



## Pupil premium strategy statement 2017-2018 & Pupil premium strategy plan for 2018-2019: Clee Hill Community Academy

1. Summary information (Census Oct 2017)			
School	Clee Hill Community Academy		
Academic Year	2017/2018	Total PP budget	£17160
Total number of pupils	113	Number of pupils eligible for PP	13

- Every disadvantaged pupil has a member of staff as their monitor, who, alongside the Headteacher, keeps a close and caring eye on the pupils' welfare.
- The Pupil Premium Passport documents the key areas in which pupils need support and identifies the most productive way in which pupil premium funding can be invested for individual pupils
- It is the collective responsibility of all staff to ensure that pupils fulfil their potential and additional funding is used effectively to support disadvantaged pupils.
- Leaders use comprehensive tracking systems to inform regular review meetings
- The school has a comprehensive system in place to promptly identify pupils who are absent more than they should be. Persistent absence for PPG pupils in 2017-2018 was 95.69% (target 96%) however PPG in year groups can vary so close monitoring required.

Strengths	Areas of development
<ul style="list-style-type: none"> <li>• 100% PPG reaching the expected standard in EPGS by the end of KS2</li> <li>• Above National benchmark in 5/8 areas by the end of KS2</li> <li>• Improvement of PPG attendance. In 2016-2017 attendance for PPG pupils was 89.53% and in 2017-2018 this rose to 95.69% - a rise of 6.16%</li> </ul>	<ul style="list-style-type: none"> <li>• Greater depth Reading and Maths for PPG by the end of KS2</li> <li>• Ensure that attendance for PPG pupils is in line or above school target of 96%</li> <li>• Early interventions to target PPG pupils quickly</li> </ul>

## 2. Attainment (2017-2018)

### EYFS end of year 2018

	Number of PPG pupils	% of PPG pupils achieving a GLD (school)	All Pupils (National)	All Pupils (School)
% achieving in GLD in 2018 (22 pupils)	6	2 pupils - 33%	School - 77%	National 71.4% (2017)

### Phonics Screen Results: 2018

	Number of pupils	Number of PPG pupils	% of PPG pupils achieving the standard (school)	All Pupils (National)	All Pupils (School)
Year 1 phonics	14	0	NA	81%	81%
Year 2 retakes	3	2	50%	NA	67%

### KS1 end of year 2018

		Number of PPG pupils	% of PPG pupils in School achieving the standard	National benchmark (attainment of non PPG)
Reading	% achieving expected standard	2	50%	79%
	% achieving greater depth	2	0%	28%
Writing	% achieving expected standard	2	0%	72%
	% achieving greater depth	2	0%	18%
Maths	% achieving expected standard	2	50%	79%
	% achieving greater depth	2	0%	23%

Attainment and progress of PPG pupils (2017-2018 end of KS2 data)

		Number of PPG pupils	% of PPG pupils in School achieving the standard	National benchmark (attainment of non PPG)	Progress score for PPG
Reading	% achieving expected standard	5	80%	80%	-3.44 (-8.7-1.9)
	% achieving greater depth	5	20%	33%	
Writing	% achieving expected standard	5	80%	83%	-0.38 (-5.4-4.6)
	% achieving greater depth	5	40%	24%	
Maths	% achieving expected standard	5	80%	81%	-1.25 (-6.1-3.5)
	% achieving greater depth	5	20%	28%	
Grammar, punctuation & spelling	% achieving expected standard	5	100%	82%	NA
	% achieving greater depth	5	40%	39%	

- 100% PPG reaching the expected standard in EPGS
- Above national benchmark in 5/8 areas
- Greater depth reading and maths for PPG an area of development

Although the progress of PPG is in minus figures for all core subjects, the table below shows that the attainment of PPG pupils has improved over the past 3 years.

