

E-ACT Pupil Premium Strategy

2019-2020

Financial year statement

For each child registered as eligible for free school meals at any point in the last 6 years:

- £1320 for pupils in Reception to Year 6

Schools will also receive £2300 for each pupil identified in the spring as having left local-authority care because of 1 of the following:

- adoption
- a special guardianship order
- a child arrangements order
- a residence order

If a pupil has been registered as eligible for free school meals and has also left local-authority care for any of the reasons above, they will attract the £1,900 rate.

Children who have been in local-authority care for 1 day or more also attract £2300 of pupil premium funding.

Pupils in year groups Reception to Year 11 recorded as Ever 6 Service Child or in receipt of a child pension from the Ministry of Defense

Funding is for:

- raising the attainment of disadvantaged pupils of all abilities to reach their potential
- supporting children and young people with parents in the regular armed forces

The grant may be spent in the following ways:

- for the educational benefit of pupils registered at that school
- for the benefit of pupils registered at other maintained schools or academies
- on community facilities

The LAC premium must be managed by the designated virtual school head (VSH) and used without delay for the benefit of the looked-after child's educational needs as described in their personal education plan.

The VSH should ensure there are arrangements in place to discuss how the child will benefit from pupil premium funding with the designated teacher or another member of staff in the child's education setting who best understands their needs.

Evaluation of funding and impact for 2018-2019

IMPACT STATEMENT

1. Review of expenditure and Impact				
2018-2019				
1)				
Desired outcome	Chosen action/approach	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
Increased percentage in the number of pupils achieving the expected standard in Reading	Additional teacher in Year 6 Spring term Parent workshops, booklets to be sent home, reading rewards Embedding literacy and language from y2-6 Promoting reading e.g. world book day,, Shakespeare week, scholastic book fair Each class to create a prominent reading display CPD to staff on how to improve reading e.g. through visual literacy Introduce online reading resources e.g. bug club or RML Rapid Reading High quality texts	<p>Teaching across the school has been observed as good or better. This has been observed on planning, learning walks and observations.</p> <p>Promoting reading across the school through world book day etc created enjoyment and excitement for pupils and promotion to parents.</p> <p>Prominent reading displays are in each classroom. These are changed termly. Some have been elaborate and inspiring for the children. The home reading books are now in coloured boxes in the classroom rather than having a central place. This means that pupils can change them when required rather than waiting for their library time. This has also improved the appearance of the reading areas.</p> <p>Teachers continue to use high quality texts for class readers. These are planned at the start of the year.</p> <p>Rapid reading has been very successful and children are showing progress.</p>	<ul style="list-style-type: none"> • Continue high quality reading texts- purchase new books for each year group to keep them up to date with new publications and inspire them • Continue to update reading displays • Parent workshops to planned for next year <p>Medium Impact- this will improve over time with additional resources/strategies</p>	Resources £5700

<p>Improvements in academic data for all year groups</p>	<p>Teaching Assistants in each KS1 class each morning and across year groups in KS2</p>	<p>All groups of children are shown to be making progress.</p> <p>Weekly effective targeted intervention based on half termly data</p> <p>Quality first teaching: CPD</p>	<ul style="list-style-type: none"> Teaching assistants have been doing SEN interventions in the afternoons and HLTA/.SLT have been teaching the interventions- this ensures high quality teaching with the most qualified staff- to continue next year Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence such as 'visual learning' by John Hattie and the EEF toolkit. <p>High impact</p>	<p>£114,000 Interventions</p> <p>£30,000 Phonics teacher</p> <p>£18628 Bilingual teacher</p> <p>£26,000 additional teacher</p>
<p>To continue to improve the Quality First Teaching for all pupils within the Academy</p>	<p>Staff INSETs</p> <p>Observations/ team teaching</p> <p>Performance management</p> <p>Well planned CPD programme</p>	<p>Lessons observations are good or better across the academy.</p> <p>Triangulation shows that data, learning walks, moderation are also good or better.</p> <p>Staff audits and feedback show positive evaluation of CPD.</p>	<ul style="list-style-type: none"> Continue rigorous planned CPD programme for staff based on needs Continue high expectations based on our 'what makes learning great' <p>High Impact</p>	<p>£2000</p>

Improved engagement and enjoyment from pupils	<p>Trips and workshops to be booked each half term for 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>Regular sports activities, competitions and breakfast clubs and afterschool clubs have been completed to enrich children's broad curriculum.</p> <p>Evidence of Pupil voice- Children express high levels of enjoyment through pupil surveys.</p> <p>The Gifted and Talented trips targeted a range of children and a variety of subject areas to ensure the children are receiving enrichment in a range of areas. Children's enthusiasm and engagement in these areas increased and the work produced as a result showed greater progression.</p>	<ul style="list-style-type: none"> Philosophy for children bringing about more resilience, tolerance and increased self aspiration High Number of trips / experiences per year. This has complemented the wider curriculum allowing children to deepen knowledge and understanding whilst complementing the breadth of the curriculum. <p>High Impact</p>	£14000
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2) Targeted Support

