

Pupil premium strategy 17-18 (Primary and Secondary)



1. Summary information					
School	Steiner Academy Bristol				
Academic Year	17-18	Total PP budget	£118,610	Date of most recent PP Review	May 23 rd 2018
Total number of pupils	315	Number of pupils eligible for PP	62	Date for next internal review of this strategy	June 22 nd

2. Current attainment

The academy is exempt from the majority of external/national testing. First KS2 results in July 2018, first GCSE results in August 2019)

a) Internal assessment data (dated from May 2018)		
Primary	Pupils eligible for PP (our school)	Pupils not eligible for PP (our school)
Pupils achieving the expected standard or above in reading, writing and Maths combined	40% Developing	47.1% Developing
Average progress score for reading	37% Developing	56% Developing
Average progress score for writing	49% Emerging (In line with non PP)	49% Emerging
Average progress score for mathematics	46.3% Developing	51.28% Developing
Secondary	Pupils eligible for PP (our school)	Pupils not eligible for PP (our school)
56 % of pupils on target to achieve a strong pass (grade 5 or above) in English and Maths	35% On target	65% On target

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

In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		
A.	Lower attainment on average in reading, writing and SPAG	
B.	Lower attainment on average in maths	
C.	Lower reading age scores on average on entry	
D	Lower CAT scores (all 4 batteries) on average on entry	
E	The standard of homework and completion of tasks is lower for PP students	
F	Identified as EHCP or SEN Support status	
G	Average Attitudes to learning in all 4 areas on average are lower than for non-PP students	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
H	Poor home learning environments	
I	Low attendance	
J	Safeguarding	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>

<p>A.</p>	<p>Raise attainment in English</p> <p>Attainment and achievement measures to show a significant reduction in the gap between PP and non-PP students in 2018.</p> <p>This will be measured by the percentage of students achieving Secure in terms of age related expectations (for primary and middle school) and for Upper School this shall be measured by the target grade.</p>	<p>English:</p> <ul style="list-style-type: none"> • All PP children who are working below age related expectations will have a personalised timetable to support their literacy. • This will include a range of interventions such as the 1-1 reading buddy scheme (Ablaze) for Class 3-6, as well as daily Nesy Reading and Spelling interventions for Class 3-8. • Any PP children who have more than a 3 year reading age gap shall be considered for twice weekly RWI intervention. The aim after two terms will be to bring the reading age of the child in line with their chronological age. • The success of these interventions shall be tracked via reading records, student surveys and objectives achieved via Nesy's online portal. • Staff will use Arbor assessment tracker to record data and to review, assess and reintegrate children who have made progress back into a full timetable. • All children in Class 6 shall be baseline assessed using CAT4, NGRT & SWST. This data with a particular PP focus shall be used to determine where support across the Secondary phase may be needed. 	
<p>B.</p>	<p>Raise attainment in Maths</p> <p>Attainment and achievement measures to show a significant reduction in the gap between PP and non-PP students in 2018.</p> <p>This will be measured by the percentage of students achieving Secure in terms of age related expectations (for primary and middle school) and for Upper School this shall be measured by the target grade.</p>	<p>Maths:</p> <ul style="list-style-type: none"> • All PP children who are working below age related expectations will have a personalised timetable to support their numeracy. • Children in Class 5 and above shall be set up using Hegarty Maths and the Maths Lead shall use this to provide targeted lessons on areas of Maths that need development. • The Maths Lead shall work with the school's Steiner advisor in order to provide high quality resources and age related support to all class teachers delivering Maths through Main lesson. • The Maths Lead shall offer Further Maths to those PP children in Class 8 and above who have mastered the subject and who could be challenged further. • Staff will use Arbor assessment tracker to record data and to review, assess and reintegrate children who have made progress back into a full timetable. • All children in Class 6 shall be baseline assessed using CAT4, RBA & NFER. This data with a particular PP focus shall be used to determine where support across the Secondary phase may be needed. 	

