 **Pupil Premium Strategy Statement – Sept 2020**

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| 1. SUMMARY INFORMATION |
| School | Town End Academy |
| Academic Year | 2020/21 | Total PP Budget | £108,745 | Date of most recent PP Review |  |
| Total number of pupils | 186(226 inc N and 2’s) | Number of pupils eligible68% of pupil premium pupils have been in receipt of FSM for 2 years or more indicating prolonged periods of deprivation | 81  | Date of next internal review of this strategy | 17th Nov 2026th Jan 214th May 216th July 21 |

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| 2. CURRENT ATTAINMENT  |
|  | Pupils eligible for PP (School) 2019 (13 pupils) | National Average 2019 (ALL)  | Predicted data 2020 (11 pupils) |  |
| % Achieving in reading, writing and maths | 15%  | 65%  | 82% |  |
| % Achieving in reading | 15%  | 73%  | 82% |  |
| % Achieving in writing | 69%  | 79%  | 82% |  |
| % Achieving in maths | 54% | 79 %  | 82% |  |

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| 3. Barriers to future attainment (for pupils eligible for PP, including high prior attainment) |
| IN SCHOOL BARRIERS (Issues to be addressed in school) |
| A.  | Oral language skills on entry into EYFS and vocabulary development are lower than national, especially for pupils eligible for PP. This slows reading and writing. |
| B.  | Numbers of pupil premium pupils achieving Year 6 expected in R, W, M and SPAG (particularly reading in 2019) |
| C.  | The quality of teaching remains a key focus for the school as in a minority of areas, with recently qualified staff, it remains variable which impacts on outcomes for pupils. Improve teaching of memory so children retain knowledge and can recall from short and long term memory |
| D.  | Attainment of some groups of pp pupils across the school are a cause for concern achieving expected standard, year 3 and year 4 (2019) (2019/20) achieving at greater depth all year groups pp outcomes are higher than national |
| E.  | Behaviour and emotional issues for a small group of Y6, Y5 and Y1 mostly eligible for PP are having detrimental effect on their academic progress and that of their peers. |
| EXTERNAL BARRIERS (issues which also require action outside of school) |
| F. | Attendance rates for pupils eligible for PP are 92.3% This reduces their school hours and causes them to fall behind. |
| G.  | Limited parental support with reading and homework across the school. This slows reading and writing progress. |
| H. | Many pupils come to school hungry and malnourished each day, this slows progress and impacts on levels of concentration, especially in the morning. |

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| 4. DESIRED OUTCOMES: |
|  | Desired Outcomes and how they will be measured: | Success criteria: |
| A. | Improve outcomes for pupils in Reception, especially in CLL – speaking, listening and understanding. (Train in EEF NELI Jan 21)Improve vocabulary use and understanding across the school by explicitly teaching vocabulary across the curriculum | Improved GLD score for pupils exiting EYFS in July 2021Improved CLL scores for pupils eligible for PP in July 2021. Improved attainment in reading tests and vocabulary questions so it is line with national |
| B. | Higher rates of in year progress, especially in KS2 for pupils eligible for PP. | In year average progress rates are 6 points for pupils eligible for PP in every year group and this group make at least as much progress as ‘other’ pupils. STAR reading tests demonstrate higher % of pupils have standardised score in correct range for year groupModerated judgements across the MAT by termly MOD squads in writing. |
| C. | Triangulated monitoring demonstrates that more teaching is judged as consistently good or better and pupils retain information | Teaching profile, based on triangulated monitoring, improves to 100% consistently good or better. |
| D.  | Accelerated rates of progress for low/ high prior attainment pupils eligible for PP so that more meet the expected standard in every year group and by the end of KS2. | Low/ high attaining group in every year group make better in year progress (6 points) with more making accelerated and meeting the expected standard. Improved outcomes for pupils eligible for PP in reading, writing and maths. |
| E. | Number of behaviour incidents reduced– reducing the number of exclusions | Exclusion rates of 0% |
| F. | Attendance rates for pupils eligible for PP improve resulting in academic outcomes improving. | Ensure pp attendance is in line with national and non-pp peers |
| G.  | Improved % of pupils reading at home, and in school to improve outcomes in reading. | Improved reading and writing exit data in all year groups for pupils eligible for PP. |
| H.  | Improve pupil well-being and ensure they have all requirements to access learning at all times | Improved concentration in lessons Improved behaviour for learning evidenced through lesson observations.Self-regulation techniques being used well across the school |

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| 1. REVIEW OF EXPENDITURE
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| **Previous Academic Year** |  |
| 1. **Quality of teaching for all**
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| **Action** | **Intended outcome** | **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** |
