

Freeman's Endowed CE Junior Academy Pupil premium strategy statement 2019-20

1. Summary information					
School	Freeman's Endowed CE Junior Academy				
Academic Year	2019-20	Total PP budget	72000	Date of most recent PP Review	Sept 2019
Total number of pupils	239	Number of pupils eligible for PP	51	Date for next internal review of this strategy	Dec 2019

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% on track to meet KS1 target in reading, writing and maths	18%	65%
% on track to meet KS1 target in reading	63%	78%
% on track to meet KS1 target in writing	37%	78%
% on track to meet KS1 target in maths	51%	79%

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.	Low aspirations of PP children; parental engagement with learning opportunities at home
B.	A significant percentage of pupils in the school who are eligible for PP require a high level of additional pastoral support to access learning.
C.	Low attainment in Reading, Writing and Mathematics; children with multiple disadvantages. Pupil Premium Pupils do not perform as well as their non PP peers across KS2.
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
D.	PP absence is higher than non-PP absence rate – 4.9% PP compared to 3.4% for non PP

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Pupils have high aspirations – personally and academically. They value school and the education it provides. Attendance rate improves.	Attendance of PP pupils improves to be in line with non PP pupils (96%+) Pupil's higher aspirations are reflected in results of pupil surveys which show pupils value education.
B.	Barriers to learning are minimised and impact on learning is reduced; attainment gap is decreased.	Children receive personalised wellbeing support as appropriate to ensure they are 'ready to learn'. Progress and attainment gaps between PP and non PP pupils are reduced; accurate assessments are monitored

		closely and gaps in understanding quickly identified to ensure pupils achieve expected outcomes through units of work.
C.	Attainment in Mathematics, Reading and Writing is in line with non PP peers and national for PP pupils	Attainment of PP pupils is in line with or better than national and in line with non PP pupils. Assessments at Data Drop 1,2,3 show a picture of 'closing the gap', making good or better progress and attainment in line with national and school expectations.
D.	Children are confident in their abilities and have improved self esteem.	Individualised support and classroom practice ensures pupils recognise their strengths and develops understanding of their personal skills and areas for development.

5. Planned expenditure					
Academic year	2019-2020				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
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	When will you review implementation?
All teaching across the academy is good or better. PP children to achieve national standards in reading, writing and maths. Children to make good or better progress to close the attainment gap between them and their non-disadvantaged peers.	QFT ensures that all children receive teaching that is good or better. Within class attainment grouping Feedback (EEF +8 months) CPA approach in maths to ensure children’s secure understanding of concepts. Staff training on meta-cognition and self-regulation	Rosenshine Principles of Instruction Ofsted focus on improving pedagogy Targeted teaching to meet children’s needs EEF ‘Within class attainment grouping +3 months Academy improvement plan for improving teaching for all pupils, including disadvantaged.	Teaching staff CPD on QFT at Training Days and in PD meetings. AIP focus is on developing QFT across the school. Staff CPD on meta cognition and self regulation Half termly learning walks, book looks, pupil voice discussions focussing on PP children v non-PP children.	HT and DHT	End of Autumn End of Spring End of Summer
Teaching Assistants are used effectively to support QFT within the classroom and support has a high impact on pupil learning	QFT ensures that children are challenged and supported in class with an allocated teaching assistant that monitors learning and feeds into assessment process. TAs give effective feedback on pupil’s learning and tasks.	Inclusive QFT is shown to have a higher impact on learning than withdrawal with TA staff. Use of Teaching Assistants (EEF Toolkit +1) Feedback (EEF +8 months)	TA CPD – specific to TA roles and pupil needs; CPD in giving feedback TA Performance Management – targets reflect areas for individualised development and school needs	DHT	End of Autumn End of Spring End of Summer
Specific, direct, vocabulary teaching begins to reduce the word gap and support the improvement of reading comprehension skills for PP pupils.	Planned vocabulary teaching increases PP pupil’s ability to read with understanding as word knowledge increases	Research by Alex Quigley, Isabel Beck, Oxford University Press shows the impact of being word poor and the implications for future learning.	Planning shows vocabulary teaching Children are using adventurous vocabulary in their written work	DHT HT	End of Autumn Term End of Spring Term End of Summer Term.
Total budgeted cost					£5000 CPD and cover for staff while attending CPD

