



Pupil Premium Strategy Statement 2020-21

Pupil premium funding is a national initiative, launched in 2011, designed to raise attainment for all disadvantaged pupils and to support readiness for life.

'Closing the attainment gap between disadvantaged children and their peers is the greatest challenge facing English schools. The gap is stubborn because its causes are entrenched and complex, and most lie beyond the control of schools and educators. However, it is clear that schools can make a difference.'

In England, the gap has closed in both primary and secondary schools since the introduction of the Pupil Premium, and in every part of the country schools have demonstrated how great teaching and careful planning can make a huge impact on the outcomes of disadvantaged children.'

Education Endowment Foundation – The EEF Guide to Pupil Premium funding

A 3 Tiered approach

At Freeman's Endowed Church of England Junior Academy we have adopted a 3 tiered approach to Pupil Premium spending to focus on strategies which will have the greatest impact:

- 1. Teaching:** Improving the quality of teaching and providing professional development opportunities is at the forefront of our approach. Evidence strongly suggests that the most effective way to improve outcomes for disadvantaged children is through excellent classroom teaching. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is key to ensuring high quality provision for all.
- 2. Targeted academic support:** We use a variety of one-to-one or small group interventions linked to effective classroom teaching and learning. Evidence consistently demonstrates the positive impact targeted academic support can have.
- 3. Wider strategies:** Providing support in tackling the most significant, non-academic, barriers to success at school is the final, important tier. Such support includes addressing attendance issues and providing behaviour and social and emotional support.

Freeman's Endowed CE Junior Academy Pupil Premium Strategy Statement 2020-2021

1. Summary information

School	Freeman's Endowed CE Junior Academy				
Academic Year	2020 -21	Total PP budget	£78320	Date of most recent PP Review	July 2020
Total number of pupils	235	Number of pupils eligible for PP	50	Date for next internal review of this strategy	

2. Current attainment

Baseline Date September 2020	Pupils eligible for PP (your school)					Pupils not eligible for PP (national average)		
% achieving ARE in Reading, Writing and Maths	26%					% including PP current cohorts of pupils		
% achieving ARE in Reading	All: 36%	Y3: 11%	Y4: 29%	Y5: 47%	Y6: 56%	All: 54%	Y3: 33%	Y4: 52%
							Y5: 67%	Y6: 64%
% achieving ARE in Writing	All: 40%	Y3: 56%	Y4: 29%	Y5: 53%	Y6: 47%	All: 47%	Y3: 42%	Y4: 57%
							Y5: 57%	Y6: 36%
% achieving ARE in Maths	All: 38%	Y3: 22%	Y4: 43%	Y5: 47%	Y6: 33%	All: 53%	Y3: 35%	Y4: 62%
							Y5: 60%	Y6: 56%
Progress measure in Reading	-2.4 (2018 – 2019)							
Progress measure in Writing	-2.6 (2018 – 2019)							
Progress measure in Maths	-1.9 (2018 – 2019)							

3. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers (issues to be addressed in school, such as poor oral language skills)

A.	Tier 1: Further improve the standard of Quality First Teaching across the school to increase progress and raise the attainment of disadvantaged pupils
B.	<p>Tier 2 Some disadvantaged pupils are not making the expected progress from starting points and require additional in class support/small group/1-1 support and interventions to close the gap with non-disadvantaged pupils; Ensure rapid progress is made for targeted individuals in Reading, Writing and Maths so that their progress and attainment levels match or exceed their peers</p> <p>66% disadvantaged pupils below ARE in Reading</p> <p>55% disadvantaged pupils are below ARE in Maths</p> <p>50% of disadvantaged pupils have made significantly less progress than expected in their Baseline Assessment Sept 2020 in Reading</p> <p>38% of disadvantaged pupils had made significantly less progress than expected in their Baseline Assessment Sept 2020 in Maths</p>
C.	Tier 2 Some PP pupils have additional barriers to learning and require specific targeted support to overcome these barriers – 24% of PP pupils also have special educational needs/14% of PP Pupils have English as an additional language. 100% of PLAC children (6) also have special educational needs – 1 has an EHCP.

