

Pupil Premium: planning to overcome barriers to learning at The Academy at St James
September 2019- July 2020

INTRODUCTION

What is the Pupil Premium?

The Pupil Premium is additional funding to help schools close the attainment gap between children from low-income and other disadvantaged families and their peers. If a child has been eligible for free school meals (FSM) at any point over the past 6 years or has been looked after for one day or more (Child Looked After), the school receives an amount per head within their budget. A provision is also made for children who have a parent in the armed services.

Strategy

We have a clear, strategic 3-part model approach for Pupil Premium funding provision, which focuses on the following:

- whole-school strategies that impact on *all pupils*
- focussed support to target *under-performing pupils*
- specific support targeting *pupil premium pupils*

We want to support all of our children to achieve well academically. As a result, we plan to spend our Pupil Premium Grant wisely to provide every opportunity for our eligible pupils to match the achievement of their peers nationally. Entitlement to free school meals does not necessarily dictate educational achievement; some of our eligible pupils are the highest achieving in our school. We continue to focus our support on them to make sure that they achieve at the highest level.

We base our actions on research done by NFER and the Education Endowment Foundation so that we know there is evidence that the strategies work.

At the end of the year, we will report on the success of our plan in terms of academic attainment and review our actions in relation to the intended outcomes.

Total pupils on roll FS1 to year 6- 315 (286)	Total Pupil Premium Allocation 2019-20
Number of FSM pupils eligible for Pupil Premium	130 x £1320 = £171,600
Number of pupils eligible for Early Years Pupil Premium	4.5 £302 per child as at April 2019 (£1,359,00)
Number of Looked after children eligible for Pupil premium of children from Armed Service Families	1

<p>What are the most effective ways to support disadvantaged pupils' achievement? NFER research into effective practice identifies 7 key features of provision:</p>
<p>1 Whole school ethos of attainment for all: Schools have an ethos of high attainment for all pupils and avoid stereo-typing disadvantaged pupils as all facing similar barriers or having less potential to succeed.</p>
<p>2 Addressing behaviour: schools ensure effective behaviour strategies are in place, respond quickly to poor attendance and provide strong social and emotional support including working with families.</p>
<p>3 High quality teaching for all: Schools emphasise "quality teaching first" and provide consistently high standards by setting expectations, monitoring performance and sharing best practice.</p>
<p>4 Meeting individual learning needs: Staff identify each pupil's challenges and interests. They seek the best strategies to help each pupil make the next step in his or her learning. Schools provide individual support for specific learning needs and group support for pupils with similar needs.</p>
<p>5 Deploying staff effectively: Schools devolve responsibility to frontline staff, use their best teachers to work with pupils who need the most support and training teaching assistants to support pupils' learning.</p>
<p>6 Data driven and responding to evidence: Teachers use data to identify pupils' needs, review progress every few weeks and address underperformance quickly. They have manageable Assessment for Learning systems, which provide clear feedback for pupils. Schools use evidence to make decisions about their support strategies.</p>
<p>7 Clear, responsive leadership: Senior leaders set ever higher aspirations and lead by example. They hold all staff accountable for raising attainment, rather than accepting low aspirations and variable performance. They share their thinking and invest in staff training.</p>
<p>What strategies will the school be using to support individual pupils and groups of pupils? What is the evidence for the school's choice of strategies?</p>
<p>8 PIXL – is a programme of support particularly aimed at Y2 and Y6. Several local schools have had success using the strategy. It is based on supporting pupils' learning behaviours; it supports teachers to analyse the gaps in pupils' understanding and provides materials for teachers to use to address the misunderstandings. This tailored approach helps children to make rapid progress in reading, writing and maths.</p>
<p>9 Feedback – EEF research shows that feedback is one of the most effective ways of promoting pupil progress. Feedback takes the form of observing, testing and marking; the teacher finds out what the child knows and can do so that s/he can plan the next steps. Feedback takes the form of discussions with children about what they have achieved and what they need to work on to make most progress.</p>
<p>10 Speech and language support - EEF has done research on the impact of poor language skills on pupils' academic achievement. Poor language skills and limited vocabulary have a significant, detrimental impact, particularly on very young children's ability to learn to read and write. We target PP grant at overcoming these difficulties, particularly for our youngest pupils.</p>
<p>11 Individual support for reading, writing & maths – EEF research indicates that some children benefit from 1-1 support; they may have fallen behind their classmates due to poor attendance etc.; they may have mild learning difficulties and require more time to acquire some of the key concepts. This support is usually provided by teaching assistants under the direction of the teacher and is in addition to normal classroom teaching.</p>

