

PUPIL PREMIUM STRATEGY 2019-20

Number of pupils and amount of Pupil Premium Grant received for 2019-20			
Total number of pupils on roll		137 (not including Nursery)	
Total number of pupils eligible for PPG		Current data shows school has 71 PP children.	
Year Group	Number of PP		% of year group
R	9		36
1	6		30
2	10		48
3	7		44
4	11		69
5	16		80
6	15		75
Amount of PPG received per pupil		£1320 x 91 = £120,120 <i>Based on Census pupil figures</i>	
Total number of pupils eligible for PP+G			
Year Group	Number of PP		% of year group
R	-		-
1	1		5%
2	-		-
3	-		-
4	-		-
5	1		5%
6	-		-
Amount of PP+G received per pupil		£2300 x 2 = £4,600	
Total Amount of PPG received		£125,020	

Cost to school	£129690
Amount of PPG	£125,020
Amount deducted from budget	£4670

PUPIL PREMIUM FUNDING STRATEGY: 2019-20

Barriers to learning	Item / Action	Desired Outcome / Rationale	Target Group	Cost	Timescale	Evaluation
A - Low attainment and aspirations due to historic background	RWInc	<p>Desired Outcomes:</p> <ul style="list-style-type: none"> To increase the number of pupils working at ARE for their reading (currently 44% at KS1 and 52% at KS2) To maintain/improve the strong outcomes for PP pupils in Year 1 phonics (currently 80%) <p>Rationale: Last year this provision was used and there were strong outcomes in phonics for disadvantaged pupils - 80% PP vs 71% non-PP as well as improvements at KS2 (from 25% in 2018 to 52% in 2019). There is a continued need to drive improvements in reading, especially at KS1</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/ evidenced that focus on phonics make a positive impact on academic outcomes.</p>	KS1	<p>£1400 for 1:1 work £4000 for additional small group support staff £1800 for leadership development days with RWInc</p>	<p>(Continued from last year) September-19 July 20 Reviewed termly / annually</p>	<p>Although children did not take phonics test due to Covid 19 the impact of this up to march was</p> <p>All 8 out of 9 KS2 children accessing RWI had successfully completed the program as an intervention</p> <p>89% of children were on track to achieve expected standard in phonics Y1 Assessments.</p>
B - Low attainment due to barriers to learning with vocabulary.	Speech and language project	<p>Desired Outcomes:</p> <ul style="list-style-type: none"> To improve the vocabulary / speech and language skills of pupils, positively impacting on reading and writing outcomes at KS1 and KS2 <p>Rationale: Partnership with Lingo Speech to provide tailored programs focussing on language and vocabulary acquisition. Additional speech therapy support included.</p>	Y1-6	<p>£1600 for SLCN partnership including SaLT support £1520 for Y6 TA support and training</p>	<p>September-19 July 20 Reviewed termly / annually</p>	<p>Lingo up to March 2020 showed learners making good progress</p> <p>Learners showing improved impact 100%</p>

		The education Endowment Fund notes the impact on focussing in this area https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/oral-language-interventions/		£1520 for FS intervention and training		social interaction improvement accessed learning and cognition enabling success in the classroom
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A - Low attainment and aspirations due to historic background	Provision of ongoing HLTAs to support across school.	<p>Desired Outcome:</p> <ul style="list-style-type: none"> Target individual pupils, small groups and whole-class support to increase outcomes in Reading, Writing and Maths at KS1 and KS2 (see baseline data at end of strategy and in PP review of 2018-19) <p>Rationale: In the EEF Attainment Gap 2017 report, it states that targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment https://educationendowmentfoundation.org.uk/evidence-summaries/attainment-gap/</p>	Y1-6	£17200	Reviewed termly / annually	<p>Last 15:1 data in march 2020 indicated good progress</p> <p>Half of which were PP R 56 W 56 M 61 Combined: 50%</p> <p>Limited data however available and for KS1 assessments/ progress.</p> <p>TAF statements showed evidence of progress for all PP pupils at KS1.</p> <p>Book monitoring scrutiny show progress towards this target.</p>
A - Low attainment and aspirations due to historic background	Additional support from highly qualified teaching assistants across school.	<p>Desired Outcome:</p> <ul style="list-style-type: none"> Target individual pupils, including the More-Able, through small group and whole-class support to increase outcomes in Reading, Writing and Maths at KS1 and KS2 (see baseline data at end of strategy and in PP review of 2018-19) <p>Rationale: Ensure that additional capacity of teaching assistants impacts on outcomes for all pupils, especially those with additional needs</p>	All including targeted children for interventions	£50000	Reviewed termly / annually	<p>See review statement below- impact on Covid 19 means it is difficult to monitor the full impact of this work,</p> <p>15:1 data march indicated there was</p>