D.	Tier 3: Some PP pupils have significant non-academic barriers (well-being, attendance, limited support from home).	
External barriers (issues which also require action outside school, such as low attendance rates)		
E.	Tier 3: Some PP pupils do not have access to resources to experience a broad and balanced curriculum and wider life experiences and opportunities	
F.	Tier 3. Social, emotional and behavioural issues are more prevalent for disadvantaged pupils and there is a significant need for targeted SEMH and Pastoral support	
4. Desired outcomes		
	Desired outcomes and how they will be measured	Success criteria
A.	Classroom teaching is precise and of high quality to meet the needs of all Pupil Premium pupils to enable improved progress and attainment	The teaching of Mathematics and English is of a consistently high standard. All curriculum subjects are progressive and teaching of all curriculum areas is of a good standard. Gap diminished between disadvantaged and non-disadvantaged pupils Evidence of CPD in teaching and learning Teachers use both summative and formative assessments in their teaching. Support staff effectively deployed to improve outcomes for disadvantaged pupils Pre and Post teach embedded and particularly used daily to support disadvantaged children Provision map evidences impact of interventions in improving pupil outcomes.
B.	All disadvantaged pupils make expected progress from their starting points. Some pupils will need to make more than expected progress due to the gaps in their learning after school closures. All disadvantaged pupils who are targeted to achieve ARE achieve the expected level of attainment.	Disadvantaged pupils make sustained progress and meet their end of year targets. Individual and/or small group support ensures that any gaps in learning are addressed and understanding of concepts is prioritised. Support staff are knowledgeable about how to lead interventions successfully and provide valuable, relevant feedback to teaching staff.
C.	Children with PP and SEND receive targeted individual or small group support and make accelerated progress	Children’s score on PIRA PUMA GAPS and where appropriate other measures (AR, P Scales, Salford) show better than average progress. Provision map shows effective interventions are having a direct effect on progress and attainment.
D.	Thrive assessments show improved well being for disadvantaged pupils. Tracking of attendance shows that attendance is continuing to improve for PP children.	98% of PP pupils arrive at school on time. Attendance for PP pupils is not lower than 96.5% in line with attendance expectations. Pupil voice reflects improvements in wellbeing. Dojo points show that children are receiving a similar number of awards to non PP pupils. Termly pupil surveys show PP pupils have positive attitudes to school and value learning.
E.	All PP pupils have access to remote learning and a full and broad curriculum both at school and at home. Audit of pupils with devices to access remote learning shows all pupils have access to curriculum learning and homework set online. PP pupils have opportunities to attend sports clubs and receive music lessons funded by school.	All PP children attend one extra curricular club or receive music tuition. All PP children have access to MyOn (reading) TTRockstars and Spelling Shed at home (supply school devices to access if needed). Parents understand the different programmes children can use to learn at home.
F	Thrive assessments show improvements in children’s SEMH scores. Children have strategies to deal with situations calmly and behaviour incidents are	Wellbeing Team offer targeted effective support as needed. Timetable of carefully planned 1-1 or small group sessions to target specific areas of need.

	reduced both in class and at playtimes (class records).	Children show greater self awareness, self regulation, and self esteem. Less behaviour incidents occur in the classroom and/or playground.
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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?	
<p><i>Tier 1: Quality First Teaching to increase progress and raise the attainment of disadvantaged pupils</i></p> <p>Classroom teaching is precise and of high quality to meet the needs of all Pupil Premium pupils to enable improved progress and attainment.</p>	<p>Training days and CPD sessions through Liz Mynott (9 days) and Consultants (12 days) to develop quality of teaching and learning across the school.</p> <p>Increased planning time for teaching staff, dedicated to raising the standards of teaching and learning in all subject across the school. English, Maths, Science and History leaders have fortnightly release time; other SLs have half termly subject release time.</p> <p>Internal support for development of teaching and learning from subject leaders, senior leaders, teaching and learning mentor and peer group partners.</p> <p>Support for planning, teaching and learning and assessment.</p> <p>Pre and post teaching targeted to ensure that pupils are able to access learning in the next lesson in the learning sequence.</p> <p>Support staff effectively deployed to improve outcomes for disadvantaged pupils</p> <p>Pre and Post teach embedded and particularly used daily to support disadvantaged children</p> <p>Consistent application of QFT in all year groups</p>	<p>High quality teaching ensures all pupils make good progress.</p> <p>Feedback is used effectively to ensure children know what and how to improve; they are supported as required to address gaps in their learning during lessons or prior to the next lesson. (EEF+8)</p> <p>Sutton Trust report, 2016 showed that the effects of high quality teaching are especially significant for disadvantaged pupils.</p>	<p>Evidence of CPD in 100% teaching and learning – 100% lessons have clear LI, clear S4S, progress and impact of feedback consistently evident.</p> <p>AIO visits- impact of CPD and QFT evidenced through Learning Walks and Book Scrutiny – reviews of standards of teaching and learning, showing that all teachers are providing a high standard of T and L and all children are making good or better progress</p> <p>Actions effectively implemented and followed up regularly through Learning Walks and professional discussions.</p> <p>Data scrutiny - Gap diminished between disadvantaged and non-disadvantaged pupils. 60%+ of PP pupils achieve Expected standard in RWM in each year group by the end of the year. At Baseline Sept % PP pupils who are below ARE: Y3 R 11% M 22% Y4 R 29% M 43% Y5 R 56% M 44% Y6 R 40% M 40%</p>	DHT HT	Half Termly during SLT meetings and year group meetings	<p>£1500 LM High quality training (3 days)</p> <p>Quality First teaching Development – staff release and development time £2550 (15 days x £170 cover for release time for QFT development)</p> <p>Teaching and Learning Coach TLR for developing teaching and learning across the school =£2400</p> <p>Release time for T and L coach – 0.2 weekly for planning support and QFT coaching. £7480</p> <p>Dedicated SLT support time to support with planning, QFT and developing teaching and learning 0.2 each week £5260/yr</p>

