

Pupil premium strategy statement 2019 - 20

Name of academy: Bugle

1. Summary information					
School	Bugle				
Academic Year	2019/20	Total PP budget	£102,920	Date of most recent PP Review	July 19
Total number of pupils	237	Number of pupils eligible for PP	76+1+1	Date for next internal review of this strategy	Jan 20
		76 x FSM Ever 6 (75x£1320=£100320) 1x looked after (1x£2300=£2300) 1 x service children (1x£300=£300)			

2. Current attainment		
	Y6 pupils eligible for PP (your academy)	Pupils not eligible for PP - school (local average(national TBC))
% of Y6 pupils achieving ARE in reading, writing and maths	4/13 = 31%	7/13 = 54% (67)
% of Y6 PP pupils making at least expected progress from end of KS1 to end of KS2: reading	4/13 = 31%	7/13 = 54% (77)
% of Y6 PP pupils making at least expected progress from end of KS1 to end of KS2: writing	6/13 = 46%	10/13 = 77% (82)
% of Y6 PP pupils making at least expected progress from end of KS1 to end of KS2: maths	6/13 = 46%	10/13 = 77% (81)

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Oral language skills at all levels are lower for pupils with multiple vulnerabilities (PP, SEN, BOYS) and this impacts progress.
B.	Diminish the difference in reading outcomes for all disadvantaged pupils by the end of KS2 (particular focus on PP Boys).
C.	PP children with other potential barriers (SEN, SEMH, Lower Prior attainment group) have lower rates of progress than other pupils.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Concerns re parental engagement and support of some PP children e.g. attendance, adult support at home, parenting skills and low parental expectations/aspirations.
E.	Attendance rates for all eligible PP children is below the national average (93.3%) and persistent absence is 2 ½ times the national average (18.6%). This reduces school hours and causes them to fall behind on average.

4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	Improve oral language skills for pupils eligible for PP in KS1 and KS2. All PP children to be screened using the Language Link Program. Children to be ranked in order of priority. Teaching assistants to carry out oral language activities using the specific pre-prepared language activities provided in the program.	PP's progress and attainment scores are in line or exceed those of their peers with the gap diminishing. Pupils show improved speaking and listening skills in class.
B.	All PP children to have made at least expected progress, with the aim for them to make accelerated progress.	Early assessment on entry data will prioritise PP children requiring additional support. Phonics screening assessments will identify key children requiring additional 1-1 support and intervention. Accelerated Reader STAR assessments to identify children who are requiring urgent intervention and additional support given.
C.	School supports disadvantaged children who experience SEMH issues arising from ACE's and promotes resilience. Improved behaviours for learning ensuring that the attainment and progress of this group rapidly improves.	<p>Focused interventions led by TIS trained staff and teachers, supported by teaching assistants who work with identified vulnerable children.</p> <p>Children will show sustained engagement and participation in the lesson. The level of disruptions caused by students and the detrimental effect their behaviour has on their and others learning is diminished.</p> <p>Academic progress and attainment of key groups will improve.</p>
D.	Increase the capacity of families to parent effectively through early identification and referral to the in school family support worker and outside agencies (Natasha Davy Diop).	<p>Pupils and families requiring additional social and emotional support will be identified early and timely support will be provided.</p> <p>Increased participation with the family support worker and in school support systems will allow parents to further support pupil learning and increase their own confidence.</p>
E.	Increased attendance rates for all pupil premium children so that it is at least in line with national expectations whilst reducing overall persistent absence. Aspirations of parents of disadvantaged children, in terms of the expected levels of attendance are as high as possible.	An increase in the overall percentage attendance for PP children to be in line with 96% national average and/or there is no difference between PP/non-PP in school data.

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?
All pupils to have access to quality first teaching.	<p>Appropriate training for all staff. Language Link and reading training for all Teaching Assistants.</p> <p>Metacognition training to build learning power.</p>	<p>Large body of research evidences that quality first teaching has a major impact on pupil progress and has the most impact on the most disadvantaged pupils.</p> <p>Meta cognition training and self regulation based on extensive research leads to +7 months progress.</p>	<p>Learning walks and observations.</p> <p>Pupil conferencing and Pupil survey.</p> <p>Termly pupil progress meetings.</p> <p>CAMs appraisals for all staff.</p>	LR	Termly