| C+F liaison officer employed 0.5Senior admin monitor attendanceNew data management system in placeCPDNurture provision 0.5Emotional health team in place (SENCO and TA)Engagement with OPALForest school 0.2 weeklyAfter school clubsMusic provisionArt provisionDT provisionBreakfast club (free) | Reduced behaviour incidentsImproved attendance | Only one exclusion during 2019/20 academic year (pp pupil)Good/Outstanding behaviour across school as identified in OFSTED (Jan 20)Prior to COVID school attendance was 98.57% with pp reported to be 98.31%, non pp 98.76%PA for pupil premium was 2.2% compared to 1.54% non ppBreakfast club attendance 59% for all pupils and 64% for pp pupils | All approaches to continue in 2020/21Nurture provision taking place within one bubble linked to need for Autumn term (due to groups not mixing)OPAL to be evaluated in light of new COVID risk assessment  |  |
| SEN Team – SENCO with responsibility for behaviour, mental health and emotional well being, including SENAdditional EP time bought in to support pupils/ provide specific and targeted support/ interventions. – precision teachingSEN support SLA from the LA | Accelerate progress of low attainersReduce number of exclusions | Only one exclusion during 2019/20 academic year (pp pupil)Expected outcomes for 2020 predicted to have increased from 2019 – Reading 78% (29% exceeding) pp 82%, writing 78% (26% exceeding) pp 82%, maths 81% (22% exceeding) pp 82%, SPAG 85% (29% exceeding) pp 82% | To continue with this approachNurture provision taking place within one bubble linked to need for Autumn term (due to groups not mixing) |  |
| Whole school on-going CPD – reading linked to EEF projectReading resources- new scheme KS1 and set phonics schemeKS2 phonics intervention using story time phonics Wise reading introduced across KS2Accelerated reader books and CPD for all staff on use of data to target setParent workshops on support at homeEngagement with Kirsty Page (SALT) and Launchpad to literacy document to provide further intervention and support across foundation stageBedrock vocabulary lessons each week in Ks23 week writing programme introduced in SeptWhole school on-going CPD – Maths masteryStaff training on high quality feedback.Whole school CPD on memory and retention from Shotton Hall research school (Oct 2019)Memory intervention in all year groups and recall part of daily lessons | Improve Rec outcomesHigher rates of progress in KS2 (especially PP) and low attainersMonitoring of teaching at least goodImproved reading outcomes and increased reading at home | Rec outcomes for CLL expected to be in line with national for 2020OFSTED recognised emphasis on language skills in EYFS (Jan 2020)OFSTED outcome good for teaching and learning (Jan 2020)Further work required on memory and retention especially in foundation subjects (OFSTED Jan 2020) | Accelerated reader training for staff to continueRAG reading system in place across school with amended timetable to focus on reading (continue 2020)Staff trained in BRP to be used as targeted intervention in 20202 year old and nursery to use Lanchpad to Literacy as an assessment alongside EYFS director from Sept 20203 week writing programme postponed for Autumn term 2020 due to recovery curriculum in place |  |
| 1. **Targeted support**
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| **Action** | **Intended outcome** | **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** |
| Smaller class sizes in target year group(Y6)Additional support (TA’s in all year groups) for immediate, same day intervention | Improved progress for pupils across school | Expected outcomes for 2020 predicted to have increased from 2019 – Reading 78% (29% exceeding) pp 82%, writing 78% (26% exceeding) pp 82%, maths 81% (22% exceeding) pp 82%, SPAG 85% (29% exceeding) pp 82% | Continue with this approach and how to extend this |  |
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| 1. **Other approaches**
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| **Action** | **Intended outcome** | **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** |
| Pupil workshops to enrich curriculum/ subjects areasPupil trips and residential visitsOPAL programme engaged withEnrichment offer through curriculum provision – forest school, artist, after school clubs, music tuitionNurture provision | Reduce number of behaviour incidents | Only one exclusion during 2019/20 academic year (pp pupil)Good/Outstanding behaviour across school as identified in OFSTED (Jan 20) | Continue with approach – some activities (residential etc.) could not take place due to COVIDPut enrichment timetable in place as soon as possible following COVID advice to schools and risk assessments |  |
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| 6. PLANNED EXPENDITURE |
| Academic year |  | 2020/21 |
|  |  i) QUALITY OF TEACHING FOR ALL |
| **Desired Outcomes** | **Chosen action/ approach** | **Evidence for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review implementation?** |
| E: Number of behaviour incidents reduced– reducing the number of exclusions F: Attendance rates for pupils eligible for PP improve resulting in academic outcomes improving. | * C+F liaison officer employed 0.5
* Senior admin monitor attendance
* New data management system in place
* CPD
* Nurture provision 0.5
* Emotional health team in place (SENCO and TA)
* Engagement with OPAL
* Forest school 0.2 weekly
* After school clubs