			<p>English and Maths Lead Half Termly Learning Walk and Book Scrutiny focused on comparison of work between disadvantaged and non-disadv. Pupil Voice</p> <p>Regular Planning scrutiny – subject to individual T needs. Teaching is in line with NC requirements for specific year group (checked by subject leader). Planning is developmental and progressive. Teachers use both summative and formative assessments in their teaching.</p> <p>Review and evaluation of provision mapping - Provision map evidences impact of interventions in improving pupil outcomes.</p> <p>QFT in Reading in all classes is consistently Good or better. 9/10 lessons visited meet criteria for good standard of teaching and learning each half term.</p>			
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<p>The teaching of Reading, Writing and SPAG across the whole school is of a consistently high standard and reflects the school's consistent approach to QFT.</p>	<p>Daily Phonics session for all pupils (targeted catch ups in KS2)</p> <p>Timetabled weekly reading focused lesson outside of the English Teaching sequence</p> <p>Daily shared reading sessions implemented (KS2)</p> <p>Reading into Writing journey is consistently applied in all classes</p> <p>Discrete Grammar sessions are taught in Year 6</p> <p>Individual and small group reading sessions built into timetable to ensure regularity and impact.</p> <p>Principles of QFT are applied consistently in all English lessons.</p> <p>SPAG is timetabled and taught regularly throughout the English cycle.</p> <p>Time for practicing grammar and punctuation is given</p> <p>Handwriting sessions also target spellings being taught.</p> <p>Vocabulary is planned and taught in all curriculum subjects.</p>	<p>Analysis of children's reading baseline assessments show that only 54% of disadvantaged pupils were on track at their end of year 2020 stage.</p> <p>Phonics screening has illustrated considerable gaps in all children's phonetic knowledge for both reading and spelling.</p> <p>14 children Year 3-6 identified as needing Phonics intervention from YARC/phonics assessment</p> <p>Writing attainment is low in all year groups but is especially low for disadvantaged pupils. (Baseline data Sept 2020: average of 45% disadvantaged children across the school on track for achieving Expected Standard)</p>	<p>Learning Walks, Book scrutinies and Pupil Voice are utilised to inform provision and target further support for pupils (2 x per half term)</p> <p>% disadvantaged pupils on track for their own expected milestones increases to: Reading 60%+ DD1 2020 and 70% + DD2 80%+ DD3</p> <p>% of pupils on track for their own expected milestones increases to: Writing 60%+ DD1 2020 and 70%+ DD2 80%+ DD3 2021</p>	Eng Lead HT		3 x days JS £1050
<p>To improve calculation skills in mathematics for PP pupils by ensuring the quality of teaching and learning in mathematics is at least good or better for all children by:</p> <p>-Continued CPD for</p>	<p>All teachers use principles of QFT in all lessons</p> <p>Fluency sessions in Maths prioritised to ensure all pupils have instant recall of number facts appropriate to their year group</p> <p>Pre assessments using the Small Steps documents informs planning</p> <p>CPA approach used in all classes.</p> <p>Challenge is embedded in lessons through effective questioning and feedback.</p>	<p>2020 PUMA assessment analysis indicated that 60% of PP pupils did not finish the test; faster recall enables pupils to access reasoning and problem solving more readily when tackling a mathematical task.</p> <p>Data analysis reflects progress towards ARE and closing of the gap.</p>	<p>Data analysis DD1, DD2, DD3</p> <p>Review of pre assessments and post assessments - weekly reviews of PP learning by class teachers. Information informs planning</p> <p>Half termly Learning Walks and Book Scrutinies - HT and DHT</p> <p>Pupil Voice Half termly to review pupil perspective of provision, HT</p>	DHT HT		3 x days LW £1050

<p>all teachers (PDET training and pre-planning sessions)</p> <ul style="list-style-type: none"> - Use of small steps pre-assessment to provide targeted teaching -Introduce and embed daily maths fluency sessions to ensure that pupil have a secure knowledge of key facts -PDET consultant in school support for development of T and L 	<p>Scaffolds and models used to support and challenge.</p>	<p>Target: DD1 64% of PP pupils meet ARE; DD2 70% of PP pupils meet ARE; DD3 73% PP pupils meet ARE.</p>				
<p>Non-core curriculum subjects are taught to the same high standards as English and Maths.</p> <p>All subjects are planned using a progression model.</p> <p>Teachers are clear of the knowledge and understanding that children need to develop in each lesson and use AFL effectively to assess pupil knowledge, understanding and application.</p> <p>Teachers understand the need to provide 'cultural capital' through their</p>	<p>LM to work with subject leaders to develop and embed planned progression in all year groups for their subjects (September 2020 - all subjects, February 2021 all subjects)</p> <p>QFT focused CPD for all teaching staff linked of non core subjects.</p> <p>Feedback and Marking policy reviewed to have greater impact on learning in non core lessons.</p> <p>Writing across the curriculum is planned and teachers have high expectations of written work in all subjects.</p> <p>Vocabulary is taught in all subjects.</p> <p>Planned experiences and visitors that add value to learning are carefully planned</p> <p>Subject Leader release time for all subject leaders for curriculum area development</p>	<p>Ofsted - Curriculum Focus – provision of a broad and balanced curriculum.</p>	<p>Learning Walks - half termly Planning Scrutiny - half termly Book Scrutinies - half termly Pupil Voice - half termly</p> <p>Review of Writing provision each half term to include evaluation of standard of writing across the curriculum, with a particular focus on the learning and progress of disadvantaged pupils.</p>	<p>HT DHT</p> <p>Eng Lead</p>	<p>(As above LM)</p> <p>Subject Leader release time 0.1 weekly – development of curriculum provision £2334</p> <p>Other CPD linked to curriculum development £1360 (8 days release time)</p>	

planning and lesson delivery, especially to disadvantaged pupils.						
Total budgeted cost					£ 24984	

