

Annex 2c: Pupil premium strategy statement (primary)

1. Summary information						
School	Gonville Academy					
Academic Year	2016-17	Total PP budget	£152,800	Date of most recent PP Review	N/A	
Total number of pupils	545	Number of pupils eligible for PP	108	Date for next internal review of this strategy	Jan '17	

2. Current attainment						
	Pupils eligible for PP (3 years)			Pupils not eligible for PP (national average)		
% achieving national standard (all 3 subjects)	71%	81%	26%	83%	85%	<i>tbc</i>
% making expected progress in reading	100%	100%	<i>tbc</i>	92%	92%	<i>tbc</i>
% making expected progress in writing	100%	100%	<i>tbc</i>	94%	95%	<i>tbc</i>
% making expected progress in maths	90%	100%	<i>tbc</i>	91%	91%	<i>tbc</i>
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 students in EYFS achieving the ELGs in reading and writing is lower than non-FSM. This impacts on reading and writing progress in subsequent years.					
B.	PP students in Y4 – Y6 are not attaining as highly as their peers, with fewer achieving greater depth. For FSM students the gap is most evident in reading and mathematics.					
C.	Attitude to learning is a barrier for a small group of Y5/6 boys (mostly PP). This has had a negative impact on their rates of progress.					
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)						
D.	Average attendance for FSM students in 2015 – 2016 was 94.4% (below the target for all students of 96%). This reduces their school hours and often causes them to fall behind.					

Desired outcomes		
A.	Improve reading fluency, phonic knowledge and quality of handwriting for PP students in Reception and Y1. Explicit teaching of key reading comprehension skills in KS2.	Students eligible for PP in R and Y1 make rapid progress, and achieve ELGs in reading and writing / pass the Y1 phonics screening (including Y2 students who 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 upper KS2, with higher attainment and rates of progress.	PP students identified as more able make as much progress as their peers and attain well in reading, writing and mathematics. Gaps begin to close between PP and non-PP students in reading and writing. Measured by teacher assessment, PUMA and PIRA tests and question level analysis, and a focus on moderation in reading and 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.	Overall attendance for FSM students increases from 94.4% to 96%. Reduce percentage of persistent absentees (below 90% attendance) across the Academy reduces from 8% to less than 5%.

4. Planned expenditure					
Academic year		2016 - 2017			
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 in R & Y1.	Staff training & CPD Use of fluency tests to track progress.	Early literacy approaches found to have significant impact on embedding literacy skills early (EEF Toolkit).	Use INSET days to deliver training. Support from STEP Head of T&L re: reading fluency. Peer observations and feedback. Learning walks.	Assistant Headteacher (EYFS & KS1)	January 2017, June 2017
A. Improved reading fluency & teaching of key comprehension skills.	Staff training on Bloom's. CPD on teaching of reading comprehension skills.	Want to invest money in long term change which will impact over time. EEF Toolkit indicates teaching reading comprehension skills is an effective way to improve attainment.	Use INSET days to deliver training. CPD from reading consultancy. Peer observations and feedback. Learning walks.	Assistant Headteacher (EYFS & KS1)	January 2017, June 2017
B. Close gaps for PP students in Upper KS2.	Staff CPD on stretch and challenge. Focused teaching on key reading and maths skills.	Gaps are still evident for PP students in reading and maths in Upper KS2. A higher percentage of all students need to attain 'greater depth'. 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	Deputy Headteacher	January 2017, July 2017
Total budgeted cost					£15,000

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 R & Y1.	1:1 and small group literacy interventions targeting R and KS1 (Oracy project & speech & language intervention)	Main area of need when students enter R is communication & language, which directly impacts on reading and writing. EEF Toolkit suggests well trained support staff have most impact in interventions. Oracy project had positive outcomes in 2015 – 2016.	Dedicated time for support staff to deliver interventions. High quality training for those delivering interventions. INSET day training. Shared training with other STEP Trust academies.	Inclusion Manager	January 2017, June 2017
B. Close gaps for PP students in Upper KS2.	Additional teachers in upper KS2 to deliver smaller class teaching in English & Mathematics. 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.	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 (KS2)	November 2017, January 2017, July 2017
C. Improved behaviour for identified students.	Learning Mentor working with targeted students in class. Head of Pastoral Care: Thrive training.	EEF toolkit suggests pastoral interventions for older students can have real impact. Successful impact in 2015 – 2016 with students across Academy. Thrive programme recommended by other schools as having high impact. Tight focus on upper KS2 this year.	Identified students tracked and careful notes kept. Monitor behaviour records and impact on attainment. Head of PC member of Croydon Learning Mentor alliance – regular updates and training.	Inclusion Manager	January 2017, June 2017
Total budgeted cost					£130,000
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?
D. Increased attendance rates for FSM students	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 R, Y1 and Y6 are a focus.	AHT KS2, EWO & Inclusion Manager work together to monitor absence & arrange early intervention. Standard Academy procedures to be followed.	Assistant Headteacher (KS2)	December 2016, April 2017, July 2017
Total budgeted cost					£6,000