Desired outcome	Chosen action/approach	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>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>Pupils involved have shown improvements in baseline assessment data for lego therapy.</p> <p>Reduced incidents in classrooms with behaviour of most vulnerable pupils.</p>	<ul style="list-style-type: none"> Vulnerable pupils have had access to play therapy additionally through the year-this has replaced some of the nurture life skills group as it was felt that pupils had more severe emotional difficulties that would be better addressed through specialised support Two EHCP requests have also been completed for some vulnerable pupils <p>Medium Impact- pupils with emotional needs need time to embed the strategies</p>	<p>£19655.88 Safeguarding</p> <p>£10654.64 Forest schools</p> <p>£18,000 Attendance</p>
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<p>To ensure that early communication needs are met</p>	<p>Use of bilingual support staff. EAL intervention groups Speech therapist (SALT) for SEN/identified children. Increase staff confidence in supporting pupils with speech, language and communication needs. Embedding Ruth Miskin programmes within English to promote partner talk Introduce Early talk boost Makaton training and communication in print to be used widely in the school Focus on language opportunities in Early Years e.g. language packs</p>	<p>Communication in Print and simple Makaton across the whole school is being utilised providing a consistent, cohesive environment for all learners- this has been observed on learning walks. Early Talk boost has been successful in Nursery, and talk boost for KS2 in small intervention groups (in addition to the speech and language therapist) Phonics screening result. Several children have been discharged from the SALT as they have reached age expectations. Ruth Miskin Literacy has been observed as being good or better in teacher observations.</p>	<ul style="list-style-type: none"> Utilise the SALT for therapy work and not just assessments Plan CPD for all staff on speech and language Trial 'Word Aware' Summer term <p>High Impact</p>	<p>£18628 Bilingual staff Resources £3123</p>
<p>3) Other Approaches</p>				
<p>Desired outcome</p>	<p>Chosen action/approach</p>	<p>Impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p>Lessons learned (and whether you will continue with this approach)</p>	<p>Cost</p>

<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 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>	<p>Parent council meets termly-meeting minutes record any issues and they are dealt with.</p> <p>Parent survey show are happy with the school.</p> <p>Events such as parents evening are well attended.</p>	<ul style="list-style-type: none"> • Continue and embed strategies • Newsletters are sent home every week and text message reminders are sent to parents. This means that events such as parent meetings, sports day and parent workshops are well attended. • The attendance officer has been implementing an action plan for persistent absentees. This has had a positive impact on our attendance. <p>Medium impact</p>	<p>£10000</p>
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The requirements for a pupil premium strategy and what should be published on the website

The academy's strategy for the PP allocation for the current year

- the amount of pupil premium
- the main barriers to **educational** achievement faced by the eligible pupils
- how the allocation is to be spent to address those barriers and the reasons for that approach
- how the school is to measure the impact and effect of its expenditure of the pupil premium allocation, and
- the date of the school's next review of its strategy.

E-ACT's Pupil Premium Template for 2019-2020

Barriers to educational achievement
<i>Please complete the list below with precise barriers to learning for example, short-term memory, -9 months reading age, spelling age more than 12 months below chronological age, no place at home to complete homework or lack of time because of caring duties, able pupil but only attaining expected levels and not greater depth.</i>
1) Pupils being 'ready to learn' in class with significant pastoral needs (pupils are in a secure place mentally/emotionally).
2) Limited speech and language skills which impacts on learning.
3) Poor learning skills. E.g. working memory, resilience
4) Gaps in prior learning
5) Access to resources, such as books, computers and libraries
6) Low aspirations of what they can achieve and positive role models
7) A lack of regular routines including home reading, homework, spellings and having correct equipment in school (eg PE kit)
8) Parental engagement with school and perceptions of education. Priority placed upon learning and achievement.
9) Consistent attendance and punctuality.
10) Little or no experience of life outside of their own family home e.g. cultural/social

Pupil premium strategy statement (primary)

2. Summary information					
School	Reedwood E-ACT Primary school				
Academic Year	2019-20	Total PP budget	248,500	Date of most recent PP Review	May 2019
Total number of pupils	472	Number of pupils eligible for PP	188	Date for next internal review of this strategy	May 2020

3. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths		%
% making progress in reading	68	73%
% making progress in writing	56	79%
% making progress in maths	88	79%