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 ?	Cost								
<p>All disadvantaged pupils make at least expected progress from their starting points.</p> <p>Some pupils (see below)will need to make more than expected progress due to the gaps in their learning after school closures.</p> <p><i>In Reading, % of pupils who have moved back a stage after lockdown 1, when baseline compared to DD2 of previous year :</i></p> <p>Y3 77%</p> <p>Y4 36%</p> <p>Y530%</p> <p>Y6 55%</p> <p><i>In Maths % of pupils who have moved back a stage after lockdown 1, when baseline compared to DD2 of previous year :</i></p> <p>Y3 56%</p> <p>Y4 22%</p> <p>Y5 41%</p> <p>Y6 33%</p> <p>All disadvantaged pupils who are targeted to achieve ARE, achieve the expected level of attainment.</p> <p>At Baseline, Sept 2020,</p> <p>Target continued from 2019-20:</p>	<p>Individual targeted interventions to enable children to close gaps in their learning led by TA or teaching staff: Maths Reading Writing Phonics Handwriting</p> <p>Data reviewed after each data drop (Dec, March, July) with class teachers to ensure that TA time is used to best effect.</p> <p>Small group targeted interventions to enable pupils to close gaps in their learning led by teaching or TA staff: Maths Reading Writing Phonics Handwriting - programme of interventions shows that 100% disadvantaged pupils receive appropriate, targeted support.</p> <p>Online tuition for targeted pupils in Maths - Third Space Learning</p> <p>Weekly targeted support for HA disadvantaged pupils to enable them to sustain high levels of attainment – through targeted</p>	<p>Impact of Teaching Assistants is high when used for interventions and targeted support (ref EEF Making Best Use of TAs)</p> <p>(EEF One to One Tuition +5) (EEF Reading Comprehension Strategies +6)</p> <p>At Baseline Sept % PP pupils who are below ARE:</p> <table><tr><td>Y3 R 11%</td><td>M 22%</td></tr><tr><td>Y4 R 29%</td><td>M 43%</td></tr><tr><td>Y5 R 56%</td><td>M 44%</td></tr><tr><td>Y6 R 40%</td><td>M 40%</td></tr></table>	Y3 R 11%	M 22%	Y4 R 29%	M 43%	Y5 R 56%	M 44%	Y6 R 40%	M 40%	<p>Assessment data analysis shows expected or increased progress: Pira Puma GAPS, AR, Salford Reading, Writing small steps progression -<i>Disadvantaged pupils make sustained progress and meet their end of year targets. Individual and/or small group support ensures that any gaps in learning are addressed and understanding of concepts is prioritised.</i></p> <p>Impact of interventions measured: <i>High quality interventions are delivered – monitored by DHT; Support staff are knowledgeable about how to lead interventions successfully and provide valuable, relevant feedback to teaching staff. Specific intervention assessment shows high levels of progress from baseline to intervention target.</i></p> <p>Provision/progress logged on Provision Tracker shows value for money – cost against progress measured.</p>	DHT	<p>At end of each intervention period – baseline to end of intervention assessment depending on length of intervention period.</p> <p>Half termly</p> <p>Timetable reviews as needed</p>	<p>Teaching assistant costs £7000</p> <p>Third Space Learning 1 x 1 hour per week 7 pupils £4620</p> <p>TA to supervise pupils 3.20 -4pm 34 x £12 £408</p> <p>AR books £1773</p> <p>Shine Reading and Mathematics Interventions: £400 (other £400 from CU budget)</p>
Y3 R 11%	M 22%													
Y4 R 29%	M 43%													
Y5 R 56%	M 44%													
Y6 R 40%	M 40%													

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.	in class and small group support.					
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<p><i>Tier 2</i> 49% of disadvantaged pupils have additional barriers to learning and require specific targeted support to overcome these barriers – SEND/EAL/LAC/PLAC</p> <p>100% of children with PP and SEND/EAL receive targeted individual or small group support to support them to make accelerated progress</p>	<p>Data analysis to identify children with multiple disadvantages and those who are making less than expected progress; Specific targets set for in class and small group or 1-1 support</p> <p>Carefully planned assessment carried out to measure progress from baseline data.</p> <p>SEND training for teachers and TAs throughout the year both internally and from external consultants (NP).</p> <p>Support to develop SEND provision from mentor from Trust school.</p> <p>Impact measured – reviews show effective interventions are having a direct effect on progress and attainment; gaps are closing and progress is maintained throughout the year.</p>	<p>Phonics EEF +4</p> <p>Reading Comprehension Strategies EEF +6</p> <p>Small group tuition EEF+4</p> <p>Oral Language Interventions EEF +5</p> <p>One to one tutoring EEF +5</p> <p>Individualised instruction EEF +3</p>	<p>Data analysis, Children's score on PIRA PUMA GAPS and where appropriate other measures (AR, P Scales, Salford) show better than average progress.</p> <p>SEND Provision across the school meets needs of individual pupils; parents are involved and engaged; regular reviews of targets ensures pupils</p>	SENCO HT	Half termly reviews of progress and attainment	<p>50% SEN TA salary to support in the provision of 1-1 sessions for pupils with multiple disadv</p> <p>Total: £8402</p> <p>SEN TA support for pupils with multiple disadvantages- in class and outside of classroom</p> <p>Dedicated Interventions for children with multiple disadvantages 0.2 weekly from Jan to July £2100</p>
Total budgeted cost					= £24703	
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?	

