

Four Acres Academy – Pupil Premium Strategy 2017/18

Academic Year	2017-18	Total PP Budget	£233,640 (predicted)	Date of last review	September 2017
Total Number of pupils	327	Number of pupils eligible for PP	177 (predicted)	Date for next PP strategy review	September 2018

Barriers to Future Attainment (for pupils eligible for PP) at Four Acres Academy

In school barriers (issues to be addressed in school)	
A	Low baseline levels in EYFS upon entry to school particularly in PSED, communication and language (Oct 2015) only a small number of pupils scoring in 7/30 areas of learning at 30months-60 months beginning
B	Communication and language is limited , adversely affecting reading and writing (combining words and phrases, word alternatives, functions of sentence and spelling)
C	Higher order reading skills – predicting what might happen from details stated or implied
D	Knowledge of number facts and their rapid application in problem solving
E	High incidents of pupils with social, emotional and mental health issues.
F	Parental engagement and support for learning is inconsistent
G	Children have limited experience of the world beyond the immediate community
H	Attendance rate low and often affected by sickness of both child and family members
I	A small proportion of SEND unable to maintain the learning pace of mainstream classes – need for modified provision/curriculum
External barriers (which also require action outside school)	
J	Low levels of parental engagement with their child’s learning academic attainment with some cases of poor literacy and numeracy skills
K	High incidents of domestic violence and/or family disruption
L	Poor health in the general community
M	Prevalence of drug and alcohol abuse in the general community
N	Prolonged unemployment

Planned Expenditure 2017-18

Quality Teaching for all						
	Desired Outcome/impact	Chosen Action	What is evidence/ rationale?	How will we ensure it is implemented?	Staff leader	Review- when – who
A	Pupils in EYFS and KS1 develop fine motor skills, in turn improving the presentation of their work.	1:1 support/ small group support with mark making and writing.	Pupils in EYFS1 boys in particular find mark making difficult, therefore some individual or small group work would be helpful (baseline not completed until Nov). EYFS 2 additional support with mark making and writing ensured that 72% of children worked with, reached their ELG with all pupils making progress. Older children needing small group support with extra handwriting to aid presentation and writing	Class teachers Teaching Assistants	HE	RL/VW/HE Class teachers
English:						
B	<p>Children able to write in standard English using correct and appropriate grammatical features.</p> <p>Children gain a repertoire of age appropriate vocabulary and can use it orally and in their written work.</p> <p>Children are able to spell age appropriate words (including government words) and apply to spelling tests.</p> <p>Improve end of KS1 outcomes in writing from 68% to 80%.</p> <p>Improve end of KS2 outcomes in writing to 77% to 85%</p>	<p>Progressive grammar features identified and taught from R-Y6</p> <p>Continued exposure to high quality 'set texts' and embedding of 'Four Acres writing initiative'.</p> <p>All classes to follow 'Get Spelling' programme with weekly spelling homework set and monitored.</p>	<p>'Four Acres' adapted T4W approach has been successful in developing pupils' vocabulary as well as their writing. Writing outcomes greatly improved under this method of delivery over several years.</p> <p>KS2: 2015-16 90% at age related or above and 2016-17 77% at age related. Both above national average.</p> <p>Decline in SPAG results demonstrating need or focus on both grammar and spelling across whole school.</p>	<p>*Regular training/discussions through staff meetings and inset. *Work scrutiny and lesson observations. *Vernon spelling test *Use RWInc spelling tests termly. Small group provision targeted and monitored by SLT</p>	CTE HE Teachers	<p>Pupil progress meetings 6x yearly</p> <p>Monitoring weeks x3 yearly</p> <p>Weekly visits from CTE</p>