**Prior attainment of disadvantaged pupils - 3 year trends**

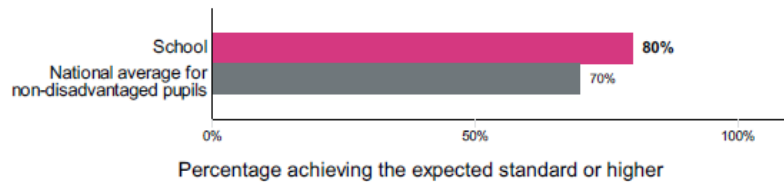
Group	2016		2017		2018	
	Non-dis	Dis	Non-dis	Dis	Non-dis	Dis
Number of pupils	12	2	17	4	17	5
Prior attainment (based on key stage 1 average point score)	16.71	11.72	16.76	16.00	16.09	17.60

PPG pupils reaching the expected and Greater depth standard (combined) is also above national.

## Reading, writing and maths combined

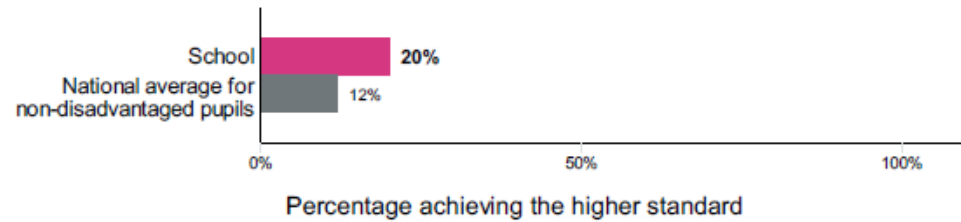
Percentage of disadvantaged pupils achieving the expected standard or higher

Number of disadvantaged pupils = 5



## Percentage of disadvantaged pupils achieving the higher standard

Number of disadvantaged pupils = 5



## Internal data by class (Summer 2018)

				Reading				Writing				Maths			
				Reaching age related expectations		Reaching greater depth		Reaching age related expectations		Reaching greater depth		Reaching age related expectations		Reaching greater depth	
	No of pupils	No of PPG pupils	% PPG	Pupils eligible for PP	All pupils	Pupils eligible for PP	All pupils	Pupils eligible for PP	All pupils	Pupils eligible for PP	All pupils	Pupils eligible for PP	All pupils	Pupils eligible for PP	All pupils
Year 1	14	2	14%	50%	78.6%	0%	50%	0%	71.4%	0%	28.6%	50%	78.6%	0%	28.6%
Year 2	15	3	20%	66.7%	73.3%	33.3%	26.7%	66.7%	73.3%	0%	20%	66.7%	86.7%	33.3%	26.7%
Year 3	15	3	20%	0%	73.3%	0%	26.7%	33.3%	66.7%	0%	20%	66.7%	66.7%	0%	26.7%
Year 4	19	0	0%	-	-	-	-	-	-	-	-	-	-	-	-
Year 5	16	5	31%	60%	68.8%	0%	18.8%	60%	62.5%	0%	18%	60%	62.5%	0%	6.3%

- Highest % of PPG pupils will be in Year 6 (2018-2019)
- Low numbers of PPG attaining GD across the school

Focus for 2018-2019:

- More challenge for PPG pupils to reach greater depth

### 3. Barriers to future attainment (for pupils eligible for PP, including high ability)

#### In-school barriers

- Attendance (In 2017-2018 shows that attendance for PPG pupils was 95.69% (slightly below the 96% target) although FSM attendance was only 93.04%)

#### Focus for 2018-2019:

- Reading (all year groups)
- Greater Depth
- Attendance of PPG pupils to be 96%+
- Continue with Pupil Premium passports: parental contributions to these and more focused

<b>A.</b>	Range of vocabulary is weaker for pupils eligible for PP than for other pupils. This slows reading progress of Literacy comprehension in subsequent years.
<b>B.</b>	The number of high ability pupils who are eligible for PP are lower across the school than non PPG
<b>C.</b>	Pupil Premium Passports to give focused targets to PPG pupils including pupils in the EYFS

