



## 1. Summary Information

Academic year:	Total PP budget:	Number of pupils on roll:	% of PP eligible pupils:	Date of most recent PP review:	Date of next internal review of the strategy:
2017/18	£179 520	220	66% (This figure changes throughout the academic year due to the Academy's high mobility.)	N/A	January 2018

## 2. Current Attainment

### EYFS

Attainment and Progress	Result
Achieving good level of development	73% (Local: 66%; National: 71%)
Progress from end of Nursery GLD	33.6 (Local: 33.0; National: 34.5)

### Phonics Screening Checks

Year	Pass Rate
Year 1	93% (Local: 80%; National 81%)
Year 2 (Re-sits)	100%

### Key Stage 1 (End of Year 2)

Subject	Reaching Expected Standard	Pupils Eligible for Pupil Premium Reaching Expected Standard
Reading	83% (Local: 72%; National: 76%)	74% (National: 76%)
Writing	79% (Local 64%; National: 68%)	79% (National: 68%)
Mathematics	83% (Local 71%; National: 75%)	84% (National: 75%)



<b>Key Stage 2 (End of Year 6)</b>		
<b>Subject</b>	<b>Reaching Expected Standard</b>	<b>Pupils Eligible for Pupil Premium Reaching Expected Standard</b>
Reading	87% (Local: 65%; National: 72%)	84% (National: 71%)
Writing	70% (Local: 72%; National: 76%)	68% (National: 76%)
Grammar, Punctuation and Spelling	88% (Local: 77%; National: 77%)	84% (National: 77%)
Mathematics	83% (Local: 72%; National: 75%)	80% (National: 75%)
Reading, Writing and Mathematics Combined	63% (Local: 55%; National: 62%)	59% (National: 39%)

### 3. Barriers to Future Attainment (pupils eligible for Pupil Premium)

#### In-school barriers:

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|-----------|--|
| <b>a.</b> | 73% of SEND pupils within the Academy are eligible for <b>Pupil Premium</b> .  |
| <b>b.</b> | The number of pupils achieving 'Greater Depth' in learning needs to increase in both Key Stages – including pupils eligible for Pupil Premium.   |
| <b>c.</b> | The Academy's high mobility – 23% of pupils have joined our roll in the last three years at times other than the beginning of the academic year, with equal numbers leaving – the allocation of <b>Pupil Premium</b> 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. |

#### External barriers:

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| <b>d.</b> | Issues arising from the high level of social deprivation in the Nechells area - the Academy has an IDACI rating of 0.44 - impact 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. |
| <b>e.</b> | Parents whose own educational experiences were poor are often reluctant to engage with educational professionals.   |
| <b>f.</b> | Parental engagement is limited, often due to language barriers. 61% of pupils eligible for <b>Pupil Premium</b> are also EAL.   |
| <b>g.</b> | Poor parenting skills often have a negative impact upon a child's wellbeing which further impacts upon their ability to learn.  |
| <b>h.</b> | Pupils have limited life experiences that can feed into their learning. This is especially true for pupils eligible for <b>Pupil Premium</b> .  |



The grant may be spent in the following ways:

- for the purposes of the school, that is for the educational benefit of pupils registered at that school
- for the benefit of pupils registered at other maintained schools or academies
- on community facilities; for example, services whose provision furthers any charitable purpose for the benefit of pupils at the school or their families, or people who live or work in the locality in which the school is situated

