



BDMAT
Birmingham Diocesan
Academies Trust

Pupil premium grant expenditure: Report to parents: Autumn 2018

For the financial year 2018-19 St Clement's Academy has been allocated £158,400 (based on 120 children).

Pupil Premium funding. Primary schools receive £1320 for each child registered as eligible for free school meals at any point in the last 6 years. Primary Schools also receive an additional amount per term for Children who are Looked After which is delegated by the Virtual School.

[Barriers to educational development](#)

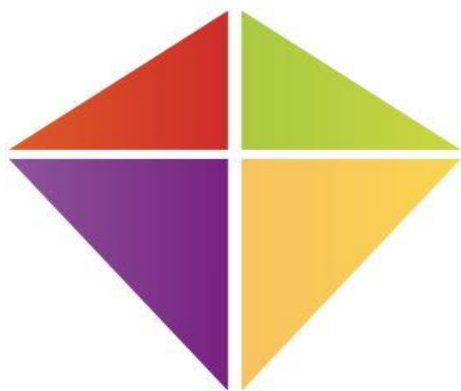
The school serves a community, which reflects social and economic challenges. 120 of the 209 children are currently eligible for free school meals (ever 6) 57%. This figure can change throughout the academic year due to high mobility 23%. The allocation of Pupil Premium funding needs to allow for any potential increase in pupils who are entitled to extra support due to qualification for this entitlement. Given that Pupil Premium funding lags behind real-time pupil numbers, the Academy's approach needs to ensure that all pupils entitled to additional support as a result of qualification for Pupil Premium – FSM or FSM6 – have access to it from the day they start at St. Clement's.

Issues arising from the high level of social deprivation in the Nechells area - The Academy has an IDACI rating of 0.44 – which impacts upon pupil wellbeing and attitude towards learning. This includes, but is not limited to, issues such as poor diet, substance abuse, alcoholism, high infant-mortality, domestic violence and related issues such as exposure to local gang culture, high unemployment and high crime rates.

This impacts behavioural, mental and social health and wellbeing needs; which also affect academic attainment. Many of our children and families have challenges with routines, parenting capacity, mental health, and managing emotions as well as language barriers. 61% of pupils eligible for Pupil Premium are also EAL and 60% of children on the vulnerable children list are pupils also entitled to Pupil Premium.

Assessment on entry to the foundation stage, show many children have poorly developed communication skills and some have poor personal, social and emotional development. Attainment on entry is below developmental milestones for many of the children. Pupils eligible for Pupil Premium also make up 65% of those on the SEND register. The number of pupils reaching 'Greater Depth' attainment needs to improve, especially for those pupils eligible for Pupil Premium to close the gap between school and National for progress measures.

[illegible]



BDMAT

Birmingham Diocesan Academies Trust

<p>monitor the progress closely and accurately.</p> <p>Part of this provision is also used to provide forest school interventions to pupil premium children who are vulnerable and/or need to develop resilience, self-esteem, positive social interactions and language development.</p>			
<p>TA support in classes and for focussed intervention 0.5 timetable-small group intervention planned to cater for individual need (ie spelling, reading, handwriting) Pre teaching to include reading of texts in English and exposure to new vocabulary which helps to boost self- confidence and contributions to lessons.</p> <p>There will be a focus on the intervention and progress of targeted children to reach 'Greater Depth'.</p> <p>Priority reading sessions at lunch time/ afternoons if no home/ language support.</p> <p>65% of SEND children are also eligible for Pupil Premium and have individual tracking and support from TA's to meet the needs of their ITP's.</p>	£28,147	Y2-Y6	<p>assessment data</p> <p>pupil comments</p> <p>work in books</p> <p>pupil progress meetings</p> <p>Send continuums</p> <p>TA record keeping</p>
<p>A new library system has been bought into school to develop children's love of reading and to offer a wider range and challenge in the books on offer. It is intended that there are also a larger range of books to support topic work and research for the children to stimulate writing as well as reading. Also, new sets of guided reading books have been purchased to increase challenge in the texts being read by</p>	1500 + approx. 923(+VAT)	R-Y6	<p>assessment data</p> <p>pupil comments</p> <p>work in books</p> <p>pupil progress meetings</p>