		<p>and disadvantaged children. Impact will come through in-class support and the running of targeted intervention programmes. Last year this strategy and outcomes at KS2 demonstrated the positive impact of the small group teaching approach for PP pupils:</p> <ul style="list-style-type: none"> • Reading (ARE) improved from 25% in 2018 to 52% in 2019 • Writing (ARE) improved from 45% in 2018 to 57% 2019 • Maths (ARE) improved from 35% in 2018 to 61% in 2019 <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/teaching-assistants/ demonstrates that teaching assistants can have a positive impact on outcomes.</p> <p>Quality First Teaching is seen as one of the 7 Building Blocks for Success when supporting the attainment of disadvantaged pupils -</p> <p>https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/473976/DFE-RS411 Supporting the attainment of disadvantaged pupils - briefing for school leaders.pdf</p>				<p>2/18 of the class (both PP) showing pupils on track for Greater Depth in KS2</p>
<p>A - Low attainment and aspirations due to historic background</p>	<p>Training and CPD for TAs and HLTAs across school.</p>	<p>Desired Outcome:</p> <ul style="list-style-type: none"> • To improve the quality of support from additional staff leading to an improved teaching and learning profile (and outcomes for PP pupils) <p>Rationale:</p> <p>Last year the training opportunities had a focus on supporting pupils with SEMH and behavioural needs – this had a positive impact on reducing behaviour incidents and exclusions term on term (evident in Behaviour Data Trackers)</p> <p>This year, regular internal and external training for TAs and HLTAs will ensure the very best support can be provided for children across school, especially those with additional needs and disadvantaged children. Research has found that teaching assistants can have a positive impact on outcomes –</p>	<p>All including targeted children for interventions</p>	<p>£2200</p>	<p>Reviewed termly / annually</p>	<p>Exclusions significantly reduced from in excess of 50 from 18/19 to just 7 up to March 2020 FTE and 1 PE.</p> <hr/> <p>School now have a qualified Thrive Practitioner- completed training in March 2020 having a positive effect on individuals with PP-reducing amount of incidents in class and at playtime.</p>

		<p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/teaching-assistants/ - CPD to be provided to ensure this happens.</p> <p>Quality First Teaching is seen as one of the 7 Building Blocks for Success when supporting the attainment of disadvantaged pupils - https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/473976/DFE-RS411_Supporting_the_attainment_of_disadvantaged_pupils_-_briefing_for_school_leaders.pdf</p>				
A - Low attainment and aspirations due to historic background	Hegarty Maths for children in Year 6 to access at home and in school.	<p>Desired Outcome:</p> <ul style="list-style-type: none"> To further improve ARE PP outcomes in maths at KS1 (from 56%) and at KS2 (from 61%) To increase the % of PP pupils attaining at 'greater depth' (0% in 2018) <p>Rationale: Last year provision of Hegarty Maths for Year 6 children provided opportunities for children to access booster videos and activities to improve Maths attainment. Training for staff plus provision of after-school clubs for children not completing work at home were also provided. This resulted in improved outcomes at KS2 ARE maths for PP pupils (from 35% in 2018 to 61% in 2019) Pilot research into Hegarty Maths found that there were "very strong positive correlations between Hegarty Maths usage and SATs attainment for disadvantaged pupils." - https://www.shinetrust.org.uk/impact-2/stories/hegartymaths/</p>	Year 6 children	£2500	Reviewed termly / annually	As of March 20 prior to lockdown KS2 data indicated which were pupil premium children.
C - Historic low attendance and punctuality	Breakfast Club Provision	<p>Desired Outcome:</p> <ul style="list-style-type: none"> To continue to improve the punctuality and attendance of PP pupils (95.6% attendance in 2018-19) increasing their readiness for learning and academic outcomes <p>Rationale:</p>	All year groups	£2200	Reviewed termly / annually	Last years overall attendance up to March 2020 is 95.4% this continues to be slightly above national for PP showing consistent use of strategies having an impact.

