



The Flying Bull Academy Pupil Premium strategy statement

1. Summary information					
School	The Flying Bull Academy				
Academic Year	2017/2018	Total PP budget	£281,082.35	Date of most recent PP Review	n/a
		Total PP Spend	£291,558.28		
Total number of pupils	418	Number of pupils eligible for PP	217	Date for next internal review of this strategy	

2. Current attainment		
	<i>Pupils eligible for PP (your school) Last year figure</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving Expected or above in KS2 RWM	49% (45%)	67% (2017)
Reading Progress	+ 1.5 (+1.7)	+ 0.3 (2017)
Writing Progress	+ 1.8 (-0.6)	+ 0.2 (2017)
Maths Progress	+ 1.6 (0)	+ 0.3 (2017)

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	PP eligible pupils baseline in Reception Class is considerably lower than national.
B.	Baseline levels for many areas of development, particularly the prime areas are below age related expectations. Communication and Language, Reading and Writing are particularly low.
C.	Many pupils come from homes that are unable to support a positive reading culture and do not have easy access to quality books and reading environments. This impacts their ability to write.
D.	High percentage of SEND and underachieving PP children with a range of complex needs.

E.	PP children who have had little or no boundaries and lack routine at home whose parents/carers have low expectations of behaviour and achievement.	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
A	Compared to IMD scores at national Lower Super Output Area level, Flying Bull Primary School's level of deprivation can be graded as 'A' (between the 75th and 95th percentiles - much more deprived than average) 90% of Flying Bull Primary School's pupils live within LSOAs ranked as within the worst 25% nationally (city primary norm is 40%).	
B	Although work on reducing Persistent Absenteeism has been successful, this is an ongoing barrier that we need to continue to focus on.	
C	The vast majority of parents of Pupil Premium children do not value education and this impacts the children's desire to engage in their learning both at school and at home.	
D	Poor diet and low levels of activity in a high number of PP children's families	
4. Desired outcomes		
	<i>Desired outcomes and how they were measured</i>	<i>Outcomes Achieved</i>
A.	To achieve improved outcomes at the end of EYFS. This will be measured by the % of PP children who achieve GLD.	Diminish the difference from 13% between Disadvantaged Pupils at FBA and National Other. PP% rose to 65% from 63%. In school difference has reduced from 13% to 8%. National data unavailable. Data for 2017 was 73%
B.	To improve outcomes for PP children in the Phonics Screening at Year 1. This will be measured by the % of PP children who pass the phonic screening test.	Diminish the difference from 26% between Disadvantaged Pupils at FBA and National Other. In school difference was 0%. Compared to last year's National Benchmark on ASP there is a 4% difference.
C.	To improve outcomes by the end of Key Stage 1 in Reading and Maths for PP children. This will be measured by the KS1 outcomes for PP children.	Diminish the difference from 24% in reading for PP children compared to National Other. Reduced the difference to 22% using 2017 ASP National Benchmark. Diminish the difference from 21% in maths for PP children compared to National Other. Increased the difference to 33% using 2017 ASP National Benchmark.
D.	To improve outcomes for PP children by the end of KS2 in Reading, Writing and Maths. This will be measured by the KS2 outcomes for PP children.	Diminish the difference from 14% in reading for PP children compared to National Other. Increased the difference to 18% using 2017 ASP National Benchmark. Diminish the difference from 18% in writing for PP children compared to National Other. Maintained an 18% difference Diminish the difference from 20% in maths for PP children compared to National Other. Reduced the difference to 19% using 2017 ASP National Benchmark. Diminish the difference from 22% in RWM for PP children compared to National Other. Reduced the difference to 18% using 2017 ASP National Benchmark.
E.	To improve both learning and emotional behaviour. This will be measured by LA annual data and in school ongoing data. To reduce persistent absenteeism and for attendance to be at or above national.	Limit the % of FTE for Disadvantaged children. Three PP children accounted for all but 2 of the FTE. One of the children is now in a therapeutic residential school and the other two are at The Harbour School @Tipner (specialist SEMH provision)

		<p>Reduce the percentage of PA for Disadvantaged children to below the levels recorded for 2017</p> <p>5.5% PA Pupil Premium – below national and Portsmouth.</p>
F.	<p>To ensure that children with complex needs are identified early and appropriate support is put in place. This will be measured by outcomes of interventions and impact on work in class. The SENDCo termly report will provide information on the number of PP children seen and the impact of the interventions.</p>	<p>More PP children will access assessment by SaLT and EP, compared to NHS allocation of SaLT time and time available for EP through usual SLA arrangements. This will ensure that more PP children will have timely assessments so that learning needs are met with appropriate interventions, including interventions run by the SaLT.</p> <p>26 PP children were assessed by EP and 16 by the SaLT. These 16 children then undertook a programme of work 1 to 1 with the SaLT. A further 10 children were part of a joint piece of work by both the EP and the SaLT.</p> <p>Teaching Assistants will be monitored by the SaLT to ensure effective interventions.</p> <p>The SaLT observed T.A's delivering programmes and gave feedback.</p>