<p>Increase in pupils' learning independence. Children to reflect on their learning and become more proactive and independent learners. All staff to implement and embed metacognition strategies to support independence and resilience.</p>	<p>Improving pupils cognition through having specific strategies to plan, monitor and evaluate their learning.</p> <p>Explicitly teach children metacognitive strategies.</p> <p>Teachers to plan sessions which ensure prior knowledge is activated, appropriate time for independent practice is given and there is structured reflection time.</p>	<p>Promoting metacognition and self regulation is a effective strategy to use to support effective learning for disadvantaged pupils.</p> <p>EEF +7 months.</p>	<p>Outcomes will be monitored through pupil voice, including child survey, and through termly pupil progress meetings between class teachers and senior leaders.</p>	<p>All staff championed by SLT.</p>	<p>Half Termly</p>
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<p>Improve the oral language skills for pupils eligible for PP in KS1 and KS2. Intervention – Teaching Assistants to use ‘Language Link’ intervention program to carry out initial assessments of all PP pupils and rank them in order of need. Teaching Assistants to then carry out specific and targeted intervention based on the initial assessments.</p>	<p>Teaching Assistants to be trained to carry out assessments of pupils and target their specific needs. Monitored by the SENCO to ensure the impact is effective and measurable. Regular in class: book discussions, opportunities to read aloud, poetry performances. Teachers explicitly modelling and extending pupils vocabulary. Pre teaching of unfamiliar words in new texts. Visual images to support understanding. Use of VIPERs approach to target specific vocabulary based questions.</p>	<p>Studies of oral language intervention show positive impacts on learning. EEF toolkit +5 months.</p>	<p>Half termly meetings between Teaching Assistant to review progress and impact reports generated by the program. Lesson observations Termly Aspire Hub Monitoring Days. Pupil Conferencing.</p>	<p>CA, LR, CWH</p>	<p>Half termly.</p>
Total budgeted cost					<p>Currently under review</p>
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?

<p>Provide targeted daily support for our disadvantaged pupils, who have been identified from the Early baseline assessments in EYFS, Phonics assessments and STAR reading assessments, as requiring additional focus intervention.</p>	<p>TA led interventions (designed by class teacher) and informed through rigorous gap analysis.</p>	<p>Focused reading comprehension strategies which are tailored to the readers ability and focused on specific weaknesses can improve reading outcomes +6. Systematic, high quality delivery of phonics approaches have been found to support younger readers in mastering the basics of reading, +4.</p>	<p>Phonics screening assessments will occur every 6 weeks with key groups tracked and monitored. Learning walks and development days with RWI professionals will deliver high quality CPD to all staff. Accelerated Reader in class quizzes will be monitored by the class teacher, along with STAR reading and cracking comprehension allowing focused and strategic questions to pinpoint and diminish misconceptions.</p>	<p>Head of School. Reading Subject Leader. Class Teachers. TA's.</p>	<p>Half Termly.</p>
<p>Increase attendance levels of disadvantaged children and keep persistent absence for this group to a minimum.</p> <p>An increase in the overall percentage attendance for PP children to be in line with the 96% national average and/or there to be no difference between PP/non-PP in school data.</p>	<p>SLT/Attendance Lead/Admin Attendance Lead and EWO to track attendance levels fortnightly with weekly update meetings.</p> <p>Challenge parents where appropriate and provide adequate support through the PSA/EWO.</p> <p>Work closely with the newly appointed EWO.</p>	<p>Strong evidence base to show that increased levels of attendance have a positive impact on attainment and progress.</p> <p>In addition, improved attendance reduces the damaging effects poor attendance can have on a child's social, emotional and academic potential.</p>	<p>Whole School training on attendance.</p> <p>Newly written Aspire Attendance policy released.</p> <p>Fortnightly monitoring of all pupils below 93% with a particular focus on vulnerable groups (inc PP).</p> <p>EWO visits to support monitoring and tracking.</p>	<p>Head of School. Admin attendance lead. EWO. Class Teachers. TA's.</p>	<p>Fortnightly monitoring, half termly.</p>
Total budgeted cost					<p>Currently under review</p>
<p>iii. Other approaches</p>					

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?
Greater engagement and support of parents.	Class Teachers monitor and challenge low aspirations when evident and appropriate to do so. Family Support Advisor to engage with parents where necessary.	Evidence suggests that when parents have greater involvement in their child's education, aspirations are higher for their children.	Feedback from class teachers. Feedback from FSA related to meetings with parents.	Class Teachers. Family Support Advisor (FSA).	Regular (Weekly) / Ongoing.
School Supports disadvantaged children who experience SEMH issues arising from ACE'S and promotes resilience. Poor behaviours in the classroom and the playgroup are reduced allowing better access to formal learning. Fewer behaviour incidents are recorded on these pupils on the school system thus allowing teachers to maximise teaching and learning time.	Whole School Trauma Informed School Approach. PSA/Behaviour support and wellbeing practitioner to target specific families who are experiencing SEMH issues.	Evidence of severe detrimental impact that ACE'S have on a child's social/emotional and academic progress. Evidence that positive impact of having an emotionally available adult to work alongside these children can support them in fulfilling their potential. All support staff given a script to help support the deciliation of certain behaviours and explain why a yellow and red card has been issued. EEF Teaching and Learning toolkit identified behaviour interventions as moderate impact for moderate cost, based on extensive research +3.	All children to have class motional screening, performed by the class teacher. TIS practitioners to have a clear process in place for referrals of certain children. 1-1 interventions put in place by the TIS practitioners. Regular monitoring of the ongoing impacts this is having on pupils.	All class teachers. CA, LG, AL.	Half termly.
Total budgeted cost					Currently under review