		<p>Disadvantaged children can access breakfast club and ensure a nutritious and punctual start to the day. School combines this with a morning sports coach to support active lifestyle (costed under PE grant spend). Last year, the attendance of PP pupils was 95.6% which was stronger than that on Non-PP pupils (95.1%) and also stronger than that of national PP pupils (94.3%)</p> <p>Evidence for the EEF found positive impact in the provision of breakfast for primary-age pupils and it is felt that given the context and background of disadvantaged pupils: https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast#closeNav</p>				<p>Children also continue to have good L codes- the school was average for this last year when compared with other Astraea schools- breakfast club helps secure good attendance and stops late marks.</p>
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<p>D - Social and Emotional Mental Health Needs (including behavioural needs) which can impact on academic progress and access to learning</p>	<p>Additional support and interventions for behaviour of targeted pupils (self-esteem, behaviour choices, nurture work, gardening etc) through the work of the Families and Safeguarding Officer</p>	<p>Desired Outcome:</p> <ul style="list-style-type: none"> To decrease the number of Fixed Term Exclusions for disadvantaged pupils (as well as the difference between the exclusions of PP and non-PP pupils in school) enabling them to access more learning and improve academic outcomes <p>Rationale: Work of the Safeguarding and Families lead increases the capacity for Early Help and Family Interventions, reducing barriers to accessing education. Last year, this support had a positive impact on a reduction in the number of behaviour incidents and exclusions term on term (evident in Behaviour Data Trackers).</p> <p>This approach is in line with research that demonstrates that Social and Emotional Learning interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself: https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/ This approach is in line with research: https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</p>	<p>All – including targeted PP children</p>	<p>£15000</p>	<p>Reviewed termly / annually</p>	<p>Significant reduction of exclusions from above 50 in 18/19 to just 7 FTE and 1 PE from September 19 to March 20</p> <hr/> <p>Significant reduction in the amount of families escalating as of March 2020 there were 0 families with social care involvement showing the impact of the work of the Safeguard and family support officer.</p>
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<p>D - Social and Emotional Mental Health Needs (including behavioural needs) which can impact on academic progress and access to learning</p>	<p>Families & Safeguarding Officer to run social and emotional interventions and family support.</p>	<p>Desired Outcome:</p> <ul style="list-style-type: none"> To support families, leading to improved attendance of PP pupils (95.6% attendance in 2018-19) increasing their readiness for learning and academic outcomes <p>Rationale: Families have access to additional support where necessary, including increased Early Help capacity and bespoke support. Last year, the attendance of disadvantaged pupils was 95.6% which was stronger than that on Non-PP pupils (95.1%) and also stronger than that of national PP pupils (94.3%)</p>	<p>Children and families that need support</p>	<p>£15000</p>	<p>Reviewed termly / annually</p>	
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		This approach is in line with research: https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully				
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<p>B - Low attainment due to barriers to learning with vocabulary.</p>	<p>WELCOMM to be used for pupils entering school to accelerate outcomes for those pupils with known difficulties (particularly in the FS profile).</p>	<p>Desired Outcomes:</p> <ul style="list-style-type: none"> To improve the vocabulary / speech and language skills of pupils, positively impacting on reading and writing outcomes at KS1 and KS2 <p>Rationale: Last year, children accessing the Speech and Language provision made progress on the programmes. Research also shows that oral language interventions have a positive impact on outcomes: https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/oral-language-interventions/</p>	<p>Pupils with limited and/or immature early language and specific language difficulties</p>	<p>£10000</p>	<p>Reviewed termly / annually</p>	<p>Children accessing speech and language up to March 20 made progress on outcomes</p> <p>Moving forward speech and language provisions to continue due to this remaining a barrier- vocabulary work- and LL/chatterbox/ welcomm to continue into 20/21</p>
<p>A - Low attainment and aspirations due to historic background</p>	<p>Subsidising the cost of school visits, residential and visitors into school to enhance the curriculum.</p>	<p>Desired Outcome:</p> <ul style="list-style-type: none"> To improve pupil engagement and the quality of teaching and learning (measured through an improved profile of teaching and learning, improved attendance and improved outcomes) <p>Rationale: Due to historical and contextual background there is a need to ensure all pupils have access to school visits to enrich their curriculum and remove the cost barrier. Having a broad range of visits and experiences will also develop SMSC opportunities and develop the acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. Experiences were subsidised last year and the attendance of disadvantaged pupils was 95.6% which was stronger than that on Non-PP pupils (95.1%)</p>	<p>All children including targeted PP children</p>	<p>£2000</p>	<p>Reviewed termly / annually</p>	<p>Children participated in Crucial Crew World Book Day Residential Trip National Railway Museum Junior Citizens programme</p> <p>Last year attendance for PP 95.6% was higher than non PP 95.1%</p> <p>Reduction in behaviour incidents</p>