5. Review of expenditure: 2015 - 2016				
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
Improve outcomes for students in EYFS and KS1 in reading, writing and mathematics.	AHT EYFS and KS1 released 2 days per week to support learning & teaching in EYFS & KS1.	High. Percentage of students meeting GLD at end of Reception increased from 52% to 66%. Quality of teaching improved from 50% (2/4 teachers) good or better to 75% (3/4). In KS1, results also improved to above national averages in reading (83%), writing (77%) and mathematics (85%). Increase in % of PP students working at greater depth and FSM gap closed in reading. Quality of teaching = 100% good or better. Y1 phonics – PP gap not yet closed. However, gap closed in reading and mathematics.	High impact in EYFS. AHT will be based in Nursery class in 2016 – 2017 to continue to improve provision. New KS1 leader appointed for September 2016 to focus exclusively on KS1. Y1 phonics groups will be carefully monitored, and interventions will be focused in EYFS and KS1.	£22,266
Accelerate progress for students in upper KS2 in reading and writing.	Additional teachers appointed in Y5 & Y6. AHT KS2 released 2 days per week to focus on learning and teaching.	Mixed. Teacher assessment in Y6 show PP gaps closed in reading and writing. Writing outcomes for cohort above national. SATs outcomes show PP gap narrowed in reading & writing, but FSM gap wider than expected in reading and mathematics. Gaps narrowed for students working at greater depth in reading and maths. In Y5, impact was not as great. PP made good progress, however progress for FSM students was not accelerated in reading and mathematics.	SATS tests in 2015 – 2016 were new, and outcomes did not reflect the students' capabilities day to day. AHT in KS2 had impact working with greater depth students; however impact on wider quality of teaching and learning was not significant. New AHT appointed for 2016 – 2017, one day per week to focus on Y5 & Y6. Rather than additional teacher to take out groups, class sizes reduced to maximum of 22 students per class (cohort of 90). Year 5 – additional teacher was Teach First. Additional support needed, which meant intervention groups did not begin until summer term. Progress in summer term accelerated, quality of teaching good. 2016 – 2017 continue with Teach First, but plan for first term to class share with experienced class teacher.	£95,927

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
Improve reading and writing outcomes for targeted students in KS1 and lower KS2.	1:1 and small group TA interventions in reading, phonics, speech and language.	High. Gaps closed in Y4 in reading, narrowed in writing. Y3 progress good, gaps narrowed in reading but not writing. Y2, still PP attainment gap (3 students) but progress good in reading – slower progress for 4 students in writing. Y1 phonics – PP gap not yet closed. However, gap closed in reading and mathematics.	Y4 – following TA restructure, qualified teacher delivered interventions: high impact. Continue with model in 2016-17. KS1 – low PP/FSM numbers. Y2 gap refers to 3 students, one needing 1:1 support. Targeted interventions to continue in 2016-17, monitored by Inclusion Manager. Alternative ways to measure progress for SEND students to be introduced. Y1 phonics interventions to be more frequent, with daily phonics for focus students.	£39,254
Improve Year 2 and 6 reading and writing results.	Easter boosters & after school boosters for Y2 & Y6.	Mixed. Internal data showed gap closed for PP students in reading in Y6. SATs data showed gap narrowing. Gap narrowed in writing. Not all students who were invited attended Easter sessions. In Y2, attendance was better for Easter boosters, and 100% of students met their targets.	KS1 boosters successful. 100% of students attending boosters achieved targets. 2016-17, smaller focus group for boosters, identified through question level analysis of practice papers and followed up with parents. More focus on after school programme.	£2040
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
Problem behaviour addressed for identified students across school.	Personalised interventions from Pastoral team.	High. Number of detentions decreased from Autumn to summer term. Fewer playground incidents. Target students made good and outstanding progress.	Continue with provision, focus on upper KS2. Pastoral team to also work with teachers in classrooms to develop behaviour for learning strategies.	£21,249
Improve attendance for PP and FSM groups.	Employment of Attendance and Welfare Officer.	High - medium. Attendance at end of year 96.1% for PP students - increase from 95.4% summer 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. Form attendance team, with AHT and attendance officer. Focus on small number of families eligible for FSM with low attendance. Liaise with siblings' secondary schools as necessary.	£9,536

6. Additional detail

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

- Internal data reports for 2015 – 2016
- Attendance reports
- Behaviour and detention reports
- CP plans and CAFs
- Self-Evaluation report
- Academy Improvement Plan
- Action plans