#### External barriers (issues which also require action outside school, such as low attendance rates)

<b>D</b>	Attendance rates for pupils eligible for FSM was 93.04% in 2017-2018 (below the target for all children of 96%). This reduces their school hours and causes them to fall behind on average.
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### 4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Improve range of vocabulary for pupils eligible for PP	Pupils eligible for PP in each class make rapid progress for reading by the end of the year so that most pupils eligible for PP meet age related expectations.
<b>B.</b>	Higher % of PPG pupils reaching greater depth or progress towards this for reading and maths	Pupils eligible for PP identified as high ability make as much progress as 'other' pupils identified as high ability, across the school
<b>C.</b>	Pupil Premium Passports will accurately address barriers to learning and consider intervention/ approaches to reduce these barriers.	All PPG pupils to have a personalised plan to address barriers to learning and a plan to overcome these barriers
<b>D.</b>	Increased attendance rates for pupils eligible for PP.	Overall PP attendance improves from to 96% in line with school target

### 5. Planned expenditure

<b>Academic year</b>	<b>2018/19</b>
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The three 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.

**Quality of teaching/ targeted support**

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>A Improve range of vocabulary for pupils eligible for PP</p>	<p>Daily reading for all PPG pupils with a focus on decoding in KS1 and comprehension in KS2.</p> <p>Early talk program for EYFS pupils</p> <p>SALT support for EYFS lessons (all pupils)</p> <p>Makaton training for all staff</p>	<p>EEF Toolkit suggest that reading comprehension is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school. "On average, reading comprehension approaches improve learning by an additional five months' progress over the course of a school year. These approaches appear to be particularly effective for older readers (aged 8 or above) who are not making expected progress." QLA analysis for literacy showed weaknesses in inference at end of KS 2 SATs</p>	<ul style="list-style-type: none"> <li>• Staff training on high quality questioning/ modelled sessions</li> <li>• Reading diaries checked weekly for reading miles</li> <li>• PPG pupils heard to read daily with a focus on developing comprehension in KS2.</li> </ul>	<p>English Lead &amp; HT</p>	<p>October 2019</p>

<p>B Higher % of PPG pupils reaching greater depth or progress towards this for reading and maths</p>	<ul style="list-style-type: none"> <li>• More challenge in first quality teaching</li> <li>• PPG GD pupils identified and tracked in book trawls/ lesson observations</li> <li>• One to one tuition for all PPG Year 6 pupils including GD)</li> <li>• More able math afternoons on Fridays with maths specialist.</li> <li>• Maths workshop to be taken by Karen Wilding in the spring term (NCETM maths specialist). Focus on attracting PPG parents</li> <li>• Support for PPG with homework during after school club (CHAMPS) <ul style="list-style-type: none"> <li>• Wrekin maths challenges</li> </ul> </li> </ul>	<p>THE EEF Toolkits recommends one to one tuition as an effective way to improve attainment. "Evidence indicates that one to one tuition can be effective, on average accelerating learning by approximately five additional months' progress"</p>	<ul style="list-style-type: none"> <li>• Book trawls to identify and focus on more able pupils and challenge provided. Books now clearly labelled with targets.</li> <li>• Focus for pupil Progress meetings</li> </ul>	<p>All staff</p>	<p>October 2018</p>
<p>C Pupil Premium Passports</p>	<p>All PPG pupils to have a personalised plan to address barriers to learning and a plan to overcome these barriers, including pupils in the EYFS</p>	<p>Used by outstanding schools such as <a href="http://www.fieldingprimary.com/pupil-premium/">http://www.fieldingprimary.com/pupil-premium/</a> who have showed that the focused level of support for PPG pupils enables</p>	<ul style="list-style-type: none"> <li>• PPPs written by staff</li> <li>• All PPG pupils assigned a mentor</li> <li>• Opportunities for staff to evaluate barriers to learning and specific areas to overcome these</li> </ul>	<p>HT/ all staff Written and evaluated termly</p>	<p>Evaluated termly as part of pupil progress meetings</p>
<p>D. Increased attendance rates</p>	<p>Admin/ HT to monitor pupils and follow up quickly on absences.</p> <p>All vulnerable pupils and PPG on absence list.</p> <p>Clear action plan every 3 weeks to evaluate attendance and focus on any potential persistent absences.</p>	<p>We can't improve attainment for children if they aren't actually attending school. NFER briefing for school leaders identifies addressing attendance as a key step.</p>	<p>Thorough 3 weekly meetings to discuss concerns and existing absence issues head/ admin will collaborate to ensure absence procedure is rigorous.</p>	<p>HT/ Admin/ EWO</p>	<p>3 weekly with EWO</p>