	Improve KS2 scores in the SPAG from 65% - 80%					
C	<p>Pupils read fluently and can comprehend at age related expectation or above. KS2 -67% - 71% or above KS1 – 74% - 80% or above</p> <p>Pupils reading for pleasure and sharing books with staff and peers</p> <p>End of Key Stage 1 and 2 reading outcomes in line with national average. From</p> <p>Higher percentage of children working at 'greater depth' 2016/17 KS1 from 16% - 25% KS2 from 11% - 25%</p>	<p>Whole school focus on the teaching of reading comprehension. Emphasis upon;</p> <ul style="list-style-type: none"> • Inference • Prediction • Reasoning • Justifying <p>1-1 TA targeted support using BRP and similar catch-up interventions</p> <p>Small group intervention by TA's and teachers to narrow gaps in reading speed and fluency as well as comprehension.</p>	<p>Raiseonline, SATs analysis and current school assessments show that reading comprehension is still not as good as it could be.</p> <p>The speed of reading, understanding of vocabulary and complex phrases, is preventing further improvement in overall attainment.</p> <p>Pupils not making links between what they have read and the comprehending style questions – especially when asked to reason and justify. (SATs paper analysis 2017)</p> <p>Reading in both KS1 and 2 below national figures in 2017.</p>	<p>Inset training TAs</p> <p>Staff meeting</p> <p>SLT monitoring</p>	<p>Phase leaders</p> <p>CTE</p>	<p>SLT</p> <p>RL</p>
	Desired Outcome/impact	Chosen Action	What is evidence/ rationale?	How will we ensure it is implemented?	Staff leader	Review- when – who
	Maths					
C D	<p>80% of pupils will attain an overall grade of 'demonstrating' by the end of the year.</p> <p>Gaps in basic skills and number knowledge identified and closed.</p>	<p>Targeted small group intervention planned by teachers and delivered by TA's/teachers.</p>	<p>2016-17 73% of KS2 pupils gaining expected standard in maths which was decline from previous year.***</p> <p>2016-17 76% of KS1 pupils gaining expected standard with only 21% working at greater depth.</p>	<p>TA timetables</p> <p>Key stage meetings</p> <p>Discussions in pupil progress meetings</p>	<p>CTE</p>	<p>RL/CTE/VW</p> <p>Class teachers</p> <p>SLT/Teachers at pupil progress meetings 6x yearly.</p>

	Children can select number skills confidently and apply them to written questions with success.	Implementation of new 'times table' teaching initiative. Specific 'number' focus to introduction of lessons	Progressive 'Times Table' testing across school which includes application of skill and mastery style calculations.			
	Desired Outcome/impact	Chosen Action	What is evidence/ rationale?	How will we ensure it is implemented?	Staff leader	Review- when – who
E	Children are 'ready to learn' when entering the classroom environment. Children are 'ready to play' when on break/lunch times or periods of free play. Learning Mentor – number of major incidents, exclusions are prevented due to proactive intervention	SLT on the door in the morning watching for any cues to signify early morning issues. Free breakfast club every morning to encourage a positive start. (Some places allocated to vulnerable/children in need) KD to make regular and brief contact with individuals raising concerns - followed up by small group or 1:1 support if/when needed. Lunchtime provision (The Den) Regular contact with parents to target support where needed.	Increase in number of low level (1/2) incidents within the classroom environment. Increase in number of medium (3) level incidents when children are on their break/lunch. Using adult support to keep pupils on task after an incident occurs has been very successful in the past and prevented behaviour of targeted (group 1) children escalating.	Weekly inclusion meetings, daily contact with the head and parents (door) and daily informal discussions with staff.	LP, KD, CTE, GP, RL	RL CTE June
	Pupils are able to maintain friendships, be successful with	Small group social skills support	Pupils have low resilience when working in a group – issues often around listening to others, sharing ideas and compromising.	Visible time tables for ABA.	KD/ class teachers / children	SLT Dec April

	<p>turn taking and working with others.</p> <p>Pupils can begin to resolve conflict by themselves</p>	<p>1-1 learning mentor support</p> <p>Anti-bullying ambassadors identified and trained to work across the school</p> <p>Playground leaders trained by external sporting company to plan and lead outdoor and indoor activities.</p>	<p>Circle of friends and anti-bullying ambassadors (ABA) have been successful in the past at empowering children to self-resolve and raise awareness of bullying on the playground.</p> <p>High percentage of low level friendship issues on the playground – specifically around winning/losing and ‘girl gang’ name calling.</p>	<p>Monitored termly by CTE, VW and learning mentor</p>		<p>July</p>
	<p>Targeted pupils are able to self-regulate their emotions and behaviour, developing higher self-esteem, confidence and resilience.</p>	<p>1:1 play therapy</p>	<p>Pupil with social and emotional problems greatly benefit from this provision able to; experience calm, self-reflect, self-direct, play out difficult situations and find their own answers to their problems.</p> <p>This is a long term strategy and many pupils who exhibited extreme behaviours are now able to fully participate in school life.</p> <p>Social scores reduce and the number of difficult situations they have previously been involved in become greatly reduced. (see play therapy report and case studies).</p>	<p>Timetabling</p> <p>Termly meetings with inclusion team</p>	<p>VW/GP/CT E</p>	<p>VW/CTE/RL</p> <p>Ongoing and at pupil progress meetings 6x yearly.</p>
	<p>Targeted pupils develop social and emotional skills in order to successfully exist in the learning and social environment.</p> <p>Pupils who attend Nurture will return to mainstream class and</p>	<p>‘Sunflowers’ Nurture Group. Small group intervention 2:10. 4x pm</p>	<p>Nurture group has run successfully for a number of years catering for SEN pupils with particular difficulties with a modified curriculum. This is a space where children learn to communicate and work co-operatively. Children are selected using the Boxall profile scores, in consultation with the inclusion team, parents, class</p>	<p>Monitored and observations by SLT</p>	<p>VW/HY/GP</p>	<p>VW/RL/CTE</p> <p>Nov, March, June</p>

