



### A Social Deprivation

The school is located in an area of high social deprivation as the following comparative data of our school population demonstrates Average attainment on entry to the school is very low. Oral language skills in Early Years are often lower for pupils eligible for PP.

The majority ethnic group in the school is Pakistani. Many of our families speak mainly Mirpuri, which is a non-written dialect.

The school is situated in an area of high social deprivation- this can impact on the experiences our pupils have the opportunity for e.g. Children do not always have the applied knowledge or cultural references required for comprehension Many Pupils eligible for Pupil Premium also have special needs or English as an additional language. Nearly 40% of these pupils have speech and language problems also.

### B Additional needs

Levels of SEN & FSM are significantly high compared to national levels.

Many of our children have varied and sometimes complex barriers to learning which may impact on their performance.

Many Pupils eligible for Pupil Premium also have special needs or English as an additional language. Nearly 40% of these pupils have speech and language problems also.

### C Communication needs

Low levels on entry of Pupil Premium pupils, particularly in Communication and Language and Literacy

### D Supporting Vulnerable Families

Some families struggling to support pupils financially, low levels of parental engagement, limited support for home learning, limited life experiences, attendance rates, safeguarding issues.

## Desired Outcomes

At Reedswood E-Act Academy, we have high aspirations and ambitions for our children and we believe that no child should be left behind. Our very high proportions of FSM children have meant that our pupil premium money has represented a significant proportion of our budget and we have planned our spending carefully to ensure that it has been spent to maximum effect. The desired outcomes would be;

- ✓ Enjoyment and engagement from all pupils
- ✓ Develop social, emotional and behavioural skills
- ✓ Improved teaching, progress and achievement in reading
- ✓ Improved oral language

- ✓ Improved progress for pupils eligible for Pupil Premium
- ✓ Effective links between home and school
- ✓ Improved writing outcomes for Y2 pupils

### Quality of teaching for all

Desired outcome	Chosen action/approach	Evidence and rationale	Staff lead	Monitoring and evaluation
Increased percentage in the number of pupils achieving the expected standard in Reading, Writing and Maths in Year 6	<p>Additional teacher in Year 6 Spring term</p> <p>Parent workshops, booklets to be sent home, reading rewards</p> <p>Embedding literacy and language from y2-6</p> <p>Promoting reading e.g. world book day, reading carnival, Shakespeare week, scholastic book fair</p> <p>Each class to create a prominent reading display</p> <p>CPD to staff on how to improve reading e.g. through visual literacy</p> <p>Introduce online reading resources e.g. bug club or RML</p> <p>Library accessible after school</p>	<p>Additional teachers in Year 6 will provide smaller class sizes</p> <p>Booster groups for target pupils will able pupils' needs to be better met, with interventions in the afternoon led by HLTAs/SLT</p> <p>Additional resources will provide engagement and enjoyment.</p>	SLT/HLTA/Teaching staff	<p>Tracking of progress data to ensure that Pupil Premium pupils are making accelerated levels of progress.</p> <p>Book scrutinies demonstrate increased progress.</p> <p>Half termly data. Reading test Dec and May.</p> <p>Parent and pupil feedback.</p> <p>Home diary monitoring.</p> <p>Monitoring of individual readers in class</p>

	including mobile library			
Improvements in academic data for all year groups	Teaching Assistants in each KSI class each morning and across year groups in KS2	Pupils receive additional in class support and interventions to ensure that they make accelerated progress in reading, writing and maths	SLT/teaching staff	Tracking of progress data to ensure that Pupil Premium pupils are making accelerated levels of progress.  The gaps between the achievement of Pupil Premium pupils and Non Pupil Premium pupils close.  Book scrutinies demonstrate increased progress
To continue to improve the Quality First Teaching for all pupils within the Academy	Staff INSETs  Observations/ team teaching  Performance management  Well planned CPD programme	An increase in the number of lessons being taught with pupils making outstanding progress  Pupils are more active and attentive in lessons leading to increased levels of participation and therefore increased levels of progress  All pupils make accelerated levels of progress and as a result there is no gap between the attainment of and progress made by Pupil Premium pupils and Non Pupil Premium	SLT	Lesson observations indicate higher proportions of learners making accelerated levels of progress within lessons  Lesson observations evidence increased levels of pupil participation and increased progress  Book scrutinies demonstrate increased progress
Improved engagement and enjoyment from pupils	Trips and workshops to be booked each half term for	Research shows disadvantaged children who attend after-school	Deputy/Assistant Principal	Weekly CLT monitoring-book trawls, observations- focused on work produced

	<p>each class</p> <p>Afterschool clubs with different focuses e.g. Art, drama, dance cookery, mad science</p> <p>Utilising the library service to provide after school book clubs aimed at disadvantaged pupils</p> <p>Nurture and friendship groups- safeguarding team Use of Forest schools.</p>	<p>clubs will develop better social, emotional and behavioural skills. (Nuffield foundation)</p> <p>EEF Research indicates that participating in after school programmes improves performance on measures of academic achievement.</p> <p>Pupils have an exposure to and immersion in a range of situations, activities and experiences in order to enrich the curriculum opportunities that they receive</p> <p>Pupils can draw on these increased experiences in all curriculum areas, particularly in writing, leading to raised achievement</p> <p>Greater aspirations for all pupils as they gain experience of the wider world around them</p>	<p>LSA's to support clubs. David Beck (Activity co-ordinator)</p>	<p>following trip.</p> <p>Parent and pupil feedback. Case Studies</p>
--	--	--	---	---