	Celebration opportunities for good attendance every term.				
<ul style="list-style-type: none"> <li>- 15 minutes reading per day X 39 weeks X £8 per hour X 21 pupils = £390 each (£6,552)</li> <li>- Staff training/ release time for lesson observations / visits to other schools to re mastery maths= £250</li> <li>- Maths tuition /release time 10 hour sessions + planning time for 5 pupils = 8 days cover (£2500)</li> <li>- More able days: transport, release time etc Wrekin College/ Cluster days = £500 cover + £100 transport costs (£600)</li> <li>- 6 staff meetings a year with a focus on PPG writers / benchmark case studies - £600</li> <li>- Pupil Premium Passports: release time in staff meeting, time for evaluations, meeting with parents/ training (£2000)</li> <li>- Makaton to focus on improving children's vocabulary + costs for staff cover:- (£200)</li> <li>- Subsidised trips to ensure that PPG pupils have a wide range of experiences including the opportunity to attend residential (£1000)</li> <li>- Free breakfast club and afterschool club for FSM, subsidies at 50% off for PPG to ensure pupils have a good start to their learning &amp; opportunities to read/ complete homework/ broad activities after school (£6000)</li> <li>- PPG bid: money available to buy trainers, coats, swimming costumes etc. when needed - staff available to apply for bid £1000</li> <li>- Meeting with EWO every three weeks to review attendance with a focus on PPG. Cost of SLA = £1515 PLUS 1 hour admin/ HT time each week (£1000)</li> </ul>					<b>Total budgeted cost</b> £21,702

<b>1. Review of expenditure 2017-2018</b>		Total number of pupils on roll	<b>113</b>	
		Total number of pupils eligible	<b>13</b>	
		Total amount of funding received	<b>£17,160</b>	
Action	Success criteria	Cost	Evaluation/ lesson learned	
<ul style="list-style-type: none"> <li>• All PPG pupils will have a learning mentor who ensures that they are heard to read daily reading, and receive appropriate support to overcome any barriers to learning.</li> </ul>	<ul style="list-style-type: none"> <li>• To close the gap between PPG and other pupils in reading</li> <li>• To provide mentoring to ensure that pupils are organised and ready to learn</li> <li>• To improve self esteem</li> <li>• Improvements in reading age/ comprehension of text</li> </ul>	£7510	<ul style="list-style-type: none"> <li>• Daily reading really helped to with fluency and now a focus needs to be on developing comprehension/ more opportunities to question the children and develop an understanding of vocabulary (QLA reading)</li> <li>• Mentors ensured that pupil's barriers were more focused but now PPG pupils and parents need to be more aware of the pupil premium passports and</li> </ul>	