* Music provision
* Art provision
* DT provision
* Breakfast club (free)
 | * Impact of external attendance officer negligible so school to take on full attendance responsibility – DHT and C+F liaison worker to take responsibility
* Weekly targets for pupils
* Attendance certificates sent out to parents half termly for pupils below 98%
* Attendance awards for pupils with attendance above 98% termly
* Nurture provision in place for vulnerable pupils with emotional/behavioural issues (Y1 focus of Autumn term due to COVID restrictions)
* Ongoing emotional healthy school activities and sharing best practice with network of local schools
* School continue to develop outdoor lunchtime provision to ensure pupils are ready for learning (OPAL programme – some revision due to COVID risk assessment)
* Ongoing enrichment opportunities for pupils to develop ‘foundations for learning’ linked to attitudes and readiness to learning (forest school, after school clubs, music provision, artist, invention shed – spring and summer term)
 | * CPD on effective attendance management
* SI Partner recommended actions
* % child and family workers working week focused on attendance in 2020/21
* HT to monitor attendance and impact of any actions taken half termly – linked to HR perf management
* Regular OPAL meetings to evaluate practice and improve – OPAL award for school by spring term
* Monitoring of enrichment opportunities
* Pupil questionnaires
 | DHT, Child and family liaison officer, OPAL team, SENCo | Oct 20 and monthlySpring term 21Sept 20 and spring term (due to COVID restrictions) |
| Rational:-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, which produces +4 months of progress.<https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/> The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils.<https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully> - In line with the research, providing pupils with access to a full range of educational experiences can decrease outcome gaps.The Education Endowment Foundation has researched the positive benefits of Art Participation - <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/arts-participation/>Good attendance is also listed in the top 10 approaches for disadvantaged pupils in <https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully>  |
| D: Accelerated rates of progress for low/ high prior attainment pupils eligible for PP so that more meet the expected standard in every year group and by the end of KS2.E: Number of behaviour incidents reduced– reducing the number of exclusionsC: Triangulated monitoring demonstrates that more teaching is judged as consistently good or better. Improve teaching of memory so children retain knowledge and can recall from short and long term memory. | * SEN Team – SENCO with responsibility for behaviour, mental health and emotional well being, including SEN
* Additional EP time bought in to support pupils/ provide specific and targeted support/ interventions. – precision teaching
* SEN support SLA from the LA
* Staff CPD on memory and recall
* All lessons start with recall from long and short term memory
* Times table rock star used to improve memory
 | * Further assessment of pupils needs from emotional attachment team, Ed psych, nurture assessments and counselling service to identify barriers and ways to overcome these
* Ongoing C+F support for hard to reach families and pupils
* Ongoing CPD for all staff.
* MAT CPD and links to teaching school
* Performance management in place reviewed termly to increase T+L to 100% good or better consistently
 | * Regular SEN reviews
* Termly evaluation of provision in Nurture (Year 1 autumn term focus)
* Recommendations from staff and parents re who is high priority for support
* Graded response in place from SENCo’s to inform decision making
* Termly designated SM time to evaluate provision
 | SENCO | Sept 20Sept 20July 20Termly targets set |
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| Rationale: -<http://onlinelibrary.wiley.com/doi/10.1002/bin.1418/abstract> Research shows that Precision Teaching demonstrates an impact on reading fluency.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/> Benefits are outlined here; <https://ttrockstars.com/page/features> |
| A: Improve outcomes for pupils in Reception, especially in CLL – speaking, listening and understanding. Improve vocabulary use and understanding across the school by explicitly teaching vocabulary across the curriculum. B: Higher rates of in year progress, especially in KS2 for pupils eligible for PPC: Triangulated monitoring demonstrates that more teaching is judged as consistently good or better. Improve teaching of memory so children retain knowledge and can recall from short and long term memory.D: Accelerated rates of progress for low/ high prior attainment pupils eligible for PP so that more meet the expected standard in every year group and by the end of KS2.G: Improved % of pupils reading at home, and in school to improve outcomes | * Whole school on-going CPD – reading linked to EEF project
 | * Early identification of need
* Early implementation of intervention across the school
* Tracking for AR across school and reading ages shared with parents with guides to what they can do at home
* Ongoing CPD from directors of T+L on WISE reads with bespoke coaching and mentoring where necessary
