



## Pupil Premium Statement

### Background

The Government provides a Pupil Premium, which is additional to main school funding, direct to the Academy. They believe that this is the best way to address the current underlying inequalities between children eligible for Pupil Premium (PP) and their wealthier peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most.

The Pupil Premium is allocated to children from low-income families and children who have been looked after continuously for more than six months (Looked After Children). It is also the case that eligibility for the Pupil Premium is extended to pupils who have been eligible for free school meals (FSM) at any point in the last 6 years. Nationally, as a group, children who have been eligible for FSM at any point in time have consistently lower educational attainment than those who have never been eligible for FSM.

For the Academy the proportion of pupils eligible for the Pupil Premium has risen from 56% in 2011 to 65% in 2016. Nationally, the figure for Pupil Premium eligibility is 26%; in the Local Authority it is 42%. This therefore represents a significant contribution to the funds we have available to support pupils in the school. We have looked at how can make best use of this funding and ensure that pupils make good progress. Because we also know that a significant proportion of the children who are not funded by Pupil Premium also live in low income households and hard pressed families then we reserve the right to use the Pupil Premium for the benefit of any child in the Academy who we have identified as vulnerable and in need of additional support.

### Allocation

For the academic year 2015-2016 the school expects to receive £173,250 Pupil Premium plus £3000 for LAC.

In the following table we have set out how we have allocated the Pupil Premium to:

- promote positive attitudes to learning;
- improve behaviour and attendance;
- enrich the curriculum to widen horizons and meet the needs and interests of pupils;
- enable pupils to access enrichment activities such as visits and extra-curricular activities;
- promote healthy lifestyles;
- to provide additional adult support for pupils who need to make faster progress;
- support families to overcome barriers to learning and engage with education.

## Pupil Premium Statement 2015-16

<b>Amount of pupil premium funding for academic year September 2015 - August 2016</b>		£173,250* + £3000 (LAC)	
<b>Percentage of eligible pupils in 2015-16 (*based on Autumn 2016 census)</b>		PP (65%)	LAC: 2
<b>Pupil premium spending</b>	<b>Brief details</b>	<b>Amount spent</b>	<b>New or change in spending</b>
Teaching staff	Improving the pupil/teacher ratio to approximately 1:16 across the school. Two teachers left during 2015/16. In total, three teachers have joined the school for 2016/17: one MPS, one PGCE and one AHT.	£119,550	Increase
Pastoral Manager	Time to promote good attendance and punctuality of vulnerable pupils	£7,200	-
Other staff	Contribution to the salary of an Additional Learning mentor to support personal, social and emotional needs of vulnerable pupils	£10,000	-
	Contribution to the salary of the School Sports co-ordinator to promote healthy lifestyles and high quality PE in the curriculum and extra-curricular activities, young leaders.	£7,000	-
Educational visits, holiday clubs, curriculum enrichment, raising pupil aspiration.	Contribution to additional activities to promote learning i.e. entry to museums and theatres; expert visitors and travel expenses. Extra-curricular links with King Edwards foundation schools including 'master classes'. Resources for holiday clubs run voluntarily run by staff.	£11,500	-
Breakfast club	Contribution towards improving resources for running breakfast club.	£1000	-



## Impact of the Pupil Premium (65% eligible 2015/16)

### **EYFS & Key Stage 1**

In 2016, 73% of Reception children at St. Clement's achieved a good level of development with an average profile score for the school of 34.1 (Local Authority 33.2). A good level of development is judged to be when a pupil is working at expected levels in all strands of the 3 Prime areas (Communication and Language (CL), Personal Social and Emotional development (PSED) and Physical Development (PD) plus Literacy and Maths. In Year 1 the outcomes of the Phonics Screening for pupils eligible for Pupil Premium were above outcomes for those eligible for Pupil Premium in the Local Authority (St. Clement's: 100%; Birmingham LA: 82%) and in line with non-Pupil Premium pupils within the Academy. At the end of Key Stage 1, with 61% of pupils being eligible for Pupil Premium, 2015 outcomes in Reading, Writing and Maths were in line with expected national outcomes. Given that pupils enter the Academy well below age related expectations this demonstrates the significant success of the Academy in helping children to 'bridge the gap' in their learning in EYFS and KS1.

### **Key Stage 2**

Progress from KS1 to KS2 in Maths, Reading and Writing are above floor standards for both Pupil Premium and non-Pupil Premium pupils, as in previous years.

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 national standards 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.