4. Desired outcomes		
Barrier	<i>Desired outcomes</i>	<i>Success criteria</i>
1)	Pupils will be focused and eager to engage with their learning, after support from SEN/pastoral	Pupils will have access to appropriate nurture/interventions in order to make good or better progress in their learning.
2)	Pupils are able use speech and language at a level that is appropriate for their age.	Pupils will be able to communicate effectively at an age appropriate level.
3)	Pupils will be equipped with skills and strategies through targeted interventions/whole school approach to ensure they are able to access all areas of the curriculum.	Pupils will be able to employ skills they have learned to improve working memory and resilience in order to make better progress.
4)	Gaps are identified and targeted teaching/interventions teach to gaps through high quality interventions.	Termly assessment will show gaps being addressed. Pupils will make (or exceed) expected progress.
5)	High quality resources will be used within the school and resources will be able to accessed at home.	All pupils will be able to use high quality resources to improve their learning.
6)	Pupils to raise aspirations and know how to achieve their potential and be successful.	Improvements in self-belief and self-worth. Pupils to have a broader experience with extended

		school opportunities linked to personal aspirations.
7)	Priority will be placed on learning and achievement.	Consistently high expectations of all staff and pupils.
8)	Parental engagement within school and perceptions of education. Priority placed upon learning and achievement.	Parents to be more actively involved in the learning process and raise progress of pupils in a target year beyond that of their peers.
9)	Disadvantaged pupils' attendance to improve to above national.	Disadvantaged pupils' attendance to better attendance % for national non-disadvantaged.
10)	Pupils are exposed to a wide range of social/cultural and sporting experiences.	Pupils attend events/visit places they would not usually be exposed to.

5. Planned expenditure					
Academic year	2019-20				
Barrier					
1) Pupils being 'ready to learn' in class with significant pastoral needs (pupils are in a secure place mentally/emotionally).					
	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?
	To provide a nurture provision for those pupils with social, emotional and behavioural needs	<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>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>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>Use of external professionals employed for play therapy, behaviour support etc.</p>	<p>SENCo/Forest school leader</p> <p>Pastoral team</p>	<p>Case studies/ Pupil voice-termly</p> <p>Termly Autumn Term Review: All nurture provision had been implemented and data shows strong progress and behaviour of those pupils having one to one therapy shows strong improvement</p>
Total budgeted cost					£30,000
2) Limited speech and language skills which impacts on learning.					
	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>To ensure that early Communication needs are met</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 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>	<p>Use of bilingual support staff.</p> <p>EAL intervention groups</p> <p>Weekly therapy input from Speech therapist (SALT) for SEN/identified children.</p> <p>Increase staff confidence in supporting pupils with speech, language and communication needs through CPD/INSETs</p> <p>Embedding Ruth Miskin programmes within English to promote partner talk</p> <p>Continue to use Early talk boost/Talk boost</p> <p>Makaton training and communication in print to be used widely in the school</p> <p>Introduce Word Aware as an intervention and whole school approach to teaching vocabulary.</p>	<p>SLT/SENCO</p> <p>EAL co-ordinator</p> <p>SLT/data manager</p>	<p>Half termly review of data and intervention groups. All groups Reviewed A1, A2 and adjusted/ New pupils identified for support. Followed the graduated approach. Weekly CLT monitoring-book trawls, observations completed</p> <p>Learning walks</p> <p>SEN inclusion audit – completed</p> <p>Weekly SLT meetings - SEND focus and actioned fully</p> <p>Pupil progress meetings Autumn & Spring Term -completed – intervention and one to one reviewed fully</p>
Total budgeted cost					£40,000

3) Poor learning skills. E.g. working memory, resilience					
	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?
	To continue to improve the Quality First Teaching in writing for all pupils within the Academy	<p>An increase in the number of lessons being taught with pupils making outstanding progress</p> <p>Pupils are more active and attentive in lessons leading to increased levels of participation and therefore increased levels of progress</p> <p>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</p>	<p>Staff INSETs</p> <p>Observations/ team teaching</p> <p>Performance management</p> <p>Well planned CPD programme</p> <p>Lesson observations indicate higher proportions of learners making accelerated levels of progress within lessons</p> <p>Lesson observations evidence increased levels of pupil participation and increased progress</p> <p>Book scrutiny demonstrate increased progress</p> <p>Creative writing workshops 3 x a year</p>	SLT/CLT	<p>Lesson observations half termly – see Mastery Rubric</p> <p>Book and planning scrutiny weekly following the CLT monitoring cycle</p>
	To develop a whole school approach to utilising working memory	<p>Poor working memory skills are relatively commonplace in childhood, and have a substantial advance impact on children's learning.</p> <p>One striking finding across many studies has been that the children with poor working memory that we have identified via routine screening are rarely described by their teachers as having memory problems (Gathercole et al., 2006).</p>	<p>Staff training on working memory and classroom approaches</p> <p>SENCo to develop a whole school approach as well as targeted intervention for dealing with working memory</p>	SENCo/SLT	<p>Termly – INSET Autumn and 23 Feb MLC -CLT training, and SEND staff meeting completed follow up - SENCO</p>
Total budgeted cost					£15,000
4) Gaps in prior learning					