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
Raising profile of all children, staff awareness of possible barriers to learning.	Staff aware of children's barriers and complete Venn Diagram related to this.	All staff members have a better understanding of the pupil premium children in their class. This meant that teachers and support staff were able to target and support these children and their parents in raising standards.	More focus on the PP children and their progress at Pupil Premium meetings. Adult led interventions will use in school assessment to identify key areas of learning. This will be triangulated in monitoring and be tracked on the subject evaluation map.	
In-Class additional support for disadvantaged children to ensure they are able to access teaching and have the opportunity to achieve their full potential.	Funding of additional in-class TA's across the school to support teaching and learning of all pupils.	The KS1 outcomes showed that the disadvantaged pupils outperformed their peers in reading and writing. They were in line with their peers in maths.	Targeted intervention and support in KS1 ensured that the disadvantaged pupils attainment was higher than their peers in Reading and Writing. Earlier intervention was required to ensure that the children met the ARE at the end of KS2. As a result, the year 5 pupils were targeted for specific interventions in Summer term 2 2019.	
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 £22000

Improved Reading, Writing and Maths skills for a range of children (including disadvantaged/PP) in all year groups with a particular focus on year 6.	TA led interventions (designed by the class teacher) and informed through rigorous gap analysis. Extra teacher led interventions for Year 6 children	KS1 attainment in Reading, writing and maths was above or in line with their non-disadvantaged peers. Highly focused teacher led intervention in maths raised the attainment levels of the non-disadvantaged and disadvantaged pupils by 18 and 16 percentage points respectively.	Reading interventions were primarily focused on reading fluency. This was due to previous cohorts not completing the assessment in the given time. The school have invested in accelerated reader this will allow them to target groups of children on specific weaknesses more accurately.	
Improved Behaviour of some disadvantaged children throughout the school.	Trauma Informed School (TIS), behavioural interventions and social skills focus.	Specific groups of children with severely disruptive behaviour, who were at risk of exclusion were targeted. Levels of bullying within these targeted groups reduced significantly and resulted in new friendships being established.	The need for a more uniform approach and recognised language was needed. The school's behaviour policy was rewritten with a focus on using language associate with the TIS approach. Additional training for all staff members was provided by the in school TIS practitioners. This will form part of the support staff CAMs appraisals in the autumn term.	

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 £7100
Greater engagement and support of parents.	Class Teachers monitor and challenge low aspirations when evident and appropriate to do so. Family Support Advisor to engage with parents where necessary.	There was an increased attendance from parents at annual events, these included SATs meetings, introduction to phonics and EYFS. Working alongside Adaction we were also able to reach the vulnerable parents in the traveller and EAL communities and support them in improving their own core English and maths skills.	When providing workshops and sessions it is easier if the sessions are led by the class teachers and not just the leadership. They have established a closer bond and are more likely to attend. Offering a range of times to meet the needs to working parents, along with supplying a creche so that younger siblings can be catered for, will help to raise engagement and attendance.	

<p>Increase attendance levels of all children, including disadvantaged children, and keep persistent absence at a minimum.</p>	<p>Attendance Team to track attendance and absence levels, providing support and challenge to parents where appropriate. Work closely with EWO.</p>	<p>Whole school attendance was in line with the previous year, 92%.</p> <p>Persistent absence was at 21%.</p> <p>Despite the increased focus on particular groups of absence (GRT, EAL and SEND) persistent absence continued to rise.</p>	<p>More rigorous systems to monitoring absence, every 2 weeks. A new Aspire attendance policy will be in place to help guide all staff. More contact is needed with an experienced EWO to help support the attendance team.</p> <p>A bigger focus needs to be tackling the root causes and working with the families to overcome this.</p>	
<p>Increase knowledge and further ideas for maximising the impact of Pupil Premium funding / expenditure.</p>	<p>Attendance at Education Endowment Foundation (EEF) course related to PP expenditure. Follow up meetings with other Aspire colleagues.</p>			

7. Additional detail

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

Education Endowment Foundation (EEF) website.

Mid-year review of impact of PP funding: