

PUPIL PREMIUM STATEMENT

2018-2019



Date Completed: November 2018

Review Date: September 2019

Context of School

Sir Martin Frobisher Academy is a one and a half form entry school in Clacton-on-Sea, Essex. We have a Nursery and provide extended provision from 8:15am each day.

We have high aspirations and ambitions for our children and we believe that no child should be left behind. We strongly believe that it is not about where you come from but your passion and thirst for knowledge, and your dedication and commitment to learning that make the difference between success and failure. We are determined to ensure that our children are given every chance to realise their full potential. Pupil premium funding represents a significant proportion of our budget and we are committed to ensuring it is spent to maximum effect.

We believe that one of the biggest barriers for children can be low aspirations. We are determined to create a climate that does not limit a child's potential in any way.

Key facts

- Our school motto 'AIM HIGH' reflects our high expectations of the whole school community.
- We are engaged in and committed to partnership working with a wide range of organisations which strongly enhances our provision and supports our local community.

Recent Initiatives / Improvement

- Increased % of children working at or above age related expectations
- Strong levels of in year progress recorded, since baseline at the beginning of September 2018
- Difference between key groups is been diminished
- Targeted intervention to further diminish difference
- Introduction of 'AIM HIGH' time across the school in order to further embed core learning values
- Broader use of research to inform decision making and policy – Sutton trust toolkit, John Durnford Carol Dweck's growth mindset, Covey's 7 Habits of Highly effective people and John Hattie's Visible Learning
- Improved behaviour achieved through a vision of the whole school approach 'AIM HIGH'
- New ICT infrastructure, including use of Ipads and Laptops

- Emotional Well Being Leaders and Family Links Co-ordinator fostering positive relationships with children and families
- Learning Ambassadors and Pupil Governors being provided the opportunity for leadership at all levels
- Increased sports activity within school time
- Embedding of concentric curriculum across the whole school
- RWI and other quality texts (including CPG) to further diminish differences between key groups and engage all children in a love of reading
- Walking Bus & mini bus routes to further support attendance and environmental factors at home
- Bespoke CPD offered to all staff
- Teaching and Learning Coach to facilitate the further improvement of exceptional teaching and learning
- Enrichment opportunities being at the heart of the curriculum; extra curricular activity such as music / PE / coding etc

Objectives of Pupil Premium Funding

When making decisions about using pupil premium funding, it is important to consider the context of the school and the subsequent challenges faced. Common barriers for FSM children can be less support at home, weak language and communication skills, poor motor skills, lack of confidence and low self-esteem, more frequent behaviour difficulties, and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no 'one size fits all'.

Our key objectives in using the Pupil Premium Grant are to ensure quality first teaching and widening of opportunity for all children. We are passionate about diminishing the difference between pupil groups. Through targeted interventions, we are working to eliminate barriers towards learning and progress. For children who start school with low attainment on entry, our aim is to ensure that they make accelerated progress in order to reach age related expectations as they move through the school.

We have analysed our data thoroughly and have made use of a range of research, such as parental engagement research, children as writers, good practice in using pupil funding, the Sutton Trust research on meta cognition etc. to inform our decision funding.

In addition to this we have identified some key principles (outlined below) which we believe will maximise the impact of our pupil premium spending.

Key Principles

Building Belief

We will provide a culture where:

- staff believe in ALL children
- there are no excuses' made for underperformance
- staff adopt a 'solution-focused' approach to overcoming barriers
- staff support children developing 'growth' mind-sets towards learning

Analysing Data

We will ensure that:

- All staff are involved in the analysis of data so that they are fully aware of strengths and weaknesses across the school.
- We use research to support us in determining the strategies that will be most effective.

Identification of pupils

We will ensure that:

- ALL teaching staff and support staff are involved in analysis of data and identification of pupils.
- ALL staff are aware of who pupil premium and vulnerable children are.
- ALL pupil premium children benefit from the funding, not just those who are underperforming.
- Underachievement at all levels is targeted (not just lower attaining pupils).
- Children's individual needs are considered carefully so that we provide support for those children who could be doing 'even better if....'

We are determined to ensure that the percentage of children working at age related expectations and above increases across the whole school, in particular for the percentage of children achieving GLD and meeting ARE in KS1 and KS2. We are also determined to ensure that the percentage of pupils achieving greater depth in KS1 and reaching a higher standard in KS2 increases.

Improving Day to Day Teaching

We will continue to ensure that **all** children across the school receive quality first teaching. Teachers, staff and SLT will:

- Set high expectations
- Address any within-school variance
- Ensure consistent implementation of the non-negotiables, e.g. feedback and guided reading
- Share good practice within school and draw on external expertise
- Provide high quality CPD
- Improve assessment through joint moderation

Increasing learning time

We will maximise the time children have to “catch up” through;

- Improving attendance and punctuality
- Providing earlier intervention (KS1 and EYFS)
- Extended learning out of school hours
 - Early morning provision
 - KS2 Saturday school and holiday clubs

Individualising support

We will ensure that the additional support we provide is effective by;

- Looking at the individual needs of each child and identifying their barriers to learning
- Ensuring additional support staff and class teachers communicate regularly
- Using LSA's in specific trained areas to provide high quality interventions across their phases
- Matching the skills of the support staff to the interventions they provide
- Working with other agencies to bring in additional expertise

- Providing extensive support for parents
 - to develop their own skills
 - to support their children's learning within the curriculum
 - to manage in times of crisis
- Tailoring interventions to the needs of the child (E.g. Targeted reading sessions in the afternoon)
- Recognising and building on children's strengths to further boost confidence

Going the Extra Mile

In our determination to ensure that ALL children succeed we recognise the need for and are committed to providing completely individualised interventions for set periods of time to support children (Targeted Interventions).