#### 4. Desired Outcomes

	Funding Focus	Success Criteria
a.	The Academy to have a complete two-teacher model functioning in every class from Reception to Year 6. This enables direct, high-quality classroom-based interventions for <b>Pupil Premium</b> pupils on a lesson-by-lesson basis by teaching professionals. It has also enabled the Academy to develop non-class based support staff who can provide additional support with targeted interventions for <b>Pupil Premium</b> pupils throughout the Academy. The model also precludes the need for expenditure on supply teachers who can have a significantly negative impact on pupils in the Academy's context where children need consistency and strong relationships with their teachers in order to thrive academically, behaviourally and in terms of their emotional wellbeing. These are usually the Academy's most vulnerable children; those who most frequently qualify for <b>Pupil Premium</b> funding.	With learning needs and gaps in learning being identified and addressed more quickly and effectively, all pupils – especially those eligible for <b>Pupil Premium</b> – will make good or accelerated progress throughout all year groups.
b.	Pastoral Team's role is strengthened with more one-to-one opportunities for mentoring of vulnerable pupils, the majority of whom are eligible for <b>Pupil Premium</b> , 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'.	Addressing wider issues of pupil wellbeing to impact positively on learning outcomes for pupils, with pupils showing greater enthusiasm and engagement in their learning.
c.	SEND provision is enhanced with more targeted interventions. 73% of SEND pupils at the Academy are also eligible for <b>Pupil Premium</b> .	SEND pupils make accelerated progress within the SEND continuum.
d.	The provision of afterschool, breakfast and lunchtime clubs is broadened to allow more pupils to participate, helping parents of <b>Pupil Premium</b> pupils access and exploit employment opportunities.	Addressing wider issues of pupil wellbeing, life experience and aspiration to impact positively on learning outcomes for pupils, with pupils showing greater enthusiasm and engagement in their learning.



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e.	A new PSHE programme purchased – Jigsaw – focussing on pupils' wellbeing, with a core focus of mental-health and coping strategies when confronted with challenging circumstances. Includes assessment tools that help identify issues with specific children or groups of children within the Academy. Training also supplied.	Consistent approach to wellbeing of pupils' across the Academy through teaching of PSHE, reinforcing the work the Pastoral Team does with all pupils.
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5. Planned Expenditure					
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 (s)	Date to review Implementation
Two teacher model is further developed in order to maintain 1:15 teacher to pupil ratio in classrooms ensuring pupils have greater exposure to fully qualified teaching professionals. All pupils to make good or accelerated progress throughout all year groups, with learning needs and gaps in learning being identified and addressed more quickly and effectively.	Quality first teaching with high staffing ratio.  All teachers to be held to account through performance management targets which identify specific pupils eligible for Pupil Premium.  The introduction of a new tracking system (SPTO) ensures that pupils can be tracked more effectively and gaps in learning can be identified, and addressed, more quickly.	In previous years at the Academy, the development of the two-teacher model has led to highly successful outcomes in all subject areas throughout all key stages, ensuring that the outcomes for pupils eligible for <b>Pupil Premium</b> have been in line with their non-PP peers and exceeded national outcomes in both progress and attainment at the end of KS1 and KS2.	Half-termly Pupil Progress meetings, informed by tracking data will enable staff and SLT to monitor closely areas that need addressing with interventions.	HT	Half-Termly
<b>Total Budgeted Cost</b>					<b>£82,799</b>
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(s)	Date to review Implementation
SEND provision is enhanced with more targeted interventions. 73% of SEND pupils at the Academy are also eligible for <b>Pupil Premium</b> .	Four members of staff, in addition to a specifically trained SEND TA, to run short, targeted interventions both before school and throughout the school day, focussing on Reading skills and Phonics. These are both	Targeted one-to-one and small group interventions, tied into SEND pupil's specific IEPs, are shown to have a significant impact upon pupil progress.	The Academy's new tracking system and SEND continuums for measuring the progress of SEND pupils will allow for	SENDCo	Half-Termly