<p><i>Tier 3: 49% of disadvantaged pupils have significant non-academic barriers (well-being, attendance, limited support from home).</i></p> <p>PP pupils feel valued and positive about school</p> <p>Thrive Approach to Whole School Wellbeing implemented across the school</p>	<p>School Council includes proportion of disadvantaged pupils - disadvantaged pupils have a strong voice within the school</p> <p>Disadvantaged pupils are represented on school leadership teams (Sport Leaders, Friendship Leaders, Worship Leaders, Community Leaders, Readers Leaders)</p> <p>Individual meetings with pupils ensure school understand and address some of the barriers to learning disadvantaged pupils face; a culture of high aspirations ensure children have personal goals and aspirations.</p> <p>Whole school Thrive Approach implemented from Spring 2 to provide a school focus on wellbeing and healthy relationships for all.</p>	<p>Engagement improves when pupils feel they have a voice.</p> <p>Greater understanding of pupil's individual and collective barriers ensures provision can be matched to needs.</p>	<p>Pupil voice reflects improvements in wellbeing - positive attitudes to school and value learning.</p> <p>Thrive assessments show improved well being for disadvantaged pupils.</p>	<p>DHT SENC O Well being Team</p>		<p>Badges £475</p> <p>Thrive Approach: training and lead practitioner £4000</p>
<p>Tracking of attendance shows that attendance is continuing to improve for PP children.</p> <p>98% of PP pupils arrive at school on time.</p> <p>Attendance for PP pupils is not lower than 96.5% in line with attendance expectations.</p>	<p>FSW and Wellbeing team support parents to secure higher attendance for their pupils – joint approach.</p> <p>Proactive approach to enabling parents to improve their child's attendance.</p> <p>Regular consultations between HT, FSW and parents/carers to improve attendance of those pupils with below 96%</p>	<p>DFE research 2016: <i>Children with low attendance rates develop significant gaps in understanding and achieve less well at the end of KS2.</i></p> <p><i>Children with low attendance are less likely to stay in education through to higher education.</i></p>	<p>Fortnightly review of attendance data: <i>98% of PP pupils arrive at school on time. Attendance for PP pupils is not lower than 96.5% in line with attendance expectations.</i></p> <p>FSW to monitor parental engagement and review half termly.</p>	<p>FSW</p>	<p>Fortnightly Attendance Reviews</p>	<p>FSW salary (as above)</p>
<p>All PP pupils have opportunities at home or at school to complete homework and practise reading 1-1 with an adult. School has invested in Century through Catch Up Funding to provide</p>	<p>Homework Club runs weekly</p> <p>Opportunities for disadvantaged pupils to read 1-1 at Breakfast Club and during the school day.</p> <p>Chrome books available during Breakfast Club for children to practice times tables</p>	<p>Increased 1-1 tuition time or Reading time ensures children have regular opportunities to practice their skills</p>	<p>Teacher set homework is completed each week.</p> <p>Teaching staff review PP pupil use of Century and work is monitored by TA running Homework club to ensure all PP</p>	<p>DHT</p>	<p>Half Termly Homework reviews</p>	<p>1x 1 hour TA £510 January to July</p>

linked Home School Learning.	or spellings.	and develop recall.	<p>children are completing weekly tasks set. Children to be directed to Homework Club if accessing less than 75% of expected tasks set on Century.</p> <p>Times Tables progress monitored half termly by class teacher.</p> <p>Impact of Homework Club shows improvement in basic skills - ie Times Tables and KIRFS, and teachers monitor attainment via Century assessments - progress shown in journey through learning units based on diagnostic test.</p>			
80% PP children attend Breakfast Club.	<p>Invitation for PP pupils to attend Breakfast Club free of charge</p> <p>Promotion of benefits of having breakfast to parents/carers and children.</p>	<p>Children are provided with a healthy breakfast prior to starting school to aid focus and concentration</p> <p>Food Research and Action Center (FRAC) outlines the correlation between breakfast and school performance among children, based on numerous research findings. The findings include how eating, and not eating, breakfast affects academics, brain function, and overall wellness.</p>	<p>Monitor attendance registers at Breakfast Club – PP / non PP</p> <p>Monitor engagement levels of children in class if have attended / not attended Breakfast Club.</p>	BC Lead Admin Asst HT	Half Termly reviews of attendance at BC	Breakfast Club costs for PP pupils: Staff £4250 Food £1750

<p><i>Social, emotional and behavioural issues are more prevalent for disadvantaged pupils and there is a significant need for targeted SEMH and Pastoral support</i></p> <p>Thrive assessments show improvements in children's SEMH scores and wellbeing.</p> <p>Children have strategies to deal with situations calmly and behaviour incidents are reduced both in class and at playtimes (class records).</p>	<p>Implementation of the Thrive Approach across the school to develop whole school .</p> <p>Thrive Assessment baseline October 202) informs targeted provision for individual pupils SEMH needs</p> <p>Wellbeing groups which target pupils with similar needs set up with specific target and impact planned.</p> <p>Wellbeing Team offer targeted effective support as needed through Nurture time, SEMH interventions and in class support.</p> <p>Thrive Practitioner Release time for training and development across school</p> <p>Timetable of carefully planned 1-1 or small group sessions to target specific areas of need developed and in place by Nov 4th.</p> <p>Impact of interventions carefully measured against baseline over specific time period – success reviewed and informs future plans.</p> <p>FSW, Learning Mentor and SENCO plan and deliver high quality provision and support for all pupils identified as in need – children prioritised on level of need.</p>	<p>Social and Emotional Learning EEF +4</p> <p>Metacognition and Self regulation EEF +8</p> <p>Behaviour Interventions EEF +3</p>	<p>Children show greater self-awareness, self-regulation, and self-esteem.</p> <p>Less behaviour incidents occur in the classroom and/or playground.</p>	<p>SENCO</p>	<p>At end of each intervention depending on timing</p> <p>Half Termly – year group meetings</p> <p>Wellbeing Team Meetings</p>	<p>50% FSW Salary £8158</p> <p>50% LM salary £5250</p>
<p>Dojo points are similar for disadvantaged and non disadvantaged pupils.</p>	<p>Dojo points show that children are receiving a similar number of awards to non PP pupils.</p> <p>Termly pupil surveys show PP pupils have</p>	<p>Behaviour Interventions EEF +3</p>	<p>Behaviour of PP pupils is as good or better than non PP peers. Monitor awards and Dojo points each week to build a whole school view of celebration of achievements.</p>	<p>DHT</p>	<p>Fortnightly Behaviour Reviews</p>	