## Targeted support

<p>To provide a nurture provision for those pupils with social, emotional and behavioural needs</p>	<p>Use of forest school</p> <p>Targeted provision for pupils identified using Boxall Profile</p> <p>Safeguarding/pastoral team</p> <p>SENCo targeted support e.g. lego therapy, pragmatics group</p>	<p>Targeted support ensure that pupils with emotional and behavioural needs have the opportunity to receive 1-1 or small group mentoring</p> <p>Barriers to learning addressed leading to improvements in behaviour</p>	<p>SENCo/Forest school leader</p> <p>Pastoral team</p>	<p>Improvements in behaviour</p> <p>Reduction in the number of fixed term exclusions</p> <p>Improvements in self-belief and self-worth (as judged by Boxall Profile)</p> <p>Pupil voice</p> <p>Case studies</p>
<p>To ensure that early communication needs are met</p>	<p>Use of bilingual support staff.</p> <p>EAL intervention groups</p> <p>Speech therapist (SALT) for SEN/identified children.</p> <p>Increase staff confidence in supporting pupils with speech, language and communication needs.</p> <p>Embedding Ruth Miskin programmes within English to promote partner talk</p> <p>Introduce Early talk boost</p>	<p>The EEF toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, particularly for older pupils.</p> <p>Approaches which promote talk and interaction between learners tend to promote the best gains. (EEF)</p> <p>We want to provide extra support to maintain high attainment, Small group interventions with highly qualified staff have been shown to be effective, as discussed in</p>	<p>SLT/SENCO</p> <p>EAL co-ordinator</p> <p>SLT/data manager</p>	<p>Half termly review of data and intervention groups.</p> <p>Weekly CLT monitoring-book trawls, observations,</p> <p>Learning walks</p> <p>SEN inclusion audits</p> <p>Weekly SLT meetings</p> <p>Pupil progress meetings</p>

	<p>Makaton training and communication in print to be used widely in the school</p> <p>Focus on language opportunities in Early Years e.g. language packs</p>	<p>reliable evidence such as 'visual learning' by John Hattie and the EEF toolkit.</p> <p>Delivery of individualised speech and language programmes ensures that pupils are able to better access the curriculum and engage in the world around them.</p> <p>Accelerated rates of progress across the areas of Communication and Language.</p>		
--	--	--	--	--

**Other approaches**

<p>Improved parental engagement</p>	<p>Parent workshops and learning together mornings</p> <p>Pupils absence monitored- attendance rewards in school</p> <p>Parent meetings where staff are available to talk about pupil premium and help them to fill in the forms.</p> <p>Breakfast club (parents</p>	<p>Pupils need to be in school to learn. Nfer briefing for school leaders identifies addressing attendance as a key step.</p> <p>The association between parental involvement and a child's academic success is well established, but rigorous evaluation of approaches is required (EEF)</p>	<p>Assistant Principal</p> <p>Attendance officer</p>	<p>Parent feedback.</p> <p>Improved attendance.</p> <p>Increased knowledge for parents on concepts taught e.g. Children will be following school policies for handwriting and calculations at home also.</p> <p>Increased attendance by parents for meetings and workshops.</p>
-------------------------------------	--	---	--	---

	<p>invited)</p> <p>Develop parent council to provide face to face feedback on school policies and practices</p> <p>Developing Parent confidence questionnaire to provide feedback on effectiveness of school responses to pupils eligible to the PP.</p>			
--	--	--	--	--

Planned Expenditure 2018-19		
Pupil Premium	Cost	Success Criteria
Interventions (LSA's) 2 hours per day every day + BRP HLTA interventions	£90,000	To ensure that all PP children make good or accelerated progress  Achieve Phonic screening test target 93% +  Continued improvement in reading.  Improvement in Year 2 (Current Year 1) writing.
LSA's Bi-lingual support	£18628	Improved communication between parents and staff- opportunity to translate.  Improved understanding and access for pupils who have a home language.
2 x Safeguarding officers	£19655.88	To provide pastoral support and nurture for all pupils.
After school science and dance	£4000	Improved engagement and understanding.
Forest schools teacher	£10654.64	To develop language skills particularly PP children so that PP children make accelerated progress. To improve confidence and self esteem of PP

		pupils.
Phonics/EAL teaching interventions	£30000	In year 6 gaps are narrowed between PP and all children – aiming for accelerated progress in reading, writing maths. Gaps narrowed in all years between PP and non PP.  To ensure that PP children make better than expected progress
SLT to teach Pupil Premium groups – 4 groups across KSI	£5000	
Booster Y6 Easter & February Half term 3 x Teachers £748.08 1 x HLTA £189.96	£1000	
After school booster groups	£2000	
Additional teacher (EAL/PP/Y6)	£26,000	
Breakfast club	£4000	Provide additional support for families.  Improved engagement.  Breakfast provided for PP pupils.
Admin/attendance officer	£18000	Attendance office will monitor and investigate persistent absences. Rewards will improve motivation for attending school. Pupils will not miss out on vital learning.
Maths resources	£2000	Pupils enjoy an enriched curriculum and provide context to some curriculum concepts.  Improved outcomes in all areas of the curriculum.
English Resources	£2500	
Writing workshops/reading carnival	£800	
Story sacks	£400	
Develop Eco/sensory garden	£400	
Trips/visitors	£4000	
Home Laptops for Year 6	£10000	In year 6 gaps are narrowed between PP and all children – aiming for accelerated progress in reading, writing maths. Gaps narrowed in all years between PP and non PP.  Pupil will be able to continue home learning.
	<b>Total</b>	<b>£267,960</b>