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	When will you review implementation?
<p>Gaps between PP/Non-PP pupils, as evidenced through PIRA and PUMA and assessments close over the course of the year through quality first teaching and appropriate interventions.</p> <p>85% of PP make double equivalent CA gain in Reading Age 85% of PP make equivalent progress to their peers in reading, writing and maths from baselines. 25%-50% make accelerated progress (above their peers) from baselines to close the gap.</p>	<p>Behaviour interventions to support individual children – HS, JM, BH, DB, ZM, HO, CP – 6-month behaviour intervention with specialist TA</p> <p>Improvement of quality of feedback for pupils: teacher release time with PP children; 20-day challenge; feedback at the point of learning in class; specific interventions based on identified areas where feedback can be used to improve outcomes. Reading comprehension interventions for children who have been identified as fluent readers with lower comprehension skills. Switch on Reading Accelerated reader Writing - Targeted support based on AfL information to secure expectations for year groups.</p>	<p>EEF behaviour +3</p> <p>EEF Feedback +8</p> <p>(EEF +6)</p> <p>(EEF Promising Project)</p>	<p>Specific targeted CPD</p> <p>SDQ questionnaire to show target areas that will then be reviewed half termly. Monitor behaviour books and identify patterns in frequency of behaviour.</p> <p>Learning walks, pupil voice, book scrutiny provide evidence to show impact</p> <p>Monitoring interventions through book looks, learning walks, pupil voice. Monitoring of attainment and progress in half-termly assessments</p> <p>Monitoring of AR data showing progress and reading age.</p>	DHT	<p>Half Termly</p> <p>Half Termly</p>
<p>All pupils with additional needs including SEN and EAL are identified and supported both by school and by external agencies in order that they make good progress. Children to make double CA gain in reading age, spelling age</p>	<p>Clear identification of learning needs Targeted in class and intervention support based on needs: phonics, reading comprehension, spelling rules and patterns, maths support and intervention, QFT focus on AfL and effective feedback: scaffolds and models to support learning Pre-teaching of vocabulary and key information prior to lesson. Staff training on meta-cognition and self-regulation Use of resources to support children diagnosed with dyslexia. Use of Toe by Toe programme to develop children's instant recognition of letter patterns and words</p>	<p>EAL gaps caused by language acquisition and understanding EEF +4</p> <p>EEF +7</p>	<p>Analyse data termly and assessments half termly. Evaluate progress of children with multiple disadvantages. Salford, Vernon, AR data, PIRA/PUMA scores, evaluate impact of interventions at assessment point 1,2 and 3</p>	HT DHT	Half Termly

	Use of dyslexia friendly dictionaries to support writing and spelling Use of CPA approach to support mathematical understanding.				
One to One tuition for Year 6 pupils	Individualised targeted support for Year 6 PP pupils to ensure rapid closing of any gaps prior to transition to secondary school	EEF One to one tuition +5 months	One to one reviews of pupil learning (DHT), close monitoring of progress and attainment in R Wr Maths	HT	Half Termly
Total budgeted cost					£36000 Staffing costs £4000 Resources
iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Staff have high expectations for pupil premium children leading to an aspirational culture for all children. Attainment in Reading, writing and maths are in-line with non pupil premium children. (at least 75% PP pupils achieve ARE at end of year)	Quality First Teaching – staff set aspirational targets and monitor progress towards targets closely. Staff ensure pupils are engaged and included by regular questioning, AFL and targeted support.	Teacher expectations of pupils are proved to have a positive impact on pupil attainment. Engagement improves if PP pupils are targeted through questioning and focused support.	Staff CPD – Nov Training day PP Learning Walks and discussion about PP pupil progress and attainment across the year. Enable staff to have individual meetings with PP pupils to review aspirations	PP lead HT	Termly
Mental health and well-being improves. Children are confident, resilient and taking some responsibility for their attendance and learning.	Individual behaviour interventions Group and individual work on self esteem and well being FSW target parents who need support with behaviour, sleep, nutrition etc	Individualised support to support individual pupils. EEF Social and Emotional Learning +4 months	HT/DHT regular meetings and reviews with FSW. Pupil questionnaire results	HT PP lead	Half termly
Attendance rate for PP children improves to in line with non PP (96% or better)	Proactive approach to attendance management. Zero tolerance for holiday requests. FSW liaise closely with families who have attendance issues	Individualised provision to support wider family	Impact of FSW and Learning Mentor sessions evaluated half termly through behaviour reviews, attendance rates, individual wellbeing reviews etc.	HT PP lead	Half termly
PP pupils are not disadvantaged in terms of appearance, access to clubs, events and trips	Vouchers for uniform, trips etc Support with clubs and events – individualised support	Financial support to reduce disadvantage for PP pupils.	PP lead review take up of vouchers etc half termly; liaise closely with office; communicate with parents to ensure parents/carers are accessing relevant support.	PP lead	Half Termly
Total budgeted cost					£20000 (staffing) £7000 Vouchers, trips and access to clubs

6. Review of expenditure				
Previous Academic Year				
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
A Children who are both PP and SEND are making good progress.	Staff training on assessment. Staff training on PP Targeted interventions Access to quality first teaching.	2 hour training by VP on assessment and use of QLA to inform teaching. Termly Pupil progress meetings focusing on PP, SEND and stuck children - detailed notes kept by Principal. Teachers use QLA to decide on interventions for the following term - PP a priority. See data analysis.	Interventions need focused targets from teachers, delivered by TAs. SENCO needs to monitor interventions carefully to ensure they are effective and do not carry on if they are not having the desired impact. SEND having a big impact on PP progress - need to ensure these children are highest priority for interventions.	VP £120 Supply cover £290 VP £1400 for Pupil progress meetings £14000
C .Children with diagnosis make good progress.	Staff training on ASD and dyslexia. Meeting with parents Pupil progress meetings focus on children with diagnosis. Diagnosis friendly classrooms.	As above. See data analysis. Coloured books and overlays effective. Visual timetables in every classroom. Coloured backgrounds on board. Individual workspaces and ear defenders effective for children with limited concentration.	SEND having a big impact on PP progress - need to ensure these children are highest priority for interventions. Monitoring needs to be carried out by SENCO of interventions to check targets are focused and short term.	dyslexia screeners £50 dyslexic diagnosis £36