<p>C.</p>	<p>Behaviour & Wellbeing - Student support mentors to act as key workers for students who experience significant barriers to learning, in particular students for whom engagement and/or behaviour is a concern.</p>	<p>Behaviour:</p> <ul style="list-style-type: none"> • Our Student support mentors will work closely with teaching staff, parents and the safeguarding team in order to co-ordinate support and catch up work for PP students across KS2-KS4. The Rainbow Room and the Beehive shall be designated safe spaces for PP children who require fiddle toys, games to de-escalate and the therapy dog to walk. • Upper school PP children shall have mentor meetings weekly in order to support both academic issues and or pastoral concerns. • A red-amber-green system shall be used to track PP children's emotional regulation. This shall be supported by the close monitoring of Arbor as well as termly team meetings (child, parent and student support mentor). • The lower school wellbeing room shall support small group Spanish interventions as well as social detective and sensory integration. This shall show a significant decrease in the behaviour incidents for PP children that struggle to regulate their behaviour or to access Spanish due to literacy issues. • Huw's room will be a transition space for middle school children who struggle to regulate their emotions. PP children shall have access to morning check-in's, morning movement and Thrive related tasks that help to maintain positive relationships with adults in the school. • 80% of PP children shall be graded a '3' in terms of good SEAL skills. • There shall be a 20% reduction in serious behaviour incidents for PP children in both primary and secondary phases. 	
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<p>5. Planned expenditure</p>	
<p>Academic year</p>	<p>2017-2018</p>
<p>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.</p>	
<p>i. Quality of teaching for all</p>	

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?
For all members of staff to know who the PP children are and to plan strategies to support them both academically and pastorally	Planning for progress documentation of staff	To QA PP engagement and enrichment across the Academy.	Learning walks PP review Planning scrutiny Lesson observations	ELT	July 2018
To ensure there is a consistent approach to Quality First teaching for PP students in comparison to Non PP	PP learning review day	To QA PP engagement and enrichment across the Academy.	Faculty training Lesson observations	ELT	May 2018
To offer targeted support to PP students who require additional English and Maths	Additional support for teaching English and Maths	To give PP students a chance to secure their target grade in core subjects.	Data analysis	EG and RSK	May 2018

To support closing the gap in reading, writing and numeracy from emerging to developing in line with age related expectations.	Additional support staff to run literacy/numeracy based interventions	A lower school TA shall be deployed to support literacy work across the school by one to one reading and writing sessions.	Termly review of intervention – track and review TA’s work Maths baseline in Jan 2018 Reading baseline in May 2018	EG and RSK	May 2018
Primary budgeted cost					£15,00
Secondary budgeted cost					£40,405
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?
SEN PP Nessy Intervention to increase achievement in literacy (both primary & secondary phases) from emerging to secure. Raising 2 levels of progress.	Nessy Reading and Spelling.	For PP SEN children to have access to an interactive resource that through games supports spelling rules and reading skills (this can be tailored to specific areas of need – e.g inference)	Class teachers will be trained in using the programme and RSK will track the ongoing usage of this resource	RSK	July 2018

Interactive Numeracy programme to raise the progress in Maths by 20%.	Hegarty Maths	Interactive resource that provides carefully sequenced and scaffolded tasks. Delivered in the comprehensive and rigorous manner that students need to master all mathematical content	Maths Lead will QA this interactive resource	EG	July 2018
Charity based reading programme for class 3-6 (PP children specific)	Ablaze Reading Buddies	For PP children with lower reading ages to get a 1-1 weekly session to support a love of reading. This enables the student to have a "buddy" who will be the same throughout the year and who will support their selection of books. It will act as a boost to literacy as well as a helpful way to engage the student in a discussion about books.	English Lead will QA this weekly by supporting the smooth running of each session	RSK	July 2018
Primary budgeted cost					£2,525
Secondary budgeted cost					£5,050
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 improve attitude to learning by a reduction in serious behaviour incidents for PP children.	Thrive training	The Thrive Approach draws on insights from the fields of neuroscience, attachment theory and child development to provide a way of working with children and young people that supports optimal social and emotional development. The approach can equip all staff to work in a targeted way with children and young people who may have struggled with difficult life events to help them re-engage with life and learning	Staff training TA responsible for Thrive	Sophie (SENCO) Maria (TA)	Sept 2018
To support movement	Sensory Integration	A therapeutic approach to sensory integration through Games and group work. Led by Bea in the Lower school wellbeing Room. Integral to Main Lesson rhythm and movement.	ELT learning walks Supported by class teachers	Sophie	July 2018

<p>To support wellbeing and behavior management of PP children</p>	<p>Wellbeing Service (Huw's Room) Rich's daily check-ins</p>	<p>To provide daily support with the morning and setting up the focus for the week. Tracking behaviour and emotional state every morning with a check-in and collection of a tracker (if necessary)</p>	<p>This will be over-seen by RCr & Middle Leaders behaviour data will be collected on a termly basis</p>	<p>Rich – Wellbeing Co-ordinator</p>	<p>Feb 2018</p>
Primary budgeted cost					£22,000
Secondary budgeted cost					£33,630
Total budgeted cost primary and secondary					£118,610