* BRP intervention in all KS2 classes (additional D grade TA trained in BRP for Year 5 using COVID top up money)
* CPD from Diane Jeffries for all staff and EYFS team on use of Launchpad to assess all Nursery pupils and identify gaps in skills
* Additional TA to run EEF Nuffield early language intervention in rec (using COVID top up funding)
 | * Ongoing CPD throughout the year for projects engaged with
* Yearly MAT assessment cycle in place with termly pupil progress meetings
* MAT moderation taking place half termly
* SEN reviews planned termly with all staff
* SEN graduated response in place
* School monitoring calendar with regular book scrutiny and book sharing
 | DHT | Sept 20Oct 20 – half termly assessmentsOct 20Oct 20Jan 21 |
| * Reading resources- purchased
* KS2 phonics intervention using story time phonics
* Wise reading used across KS2
* Accelerated reader books and CPD for all staff on use of data to target set
* Engagement with Kirsty Page (SALT) and Launchpad to literacy document to assess Nursery children and develop intervention
* Bedrock vocabulary lessons each week in Ks2
* 2 week writing programme implemented
* COVID catch up/recovery curriculum in place from Sept 20
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| Rationale: -The EEF found that Accelerated Reader appears to be effective for weaker readers as a catch-up intervention at the start of secondary school. <https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/accelerated-reader/> <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reading-comprehension-strategies/> Research shows that on average, reading comprehension approaches improve learning by an additional five months’ progress over the course of a school year. These approaches appear to be particularly effective for older readers (aged 8 or above). Successful reading comprehension approaches carefully select activities for pupils according to their reading capabilities, and ensure that texts provide an effective, but not overwhelming, challenge.<https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/peer-tutoring/> Research has shown that peer tutoring approaches appear to have a positive impact on learning, with an average positive effect of approximately five additional months’ progressThe EEF report, Improving Literacy in KS1 report states that a focus on developing oral language skills is especially important for the development of a range of reading and writing skills in this age group. <https://educationendowmentfoundation.org.uk/public/files/Publications/Campaigns/Literacy/KS1_Literacy_Guidance.pdf>The EEF Nuffield Early Language intervention <https://educationendowmentfoundation.org.uk/covid-19-resources/neli/>  |
| B: Higher rates of in year progress, especially in KS2 for pupils eligible for PPC: Triangulated monitoring demonstrates that more teaching is judged as consistently good or better. Improve teaching of memory so children retain knowledge and can recall from short and long term memoryD: Accelerated rates of progress for low/ high prior attainment pupils eligible for PP so that more meet the expected standard in every year group and by the end of KS2. | * Whole school on-going CPD – Maths mastery and new recovery curriculum
* Staff training on high quality feedback.
* Ongoing CPD on memory and retention from Shotton Hall research school
* Memory intervention in all year groups and recall part of daily lessons
 | * Maths lead and EYFS to engage with maths mastery project with great north maths hub
* Continue to embed Maths mastery across the school with regular training and support for staff to ensure fully implemented.
* Daily CLIC takes place to increase focus on times tables
* Targeted support needed for Y6 - two small classes
* We want to invest some of the PP in longer term change which will help all pupils. Many different evidence sources, e.g. EEF Toolkit suggest high quality feedback is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school. – maths feedback will be the focus for term 1
 | * Ongoing CPD throughout the year for projects engaged with
* Yearly MAT assessment cycle in place with termly pupil progress meetings
* MAT moderation taking place half termly
* School monitoring calendar with regular book scrutiny and book sharing
 | Maths lead | Oct 20Oct 20Nov 20 |
| Rationale:-Reducing class size is demonstrated by the EEF to show increased progress at <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reducing-class-size/>  |

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| ii) TARGETED SUPPORT |  |
| **Desired Outcomes** | **Chosen action/ approach** | **Evidence and rational for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review implementation?** |
| A: Improve outcomes for pupils in Reception, especially in CLL – speaking, listening and understanding. Improve vocabulary use and understanding across the school by explicitly teaching vocabulary across the curriculumC: Triangulated monitoring demonstrates that more teaching is judged as consistently good or better Improve teaching of memory so children retain knowledge and can recall from short and long term memory.G: Improved % of pupils reading at home, and in school to improve outcomes | * Lanchpad to literacy Pilot with WISE director of T+L as assessment tool for Nursery
* Nuffield Early Language intervention implemented in reception (NELI)
* Bedrock vocabulary targeted support for some
* BRP intervention used across school