D. Children in year 5 get the support they need in order to make good progress.	Identify children in year 5 who need extra support for well-being. Implement well-being hub Premier Sports to provide well-being lessons and lunchtime activities. Identify children who need regular access to well-being hub.	As below in regards to hub. learning mentor employed to work majority of time in year 5 to support certain children by keeping them in class to access quality first teaching. Drawing and talking also carried out where necessary to establish a relationship between child and LM to enable her to target support exactly where needed. Lunchtime activities supported by PS coach enabled children to play games which they find difficult unsupervised which led to issues that then carried on into the classroom, disrupting learning.	Lunchtime support from sports coach needs to continue plus introduction of young leaders to allow children to develop further skills of social interaction. Replacement of FSW/LM necessary to ensure support available where necessary.	Premier sports lunchtime activities £2000 Learning mentor £8000
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ii. Targeted support

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
B. Children are able to interact with others and manage their aggression in a more positive manner.	Introduce a well-being hub. Develop groups for social skills and aggression. Monitor impact of groups through pupil voice and behaviour books.	Hub introduced - very successful in reducing the number of physical incidents on the playground from children who need help with social skills. TA dedicated to social skills/self-esteem and wellbeing groups every afternoon. Very thorough recording of impact on CPOMS system through TAs extensive notes and observations after every session.	Hub - see target below. TA social skills and self-esteem groups - very effective - several children have shown a vast improvement in their behaviour and self-esteem. this should continue possibly 1:1 work for really targeted support.	FSW wage £8000 TA £4800 Well-being lead £1600
G. A better awareness of mental health and well-being is evident across all groups of children - in particular PP.	Introduce a well-being hub. Develop a well-being policy. Implement enrichment activities. Employ Premier Sports to support the development of a well-being culture.	Hub introduced. Children who need support during unstructured times - either with behaviour or well-being- have somewhere to go to talk about how they are feeling either before or after an incident has occurred. well-being policy written ensuring everyone is aware of their responsibilities to support well-being. Enrichment activities carried out once per term giving children a chance to choose an activity they enjoy while still learning in a less formal environment. Premier Sports carried out three 12 week sessions of mental health and wellbeing lessons - one each in year 5 (prioritised for high number of PP children, high number of children with home issues and mental health worries), 6 (in preparation for SATs) and 4 (transition for big jump into year 5).	Too much taken on too soon and staff became overwhelmed with numbers of children who needed/wanted support. Better organisation and more targeted support needed to ensure the impact is where it is most needed. Introduction of Learning mentor to support the children by keeping them in class as much as possible very effective, we need to replace either LM or FSW next year as both have left the school. SENCO too involved - needs to have more overview rather than personal involvement as it detracts from SEN work.	Cost Premier Sports £2880 Cost of setting up Hub £500 SENCO £4100 Enrichment afternoon cost £1000

		All actions had a significant impact on both PP and non-PP children, however the hub had main impact on pp children.		
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
E. Attendance rates for pupils eligible for PP is in line with national of 96%.	Children eligible for PP are provided with breakfast on a daily basis. Attendance of pupils eligible for PP monitored by Governors. Introductions of weekly attendance awards.	PP attendance at end of year 95.4% (96.4% whole school). Attendance monitored at each governors' meeting – figures reported in Principal's report. 2591 breakfasts	Attendance of PP and non-PP has improved. Both breakfast club and attendance awards have proved popular with children and parents and have contributed to raised attendance. Making sure children are in school and well fed has also enabled them to be ready to learn in the mornings. To continue next year.	£6220 plus breakfast staff costs £1000
F. To raise aspirations of both children and parents through improved parental engagement.	To deliver learning and support activities to encourage parents to support their children's learning at home. To raise aspirations by inviting speakers into school.	Maths mornings well attended and enjoyed by children and adults several adults asked questions and engaged with teaching staff to discuss their child's progress. Olympic athlete visitor - well received by children and well-supported sponsored event by parents.	This was not as successful as it could have been - would like to try to improve on the number of events next year. Maths morning well attended and parents' evenings attendance increased - with how to help at home sheets for reading and maths.	Cost of Olympic athlete session.£100 Cost of morning supply to cover SS for maths mornings £100
H. Improved access to school curriculum and extra-curricular activities.	To provide all families eligible for PP with £100 spending cards.	Money used for trips, music lessons, uniform, residentials, extra-curricular clubs etc. See separate spreadsheet for detailed spending.	Successful initiative allowing PP children to take up opportunities both within the curriculum and outside – this will continue next year.	£5300

A. Additional detail

- See data analysis for details of KS1 target progress.
- Year 3 and 5 reading - large gap between PP and non-pP
- Year 3 writing - small gap
- Year 5 maths - small gap
- 8/12 subject areas PP are ahead of Non-PP