

# Pupil premium strategy statement (primary)

1. Summary information					
School	Iceni Academy				
Academic Year	2017-2018	Total PP budget	£118,800	Date of most recent PP Review	December 2017
<p>Due to new leadership and the evaluation of limited impact of funding for 2016-17, an evaluation of the approaches has been carried out in the first term. Please see green annotations. Early signs show that rigorously monitored small group tuition is having the most significant impact.</p> <p>An evaluation in February showed that one resource (the therapeutic play) was not having a significant enough impact on the learning of PPG pupils. This resource has been replaced with another LSA who can cover the support of a larger number of pupils. See purple annotations.</p>					
Total number of pupils	196 201	Number of pupils eligible for PP	91 89	Date for next internal review of this strategy	February 2018

2. Attainment and Progress		
KS2 Results July 2017 (achieving expected)	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
% Achieving in reading, writing and maths	32%	63%
% Achieving above expected in reading, writing and maths	0	0
% Achieving expected in reading	53%	75%
% Achieving above expected in reading	16%	22%
Progress measure	-0.19	1.96%
% Achieving expected in writing	58%	79%
% Achieving above expected in writing	0	
Progress measure	-0.21	
% Achieving expected in maths	42%	78%
% Achieving above expected in maths	0	16%
Progress measure	-1.07	1.10

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers	
A.	Poor Oral language skills

<b>B.</b>	Social, Emotional well-being and mental health- including behaviour and lack of growth mind-set.	
<b>C.</b>	Children's ability to use and apply maths, reading and writing skills.	
<b>External barriers</b>		
<b>D.</b>	Attendance and punctuality. There are specific children who are Persistent Absentees.	
<b>E.</b>	Emotional well-being and mental health-	
<b>4. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Increased numbers of PPG pupils achieving ARE and ARE+ in all subjects compared to 2017.	See section 5
<b>B.</b>	Increasing attendance for PPG pupils over time in 2017-18.	See section 5
<b>C.</b>	The gap between PPG and non PPG to significantly reduce compared to 2017.	See section 5

## 5. Planned expenditure

Academic year

September 2017- July 2018

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.

### i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well and when will it be reviewed?	Staff lead	Costs
To provide support to pupils in lessons and through targeted interventions.	Learning support Assistants Use of feedback policy to accelerate learning Daily interventions for targeted children	Research which focuses on teaching assistants who provide one to one or small group support shows a stronger positive benefit of between 3-5 additional months on average. There is a substantial number of reviews and meta-analyses of the effects of feedback. These show that feedback can improve learning by up to 8 months. Education Endowment Foundation	Lesson observations Drop ins Training Feedback Pupil Perceptions Half termly data analyses	Mrs Bass	<b>£48,088</b> <b>4 x support assistants</b> <b>£21,158.72 PPG</b>
<p><b>December 2017 Evaluation: Rigorous monitoring of interventions has been taking place. Sessions have been tweaked and the impact has been monitored. Autumn 2 data shows that the attainment gap between PPG and non PPG is narrowing at ARE and ARE+ for all subjects.</b></p> <p><b>February 2018 Evaluation: The gaps are continuing to close between PPG and non PPG. Pupils in all year groups and all subjects are making more than expected progress (ie. 3 steps at this point in the year). Year 5 attainment for PPG pupils is the current focus, especially in maths. Maths Subject Lead has taken on 6 week action plan to work with teachers, supporting with planning and assessment.</b></p>					
To improve the number of pupils achieving ARE/ARE+ across the school in core subjects.	Specific resources such as the White Rose maths planning.  Singapore Maths  Purchase of visual and practical, manipulative resources.	A recent meta-analysis (Carbonneau, K.J., Marley, S.C. & Selig, J.P. 2013) of studies found statistically significant evidence that manipulatives had a positive effect on learning with small to moderate effect sizes.	Staff training Lesson observations Training Feedback Pupil Perceptions Half termly data analyses	Maths Lead- Mr Berry	<b>£2000</b> <b>£880 PPG</b>

**December 2017 Evaluation: Pupil perceptions show that children find the resources very helpful, especially when working on reasoning and problem solving activities. External observations note how resources are available in all lessons.**

