

Pupil Premium Impact Statement 2017/18

The allocation of Pupil Premium funding proved to be highly impactful on positive outcomes for the pupils at St. Clement's in the academic year 2017/18. This can be seen below in the Academy's attainment outcomes in statutory testing.

End of Key Stage 2 SATs Results Comparison

At the time of the 2018 Year 6 SATs tests there were 21 pupils eligible for Pupil Premium funding out of a class of 29 pupils. This represents 72% of the class. There were 11 of the 29 who joined the school in the last 3 years with a high percentage of EAL and several children new to the country with little or no English. Two of these children were SEND as well as Pupil Premium eligible.

Key Stage Two Statutory National Curriculum Assessment	School	National
Percentage of children achieving the expected level in Reading	76%	75%
Percentage of children achieving the expected level in Writing (TA)	72%	78%
Percentage of children achieving the expected level in Maths	79%	76%
Percentage of children achieving the expected level in SPAG	90%	78%
Percentage of children achieving the expected level in R/W/M combined	66%	64%

School breakdown	Reading		Writing		Maths		Combined	
	% ARE	% GD	% ARE	% GD	% ARE	% GD	% ARE	% GD
PP	76	19	71	5	76	19	67	5
Non PP	75	38	75	0	88	38	63	0

The end of Key stage two results show that the children at St Clement's achieved higher or in line with National in all subjects except writing which was teacher assessed as slightly lower than national. There were no significant differences in reading and writing within school for pupils eligible for Pupil Premium and those who were not. Maths was the exception this year and data analysis has provided a narrative for why this appears to be the case. This has been considered in the allocation of funding for the academic year 2018-19. The differences in eligible children reaching greater depth is also an area for focus in the funding allocation next year, with specific targeting and intervention support by not only teaching assistants but the class teachers and the two teacher model will be adapted in afternoon sessions to allow quality first teaching and input for those children targeted to achieve greater depth.

Writing is a key focus for the school for 2018.19, with analysis highlighting aspects of writing where children do not make as much progress and funding has been allocated to address this. Due to the school's high mobility (23%) and previous target children being those needing to 'close the gap', the progress measures are with National measures but need to be improved. This is a focus for the allocation of funds for 2018.19 with a focus on targeting children who are predicted to achieve 'greater depth' at the end of Key Stage Two.

End of Key Stage 1 SATs Results Comparison

At the time of the 2018 Year 1 SATs tests there were 16 pupils eligible for Pupil Premium funding out of a class of 30 pupils. This represents 52% of the class. 5 of the 30 joined the school after EYFS. There were 3 SEND registered children.

Key Stage One Statutory National Curriculum Assessment	School	National
Percentage of children achieving the expected level in Reading	79%	76%
Percentage of children achieving the expected level in Writing	69%	70%
Percentage of children achieving the expected level in Maths	76%	76%
Percentage of children achieving the expected level in R/W/M combined	69%	65%

School Breakdown	Reading		Writing		Maths		Combined	
	% ARE	% GD	% ARE	% GD	% ARE	% GD	% ARE	% GD
PP	81	6	63	6	69	6	56	6
Non PP	79	50	79	7	79	50	79	7

The end of Key stage one results show that the children at St Clement's achieved higher or in line with National in all subjects. There were no significant differences in reading within school for pupils eligible for Pupil Premium and those who were not, however writing and maths did show a significant difference. One of the factors of this was, due to maternity leave, there was no consistent two teacher model in the year two class. This impacted in the availability to provide targeted interventions and focussed high quality teaching to meet the demands of the individuals within the class. This has been considered in the allocation of funding for the academic year 2018-19. The differences in eligible children reaching greater depth is also an area for focus in the funding allocation next year, with specific targeting and intervention support by not only teaching assistants but the class teachers and the two teacher model will be adapted in afternoon sessions to allow quality first teaching and input for those children targeted to achieve greater depth.

Writing is a key focus for the school for 2018.19, with analysis highlighting aspects of writing where children do not make as much progress and funding has been allocated to address this. Due to the school's high mobility (23%) and previous target children being those needing to 'close the gap', the progress measures are with National measures but need to be improved. This is a focus for the allocation of funds for 2018.19 with a focus on targeting children who are predicted to achieve 'greater depth' at the end of Key Stage One based on the EYFS profile data.

In general terms, Using 2018 attainment data shows that our Pupil Premium Strategy is working, as was the case in 2016-17. We believe that we are making highly effective use of our Pupil Premium funding and as time goes by, and more pupils move through the school who have benefitted from the funding, outcomes will continue to improve. It is our belief that there should be no barriers to pupils eligible for Pupil Premium achieving the same as all pupils nationally and it is our aim to ensure that any barriers are overcome and we improve year on year until all our pupils achieve their end of key stage targets in line with National or higher.

Much of our funding goes into ensuring that the needs of our pupils are met through the pastoral care and support demonstrated by the staff at the Academy and reflected in our strong Christian ethos. This includes a focus on positive staff, pupil and community relationships which are facilitated by the high teacher to pupil ratio in the Academy and also by the dedicated Pastoral Team. These factors impact on the wellbeing of our pupils, resulting in the positive learning behaviours that enable them to access the wider curriculum.