	experience success at work and play.		teacher and outside agencies. Placements can be part-time.			
	Desired Outcome/impact	Chosen Action	What is evidence/ rationale?	How will we ensure it is implemented?	Staff leader	Review- when – who
G	To widen the life experiences of pupils, resulting in improved attendance and academic attainment. All children can swim 20m by the time they leave Four Acres	Heavily subsidise the costs of trips, visitors and after school club. Subsidise the cost of a yearly school camp. Provide free swimming for all KS2 children. Provide a minimum of 6 stimulating experiences a year for each child.	Pupils are at a disadvantage in national tests when their personal experiences do not reflect those of the general population. First hand experiences will support there classroom learning. From pupil interviews across the school, memories of quality trips/visits boost memory allowing pupils to link learning to practical experiences.	Class teachers to provide relevant opportunities to link learning, plan trips and visitors	Class teachers	Subject leaders CTE/RL
	Desired Outcome/impact	Chosen Action	What is evidence/ rationale?	How will we ensure it is implemented?	Staff leader	Review- when – who
H F	Whole school attendance, physical and mental health will be improved. Whole school attendance will be 96% a significant improvement on 93.9% of 2015-16. More parents will seek support from the schools family support worker and engage with external parenting support. Positive parental engagement in school will continue to improve.	Breakfast club free to all users and empty places re allocated to support both working families and families struggling with attendance and lateness. Engaging activities will be provided to encourage positive starts to the school day. See attendance action plan	Pupils who have a healthy breakfast are known to do better at school. Pupil interviews demonstrate that children feel that, “breakfast club is a good start to the day”, “I don’t get rushed to lessons or get into arguments with my brother when we were always late!” 91% of pupils gave positive responses.	Deploy staff effectively, replace or purchase equipment that pupils enjoy. Provide a calm and happy space where a healthy breakfast is offered. Offer more support meeting around the PP funding. An academy priority	LP – family support lead	LP / RL
	Desired Outcome/impact	Chosen Action	What is evidence/ rationale?	How will we ensure it is implemented?	Staff leader	Review- when – who

<p>J K L M N F</p>	<p>To support families in need.</p> <p>Support pupils who attend breakfast club ensuring a positive start to the day.</p> <p>Take a lead on Safeguarding, dealing with child protection issues across the Academy and Children’s Centre; which includes home visits.</p> <p>Attendance levels are at or above 95%</p>	<p>Work with families and children who are currently under child protection/social care – liaise with appropriate outside agencies and family.</p> <p>Encourage pupils who are in need to attend breakfast club and support targeted pupils to have a healthy and positive start to the day.</p> <p>Be the first point of contact for Early Help and social care – making referrals and following up any issues raised.</p> <p>Carry out home visits.</p> <p>Make referrals and work with Education Welfare to support families.</p> <p>Work with targeted families to support and encourage good attendance.</p> <p>Run attendance celebrations throughout the year for 100% attenders.</p>	<p>Four Acres Academy is located in a socio economically deprived area in the South of Bristol where many families live in poverty.</p> <p>73% of children are eligible for free school meals</p> <p>Many families and children have witnessed domestic violence.</p> <p>High rate of unemployment</p> <p>Lots of families engaged with external agencies to support parenting</p>	<p>Weekly meetings with RL</p> <p>Display and follow Safeguarding Pyramid.</p> <p>Ongoing discussions with teachers and SLT</p> <p>Follow a ‘everyone is responsible’ approach to safeguarding.</p>	<p>LP and RL</p>	<p>RL to review monthly</p>
--	---	--	--	---	------------------	-----------------------------

	Other Costs					
	Desired Outcome/impact	Chosen Action	What is evidence/ rationale?	How will we ensure it is implemented?	Staff leader	Review-when – who
	To ensure funds have been allocated and spent as expected. To track and timetable attainment and provision.	Regular (10 weeks) timetabling, discussions re:pupil support/needs with class teachers and relevant personnel. Admin assistant time for finance, updating funding etc	With- out timely monitoring, timetabling and finance discussions funds could be poorly allocated	Reports to directors Discussions with staff	DM	RL/RB