			<p>have more input to these.</p> <ul style="list-style-type: none"> <li>• ALL PPG pupils attending the reading miles treat as they had collected enough reading miles through supported daily reading.</li> </ul>
<ul style="list-style-type: none"> <li>• In order to have a positive start to learning, the PPG funding provides a subsidized breakfast clubs and wrap around care, ensuring that pupils have a high level of attendance and are ready to learn at the start of each day.</li> </ul>	<ul style="list-style-type: none"> <li>• To improve the attendance of PPG pupils</li> <li>• To ensure that PPG pupils have appositive start to their day and are organised to start learning</li> <li>• To provide social activities and widen experiences</li> </ul>	£2890	<ul style="list-style-type: none"> <li>• Rise in attendance for persistent attendance and FSM</li> <li>• Rise in the number of FSM/PPG pupils attending breakfast club and after school club (CHAMPS)</li> </ul>
<ul style="list-style-type: none"> <li>• Subsidies for trips including residential</li> <li>• Free or subsidized music lessons</li> </ul>	<ul style="list-style-type: none"> <li>• To provide social activities and widen experiences</li> </ul>	EST £2000	<ul style="list-style-type: none"> <li>• 100% PPG attended year 6 residential</li> <li>• Good uptake for PPG for guitar and brass lessons when children wanted to do this</li> </ul>
<ul style="list-style-type: none"> <li>• EWO visits every 3 weeks. Alongside the head teacher and school administrator, attendance is analysed to ensure that persistent poor attendance is addressed.</li> </ul>	<ul style="list-style-type: none"> <li>• To improve the attendance of PPG pupils</li> </ul>	£2515	<ul style="list-style-type: none"> <li>• Attendance in 2016-2017 for PPG was 89.55% and in 2017-2018 was 95.89 (a rise of 6.34%)</li> <li>• Attendance in 2016-2017 for FSM was 89.53% and in 2017-2018 was 93.04 (a rise of 3.51%)</li> </ul>
<ul style="list-style-type: none"> <li>• Funding to support families with school trips, after school clubs or purchasing equipment such as wellington boots or swimming costumes to ensure that pupils are able to access the broad curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>• To provide opportunities to widen their experiences, which in return will develop language skills and boost confidence/ enjoyment in learning.</li> </ul>	£1000	<ul style="list-style-type: none"> <li>• Equipment bought for swimming/ forest schools/ musical instruments etc. to ensure that PPG pupils are able to access a broad curriculum</li> </ul>
<ul style="list-style-type: none"> <li>• Revision materials are provided to children in Year 6 free of charge</li> </ul>	<ul style="list-style-type: none"> <li>• To improve self-esteem/ confidence in their ability</li> </ul> <p>To close the gap between PPG and other pupils in maths</p>	£250	<ul style="list-style-type: none"> <li>• Materials were provided for all subject areas and used in 'catch up' sessions</li> </ul>
<ul style="list-style-type: none"> <li>• Free after school 1:1 tutoring in Year 6, with a focus on misconceptions in mathematics</li> </ul>	<ul style="list-style-type: none"> <li>• To improve self-esteem/ confidence in their ability</li> <li>• To close the gap between PPG and other pupils in maths</li> </ul>	£2000	<ul style="list-style-type: none"> <li>• 4 pupils X 10 1 hour sessions + 10 planning time</li> <li>• Highly successful both in terms of academic success, information for parents, self-esteem and developing relationships with mentors.</li> </ul>
<ul style="list-style-type: none"> <li>• Targeted TA support in classes</li> </ul>	<ul style="list-style-type: none"> <li>• To support the progress of PPG</li> </ul>	£4,900	<ul style="list-style-type: none"> <li>• General support to be more focused on PPG so</li> </ul>

for Literacy and maths including phonic intervention (daily)	<p>pupils through targeted support and pre learning.</p> <ul style="list-style-type: none"> <li>5 classes - £750 per week = £29,250 (17% PPG) £4900</li> </ul>		TA appraisal will include evidence of supporting PPG pupils to improve outcomes
<ul style="list-style-type: none"> <li>Pupil Premium Passports: Individualised plans for PPG</li> </ul>	<ul style="list-style-type: none"> <li>Release time in staff meeting, time for evaluations/ training (£900)</li> </ul>	£900	<ul style="list-style-type: none"> <li>Working well to focus in individualised learning. Now needs to review the PPP format to look for ways in which to reduce the workload/ manageability for staff</li> </ul>
Overall cost £23,065			