To improve language skills.	Renaissance Reading	<p>Research shows that attainment in reading can rise as a result of RR. It motivates boys' reading due to the quizzes which give instant feedback.</p> <p><a href="http://www.renlearn.co.uk/success-story/st-josephs-primary/">http://www.renlearn.co.uk/success-story/st-josephs-primary/</a></p> <p>Accelerated Reader has demonstrated to be effective for weaker readers as a catch-up intervention.</p>	<p>Staff training Training Feedback Monitoring by SLT Pupil Perceptions Half termly data analyses</p>	<p>Mrs Gammons RR Lead</p>	<p>£1965 £864.60 PPG</p>
-----------------------------	---------------------	--	---	--------------------------------	------------------------------

**December 2017 Evaluation: Star Reading tests show accelerated reading scores for PPG children. This backs up autumn 2 data which is based on reading scores, comprehension responses and reciprocal reading assessments.**

**February 2018: Spring data for PPG pupils shows that this resource, along with good teaching, is having a positive impact on PPG progress and attainment**

To provide children with strategies to maximise learning opportunities	Feedback training	<p>There is a substantial number of reviews and meta-analyses of the effects of feedback. These show that feedback can improve learning by up to 8 months. Education Endowment Foundation</p>	<p>Staff training Lesson observations Training Feedback Pupil Perceptions Half termly data analyses</p>	<p>Mrs Bass</p>	<p>£514 £226.16 PPG</p>
--	-------------------	---	---	-----------------	-----------------------------

**December 2017 Evaluation: Staff reported having a thorough grounding to begin the term, they understood the basis of the Key Learning Model in moving children's learning forwards. All staff are implementing the Feedback Policy. It is being rigorously monitored and refined. Further training is required for some LSAs.**

**February 2018 Evaluation: Spring monitoring and tracking of key PPG pupils shows that the feedback is having a positive impact on PPG progress and attainment.**

Total budgeted cost

£52,567

## ii. 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>To close the gap in attainment between disadvantaged and non-disadvantaged pupils.</p>	<p>After school tuition</p>	<p>Research shows that short, regular tuition sessions over a set period of time (6-12 weeks) result in optimum impact. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial. Research shows that it can improve learning by up to 4 months. Education Endowment Foundation</p>	<p>Monitor progress of the tuition sessions every other week.</p> <p>Give out planning to teachers.</p> <p>Check that work links to learning in class.</p> <p>Conduct pupil perceptions about impact of tuition.</p> <p>Provide training for teachers where needed.</p>	<p>Miss Corby Mr Poulson</p>	<p>£5,273 £5,273 PPG</p>
<p><b>December 2017 Evaluation: Pupil perceptions show that PPG children find the sessions beneficial because they can 'Ask questions and not feel silly'. During the sessions children are feeling stretched and are requesting lessons in class to become more challenging to match the challenge of the tuition. Autumn 2 data shows accelerated progress of the PPG children who had taken the tuition.</b></p> <p><b>February 2018 Evaluation: The gap has closed significantly between PPG and non PPG pupils for reading, writing and maths and is higher at ARE+ in all subjects. Therefore, after school tuition has been temporarily been extended to other disadvantaged pupils ie. SEN pupils. After school tuition was monitored and it was decided that team teaching would be more effective than individual teaching going forwards.</b></p>					
<p>Therapeutic play for vulnerable pupils</p>	<p>Play therapist children plus support for families.</p>	<p>The exit reports shows that pupils are calmer following the Play Therapy. This is a clear positive impact on emotional wellbeing.</p>	<p>Monitor and evaluate the exit reports Pupil Perceptions Half termly data analyses</p>	<p>Mr Rattray</p>	<p><b>£10,776</b> <b>£4,310.40 PPG</b> <b>Less than half is going on PPG – change needed.</b></p>
<p><b>December 2017 Evaluation: This is one of biggest expenses. Currently 3 pupils in the school have play therapy. The HoS has recently requested a more rigorous system for evaluation for the sessions rather than just the exit reports that were being provided. This includes a redesign of the impact form, including pupil, parent, teacher and therapist feedback. A session has been booked for January where the therapist will deliver a model session to give staff a greater understanding of the therapy. HoS to ensure that priority goes to PPG children for this service.</b></p> <p><b>February 2018 Evaluation: While the model session was very useful to understand the principles for the therapy, it was decided that there were no definitive links between this and pupils' attainment. The Play Therapist will be replaced with changes to pastoral care, training on whole school SEMH and a new LSA to support vulnerable PPG pupils.</b></p>					
<p>To encourage healthy lifestyles.</p>	<p>Free breakfast club and fruit for disadvantaged pupils</p>	<p>Research shows that a healthy start to the day to helps concentration. Pupils being in early for school improves punctuality and attendance.</p>	<p>Monitor uptake of breakfast club for PG/non PPG Monitor the effect on attendance</p>	<p>Mrs Sullivan</p>	<p>£100 £44 PPG</p>

