

Annex 2c: Pupil premium strategy statement (primary)

1. Summary information						
School	Gonville Academy					
Academic Year	2017-18	Total PP budget	£123,180	Date of most recent PP Review	N/A	
Total number of pupils	502 FTE	Number of pupils eligible for PP	92	Date for next internal review of this strategy	Jan '18	

2. Current attainment						
	<i>Pupils eligible for PP (3 years)</i>			<i>Pupils not eligible for PP (national average)</i>		
	2015	2016	2017	2015	2016	2017
% achieving national standard (all 3 subjects)	81%	26%	57%	85%	56%	48%
Progress score in reading	100%	-0.24	-1.71	92%	-1.2	-1.13
Progress score in writing	100%	-0.23	1.56	95%	0.71	1.46
Progress score in maths	100%	-0.48	-1.91	91%	0.06	0.83
3. Barriers to future attainment (for pupils eligible for PP)						
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)						
A.	% of FSM/PPG boys in current Y6 attaining national standards in reading & writing is lower than FSM/PPG girls. The FSM group are also making slower progress than their peers.					
B.	PPG students in current Y5 & Y6 attaining national standards in maths is lower than their peers.					
C.	Attitude to learning is a barrier for a small group of KS2 boys (mostly PP), and a small group of girls in current Y2.					
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)						
D.	Average attendance for FSM students in current Y2 was 89.2% (5 students). This impacted on outcomes in writing and phonics.					

Desired outcomes		
A.	Improve reading fluency, phonic knowledge and quality of handwriting for PP students in Y2. Improve reading comprehension skills & writing outcomes for PP boys in Y6.	Students eligible for PP in Y2 make rapid progress, and achieve national standards in reading and writing / pass the phonics screening (if they did not pass in Y1). Measured through termly assessments and moderation across the STEP Trust and within Croydon LA.
B.	Close the gaps for PP students in mathematics in upper KS2, with higher attainment and rates of progress.	PP students identified make as much progress as their peers and attain well in mathematics. Gaps begin to close between PP and non-PP students. Measured by teacher assessment, PUMA and PIRA tests and question level analysis, and a focus on consolidating basic skills in mathematics within the wider STEP Trust.
C.	Reduce the number of behaviour incidents, and improve behaviour for learning in class, for identified students.	Fewer behavioural incidents for identified students. Behaviour for learning in lessons is good and outstanding. Measured through learning observations, monitoring of behaviour records and feedback from class teachers, support staff and the pastoral team.
D.	Improve attendance rates for FSM students in KS1.	Overall attendance for FSM students in KS1 increases from ???% to ???%. Reduce percentage of persistent absentees (below 90% attendance) from ??% to less than 5%.

4. Planned expenditure					
Academic year		2017 - 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?	Staff lead	When will you review implementation?
A. Improved reading fluency and phonic knowledge across the school, with a particular focus on Y2.	Introduction of linguistic phonics. Staff training & CPD from AOA Phonics Champion. KS2 intervention	Early literacy approaches found to have significant impact on embedding literacy skills early (EEF Toolkit). Outcomes for AOA students have improved with introduction of linguistic phonics.	Use INSET days to deliver training. Support from STEP Head of T&L & phonics champion Observation of phonics sessions, learning walks. Analysis of phonic practise screening	English Lead Phonics Lead	January 2017, June 2017
A. Improved reading fluency & teaching of key comprehension skills in KS2.	Daily close reading sessions (Reading Reconsidered) Staff training & CPD Text & context curriculum	Want to invest in training which will impact over time. Continuation of work started in 2016 – 2017. EEF Toolkit indicates teaching reading comprehension skills is an effective way to improve attainment.	Use INSET days to deliver training. CPD support from STEP Head of T&L. Observation & learning walks. Peer coaching & feedback. DHT supports planning sessions.	English Lead DHT	January 2017, June 2017
B. Close gaps for PP students in Upper KS2 in mathematics.	Focus on consolidating basic skills in maths. Introduction of daily maths meetings. Staff training on mastery approaches & stretch & challenge.	Gaps are still evident for PP students in maths in Upper KS2. A higher percentage of all students need to attain 'greater depth' in Y6. By training a number of teachers in stretch and challenge practices, we will have models of good practice in place.	Peer coaching to develop best practice and then share with others. Courses carefully selected to best meet training needs. INSET days. Training from West London Maths Hub & STEP Head of T&L	AHT (Y6 & Maths)	January 2017, July 2017
Total budgeted cost					£25,000