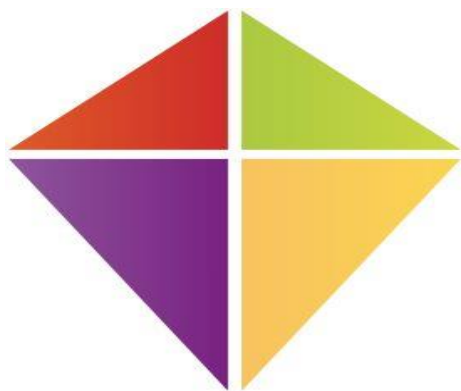
children as from 2018 data shows that the percentage of pupil premium children achieving greater depth and making better than expected progress is not in line in national figures. The No nonsense spelling scheme has been bought in to be implemented every day to improve pupils spelling. There has been a range of CPD sessions for staff planned in to support the successful implementation of the scheme.			
<p>Pastoral Team's role has more one-to-one opportunities for mentoring of vulnerable pupils of whom 60% of whom are eligible for Pupil Premium, with a particular focus on issues of self-worth and confidence. This includes linking with external agencies such as 'Women's Aid', 'Barnardo's' and 'Brother's Keeper', which is a charged service and works on a 1:1 with vulnerable children and those chn experiencing behavioural issues.</p> <p>The pastoral manager works as a DSL and supports children and families in being safe and protected. This also takes the form of support with parenting/ behaviour or issues arising in the home to working with vulnerable families and housing/immigration/ benefit agencies. She liaises with outside agencies so that we are working well with each other to support vulnerable children.</p> <p>There is rigorous monitoring for attendance, especially vulnerable children, to ensure children do not become missing in education.</p> <p>SALT- We engage the services of a</p>	36,843 + SEND budget allocation	R-Y6	<p>CPOMS records</p> <p>Pastoral manager reports</p> <p>attendance reports</p> <p>parent questionnaires/ feedback</p> <p>attendance records</p> <p>CPOMS</p> <p>SALT reports & records</p> <p>assessment data</p> <p>pupil comments</p>



BDMAT

Birmingham Diocesan Academies Trust

<p>qualified Speech and language practitioner to work with children across the school that have language delay or specific language issues. Many of these children are entitled to Pupil Premium funding. This supports their progress not only academically but socially, improving their sense of well-being.</p>			
<p>The subsidised provision of afterschool, breakfast and lunchtime clubs improves figures for attendance and punctuality and it also allows more pupils to participate, helping parents of Pupil Premium pupils access and exploit employment opportunities. This is staffed by extra hours for lunchtime supervisors and the children get to mix with their peers outside of lesson time and prepare themselves in a calm manner to start the day. Many children do not eat a healthy breakfast in the morning and by providing this at school, the energy and mood of the children is lifted as well as the other healthy benefits.</p> <p>The school will continue to provide a holiday club targeted at pupils eligible for Pupil Premium to participate in enrichment activities, helping parents access and exploit employment opportunities as well as providing a safe environment for the more vulnerable children out of school/ term time.</p> <p>Enrichment activities will be introduced this year catering for a wide range of interests and pursuits for the children to experience. Many children in the community do (including most eligible for Pupil Premium) do have a wide range of real experiences so providing well-</p>	<p>Inc in salaries with extra hours for supervisors.</p>		<p>attendance records assessment data CPOMS records</p> <p>pupil comments Mental health and well-being surveys</p>



BDMAT

Birmingham Diocesan
Academies Trust

resourced fun and engaging activities (e.g. Tap dancing) , we are encouraging self- worth and dignity as well as broadening their horizons leading them to be more engaged in school.

Curriculum focus of PPG spending Autumn 18 – Summer 2019

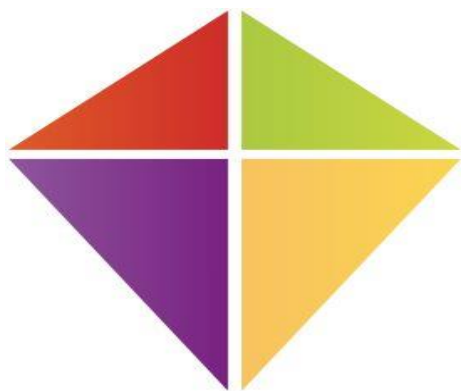
Reading- A new library system has been bought into school to develop children's love of reading and to offer a wider range and challenge in the books on offer. It is intended that there are also a larger range of books to support topic work and research for the children to stimulate writing as well as reading. Also, new sets of guided reading books have been purchased to increase challenge in the texts being read by children as from 2018 data shows that the percentage of pupil premium children achieving greater depth and making better than expected progress is not in line in national figures.

Writing- Spelling was an issue identified across the school as an area for development with all children but especially those pupil premium children, many of whom are also English as an additional language. The No nonsense spelling scheme has been bought in to be implemented every day to improve pupils spelling. There has been a range of CPD sessions for staff planned in to support the successful implementation of the scheme.

A range of awards and rewards have been purchased linked to new initiatives in reading and spelling so that children are more motivated and rewarded for their steps in achievement against the new initiatives.

Year 6- a range of CPG SAT's preparation and study books will be provided as theses have proven to be effective in support the year 6 children in preparing for SATs both at school and at home. Many of the children who are eligible for Pupil Premium use lunchtime and before school interventions to complete and work through the book supported by teachers or support staff.

Continued subscription of Jigsaw PHSE program to support and deliver high quality teaching for positive i



BDMAT
Birmingham Diocesan
Academies Trust

Measuring the impact of PPG spending

The school will use half termly pupil progress meetings and data assessment analyse to monitor the progress of eligible Pupil Premium children against their peers and against Pupil Premium children nationally and any interventions that are in place for those Pupil Premium eligible. This will be done for year 2 and year 6 to predict/ monitor/evaluate/ intervene target children for end of Key stage targets and each year group to ensure appropriate progress throughout the year and the key stage, again reflecting in end of key stage achievement and progress measures. At each end of term, the school will review the impact of actions and will adjust plans and allocations over the next phase if necessary.