**December 2017 Evaluation:** 67% breakfast club is currently made up of PPG children (32% army and 34% FSM)  
 This has been actively promoted by the school and numbers of FSM attendance has increased.  
**February 2018 Evaluation:** 70% breakfast club is currently made up of PPG children (16% army and 54% FSM)

**Total budgeted cost** £16,149

**iii. Other approaches**

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?
To ensure disadvantaged children are attending school and are supported emotionally in school.	Pastoral / Attendance Lead To support all vulnerable children during the school day. To rigorously monitor attendance.	In England, a number of studies have identified a link between SEL interventions and academic outcomes. It can improve learning by up to 4 months. Education Endowment Foundation Research shows that reducing challenging behaviour in schools can have a direct and lasting effect on pupils' learning. This is based on a number of meta-analyses that review robust studies of interventions in schools.	Behaviour meetings to monitor and evaluate behaviour Lesson observations Pupil Perceptions Half termly data analyses	Mrs Sullivan	<b>£26,951</b> <b>£11,858.44 PPG</b>

**December 2017 Evaluation: Autumn 2 data shows that:**

**That the number of recorded behaviour incidents has reduced from 31 time-outs in autumn 1 (11.9.17) to 11 in autumn 2 (27.11.17)**

**There has been an increase in attendance from 94.5% in September 2017 to 95.82% in November 2017. The most significant increase was in FSM group.**

**February 2018 Evaluation: Attendance for PPG pupils has not improved, particularly FSM pupils. New attendance officer has been appointed. This salary frees up £7,000 to spend elsewhere.**

To coordinate links with external providers and the local community. Jointly lead lunchtime provision	Community Cohesion Lead	Researchers and practitioners have documented for some time how schools and communities working toward common goals can be beneficial. Communities can provide schools with a context and environment that can either complement and reinforce the values, culture, and learning the schools provide for their students or negate everything the schools strive to accomplish (Ada, 1994; Bricker, 1989; Nieto, 1992). Communities also can furnish schools -- and the students in them -- with crucial financial support systems as well as the social and cultural values necessary for success and	Monitor uptake for PPG/non PPG Pupil Perceptions Half termly data analyses	Mrs Cotter	<b>£21,268</b> <b>£9357.92 PPG</b>
---	-------------------------	---	--	------------	---------------------------------------

		survival in contemporary society (Mattessich & Monsey, 1993; MDC, Inc., 1991; Miller, 1991). Finally, communities have the potential to extend a variety of opportunities to students and to their families -- social, cultural, and vocational (Bell & Sigsworth, 1987; Hull, 1994).			
<p><b>December 2017 Evaluation: PPG children report that visits to a local residential home are enjoyable and an opportunity to talk a length with the residents about their lives.</b></p> <p><b>February 2018 Evaluation: PPG pupils have expressed positive views about opportunities to help in the community (litter picking with students). Courteous behaviour of these pupils was appraised by members of the community.</b></p>					
To improve physical health and self-esteem.	Supplement the sports funding for clubs. After school clubs.	The overall impact of sports participation on academic achievement tends to be positive (about two additional months' progress). However, there is recent evidence from the UK that sports participation can have a more dramatic effect on, for example, mathematics learning when combined with a structured numeracy programme (with one study showing an impact of up to 10 months' additional progress). Education Endowment Foundation	Staff training Observations Pupil perceptions Monitoring uptake (PPG /non PPG)	Miss Corby	£1865 £186,500 PPG
<p><b>December 2017 Evaluation: 31% of our 3 after school clubs are being taken up by PPG pupils. In the spring we will increase our number of after school clubs and promote involvement with PPG children</b></p> <p><b>February 2018 Evaluation: 31% of our 5 after school clubs are being taken up by PPG pupils. We need to fill 3&amp;4 football and basketball.</b></p> <p><b>Summer intake – PPG offered places first. 67% now attended by PPG.</b></p> <p><b>Self-evaluation of sports funding taking place. Focus on use of sports coach to skill up teachers.</b></p>					
<b>Total budgeted cost</b>					£50,084

