

## 1. Summary Information

Academic year:	Total PP budget:	Number of pupils on roll:	Number of PP eligible pupils:	Date of most recent PP review:	Date of next internal review of the strategy:
2016/17	£170,280	201	129	N/A	January 2017

## 2. Current Attainment

### EYFS

Attainment and Progress	Result
Achieving good level of development	73% (Local: 64%; National: 69%)
Progress from end of Nursery GLD	34.1 (Local: 33.2; National: unavailable)

### Phonics Screening Checks

Year	Pass Rate
Year 1	93% (Local: 79%; 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	73% (Local: 69%; National: 74%)	70% (National: 62%)
Writing	67% (Local: 61%; National: 66%)	65% (National: 65%)
Mathematics	70% (Local: 67%; National: 73%)	70% (National: 60%)
Reading, Writing and Mathematics Combined	67% (Local: 55%; National: 60%)	65% (National: 47%)

### Key Stage 2 (End of Year 6)

Subject	Reaching Expected Standard	Pupils Eligible for Pupil Premium Reaching Expected Standard
Reading	53% (Local: 58%; National: 66%)	44% (National: 53%)
Writing	80% (Local: 69%; National: 74%)	69% (National: 64%)
Grammar, Punctuation and Spelling	67% (Local: 71%; National: 72%)	56% (National: 61%)
Mathematics	40% (Local: 66%; National: 70%)	25% (National: 57%)
Reading, Writing and Mathematics Combined	37% (Local: 47%; National: 52%)	25% (National: 39%)

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

#### In-school barriers:

a.	KS2 pupils eligible for <b>Pupil Premium</b> performed poorly in comparison to their peers in 2016 SATs in all subject areas, both in terms of progress and attainment.
b.	75% of SEND pupils within the Academy are eligible for <b>Pupil Premium</b> .
c.	The number of pupils achieving 'Greater Depth' in learning needs to increase in both Key Stages – including pupils eligible for <b>Pupil Premium</b> .
d.	Preparation for summative, statutory testing at the end of KS2 needs to be more rigorous, especially in the subject areas of Reading and Mathematics. This is particularly significant for the 2016-17 cohort as 74% of the current Year 6 class are eligible for <b>Pupil Premium</b> .

#### External barriers:

e.	Parental engagement is limited, often due to language barriers. 61% of pupils eligible for <b>Pupil Premium</b> are also EAL.
f.	Parents whose own educational experiences were poor are often reluctant to engage with educational professionals.
g.	Poor parenting skills often have a negative impact upon a child's wellbeing which further impacts upon their ability to learn.
h.	Issues arising from the high level social deprivation in the Nechells area – which causes the high percentage of <b>Pupil Premium</b> eligible families at St. Clement's - impact upon pupil's wellbeing and their attitude towards learning. This includes, but is not limited to, exposure to local gang culture, high unemployment, high crime rates and related issues such as poor diet, substance abuse, alcoholism and domestic violence.
i.	Pupils have limited life experiences that can feed into their learning. This is especially true for pupils eligible for <b>Pupil Premium</b> .

### 4. Desired Outcomes

	Desired Outcomes	Success Criteria
a.	Two teacher model is further developed in order to maintain 1:15 teacher to pupil ratio in classrooms ensuring pupils, including those eligible for <b>Pupil Premium</b> , have greater exposure to fully qualified professionals.	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. 75% 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.

e.	A Maths specialist is brought in to enhance the teaching of Mathematics in Year 6. 74% of current Year 6 class are eligible for <b>Pupil Premium</b> .	<b>Pupil Premium</b> pupils' outcomes at the end of KS2 show progress and attainment in line with National outcomes.
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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
Total Budgeted Cost					£60,318

### 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. 75% of SEND pupils at the Academy are also eligible for <b>Pupil Premium</b> . SEND pupils to make accelerated progress within the SEND continuum.	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 one-to-one and in small groups. This is in addition to class based SEND interventions.	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 monitoring the effectiveness of all	SENDCo	Half-Termly

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			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>	HT & Pastoral Manager	Half-Termly
<b>Total Budgeted Cost</b>					<b>£84,304</b>

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A Maths specialist is brought in to enhance the teaching of Mathematics in Year 6. 74% of current Year 6 class are eligible for <b>Pupil Premium</b> . Pupil outcomes at the end of KS2 show progress and attainment in line with National outcomes.	Quality first teaching with high staffing ratio.  Pupils to receive targeted interventions	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. In this case, the use of a Maths specialist will help to address the preparation for KS2 SATs.	Bi-weekly Pupil Progress meetings, informed by tracking data will enable staff and SLT to monitor closely areas that need addressing with interventions.	DHT	Bi-weekly
<b>Total Budgeted Cost</b>					<b>£22,680</b>
<b>III. Other Approaches</b>					
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
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.	More clubs are to be made available at lunchtime and afterschool.  Staff numbers to be increased in Breakfast Club to ensure service can be offered to greater number of pupils.  'Wake-up, Shake-up' to be introduced.  'CHICKS' holidays to be provided for targeted <b>Pupil Premium</b> eligible families.  Holiday clubs to be provided, manned by staff and volunteers from American College campus through links with Governor.	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.  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.	Access to clubs is to be monitored to ensure that all pupils have the opportunity to attend.	Pastoral Manager & Sports Coach	Half-Termly
<b>Total Budgeted Cost</b>					<b>£9,417</b>



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## 7. Additional Detail