

1. Summary information					
School	Steiner Academy Bristol				
Academic Year	2016/17	Total PP budget	£80,135	Date of most recent PP Review	Dec 2106
Total number of students	266	Number of students eligible for PP	68	Date for next internal review of this strategy	July 2017

A summary of the main barriers to educational achievement faced by eligible pupils at the school:

- Lower attainment on average in reading, writing and SPAG
- Lower attainment on average in maths
- Lower reading standardised reading scores on average on entry
- Lower CAT scores (all 4 batteries) on average on entry
- The standard of homework and completion of tasks is lower for PP students.
- A higher number of number of PP students feature in the bottom third of Attitude to learning rankings
- Average Attitudes to learning in all 4 areas on average are lower than for non PP students

Pupil Premium – Planned Expenditure 2016/2017

Phase	Strategy	Expenditure item	Total cost 2016-17
Whole school	Thrive programme	Practitioner training and programme set-up costs	1800.00
	Mindfulness Training	One-day training course In September INSET day, follow up sessions throughout the school year.	1200.00
	Participation costs for trips, extra-curricular activities etc	Waterproofs and wellies for KG	350.00
		Subsidy for trips for C6 and C7	1850.00
Kindergarten	Nurture group	Staffing costs	22,750
		FF&E	3500.00
	High staff-student ratios in KG	Staffing costs	12,000
	Therapeutic input and specialist advice	Professional fees	2500
Classes 1-3	Individual behaviour support	Staffing costs	18,750
	Improvements to learning environment	FF&E	1800.00
Classes 6-7	Homework Club	Staffing costs	936.00
	English and Maths interventions	Staffing costs	13,800
Total expenditure			80,371

Priority Area	SLT support	Key objectives	Key Actions for Impact	Monitoring & Evaluation
1. Identification, Tracking and Accountability	RC/AB	Ensure the progress of all PP students is tracked and that all relevant teachers are held accountable for the progress of these students 75% of Pupil Premium students make expected levels of progress in English, Maths and Science at all key stages.	Whole-school tracking. Provision Map in place and regularly updated for PP students <ul style="list-style-type: none"> • Tracking of progress in all subjects through Pupil Progress meetings • Maintain a “Live” dashboard for each student (attendance, progress, exclusions, extra-curricular uptake) • Explicit focus in monitoring systems • Tracking of PP and Catch-up Premium funding 	Through Governors reports Through Pupil Progress Meetings
2. a) Literacy and b) numeracy and progress in maths	RK/E/RC/AB	<p>Lower prior attainment students make rapid progress.</p> <p>Students who are not secure in reading, writing and mathematics on entry to the school receive targeted support from intervention team so they catch up with their peers quickly</p> <p>Literacy and Numeracy are embedded with consistent application of core principles for reading, writing,</p>	<ul style="list-style-type: none"> • Whole School numeracy & literacy intervention programmes, and deployment of TAs creates secure and effective network of support • Interventions focussed on Catch-up Premium students using Maths/English progress data • Literacy and Numeracy catch-up 	All evidenced via Work Scrutiny, Assessment Learning Walks, Student Interviews, Lesson Observations

3. Attendance and punctuality	RC/LS	Family Welfare team to monitor students and follow up quickly on truancies. First day response provision.	<ul style="list-style-type: none"> • Regular meetings with Class teachers about existing absence issues • Collaboration to ensure appropriate provision and standard school processes are in place. • Letters about attendance sent immediately and Attendance officer to visit all PA at home to discuss attendance with parents/guardians and explore barriers (evidenced on the SOL Attendance tracker). 	SLT track attendance of classes Attendance >93% /lates <10%
4. Behaviours for Learning	RC/ SB	Identify a targeted behaviour intervention for identified students. Identify an appropriate support programme for students with SEMH	<ul style="list-style-type: none"> • Targeted interventions matched to specific students with specific behavioural issues so that they are engaged in lessons and make the expected progress. • Develop Wellbeing team to engage with parents before academic intervention begins and ensure they know how best to support their children • Monitor behaviour but also monitor whether improvements in behaviour translate into improved attainment. • Restorative Practices will be used to engage students including meetings with parents as well as clear consequences to reinforce clear messages. 	SLT/MLT hold regular student panels and monitor data captures and impact of actions Average ATL <2.1 including homework

5. Parental engagement	AB/RC/SW	Parents work collaboratively with the school to help their children; they understand how to help their child make progress	<ul style="list-style-type: none"> • Family Support team and Class teachers to maintain effective relationships with parents of pupil premium students • Parents evening booking system opened earlier for selected parents • Pupil Premium students parental opinions collected as part of the PP review 	Attendance at events; parental voice; student voice 80% of parents to attend Parents Evenings and workshops where targeted
6. Curriculum provision	AB/SW	Ensure curriculum meets the needs of vulnerable students who have become disengaged with school. All students in the IG to make expected levels of progress in English, Maths and Science.	<ul style="list-style-type: none"> • High quality provision focussing on re-engagement, literacy, numeracy, English, Maths, • Small-group tuition provided by intervention teacher, TAs and additional tutors where relevant • 	All evidenced via Work Scrutiny, Review Days, Learning Walks, Student Interviews, Lesson Observations
7. Teaching and learning	AB/SW/RC	Ensure all lessons meet the needs of all students and engage target groups; raise expectations of staff and students TAs and other additional adults are used effectively to secure high rates of progress for students	Ensure all teachers and MLs follow guidance for PP students <ul style="list-style-type: none"> • Use feedback from learning walks to support teacher reflection • Literacy and Numeracy Strategy adhered to • Explicit reference to ‘narrowing the gap for students in lesson evaluation paperwork • All seating plans and class overviews to be annotated with details of ‘narrowing the gap for students • Bespoke CPD provided for additional adults working with PP students 	Outcomes; student voice; literacy and numeracy levels; monitoring data All evidenced via Work Scrutiny, Peer Review Days, Assessment Learning Walks, Student Interviews, Lesson Observations