## 6. Review of expenditure

Previous Academic Year 2016-2017

### i. Quality of teaching for all

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
N/A			Introduce some strategies for quality teaching for all eg. Whole staff training metacognition and monitor that this becomes embedded.	

### ii. Targeted support

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
To provide intervention support for PPG students aimed at improving attainment in English and Maths.	Small group tuition	Limited positive impact seen in the data. This was for service pupils but not FSM pupils.	<p>There is a requirement to ensure that we:</p> <ul style="list-style-type: none"> <li>Monitor progress of the tuition sessions every other week.</li> <li>Give out planning to teachers.</li> <li>Check that work links to learning in class.</li> <li>Conduct pupil perceptions about impact of tuition.</li> </ul> <p>Feb 2018: These have been closely monitored and refined.</p>	<p>£1500</p> <p>£1500 PPG</p>
Provide emotional support through mentoring and counselling to remove any barriers to learning.	Play therapist	Limited positive impact seen in the data (service pupils)	<p>There is a requirement to ensure that we:</p> <ul style="list-style-type: none"> <li>Prioritise children displaying the most extreme behaviour.</li> </ul> <p>Feb 2018: This resource was benefitting less than 50% of PPG pupils so has been replaced with a new LSA.</p>	<p>£10,700</p>

Pastoral and adults for learning support	SEN TA TA X 1 Learning mentor Breakfast club staff	Limited impact seen in the data.	There is a requirement to ensure that we:  Rigorously monitor through:  Lesson observations Drop ins Training Feedback Feb 2018: observation show more specific targeted support to PPG pupils	<b>£62,943</b> <b>£27,694.92</b> <b>PPG</b>
--	---	----------------------------------	--	---

### iii. Other approaches

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improve punctuality and attendance	Breakfast club	This was free to all pupils.  It was used as before school care for non PPG working parents.	There is a requirement to ensure that we:  Ensure pupils from non PPG to pay £1.00 in line with other schools to free up money for more targeted support.  Feb: 70% PPG attendance at breakfast club	<b>£2780</b>
To coordinate links with external providers and the local community. Jointly lead lunchtime provision	Community cohesion lead	Community links became strong and expanding. School trips were regular and they supported learning and the broad and balanced curriculum. Lunchtime provision was very good.	There is a requirement to ensure that we:  Do not prioritise this over behaviour.  Feb: Work with 'Military kids' Lunch time meetings	<b>£17,365</b>

Encouraging healthy lifestyles	Free fruit for all	This was taken up by all children but was a large part of the budget.	<p>There is a requirement to ensure that we:</p> <p>Limit to PPG pupils only to free up money for targeted support.</p> <p>This is now only £100 with £44 allocated to PPG</p>	<b>£3040</b>
Supplement sports funding	Clubs	These were very popular. Pupils were signposted to local clubs and take part in Essex competitions Self-esteem rose in pupils.	<p>Summer 2018 67% clubs attended by PPG pupils. More-able PPG pupils identified in sport. Fixtures arranged across MAT to prioritise PPG pupils.</p>	<b>£5155</b>
To give the opportunity to appreciate the art of theatre.	Pantomime	This had no direct link to attainment.	<p>There is a requirement to ensure that we:</p> <p>Put money into targeted support that will directly link to attainment.</p> <p>This is now funded by the PTA.</p>	£500