

## Pupil premium strategy 2018-2019 (Primary and Secondary)



1. Summary information					
<b>School</b>	Steiner Academy Bristol				
<b>Academic Year</b>	18-19	<b>Total PP budget</b>	£131,835	<b>Date of most recent PP Review</b>	May 23 <sup>rd</sup> 2018
<b>Total number of pupils</b>	Approx 371	<b>Number of pupils eligible for PP</b>	110	<b>Date for next internal review of this strategy</b>	Week commencing October 15th 2018

### 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)

<b>a) Internal assessment data (dated from July 2018)</b>		
<b>Primary &amp; Middle (C1- C7)</b>	Pupils eligible for PP (our school)	Pupils not eligible for PP (our school)
Pupils achieving the expected standard (secure) or above in reading, writing and Maths combined	<b>35.3%</b>	<b>42.4%</b>
Average progress score for reading	<b>34.7%</b>	<b>52.1%</b>
Average progress score for writing	<b>27%</b>	<b>28%</b>
Average progress score for mathematics	<b>31.1%</b>	<b>38%</b>
<b>Secondary (C8 &amp; C9)</b>	Pupils eligible for PP (our school)	Pupils not eligible for PP (our school)
42.4% of pupils on target to achieve a strong pass (grade 5 or above) in English	<b>33.3%</b>	<b>45.8%</b>
36.8% of pupils on target to achieve a strong pass in Maths (grade 5 or above)	<b>20%</b>	<b>42.9%</b>

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

**In-school barriers** (*issues to be addressed in school, such as poor oral language skills*)

<b>A.</b>	Lower attainment on average for PP children in reading (lower reading ages on entry in C6 as reported by the New Group Reading Test)	
<b>B.</b>	Lower progress made by EHCP and SEN PP students in Class 7 (for both literacy and numeracy)	
<b>C.</b>	Higher attaining PP pupils at GCSE are not yet reaching their potential to achieve a strong pass (Grade 5 or more)	
<b>D.</b>	Behaviour issues for a small group of PP boys in the middle school (mostly eligible for PP) are having detrimental effect on their academic progress and that of their peers.	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>E</b>	Up until now PP parents have not been full partners of the school's learning environment	
<b>F</b>	Attendance rates for pupils eligible for PP are 90.2% (below the target for all children of 96%). This reduces their school hours and causes them to fall behind on average.	
<b>4. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Improve reading skills for pupils eligible for PP from Class 4 - Class 8	Pupils eligible for PP in Class 4 - 8 make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations.
<b>B.</b>	Improve progress of PP SEN children in Class 7	SEN Pupils eligible for PP in Class 7 make a more sustained progress so by the end of the year 80% of them meet age related expectations.
<b>C.</b>	Improve progress of Higher attaining PP children In Class 10 to secure a strong pass at GCSE.	80% of pupils eligible for PP in Class 10 secure a Grade 5 or above at GCSE.

D.	Behavioural issues of PP middle school pupils addressed (boy group).	Fewer behaviour incidents recorded on ARBOR for these pupils (using our current behaviour management system)	
E.	Parents gain a wider experience of the school setting through community based tasks and support groups/mornings.	Parents understand the importance of extra- curricular activities. Pupils and parents are provided with experiences outside of the classroom – workshops and educational visits. Attendance at parents evenings is tracked, PP parents are reminded prior to the event and phoned after the event if they do not/cannot attend.	
F.	Increased attendance rates for pupils eligible for PP.	Reduce the number of persistent absentees among pupils eligible for PP to 10% or below. Currently 35% of pupils eligible for PP are persistent absentees. Overall PP attendance improves from 90.2% to 96%	

<b>5. Planned expenditure</b>					
<b>Academic year</b>	<b>2018-2019</b>				
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.					
<b>i. Quality of teaching for all</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>