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SEND pupils to make accelerated progress within the SEND continuum.	one-to-one and in small groups. This is in addition to class-based SEND interventions.		monitoring the effectiveness of all interventions and adapting or changing where needed.		
<b>Total Budgeted Cost</b>					<b>N/A - Part of SEN Budget</b>
<p>Pastoral Team's role is strengthened with more one-to-one opportunities for mentoring of vulnerable pupils, 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'.</p> <p>Addressing wider issues of pupil wellbeing to impact positively on learning outcomes for pupils, especially those eligible for <b>Pupil Premium</b>, with pupils showing greater enthusiasm and engagement in their learning. Figures vary, depending on need, currently 70% of pupils being supported by the Pastoral Team are eligible for <b>Pupil Premium</b>.</p>	<p>Working closely with class teachers and the SENDCo, the Pastoral Manager and her team will identify pupils whose behaviours or contexts flag them up as being of concern. This may be evidenced in poor learning behaviours, poor progress or other indicators including those raised through safeguarding concerns or by outside agencies. Once identified, mentoring will be put in place, initially in-house. Other agencies will be brought in as and when needed. The 'Barnardo's' Arch project works with families and their children addressing behavioural issues and poor parenting skills; 'Brother's Keeper' works with pupils who have family involved with gang culture. Both of these groups are currently working with pupils in the Academy – all of whom are eligible for <b>Pupil Premium</b>. Other agencies will be accessed as and when needed. Mentoring of smaller groups addressing social skill and confidence through sporting and other physical activities are also to be introduced. These are carried out by our Sports Coaches. Pastoral Manager and AHT also to be trained in approaches to Mental Health First Aid.</p>	<p>Addressing issues that impact upon pupils' wellbeing enables them to deal more effectively with their concerns and needs which, in addition to quality-first teaching, impacts positively upon learning outcomes. To give one example: a <b>Pupil Premium</b> child concerned about their father's recent imprisonment for gang-related activity has an number of issues to deal with, both practically and emotionally, that need addressing in order to help him feel good about himself and in his interactions with others.</p>	<p>All activity undertaken by the Pastoral team is recorded using CPOMS and each intervention implemented is recorded and monitored. Pupil's needs are matched up to the approach to mentoring applied to them with consultation between professionals and with the pupil's parents.</p>	<p>HT &amp; Pastoral Manager</p>	<p>Half-Termly</p>

<b>Total Budgeted Cost</b>					<b>£84,304</b>
Consistent approach to wellbeing of pupils' across the Academy through teaching of PSHE, reinforcing the work the Pastoral Team does with all pupils.	A new PSHE programme purchased – Jigsaw – focussing on pupils' wellbeing, with a core focus of mental-health and coping strategies when confronted with challenging circumstances. Includes assessment tools that help identify issues with specific children or groups of children within the Academy. Training also supplied.	An effective PSHE scheme not only teaches key life-skills to pupils, but also allows practitioners to identify needs through a structured, monitored format which can be followed up later if necessary.	Presentation of new scheme to be monitored by SLT.	Pastoral Manager	Half-Termly
<b>Total Budgeted Cost</b>					<b>£3,000</b>
<b>III. Other Approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff Lead (s)</b>	<b>Date to review Implementation</b>
The provision of afterschool, breakfast and lunchtime clubs is broadened to allow more pupils to participate. Addressing wider issues of pupil wellbeing, life experience and aspiration to impact positively on learning outcomes for pupils, with pupils showing greater enthusiasm and engagement in their learning. This also helps parents of <b>Pupil Premium</b> pupils access and exploit employment opportunities as well as giving <b>Pupil Premium</b> pupils access to experiences that, due to financial restraints, they are not able to access.	<p>More clubs are to be made available at lunchtime and afterschool.</p> <p>Staff numbers to be increased in Breakfast Club to ensure service can be offered to greater number of pupils.</p> <p>'Wake-up, Shake-up' to be introduced.</p> <p>'CHICKS' holidays to be provided for targeted <b>Pupil Premium</b> eligible families.</p> <p>Holiday clubs to be provided, manned by staff and volunteers from American College campus through links with Governor.</p>	<p>A healthy breakfast sets children up well for the day ahead and, in the case of some <b>Pupil Premium</b> pupils may be the only opportunity they have to eat a healthy breakfast - but breakfast club provision also enables parents to work.</p> <p>Clubs also give pupils – in particular those eligible for <b>Pupil Premium</b> - access to life experiences that they may not otherwise have in the local area or the financial resources to access. This includes activities such as photography, cooking, art, chess, archery and boxing.</p>	Access to clubs is to be monitored to ensure that all pupils have the opportunity to attend.	Pastoral Manager & Sports Coach	Half-Termly



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	<b>Total Budgeted Cost</b> £9,417
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## 7. Additional Detail