

Keevil Church Of England Academy

Pupil Premium Strategy Statement 2019-2020

At Keevil CofE Academy, we have high aspirations and ambitions for our children and we believe that no child should be left behind. We strongly believe that it is not about where you come from but your passion and thirst for knowledge, and your dedication and commitment to learning that make the difference between success and failure, and we are determined to ensure that our children are given every chance to realise their full potential.

We believe every child irrespective of their starting points, family circumstances or barriers to learning, should leave school excited about learning, resilient to set-backs and determined to succeed. Through seeking the views of the children we are able to find ways of meeting their individual needs thereby developing their confidence, independence and self-belief. We recognise the importance of parents and wider family in supporting their child's learning and actively seek ways to engage with them ensuring that their views are heard and valued.

We encourage all children to have high aspirations, recognising that hard work, determination and perseverance reap rewards. Early identification of needs ensures we respond actively to identified groups, offering additional, targeted support, thereby ensuring accelerated progress. We offer a broad, balanced and exciting curriculum, with projects carefully designed to motivate learners and meet their identified needs. The wide range of projects ensures learners are engaged in learning which is purposeful and meaningful, whilst developing life-long skills and a love of learning.

We strive to ensure all children have equal opportunities in all aspects of school life by providing a wide range of emotional, social and academic support. Through financial support we are able to ensure they are able to access a range of curricular and extra-curricular opportunities, including residential trips, sporting clubs, events and visits.

Pupil premium funding represents a significant proportion of our budget and this policy outlines how we will ensure it is spent to maximum effect.

Pupil premium strategy statement (Keevil Church of England Academy)

1. Summary information					
School	Keevil Church of England Academy				
Academic Year	2019/20	Total PP budget	£10,740	Date of most recent PP Review	November 2019
Total number of pupils	106	Number of pupils eligible for PP	7	Date for next internal review of this strategy	November 2020

2. 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	50%	83%
% making progress in reading	-3.33	0.44
% making progress in writing	-7.05	-3.36
% making progress in maths	-1.10	-0.53

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Attendance issues
B.	Additional learning needs
C.	Passivity and poor oral skills
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Attendance issues, linked to poor home learning environment

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	At least national average attendance for all pupil premium children	Attendance of at least 96% for PP children.
B.	Accelerated progress, including higher ability children achieving Greater Depth	PP children making greater than expected progress (measured as 3 steps internally) between July 2019 and July 2020.
C.	Closing of the attainment gap	Attainment of PP children to match that of non-disadvantaged peers.
D.	Development of learning skills and broader educational experiences	A curriculum offer that ensures the development of cultural capital.

5. Planned expenditure					
Academic year		2019/20			
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?
Forest School	To ensure that PP children can experience learning through experience. Teamwork and practical tasks will help develop oracy and communication skills	Building confidence and independence. Learning outdoors Feeling empathy for others and nature. ... Physical fitness. ... Health benefits. ... Improved mental health. ... Learning by experience. ... Exposure to manageable risk. ... Better sleep and mood. <i>Forest Schools.com</i>	Both leaders have received training to organise and lead these sessions. Lessons plans and sessions will be monitored and assessed regularly by SLT	Jess Draper Clare Ritchens	The implementation will be reviewed in July 2020
Children able to experience a broad and rich curriculum that equips them with the cultural capital that they need to succeed in life. This will also offer opportunities to flourish in their own individual way.	This will be achieved by the organisation of: Residentials – Pencelli and Danywenalt Educational visitors – to present learning in practical and exciting ways Music teacher – choir, music lessons and the opportunity to play a musical instrument	A broad and balanced curriculum provides children with the skills, knowledge and understanding they need to develop into well-rounded, informed individuals. A rich diet of learning experiences is undoubtedly the best way to develop well-rounded, happy individuals <i>Cornerstone Education</i>	Monitoring by SLT and expected improvement in progress made, which will be assessed during pupil progress meetings. Attendance will be monitored regularly by head teacher	KS2 Staff	
Total budgeted cost					£3,900
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?

Closing the attainment gap, accelerated learning including higher ability children achieving greater depth	Intervention support for bridging groups	Evidence shows that small group tuition is effective the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact. <i>Education Endowment Foundation</i>	Assessment pre-sessions and after 6 weeks will enable the progress to be measured to decide if the work being done is beneficial.	Lindsey Hermon Maria O'Brien	This will be reviewed at pupil progress meetings
Speech and Language sessions	Therapy sessions to develop and improve speech.	Participation within lessons require good speech, language and communication skills and literacy skills. Research shows that speech and language therapists' input can directly improve a young person's speech, language and communication skills. <i>The Royal College of Speech and Language Therapists</i>	Assessment pre-sessions and after 6 weeks will enable the progress to be measured to decide if the work being done is beneficial.	Maria O'Brien Purdie Stainer Hannah Wright	Therapies are reviewed every three months
Emotional Literacy Support	Opportunities for children experience emotional issues to discuss and find strategies to handle their problems. 1 to 1 sessions.	There has been consistent feedback from schools across the UK that the introduction of ELSAs has made a significant positive impact on the emotional wellbeing of children and young people and their ability to manage better at school — socially, emotionally and academically. <i>Oxfordshire.gov</i>	Sessions run once a week for 6 weeks. The outcomes and effect of the intervention is then assessed, and next steps are considered. There is also an ongoing dialogue with parents to involve them in the process.	Rachael Draper	
Total budgeted cost					£6,840.0
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?
Total budgeted cost					

6. Review of expenditure				
Previous Academic Year				
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
<ul style="list-style-type: none"> Forest School Broad, balanced and rich curriculum 	<ul style="list-style-type: none"> Residentials Educational visitors Music teacher 	<p>All pupils benefitted from an extensive Outward Bound curriculum, involving Forest School sessions run within school and external activities organised primarily through residential trips.</p> <p>Our music teacher insures that all children have access to high quality music provision on a weekly basis.</p>	<p>We will adjust the timings of residential trips to enable maximum impact on outcomes for children across the school year.</p> <p>Outward Bound programme to be extended to KS1.</p> <p>Development of music provision to enable the maximum benefit in terms of enriching cultural capital, opportunities to perform and a progressive curriculum</p>	£3,800
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
<ul style="list-style-type: none"> Accelerated Learning Speech and Language sessions Emotional Literacy Support 	<ul style="list-style-type: none"> Booster groups for h/a run by HT Intervention groups run by TAs 1:1 S&L sessions ELSA support sessions 	<p>Not as many children achieved greater depth as was hoped for from the extra booster sessions. A number of children achieved expected following intensive intervention sessions.</p> <p>Successful impact for those children undertaking S&L interventions, but not enough specialist capacity for the need within school.</p> <p>ELSA support of significant benefit to those who received it.</p>	<p>Development of adapted T&L approaches to support the drive to achieve greater depth.</p> <p>A further TA trained to deliver specialist S&L interventions to increase capacity within school.</p> <p>On-going training for ELSA to improve provision.</p>	£6,760
iii. Other approaches				
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

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.
Our full strategy document can be found online at: www.aschool.sch.uk