Disadvantaged pupils do not feel disadvantaged – funding used towards uniform, events, clubs, PE kit, school shoes, music lessons, etc	All parents have a £100 voucher to be used within the year towards supporting child to feel equality with peers. Trips, Clubs and Educational experiences and visits are paid for from the voucher.	Parental support with uniform needed All children able to attend, trips, visits, clubs, music lessons as requested by parents	Reviewed termly by admin staff	Admin Asst	Termly	50x £100 = £5000
Total budgeted cost of three tiers:					Tier 1 24984 Tier 2 24703 Tier 3 29393 =£78320	

6. Review of expenditure				
Previous Academic Year		2019 - 2020		
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
<i>Raise the standards of teaching and learning across the school through the development of QFT</i> 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.	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. Support from external consultants to improve the quality of T and L and provide individual professional development for staff. AIP focus is on developing QFT Staff CPD on meta cognition and self regulation – training required – source Spring 1 Half termly learning walks, book looks, pupil voice discussions focussing on PP children v non-PP children.	End of year assessment data was impacted upon due to Covid. Pupils were making good progress at DD2 but Summer Term assessments were not carried out. 70% of teaching was good or better March 2020 Attainment gap still exists for PP children based on September baseline data. 60% of PP pupils accessed in school provision. 70% of PP pupils accessed online learning 40% of PP pupils accessed remote learning >1 x weekly	PP pupils need to access high quality teaching and targeted interventions to ensure that the gap between them and non PP peers does not widen further. Remote Learning needs to be an expectation for all PP pupils if there is a lockdown or they are self-isolating in future. Continue to develop high standards of QFT and embed the techniques introduced 2019-20.	£24726 Teaching staff <

<p>Teaching Assistants are used effectively to support QFT within the classroom and support has a high impact on pupil learning</p>	<p>QFT ensures that children are challenged and supported in class with an allocated teaching assistant that monitors learning and feeds into assessment process.</p> <p>TAs give effective feedback on pupil's learning and tasks.</p> <p>Inclusive QFT is shown to have a higher impact on learning than withdrawal with TA staff.</p> <p>Use of Teaching Assistants (EEF Toolkit +1)</p> <p>TA CPD – specific to TA roles and pupil needs; CPD in giving feedback</p> <p>Fortnightly training with JH</p> <p>TA Performance Management – targets reflect areas for individualised development and school needs Reviews in March – focused intervention training to be implemented –interventions begin Spring 2 – impact measured Summer 1; Summer 2 implement intensive catch up interventions.</p>	<p>TA CPD was successful in developing the subject knowledge of teaching assistants.</p> <p>TA Performance Management cycle has been interrupted by Covid 19 – targets to be reviewed (Autumn Term2020)</p>	<p>Further training is required to ensure that all TAs are equipped with the knowledge and understanding to deliver high quality targeted interventions; to be able to assess the impact of interventions and be able to give useful feedback to class teachers.</p> <p>TA PM will focus strongly on leading and delivering interventions and giving effective feedback in class.</p>	
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Specific, direct, vocabulary teaching begins to reduce the word gap and support the improvement of reading comprehension skills for PP pupils.	<p>Research by Alex Quigley, Isabel Beck, Oxford University Press shows the impact of being word poor and the implications for future learning.</p> <p>Planned vocabulary teaching increases PP pupil's ability to read with understanding as word knowledge increases</p> <p>Planning shows vocabulary teaching</p> <p>Children are using adventurous vocabulary in their written work</p> <p>Vocabulary training Spring 1 – all staff and then revisit on training day April 2020</p>	<p>Vocabulary teaching is now embedded in all curriculum areas and taught discretely in all classes.</p> <p>Children have shown that they can use targeted words with understanding in their independent writing.</p> <p>Vocabulary training will need to be revisited Autumn Term 2020 as did not take place April 2020 due to lockdown.</p>	<p>Training on Vocabulary for all staff to be organised for Autumn Term 2020</p> <p>Teaching and TA staff using academic vocabulary has a direct impact on pupil's use of new vocabulary.</p> <p>Repetition of targeted vocabulary to be planned in and approach to teaching vocabulary further developed.</p>	
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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
<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</p> <p>85% of PP make equivalent progress to their peers in reading, writing and maths from baselines.</p> <p>25%-50% make accelerated progress (above their peers) from baselines to close the gap.</p>	<p>Behaviour interventions to support individual children</p> <p>6 month behaviour intervention with specialist TA</p> <p>Improvement of quality of feedback for pupils: teacher release time with PP children;</p> <p>20-day challenge;</p> <p>feedback at the point of learning in class;</p> <p>specific interventions based on identified areas where feedback can be used to improve outcomes.</p> <p>Reading comprehension interventions for children who have been identified as fluent readers with lower comprehension skills.</p> <p>Writing - Targeted support based on AfL information to secure expectations for year groups.</p> <p>SENCO reviewing and developing assessment process for pupils with SEND and SEMH needs to ensure that appropriate, targeted</p>	<p>Behaviour interventions had a positive impact on behaviour of targeted pupils and continued through lockdown when children were in school or remotely via telephone/video conferences.</p> <p>Parental support from FSW and Wellbeing Team provided support to 20% of families; 80% of PP families.</p> <p>SENCO has initiated work on accurate assessment, identification and provision for pupils with SEND.</p> <p>Behaviour incidents were reduced after the introduction of the Learning Mentor who was proactive in identifying triggers and conflict resolution.</p> <p>Interventions Spring 2 did not take place due to school closures.</p>	<p>FSW and Wellbeing team had a great impact on the behaviour and wellbeing in school.</p> <p>Targeted support was delivered effectively.</p> <p>Parents had a point of contact for concerns.</p> <p>LAC child had individual targeted support both at school and at home.</p> <p>Pupil Voice work needs to be initiated and developed to ensure disadvantaged pupils have a valued voice in school decision making.</p> <p>Interventions targeted to small step individual learning need to commence</p>	£13087 staffing costs