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?
A. Improved reading fluency and phonic knowledge in Y2 & identified students in KS2.	1:1 and small group interventions targeting Y2 (phonics; oracy; speech & language) Linguistic phonics & rapid reading intervention in KS2.	Main area of need for PP students in Y2 is phonic knowledge, which impacts on reading and writing. EEF Toolkit suggests well trained support staff have most impact in interventions. Oracy project had positive outcomes for the past 2 years.	Dedicated time for support staff to deliver interventions. High quality training for those delivering interventions. INSET day training. Close monitoring of data for students.	AHT (Inclusion) Phonics Lead	January 2017, June 2017
B. Close gaps for PP students in Upper KS2.	Additional teachers in Years 4, 5 & 6 - smaller class teaching in English & Mathematics, and daily intervention. Mathematics sets to enable sufficient stretch for more able.	Provision of daily support to improve attainment. Small group interventions with highly qualified staff have been shown to be effective, e.g. Visible Learning by John Hattie and the EEF Toolkit. Combine with 'Growth Mindset' tools to encourage outstanding behaviour for learning. Smaller group teaching in Y4 and Y6 had significant impact on PP outcomes in 2016 – 2017.	Additional teachers paid for out of PP budget – don't have to rely on volunteers to provide additional classes after school. Impact monitored by Deputy Headteacher & Assistant Headteacher Year 6. Meet with parents to discuss students who need stretch & challenge.	Deputy Headteacher / Assistant Headteacher (Y6)	Half termly basis, beginning October 2017
C. Improved behaviour for identified students.	Head of Pastoral Care to deliver Thrive interventions. Learning Mentor support in class.	EEF toolkit suggests pastoral interventions for older students can have real impact. Successful impact in 2016 - 2017 with students across Academy, particularly in reading. Tight focus on Y2 & Y6 in 2017 - 2018.	Identified students tracked and careful notes kept. Monitor behaviour records and impact on attainment. Head of PC qualified Thrive practitioner.	Inclusion Manager Head of Pastoral Care	January 2017, June 2017
Total budgeted cost					£126,700
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?
D. Increased attendance rates for FSM students in KS1	EWO employed to monitor students and follow up on absences / provide reports for parents. Support team to contact parents on 1 st day of absence.	NFER school briefing identifies attendance as a next step. Students with low attendance do not attain as well as those with high attendance. Specific FSM students in KS1 are a focus, particularly those who did not pass the phonics screening.	AHT Inclusion, EWO HPC work together to monitor absence & arrange early intervention. Standard Academy procedures to be followed. Data for FSM students to be closely tracked.	KS1 Leader AHT (Inclusion)	Half termly basis, beginning October 2017.
Total budgeted cost					£5,500

5. Review of expenditure: 2016 - 2017				
Previous Academic Year				
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
A. Improved reading fluency and phonic knowledge in R & Y1.	Staff training & CPD Use of fluency tests to track progress.	High. Percentage of students meeting GLD at end of Reception increased from 66% to 68% (52% in 2015). Quality of teaching improved from 75% good or better to 100% good, 33% outstanding. In KS1, results are expected to be in line with national averages in reading and mathematics, and slightly above in writing. Increase in % of PP students working at greater depth in reading in R & Y1. Quality of teaching in KS1 = 100% good or better, 20% outstanding. Y1 phonics – PP gap not yet closed.	High impact in EYFS. EYFS Leader has been appointed (current outstanding Reception practitioner). Linguistic phonics will be introduced in EYFS & KS1, and teachers will be trained by expert practitioner from Angel Oak Academy. Y1 teacher will move to Year 3, to provide phonics support in KS2, and will oversee phonics across the school.	14,440
A. Improved reading fluency & teaching of key comprehension skills.	Staff training on Bloom's. CPD on teaching of reading comprehension skills.	Mixed. SATs results in Y6 show PP gaps closed in all subjects, with PP & FSM students outperforming non-PPG in reading for 'working at'. Still significant gap for Y6 students at greater depth in reading. In Y5, impact was not as great. PP and FSM students made good progress, but gaps have not narrowed significantly in reading. The planned additional teaching support did not have the desired impact, and did not continue beyond the Autumn term. In Y4, impact was high, and gaps narrowed significantly in reading; progress was also strong. PP students working at greater depth increased to 14%.	Class sizes in Y6 reduced to 23, with additional intervention from DHT & HT. DHT focus on PP students had impact, with significant improvement from 2016 – 2017. Impact on cohort overall was not as hoped in reading – close monitoring and support from HT to be in place for 2017 – 2018. Year 5 – additional teacher was unfortunately not suited to the Y5 role, and the smaller classes did not continue after the autumn term. DHT & HT will be heavily involved in Y6 in 2017 – 2018. The additional teacher model will continue in Y4, 5 and 6 in 2017 – 2018. All teachers in Y5 & Y6 are strong and have been at Gonville for at least a year. In Y4, the additional teacher is a strong teacher previously employed by the school and returning from working abroad.	See above