<p><b>A.</b> Improve reading skills for pupils eligible for PP from Class 4 - Class 8</p> <p><b>C.</b> Improve progress of Higher attaining PP children In Class 10 to secure a strong pass at GCSE.</p>	<p>Staff training on high quality feedback.</p> <p>Staff directed morning time to guided reading.</p> <p>Ablaze buddy scheme as well as class to class reading support.</p> <p>Class 10 English Revision Club and Further Maths (after school sessions)</p>	<p>We want to invest some of the PP in longer term change which will help all pupils. Many different evidence sources, e.g. EEF Toolkit suggest high quality feedback is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school.</p> <p>We have found that many PP children are not read to consistently at home and so the directed time in the morning shall provide a consistent and engaging approach to reading a wide variety of texts as well as exposing PP children to a more extensive vocabulary.</p>	<p>Guided reading implementation is supported by PiXL associate school contacts.</p> <p>INSET days deliver key training to staff on both feedback and reading skills.</p> <p>English Lead to run Revision Club, Maths Lead to run Further Maths and PP attendance recorded.</p>	<p>English Lead</p> <p>Upper school Lead</p>	<p>Jan 2019</p>
<p><b>B.</b> Improve progress of PP SEN children in Class 7</p> <p><b>C.</b> Improve progress of Higher attaining PP children In Class 10 to secure a strong pass at GCSE.</p>	<p>Staff training on high quality differentiation for SEN pupils and monthly monitoring.</p> <p>Pupil progress documents used to track strategies.</p> <p>Pupil Premium surgeries in term 3 and 5 with PP lead.</p> <p>Third Space learning (9 PP pupils will have access to 1-2 sessions a week. This involves a 45 minute lesson &amp; a 15 minutes to attempt practice questions.</p>	<p>We want to provide extra support so that SEN students can make progress. Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit.</p>	<p>Extra teaching time and preparation time paid for out of PP budget.</p> <p>Impact of Math's virtual tutelage overseen by Maths co-ordinator.</p> <p>Teaching assistant (TA) CPD for TAs supporting the sessions (via Third Space training)</p> <p>Records will show that all parents have been communicated with before intervention begins to address any concerns or questions about the additional sessions.</p>	<p>PP Lead</p> <p>Maths Lead</p> <p>SENdCO</p>	<p>Jan 2019</p>
<b>Total budgeted cost</b>					£40,000

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?
<b>A, B and C</b>	<p>Whole school approach and range of interventions including for higher attainers.</p> <p>Small group interventions using Third Space Learning and Literacy Catch up scheme (as developed by Pixl)</p>	Individualised instruction provides personalised tasks for each learner, providing support at the individual level. It is based on the idea that all learners are different and therefore have different needs, so an individualised or personally tailored approach to instruction ought to be more effective, particularly in terms of the tasks and activities that pupils undertake and the pace at which they make progress through the curriculum.	<p>Lesson observations based on guided reading approach in morning sessions.</p> <p>Tracking of reading age progress in the Easter term by re-assessing Classes 4-8.</p> <p>Planning scrutiny. Developmental CPD</p>	<p>Maths Lead</p> <p>English Lead</p> <p>Class teachers</p>	On-going. Termly data analysis
<b>D. Behavioural issues of PP middle school pupils addressed (boy group).</b>	<p>Identify a targeted behaviour intervention for identified students.</p> <p>Use support worker to engage with parents before intervention begins.</p> <p>Develop restorative approaches and focus on positive behaviours. <b>(Thrive)</b></p>	The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils.	Ensure identification of target pupils is fair, transparent and properly recorded via Arbor. PP lead to monitor behaviour of boy group but also monitor whether improvements in behaviour translate into improved attainment.	Middle school teachers	June 2019
<b>Total budgeted cost</b>					£60,000
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?

<b>F.</b> Increased attendance rates for pupils eligible for PP.	Part time attendance officer employed to monitor pupils and follow up quickly on absences. First day response provision.	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.	Parents of PA PP students will receive attendance letters notifying them of their child's poor attendance. A set of attendance targets will be sent to help motivate parents keeping them on track. If the PA problem persists, the parents will be invited to create an attendance support plan. The plan will involve a non statutory assessment highlighting any additional needs. Referrals to external agencies may be placed. Lastly, if parents do not engage the school will issue a PN fine.	Pupil Premium Lead	Jan 2019
<b>E.</b> Parents gain a wider experience of the school setting through community based tasks and support meetings/mornings.	Whole School Community day for a chosen class (staff, pupils and parents)  Range of opportunities arranged, including quality homework projects designed to involve parents (class 8). Invite parents to project brief meeting so they can engage in projects.  Learning packs/craft bag shall be provided for PP children to use at home.	Wide range of evidence advocating the use of learning outside of the classroom supporting progress and outcomes. EEF have found 'Effective homework is associated with greater parental involvement and support.'	Monitor parent engagement with community day/meetings via attendance and feedback.  Pupil engagement & class community shall be tracked via picture evidence, and pupil feedback to outside experiences and extra-curricular activities. This shall be celebrated via display boards in order to provide visual representation of those experiences.	Class teachers	June 2019
<b>Total budgeted cost</b>					£30,000

<b>Total budgeted cost primary and secondary</b>	£130,000
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