* RAG approach to reading across school for all children
 | * EEF guidance demonstrates that an increase emphasis on speaking and listening skills will have an impact on literacy outcomes for all pupils – and those from disadvantages backgrounds
* Increased teaching of vocabulary and practice using Bedrock vocabulary programme weekly
* Staff CPD ongoing with WISE FS executive leader
* Previous impact identified through use of BRP
 | * WISE FS executive leader supports staff through ongoing coaching and mentoring
* CPD for staff in BRP and NELI
* Monitoring from EYFS lead and reading lead
 | WISE FS executive leaderKate McKenna – reading lead | Sept 20Jan 21Sept 20Sept 20 – Y3/4/6Oct 20 (year 5)Sept 20 |
| Rationale:-In the EEF Attainment Gap 2017 report, it states that professional support and training for early years workers is key. Areas with potential include communication and language approaches; self-regulation strategies; and parental involvement <https://educationendowmentfoundation.org.uk/evidence-summaries/attainment-gap/> |
| B: Higher rates of in year progress, especially in KS2 for pupils eligible for PPD: Accelerated rates of progress for low/ high prior attainment pupils eligible for PP so that more meet the expected standard in every year group and by the end of KS2. | * Smaller class sizes in target year group(Y6)
* Additional support (TA’s in all year groups) for immediate, same day intervention
 | * Past years evidence of accelerated progress through this method
* Coaching and mentoring provided from DHT to other Year 6 teacher to support T+L
* COVID risk assessment ensures ‘bubbles’ are consistent across school
 | * Close monitoring of VA progress scores- with particular focus on low/ high prior attainment so that VA progress scores improve
* Assessment policy in place to compare data with all WISE schools and adjust provision in light of this assessment
 | Cost of additional teachers in Y1 and Y6 in September 2020/21TA costs | Regular assessments and monitoring of progress |
| RationaleReducing class size is demonstrated by the EEF to show increased progress at <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reducing-class-size/>  |

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| iii) OTHER APPROACHES |  |
| **Desired Outcomes** | **Chosen action/ approach** | **Evidence and rational for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review implementation?** |
| E: Number of behaviour incidents reduced– reducing the number of exclusions | * Pupil workshops to enrich curriculum/ subjects areas
* Pupil trips and residential visits
* OPAL programme engaged with
* Enrichment offer through curriculum provision – forest school, artist, after school clubs, music tuition
* Nurture provision (y1 Autumn term based on need and COVID RA)
 | * Enrichment opportunities and working on non-cognitive skills is proven to impact on learning outcomes (EEF 2013)
* ‘memorable experiences’ introduced in all year groups including residential visits and overnight stays.
 | * Ongoing CPD and monitoring from OPAL
* Further questionnaires and re-audit of provision
* Reduction in incidents on lunchtime
* Children ready to learn straight after break times.
* Skills based curriculum overview for all staff/pupils in place incorporating key skills across the curriculum and within the wider enrichment opportunities
 | HTOPAL team | Oct 20Year groups throughout the year (once COVID RA allows)Sept 20 |
| Rationale:-Research from the EEF suggests that interventions which target social and emotional learning have an identifiable and significant impact on attitudes to learning, social relationships in school and attainment (on average +4 months progress). <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/>**Outdoor Adventure Learning -** <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/outdoor-adventure-learning/> Overall, studies of adventure learning interventions consistently show positive benefits on academic learning. On average, pupils who participate in adventure learning interventions make approximately four additional months’ progress over the course of a year. There is also evidence of an impact on non-cognitive outcomes such as self-confidenceResearch led by Dr Nina Kraus at Northwestern University found that learning to sing or play a musical instrument can help disadvantaged children improve their reading skills. <http://www.bbc.co.uk/news/health-28703013> |
| H: Improve pupil well-being and ensure they have all requirements to access learning at all times | * Daily breakfast club offered and managed by TA’s (once able linked to COVID RA)
* Well-being/attachment aware programme to share expertise across local schools
 | * Case study evidence demonstrates the impact the attachment aware/emotional support on pupils
* Continued use of self-regulation areas and resources to support pupils
* Counselling service from C+F worker used for additional intervention or some pupils (all PP)
* EEF research into breakfast clubs supporting outcomes for pupils
 | * HLTA responsible for wrap around – monitors and coaches/mentors where necessary
* SLT monitors new approach to clubs using COVID guidelines
 | HLTA and TA’s | Oct 20 |
| Rationale:-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, particularly in Year 7, that this will also be beneficial at secondary: <https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast#closeNav>  |