<p>B. Close gaps for PP students in Upper KS2.</p>	<p>Staff CPD on stretch and challenge. Focused teaching on key reading and maths skills.</p>	<p>High for PPG & FSM students. Gaps closed in all subjects for PP & FSM students in Year 6. The most disadvantaged students outperformed the non-PPG students in all areas. Reading: FSM 79%, PPG 76%; Writing FSM 79%, PPG 81%; Maths FSM 71%, PPG 71%; Combined FSM 50%, PPG 57%. Although below national averages, this represents a significant improvement from 2016 – 2017 (23% combined).</p> <p>This trend needs to continue in 2017 – 2018, with PPG & FSM students targeted for greater depth. Data analysis for all groups needs to be closely monitored, to ensure all students are achieving well in the Y6 SATs tests.</p>	<p>PPG & FSM students were a particular focus for the HT and DHT, and impact from the additional booster groups is clear.</p> <p>However, results for the year group as a whole were not as predicted and combined figures were again below national.</p> <p>DHT will take a wider role in Y6 from September, giving in-class support to two teachers new to Y6 (although not new to the school). HT will closely monitor Y6 data alongside the AHT (Y6), and will work with Angel Oak and David Livingstone Academies, who all achieved strong results in 2016 – 2017.</p>	<p>See above</p>
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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
A. Improved reading fluency and phonic knowledge in R & Y1.	1:1 and small group literacy interventions targeting R and KS1 (Oracy project & speech & language intervention)	High in EYFS (see above). Mixed in Y1. 60% (3/5) FSM students passed the phonics screening compared to 79% non-FSM. 78% of the year group combined passed the screening. For the two FSM students who did not pass, attendance was below 90% which impacted on outcomes. The majority of other students who did not pass were new to the school (with two having no EYFS education).	FSM attendance in KS1 will be a focus on the Academy Improvement Plan. Mobility is also an issue for this year group, so the Academy will need to market itself well to appeal to new parents moving into the area, and liaise with Croydon admissions to quickly fill places. Linguistic phonics will be introduced across KS1 in 2017 – 2018, with Y2 students who did not pass the phonics screening being a focus.	126,708
B. Close gaps for PP students in Upper KS2.	Additional teachers in upper KS2 to deliver small class teaching. Mathematics sets to enable sufficient stretch for more able.	High for PPG & FSM students, who outperformed non-PPG/FSM students in all areas. See analysis above for Y5 & Y6.	2017 – 2018 – DHT and HT will be more heavily involved in the day to day running of Year 6 and monitoring of data. Additional teacher model will continue in Y4 – Y6, with teachers who already work in the school and are proven strong practitioners. Leadership structure will include team leaders who will be responsible for quality of T&L within their year group.	See above
C. Improved behaviour for identified students.	Learning Mentor working with targeted students in class. Head of Pastoral Care: Thrive training.	100% of targeted students made at least expected progress across the school. Behaviour across the school rated outstanding during Ofsted. High impact in Y6, where 3 boys targeted for additional support achieved national standard in reading and one in reading, SPAG and mathematics.	Gonville's behaviour for learning is outstanding, and the school was accredited for the third time as a Centre of Excellence for Inclusion. This will be built on in 2017 – 2018 with the introduction of the Thrive programme, to promote SMSC across the school. Y2 & Y6 will be focus year groups in 2017 – 2018.	See above

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
D. Increased attendance rates for FSM students	EWO employed to monitor students and follow up on absences / provide reports for parents.	Medium - High. Attendance at end of year 95.4% for PP students - increase from 93.5% autumn term. Persistent absence (below 90%) improved 0.8% to 5.3% and (below 85%) improved 1.8% to 1.3%. FSM attendance 94.6%. Same as 2015 – 2016.	Continue with EWO support. Attendance team to focus on Y2, as attendance in Y1 was lower than rest of school. New Reception intake also to be monitored – historically high absence during the autumn term. KS1 also to be closely monitored for unauthorised holiday – data shows that Y1 & Y2 have highest rates.	£5,000

6. Additional detail

For additional information relating to the above targets, please see:

- Internal data reports for 2016 – 2017 & 2017 - 2018
- Attendance reports
- Behaviour and detention reports
- CP plans and CAFs
- Self-Evaluation report
- Academy Improvement Plan
- Action plans

7. Mid-year review: PPG spending

Academic year

2017 - 2018

Summary of impact of PPG spending from September 2016 – January 2017 are detailed below. See autumn term data reports for further information.

iv. Quality of teaching for all

Desired outcome	Chosen action / approach	Impact so far & next steps	Staff lead	Date of next review
Total budgeted cost				£

i. Targeted support				
Desired outcome	Chosen action / approach	Impact so far & next steps	Staff lead	When will you review implementation?
			Total budgeted cost	£

ii. Other approaches				
Desired outcome	Chosen action / approach	Impact so far & next steps	Staff lead	When will you review implementation?
Total budgeted cost				£