<u>What are our pupils' internal and external barriers to learning?</u>	<u>What are the intended outcomes of our action plan?</u>
<ol style="list-style-type: none"> 1. History of weak teaching and negative impact of changes to leadership for our pupils in Y6 2. History of inaccurate assessment data impacting on progress for our Y6 Pupils and current Year 3 from ELG in 2017 3. Vulnerable families with emotional and social needs 4. Vulnerable families lacking engagement with education 5. Low attendance that impacts negatively on learning 6. Lack of <i>cultural capital</i> and experience impeding ability to contextualise learning 7. Low baseline pupils on entry to YR 8. Underachievement due to lack of engagement with education 9. Speech and language delay on entry to school 10. Behaviour that impedes learning 	<ol style="list-style-type: none"> A. % of pupils achieving age related expectations in reading, writing and maths match national outcomes to continue to rise to in being line with national. B. Gaps with school and national other have narrowed by more than 5% C. PP assessment and tracking is robust and is used to inform subsequent provision D. Support is provided for families' and pupil's social, emotional and health needs E. Pupils' attendance is in line with others nationally and no longer limits access to learning F. More able PP pupils are achieving at high levels G. Underachieving pupils are closing the gap with their peers: progress for PP closing the gap on national other H. Low baseline pupils are school ready in the summer term I. Pupils are provided with access to a wide range of experiences that enhance their knowledge and understanding of the world and support learning across the curriculum particularly in literacy and mathematics J. Specific gifts and talents are identified and encouraged; engagement with learning is improved

Pupil Premium Action Plan 2019 - 2020								
Research base		<u>Action</u>	<u>Amount Allocated</u>	<u>New / continued action</u>	<u>Targeted group(s)</u>	<u>Intended Outcomes</u> How the actions impact on achievement	<u>Monitored by</u>	<u>Impact</u>
Barrier to learning		Pupil premium used for						
Whole School Strategies for all pupils (raising expectations for 113 PP)								
2	4 & 5	We will continue to fund the attendance work done by our Pastoral and Attendance Team (P&AT)	£33,633	Continued	131 pupils	Ensure that children are safe and access their entitlement to 190 days education – particularly in EY & KS1	HT	
2	3 4 & 5	We will provide a breakfast club for children at risk from poor attendance from 8.00	£4,627	Continued	37%	Provide incentive to be in school on time each day – resulting in access to learning	SLT	
2 & 7	3 4 & 5	We will support pupils at risk of poor attendance by providing a <i>walking bus</i> to bring pupils safely to school	£4,386	Continued	9 pupils	Further improve and sustain high levels of attendance by removing barriers to school attendance – PP attendance matches other and is in line with na.		
2	5	We will provide incentives for groups of pupils e.g. green parties to celebrate good attendance	£3,650	Continued	131 pupils	To reward and motivate pupils to manage their behaviour and meet the school’s high expectations of attendance		
1 & 3	6 & 8	We will provide a broad, experiential curriculum - specialist staff for music & sport, transport, entry fees, resources etc.	£56,342	Continued	131 pupils	To provide children with <i>cultural capital</i> often missing from PP pupils’ out of school experience. Music, sport provision from specialist to develop engagement with learning.	SLT	
	6 & 7	We will take our Y4 & Y6 residential pupils on residential trips and cover	£8,636	Continued	20 pupils Y6 19 pupils Y4	To provide children with <i>cultural capital</i> often missing from PP pupils’ out of school experience.		