Funding Priorities

This year our aims are to:

- Further embed exceptional teaching and learning across the school with the support of the teaching and learning coach.
- Provide a wide and varied daily diet of enrichment activity at the heart of the curriculum.
- Provide emotional wellbeing support to ALL children.
- Provide emotional wellbeing support to ALL parents / families.
- To improve attendance for all key groups.

School's Evaluation of Own Performance

The school's evaluation of its own performance is rigorous. Tracking of progress over time for each pupil is thorough, and so we can quickly identify any dips and develop sensible strategies and interventions to promote improvement.

- A wide range of data is used – achievement data, pupils' work, observations, learning walks, case studies and staff, parent and pupil voice.
- Assessment data is collected half termly so that the impact of interventions can be monitored regularly.
- Assessments are closely moderated to ensure they are accurate.
- Teaching staff and support staff – particularly the Emotional Well Being Team, attend and contribute to pupil progress meetings each term and the identification of children is reviewed
- Regular feedback about performance is given to children and parents.
- Interventions are adapted or changed if they are not working.
- Case studies are used to evaluate the impact of pastoral interventions, such as on attendance and behaviour.
- Two designated member of SLT maintains an overview of pupil premium spending.
- A governor is given responsibility for pupil premium.

We will use ASP as well as whole school data to evaluate impact in terms of attainment and progress.

PUPIL PREMIUM STATEMENT

Sir Martin Frobisher Academy

PUPIL PREMIUM FUNDING:

Purpose

The government believes that the pupil premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most.

The pupil premium was introduced in April 2011 and is allocated to schools to work with pupils who have been registered for free school meals at any point in the last six years (known as 'Ever 6 FSM').

Schools also receive funding for children who have been looked after continuously for more than six months, and children of service personnel.

Accountability

The government believes that head teachers and school leaders should decide how to use the pupil premium. They are held accountable for the decisions they make through:

- the performance tables which show the performance of disadvantaged pupils compared with their peers
- the Ofsted inspection framework, under which inspectors focus on the attainment of pupil groups, and in particular those who attract the pupil premium.

The school has a responsibility to publish information on their website about how this funding has been spent.

Measuring Impact

In order to effectively measure the impact of Pupil Premium Funding at Sir Martin Frobisher Academy, there are a number of analyses completed. We monitor the impact of support by analysing attainment and progress of Pupil Premium pupils and comparing them to other

pupil groups to see if differences in attainment and progress are minimised. In addition, we also measure improvements in participation in activities and clubs, attendance, confidence, behaviour and reductions in exclusions.

Pupil Premium Strategy Review

An interim review date is set for January 2019.

Pupil Premium expenditure 2018-19

Total number of pupils on roll	280
Total number of pupils eligible for PPG	178 (63%)
Amount of PPG received per pupil	£1,320
Total amount of PPG allocated for 2017/18	£234,960

Our allocation for 2018/19 is £234,960 which will be used to support children based on the identified needs of this group of learners.

Focus on Learning in the curriculum	58%
Focus on social, emotional and behavioural support for pupils and families	37%
Focus on enrichment beyond the curriculum	7%

Rag Rating Impact Code

Significant impact	Impact	Limited impact	No impact
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<u>Pupil Premium – planned expenditure 2018-19</u>					
	Item	Objective	Jan Review Outcome/Income		End of academic Year Review Outcome/Income
Focus on Learning in the curriculum 53%	Curriculum Resources £3,000	To support all areas of the curriculum; in particular reading and to provide a wealth of opportunities that promote the love of reading.			
	Resources to support the successful teaching strategies that run throughout the school (spelling programme, RWI) £2,000	To meet end of year school targets of 85% of children meeting expected standard and 35% of children achieving greater depth / higher standard. Ensure phonics scores are more in line with national			
	Music teacher £12500	To provide specialist music teacher to teach high quality music lessons that link within the wider curriculum			

	<p>Learning support assistants support and to deliver interventions £26,334</p>	<p>Learning support assistants are deployed across school with particular foci for raising standards by delivering high quality interventions To close the gaps in pupils attainment between disadvantaged pupils and their peers within school.</p>			
	<p>Small teaching groups for RWI (KS1) and the spelling programme (KS2). £32,917</p>	<p>Ensure 85% of children pass phonics screening and raise proportion of children meeting expected standard</p>			
	<p>Teaching and learning coach to support and deliver coaching to ensure teaching staff stretch more able pupils £14,590</p>	<p>Raise the proportion of children across the school achieving greater depth/higher standard (aspiration 25% across core subjects).</p>			
	<p>Professional development for staff £4,000</p>	<p>To further improve quality of teaching and meet pupil needs.</p>			

Focus on social, emotional and behavioural support for pupils and families 44%	Family support workers to help families overcome barriers to children's learning £38,000	Targeted to support families in overcoming barriers to attendance and barriers to the children's learning.			
	Nurture and pastoral care £79,900	Emotional and Wellbeing Leader to deliver nurture interventions to engage children with social and emotional needs.to support them with barriers to their learning			
	Walking Bus and Mini Bus to improve attendance £7,200	To improve attendance of persistent absentees by the end of the academic in order minimise missed learning opportunities.			
	Breakfast Club to improve attendance and offer emotional support £950	To improve attendance of persistent absentees by the end of the academic in order minimise missed learning opportunities. To ensure more vulnerable families or children with additional needs are catered for			
	Attendance lead and bought in	To significantly increase whole school attendance			

	professional to improve attendance £11,830	% and decrease PA % (See SDP for detailed %s)			
Focus on enrichment beyond the curriculum 3%	Subsidy of trips £6,500	To extend and enrich learning and provide real life experiences that are memorable			