premium children will have access to a Music therapist Music Therapy Works – 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.	£8640	
Most able pupil premium writing in Year 3,4,5,6	Most able pupil premium children will make one extra step of progress by the end of the year	£500	

<p>Continue to ensure Children identified during Pupil Progress meetings to work in small groups.</p>	<p>Children targeted during PP meetings to work with teaching assistants in small groups.</p> <p>Handwriting small intervention groups</p> <p>Direct Phonics Intervention for PP children</p> <p>Year 3 Phonic catch up</p> <p>SEND PP children to work in small</p>	<p>£29,056</p>	
<p>Reading intervention for all PP Children</p>	<p>All PP children to have extra reading.</p>	<p>£2178</p>	
<p>Speech and Language Therapist to work with identified PP children</p>	<p>Member of staff from Shirestone will work alongside the Speech and language therapist so that PP children will be supported in their learning.</p>	<p>£0</p>	
<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>£2626</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>	

Pastoral Manager and Learning Mentor to work with Pupil Premium children and families	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.	£21653	
Learning Mentor to provide support for PP children	PP children will have access to the learning mentor to ensure they are ready for learning Identified PP children to have mentoring at allocated times to ensure they are able to access learning through a positive mindset.	£16508	
Attendance Manager to ensure all PP children attend school	All Pupil premium children will attend school 96% of the time.	£12457	
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.	£0 – This will be part of the provision for PP and non PP children	
Smaller classes of 10 in Y6	Pupils make accelerated progress and attain age appropriate levels.	£30324	

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.	£0 – This will be part of the provision for PP and non PP children	
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 – This will be part of the provision for PP and non PP children	
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.	£199	
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.	£0 – This will be part of the provision for PP and non PP children	
	Total: £153,268 Although this spending is higher than monies received, the extra will be coming out of the		

	school budget to support pupil premium children
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