		the costs for eligible pupils.				Residential visit provides an important experience of learning to be independent of home.		
1 & 7	3 & 4	We will hold family events through the year – out of hours events e.g. Hallowe’en ball / firework party / Christmas event	£1 500	New	131 pupils	To improve relationships between school and families – build trust and ameliorate the impact of poverty on children’s family lives		
3 & 7	1 2 & 10	We will continue to establish high expectations in all classes; all adults will model expectations and set high standards for work and behaviour	n/a	Continued	131 pupils	To ensure that children try hard are productive and make good progress	SLT & Govs	
2	10	We will continue to use Golden Time – targeted to children’s interests	Linked to curriculum expenditure	Continued	131 pupils	To reward and motivate pupils to manage their behaviour and meet the school’s high expectations		
2	3 & 4	We will provide a Parent Involvement Worker to offer practical support and signpost families to outside agencies. She will work with families; e.g. family learning events, workshops in maths and phonics etc.	£15,942	Continued	131 pupils	To provide practical support for families and create strong platform for emotional and physical well-being. To promote positive relationships with school and engender good attitudes to education.	SLT & Govs	
4	2, 7 & 8	We will hold fortnightly pupil progress meetings; SLT meet with teachers to review progress of target children including PP	n/a	New	131 pupils	To ensure that all teachers know who their PP pupils are and that they are using assessment to identify the gaps in their learning and are teaching effectively to address the gaps. SLT will offer advice and support for improvement.		

Targeted group strategies for underperforming pupils (focus on PP)								
2	3&8	We will continue the work of our P&AT supporting children’s well-being; e.g. nurture sessions	£7,000	Continued	9 pupils	To tailor the learning environment so that children can be included and flourish in mainstream provision	SLT	
6,7 & 9	5 & 10	We will target adult support for early years pupils ensuring high adult: pupil ratios in YR	£5,200		7 pupils	To ensure that there is a language-rich environment for our youngest pupils, where they can interact frequently with adults using a rich and varied vocabulary		
4	9	We will continue our SLA with S&L service to target support for groups of pupils	£1,999		p	To address pupils’ physical difficulties with speech so that they can develop their language skills	VP	
4 & 7	5	We will target the support of our sports coach on the physical development of our youngest pupils	£8,887		10 PP YR	To develop core muscle strength, balance and hand-eye co-ordination	VP	
3 & 4	1 & 7	We will provide extra adult support for KS1 pupils (1:8 ratio): extra support for basic skills curriculum; opportunities to work in provision-based setting;	£3 540	New	18 pupils Y1 & Y2	To support rapid progress throughout KS1; accelerate the development of key concepts to support academic progress into KS2	VP	
4, 5 & 6	1 & 8	We will provide 3 phonics session per week for a group of pupils in Y3 whose bookband level is below orange (end of Y1 ex)	£4,999	New	8 Y3 pupils	To overcome delay in reading development – to accelerate pupils’ reading to lime bookband	Phonics Lead & SLT	
8	1 & 7	We will use PIXL to target pupils in Y6 and Y2 who are at risk of not meeting their end of KS target; we	£1,100	New	21 Y6 pupils 11 Y2 pupils	To ensure that PP are prepared for their next stage of education	SLT	

		will train our staff and hold fortnightly pupil progress meetings to secure their progress						
Individual support (focus on PP)								
4 & 5	1	We will provide individual, daily reading for all pupils until they achieve a reading age of 8yrs	% support staff salaries accounted in other actions	Continued	35 pupils	To enable children to acquire necessary reading skills to master the KS2 curriculum	Eng co-ord & SLT	
5 & 11	1 & 8	We will provide individual support for Y3 pupils who did not pass phonic screening in Y2; TAs will work on <i>blue books</i> daily with children	£3,500	New	8 Y3 pupils	To enable pupils to pass the phonic screening test in Y3	Phonics Lead & SLT	
5 & 11	1 & 8	We will provide intervention support for KS2 pupils 1-1 for specific learning needs	£1,500	New	43 pupils KS2	To address gaps and enable children to eliminate errors from their work	Eng co-ord & SLT	
5 & 11	1 & 8	We will provide intervention support for KS1 pupils 1-1 for specific learning needs	£2,000	Continued	22 pupils	To provide advice and monitoring to ensure that children's needs are met		
4 & 5	8 & 10	We will provide 1 – 1 intensive support for range 5 pupils to maintain them in education	£3,250	Continued	3 pupils	To overcome barriers to learning from emotional needs	Class teacher	
Total annual allocation 2019-20			£171,600					
Total 2018 - 2019 spend			£180,040					