	<p>interventions are provided. Specific targeted CPD – Jogo support for teachers; consistent approach developed across school; all staff attend training.</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. JH to action Spring 1</p> <p>Learning walks, pupil voice, book scrutiny provide evidence to show impact</p> <ul style="list-style-type: none"> - Half termly to show impact of training, dev of QFT, use of AFL and engagement of children. <p>Monitoring interventions through book looks, learning walks, pupil voice.</p> <p>Monitoring of attainment and progress in half-termly assessments -FH/JH to analyse baselines Spring 1; review interventions so that intensive, research based interventions can begin in Spring 2</p> <p>Monitoring of AR data showing progress and reading age.</p>	<p>Currently 26% on track to meet combined EXP in RWM; Sept 2019 18% were on track.</p> <p>2019 – 2020 Reading gap between PP and non PP was 15%; September 2020 gap is 18%</p> <p>2019 – 2020 Writing gap between PP and non PP was 41%; September 2020 gap is 7%</p> <p>2019 – 2020 Maths gap between PP and non PP was 28%; September 2020 gap is 15%</p> <p>Bespoke lunchtime nurture for particular groups has meant the impact could be broadened to support more children spring 1.</p>	<p>as soon as possible in 2020-2021</p> <p>Continue to run Nurture type group activities at lunchtimes.</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.</p> <p>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,</p> <p>QFT focus on AfL and effective feedback: scaffolds and models to support learning</p> <p>Pre-teaching of vocabulary and key information prior to lesson.</p> <p>Staff training on meta-cognition and self-regulation</p> <p>Use of resources to support children diagnosed with dyslexia.</p> <p>Use of Toe by Toe programme to develop children's instant recognition of letter patterns and words</p>	<p>Spelling and Reading Interventions took place Autumn 1, Autumn 2 and Spring 1.</p> <p>EAL children were targeted for vocabulary support and development both in and out of class.</p> <p>Data assessments showed progress for all children (78% children increased both Reading and Spelling Age by at least 6 months)</p> <p>Provision map in process of development for PP pupils to ensure accurate tracking of impact of interventions.</p>	<p>Review provision for children with multiple disadvantages: SENCO to use accurate assessments to identify exactly which interventions are needed to ensure maximum progress; detailed provision map for SEND, PP and EAL pupils to be compiled.</p> <p>Continue with this target 2020-21</p>	<p>Resources</p> <p>RWInc Packs £299 £315</p> <p>Switch On Reading Books £945</p> <p>White Rose Maths resources£99</p> <p>Books £385</p>

	<p>Analyse data termly and assessments half termly.</p> <p>Evaluate progress of children with multiple disadvantages.</p> <p>Salford, Vernon, AR data, PIRA/PUMA scores, evaluate impact of interventions at assessment point 1,2 and 3</p> <p>Analysis after DD1 – discuss in Pupil Progress meetings; set targets and review dates</p> <p>SENCO analysing information linked to diagnostic assessment of pupil barriers to learning; to complete by end of Spring 1 2020</p> <p>Interventions to be planned with SENCO, classteachers and HT/DHT – training to ensure TAs are equipped to lead interventions effectively.</p> <p>Assess, plan, review, do cycle to be implemented</p> <p>Edukey to be purchased to ensure impact of intervention is carefully reviewed.</p>			
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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
Staff have high expectations for pupil premium children leading to an aspirational culture for all children. Attainment in Reading, writing and math show that at least 75% PP pupils achieve ARE at end of year.	<p>Quality First Teaching – staff set aspirational targets and monitor progress towards targets closely.</p> <p>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.</p> <p>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.</p> <p>Enable staff to have individual meetings with PP pupils to review aspirations Spring 2 – use data and assessment to identify priorities;</p>	<p>Data from baseline 2020 shows that this target needs to be continued as not met due to school closures.</p> <p>Pupil review meetings Spring 2 did not take place.</p>	<p>Staff have raised expectations for all pupils and can now readily identify and discuss PP pupils.</p> <p>PP learning walks, book scrutinies and learning walks need to take place regularly (each half term) to monitor and review provision and expectations for PP pupils.</p>	<p>As above</p> <p>£13001</p> <p>Support staff costs</p> <p>Jigsaw £1120</p> <p>Hub £500</p> <p>Support Staff salary as above</p>
Mental health and well-being improves. Children are confident, resilient and talking some responsibility for their attendance and learning.	<p>Individual behaviour interventions</p> <p>Group and individual work on self esteem and well being</p> <p>FSW target parents who need support with behaviour, sleep, nutrition etc HT/DHT regular meetings and reviews with FSW. (weekly)</p> <p>Pupil questionnaire results – to do Individualised support to support individual pupils.</p> <p>EEF Social and Emotional Learning +4 months</p>	<p>Interventions targeting SEMH and behaviour needs were successful. Serious behaviour incidents reduced as the year progressed and well being improved before school closed.</p> <p>Pupils were supported at home and in school during the Summer Term and interventions were continued wherever possible (1-1 and small group work)</p>	<p>Children who have ‘meet and greet’ first thing in the morning (if required) tend to manage their behaviour better after a meet and greet session – implement as regularly as possible on timetable – LM, CMe, CT, JT, to facilitate.</p> <p>Implemetation of new Behaviour Policy facilitated higher self esteem and aspirations amongst all pupils.</p>	<p>Support Staff salary as above</p>