		https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully - this is in line with the research, improving the quality or teaching and learning of disadvantaged pupils should lead to improved outcomes but also contribute to the improved attendance figures due to more positive engagement by pupils with the curriculum.				and exclusions on behaviour trackers
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D - Social and Emotional Mental Health Needs (including behavioural needs) which can impact on academic progress and access to learning	Work with local community hubs	Desired Outcome: <ul style="list-style-type: none"> To improve pupil engagement and outcomes (measured though reduced behavioural incidents and improved outcomes) Rationale: This aspect will raise aspirations and understanding of adult life. It will widen the outlook and understanding of skills required in the world of work. (e.g. the Junior Citizen Program will be explored). This is in line with DFE research that promotes actions to raise aspirations to higher education for higher attaining pupils: https://www.gov.uk/government/publications/school-level-strategies-to-raise-aspirations-to-higher-education	Year 5/6	£1000	Events throughout the year Reviewed termly / annually	Pupil engagement significantly improved showed in monitoring of work up to March 2020 Pupil interviews and external reviews reveal positive attitudes about learning and school Reduction in exclusions Reduction in behaviour incidents.
A - Low attainment and aspirations due to historic background	Celebration of achievements through events eg. the Year 6 end-of-year celebrations.	Desired Outcome: <ul style="list-style-type: none"> To improve pupil engagement and outcomes (measured though improved attendance and outcomes) Rationale: Last year, the school recognised and rewarded outstanding effort and attitude of pupils – focusing on the REACH dispositions – this led to improved KS2 attainment for disadvantaged pupils in Reading, Writing and Mathematics.	All children	£750	Events throughout the year Reviewed termly / annually	Did not happen- review/improve ready for 20/21 year.

Other Information:

Proportionate Allocation of PP Funding

Allocation Area	Amounts Allocated	Proportion of Spending
A - Low attainment and aspirations due to historic background Quality First Teaching & Targeted Academic Provision	£81,850	63%
B - Low attainment due to barriers to learning with vocabulary. Targeted provision for Speech and Language	£14,640	11%
C - Historic low attendance and punctuality To improve attendance	£2200	2%
D - Social and Emotional Mental Health Needs (including behavioural needs) which can impact on academic progress and access to learning Emotional Wellbeing and Behaviour	£31,000	24%

Key Academic Outcomes 2018-19

	<i>Pupils eligible for FSM/PP (school)</i>		<i>Pupils not eligible for FSM/PP (school)</i>	
	<i>Met</i>	<i>Not met</i>	<i>Met</i>	<i>Not met</i>
% Y1 phonics screening	80%	20%	71%	29%
KS2 - Year 6 data 2019				
% at age related expectation in reading	52%	(4% Greater Depth)	60%	
% at age related expectation in writing	57%	(0% Higher Standard)	60%	
% at age related expectation in maths	61%	(0% Greater Depth)	20%	
% achieving end of year expectation in reading, writing and maths (combined)	35%		20%	

Review Statement

At this school and across schools nationally, the period from mid-March 2020 until the end of the academic year has been dominated by the outbreak of COVID-19. The much reduced opening of mainstream schools in March, followed by the wider opening of schools from 1st June 2020, has had a significant impact on the ability to implement many of the actions and strategies outlined in the Pupil Premium Strategy covering the period 2019-20.

Consequently, it has not been possible to thoroughly evaluate all planned strategies. However, where possible, a review has taken place and provision adapted to support our most disadvantaged pupils and their families.

Across Astrea Academy Trust, we have continued to strive to address any barriers faced by pupils who experience social disadvantage, including additional issues faced during the COVID-19 pandemic. The evidence-informed approaches we adopt across the Trust are rooted in tackling disadvantage in the classroom through supporting quality first teaching, targeted approaches/interventions and in relation to supporting wider pupil level issues such as attendance. All of which are in line with the [EEF Guide to the Pupil Premium](#).

Many of the pupil premium chosen approaches are longer term and it will be necessary and desirable for leaders to continue some of the planned 2019-20 actions into the 2020-21 academic year and beyond. This is in line with the EEF guidance on [Putting Evidence to Work – A School’s Guide to Implementation](#) which states that interventions need to be implemented effectively and over time, allowing for new activities to be embedded and evaluated to create sustainable positive outcomes for disadvantaged learners.