	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?
	Gaps identified through termly assessment and targeted intervention groups to be delivered by SLT/HLTA	EEF states that small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Pupils will be able to work with HLTS/SLT during interventions to 'fill gaps' in pupils' learning.	Varied interventions (according to need) to be provided during (and sometimes before and after school). Booster sessions in KS2. Monitor and assess through observations half termly and use of data. Review during pupil progress meetings.	SLT HLTA/Data manager	Termly Autumn reviewed and strong progress made, new children identified Feb Half Term club and booster sessions Aut & Spring – strong progress made – see tracking
Total budgeted cost					£90,000
5) Access to resources, such as books and libraries					
	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?
	After school homework club Use of library	Pupils will have the equipment to access learning outside of school hours. Some children have limited access to resources even toys, gardens etc.	Staff to run book clubs, library at lunchtime etc. Y6 to run homework clubs After school clubs e.g. Art, science- by external professionals Access for pupils to laptops/lpads in and out of school e.g. Colin Hegarty maths	SLT	Termly – In place review end of Spring term
Total budgeted cost					£20,000
6) Low aspirations of what they can achieve and positive role models					
	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?

	Improved links with successful local community figures	Pupils will see local people who are successful to provide positive role models.	<p>Hold a careers day for KS2 pupils</p> <p>Invite positive role models to deliver inspirational talks to pupils during assemblies/workshops</p> <p>Ensure planning and whole school assemblies reflects social/cultural aspirations</p> <p>Employ the school vision and values through effective day to day management of the school and well planned quality first teaching</p>	SLT	Annual
	Improve links to local secondary schools	Improved priority on education and learning and seeing the impact on that with having successful careers.	<p>Transition work starting in LKS2 to use facilities provided by secondary schools</p> <p>Invite staff members to whole school events e.g. assemblies to speak about working towards aspirations</p>	SLT	Termly Transition meetings planned and Y5/6 children link project - music
Total budgeted cost					£1,500
7) Lack of regular routines					
	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?
	High expectations of all pupils outlined for all parents	The association between parental involvement and a child's academic success is well established, but rigorous evaluation of of approaches is required (EEF)	<p>Use of 'ready steady schools' programmes e.g. potty training to ensure parents in early years are supported in helping their child at home</p> <p>Parent meetings to outline expectations for Reception, Year 2 and Year 6</p>	SLT	Annually
	Rewards given for completing homework/reading at home		All pupils to be given personalised Reading/home records with school logo and school expectations		

			A reading reward system will be in place with pupils able to achieve certificates and prizes for reading regularly at home		
	Homework club				
Total budgeted cost					£2000
8) Parental engagement					
	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?
	Improved parental engagement	The association between parental involvement and a child's academic success is well established, but rigorous evaluation of of approaches is required (EEF)	<p>Parent workshops and learning together mornings</p> <p>Parent evenings where staff are available to talk about pupil premium and help them to fill in the forms.</p> <p>Breakfast club (parents invited)</p> <p>Continue 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>	<p>Assistant Principal</p> <p>Attendance officer</p>	<p>Parent feedback.</p> <p>Improved attendance. 96%</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>
Total budgeted cost					£5,000
9) Consistent attendance and punctuality.					
	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?

	Consistent action plan and procedures to tackle absence	<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>Pupils absence monitored-attendance rewards in school</p> <p>Attendance officer to follow procedures and policies rigorously and consistently</p> <p>Vigilant school office staff in regards to lateness-tackling parents over reasons</p> <p>Attendance action plan for persistent absence-following school, E-ACT and local authority</p>	Attendance officer/SLT	<p>Termly - data reviewed</p> <p>Attendance across school improved. Positive feedback RAB – via regional lead</p>
Total budgeted cost					£15,000
10) Lack of life experience					
	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?
	Trips and workshops to be booked each half term for each class	<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>Trips and visitors to be booked each term for each class that links to their topic.</p> <p>Nurture and friendship groups-safeguarding team</p> <p>Use of Forest schools.</p>	CLT/SLT	<p>Weekly CLT monitoring-book trawls, observations-focused on work produced following trip.</p> <p>Parent and pupil feedback- termly</p>
Total budgeted cost					£30,000

6. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.