<p>Attendance rate for PP children improves to in line with non PP (96% or better)</p> <p>96% of PP pupils arrive at school on time ready to learn.</p>	<p>Proactive approach to attendance management. Zero tolerance for holiday requests.</p> <p>FSW liaise closely with families who have attendance issues</p> <p>Impact of FSW and Learning Mentor sessions evaluated half termly through behaviour reviews, attendance rates, individual wellbeing reviews etc.</p> <p>Weekly meetings and half termly reviews</p>	<p>Attendance for PP pupils had improved to end of February 2020 but some children who were persistent absentees had a significant impact on data, despite proactive approach from school.</p>	<p>FSW to begin attendance management with families at start of Autumn 2;</p> <p>Review attendance policy – to include Thrive Approach to wellbeing and SEMH</p>	
<p>PP pupils are not disadvantaged in terms of appearance, access to clubs, events and trips</p>	<p>Vouchers for uniform, trips etc Support with clubs and events – individualised support</p> <p>Sport opportunities and activities such as Maths Enrichment Day provide opportunities for pupils to participate in a wide range of activities to meet interests.</p> <p>PP pupils to be represented on Junior Leadership Team, School Council and in roles such as Worship Leaders.</p> <p>Financial support to reduce disadvantage for PP pupils.</p> <p>Opportunities targeted at PP pupils and PP pupils participation in events monitored half termly (PP class overviews)</p> <p>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.</p> <p>Teachers ensure participation is actively promoted and opportunities for enrichment and inclusion are varied.</p>	<p>Parents utilised Vouchers to purchase uniform, to fund trips and to access experiences such as sports events/clubs.</p> <p>6/14 PP pupils were on the Junior Leadership Team and represented the school population in meetings with school leadership team.</p> <p>5 PP pupils accessed music lessons prior to school closure</p>	<p>Target PP pupils for individual music lessons Autumn 2 if parents give consent.</p> <p>Provide free Breakfast Club and Sports Club places 2019 -2020</p> <p>Set up Homework Club for PP pupils and non PP pupils to complete homework.</p>	<p>Vouchers, trips and access to clubs</p> <p>Vouchers: Spending: £2300 <i>Carried forward £1700</i></p> <p>Clubs: 15 children x £30 = £450</p> <p>*School encouraged PP pupil's parents to spend in uniform as some had not used allocated voucher funds – to be carried over to next year</p>

Our building blocks for tackling educational disadvantage:

- Whole-school ethos of attainment for all
- There is a culture of high expectations for all.
- There is a belief that all disadvantaged pupils are capable of overcoming their personal barriers to succeed.
- Disadvantaged pupils and their families are held in high regard
- Leaders, teachers and other adults understand their role within the school's strategy Addressing behaviour and attendance
- A strong emphasis is placed on developing positive behaviours for learning.
- The school responds rapidly to ensure behaviour management strategies are effective for pupils that need support.
- Attendance is monitored.
- Strategies, where applicable, are implemented to improve absence or lateness to maximise opportunities for learning in school.
- Persistent absence is rigorously challenged. High quality teaching for all
- The school places a strong emphasis on ensuring all disadvantaged pupils receive high quality teaching; responsive on- going formative assessment is essential to ensure disadvantaged pupils make strong progress.
- Teachers are committed to successfully engage with the disadvantaged pupils who are less successful learners.
- Professional development is focused on securing strong subject knowledge, questioning, feedback, and self-regulation. Interventions are additional to the entitlement to high quality teaching; class teachers retain accountability for pupil achievement.
- Meeting individual learning needs
- There is a strong understanding of the barriers to learning and how these barriers present in school.
- Personalised profiles are used to ensure barriers are overcome so that disadvantaged pupils can benefit from enrichment, emotional well -being support and interventions that enable them to succeed in their learning across a wide range of subjects.
- Learning gaps and misconceptions are identified and addressed so that pupils can secure learning domains that will enable them to catch up to meet age related expectations or increasingly work at greater depth.
- Transition processes for disadvantaged pupils are carefully planned and implemented
- Data-driven
- The progress of disadvantaged pupils is discussed at all pupil progress meetings and at key assessment milestones.
- Actions are identified, implemented and regularly reviewed within each assessment phase. Accelerated progress must lead to higher attainment within an academic year and key stages. Clear, responsive leadership
- Leaders and a governor, review the effectiveness of strategies based on internal analysis, research and best practice.
- Self-evaluation is rigorous and honest.
- Leaders apply robust quality assurance processes and clear success criteria.
- Deploying staff effectively
- Staff are deployed flexibly in response to the changing learning needs of disadvantaged pupils. Resources are targeted at pupils at risk of underachievement in terms of low and high attainment