

Pupil Premium Strategy Statement: Delce Academy 2019/20

The pupil premium gives schools extra funding to raise the attainment of disadvantaged pupils from

reception to year 11. The money a school receives is based on the following:

- children eligible for free school meals at any point in the past 6 years
- children who have been looked after, adopted from care or left care under a special guardianship order at any time
- children for whom one parent is serving in the regular armed forces, has done so in the past 3 years or died whilst serving in the

armed forces at any time The Pupil Premium Grant (PPG) is paid to schools as they are best placed to assess what additional provision their pupils need. In the last three years the school has received the following funding to support pupils.

- 2014/15 we had 120 pupils identified and received £155,000
- 2015/16 we had 126 pupils identified and received £177,000
- 2016/17. we had 135 pupils identified and received £176,895
- 2017/18 we had 140 pupils identified and received £184,800
- 2018/19 we had 160 pupils identified and received £191,400
- 2019/20 we had 121 pupils identified and received £198,660

Ofsted inspections report on how schools' use of the funding affects the attainment of their disadvantaged pupils.

When making decisions about Pupil Premium spending, it is important to consider the context of the school and the subsequent challenges faced. As an Academy, our main objective is to close the gap between our PPG and non-PPG pupils so that all pupils across the Academy make good or better progress.

We have identified some key priorities for the academic year 2019/2020, which inform the basis of our Improvement Plan. Our Pupil Premium funding will be used to support these key priorities in order to continue closing the gap for our PPG pupils.

School Context	
Pupil Premium	Whole School
<ul style="list-style-type: none"> • 13% are EAL • 87% have English as their first language • 41% SEND • 59% boys • 41% girls 	17.5% EAL 82.5% English as their first language 27.8% SEND 56.7% boys 43.3% girls

1. Summary information					
School	Delce Academy				
Academic Year	2019-20	Total PP budget	£198,660	Date of most recent PP Review	Jan 2020
Total number of pupils	497	Number of pupils eligible for PP	121	Date for next internal review of this strategy	Jan 2021

Current attainment 2018/19	73% at GLD in EYFS			
	Pupils eligible for PP	Pupils not eligible for PP		
	50%	77%		
	% of Year 4 at age appropriate		% of Year 4 at greater depth	
	Pupils eligible for PP	Pupils not eligible for PP	Pupils eligible for PP	Pupils not eligible for PP
Reading	31%	55%	2.4%	12%
Writing	26%	40%	2.4%	7%
Maths	31%	63%	5%	15%
	% of Year 6 at age appropriate		% of Year 6 at greater depth	
Reading	49%	62.4%	5%	17%
Writing	38%	61%	0%	22%
Maths	44%	54%	2%	14%

3. Barriers to future attainment

In-school barriers

- A. Maths fluency skills for PPG pupils are weaker than non-PPG pupils
- B. Reading fluency for PPG children is significantly lower than non-PPG pupils across KS1 and 2
- C. Emotional fragility of PPG pupils impacts on their levels of engagement

External barriers

- D . Parental engagement with academic support for some pupils in receipt of PPG continues to be less evident (slight improvement in 2017-18), particularly our most vulnerable pupils.

4. Outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	<p>Priority given to PPG pupils in developing fluency of multiplication and number facts.</p> <ul style="list-style-type: none">- Engagement with Times Tables Rock Stars- Data from weekly fluency checks- Pupil progress data- Pupil voice	<ul style="list-style-type: none">● Gap in fluency between PPG and non PPG pupils is reduced● PPG pupil progress gap for Mathematics narrows from 2017-18
B.	<p>Provision for PPG pupils enables them to read fluently at an age appropriate standard</p> <ul style="list-style-type: none">- Reading benchmarking data- Read Write Inc Data- Pupil progress data- Home reading engagement data	<ul style="list-style-type: none">● Gap in PPG and non PPG pupils words per minute data is reduced● Gap in reading progress for PPG pupils is reduced
C.	<p>Emotional support for PPG pupils enables higher levels of engagement</p> <ul style="list-style-type: none">- Lesson visits- Pupil progress data- Pupil voice	<ul style="list-style-type: none">● Reduction in number of behavior incidents for PPG pupils● Gap in PPG pupil attainment narrows on 2017-18 outcomes
D.	<p>Increases in parental engagement for activities which support their child's learning and progress, including attendance.</p>	<ul style="list-style-type: none">● Improved attendance for FSM pupils● Increased engagement in parental activities which support learning for PPG children

5. Planned expenditure					
Academic year		2019-20			
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?
Priority given to PPG pupils in developing fluency of multiplication and number facts.	<p>Middle Leader (Ambition School Leadership) Project focusing on fluency across school:</p> <p>1) Launch of Times Tables Rockstars to engage children in rapid recall of number facts</p> <p>2) Daily fluency challenge</p> <p>3) CPD for teaching team in supporting fluency</p>	<p>The National College of School Leadership identifies effective middle leadership in their report <i>Making a difference. The school has identified middle leaders and they work across school on action based research projects that support school priorities.</i> The Sutton Trust Toolkit includes identifies successful approaches within assessment for learning which include strategies such as effective feedback. Key groups are specifically</p>	<p>1) Monitored through Ambition School Leadership action plan and wider analysis of pupil progress meetings and book scrutiny.</p> <p>2) Measured through lesson visits, peer development plans, weekly formative assessment data and pupil progress meetings.</p> <p>3) Feedback on CPD sessions as part of Ambition Leadership Project review</p>	MLT, SLT	<p>Terms 1, 2, 3, 4, 5 and 6</p> <p>£</p>

	<p>4) Monitoring and timely intervention of PPG children unable to engage</p> <p>5) Parental workshops and engagement opportunities</p>	<p>referred to in planning to address the current achievement gap. The school believes that quality first teaching is the most effective way of improving pupil outcomes and that this is best achieved through highly trained members of school staff. The specialist teachers employed will use successful teaching methods described in the Sutton Trust toolkit.</p>	<p>4) Monitored through termly engagement data</p> <p>5) Parent voice, parent survey, engagement data</p>		
<p>Provision for PPG pupils enables them to read fluently at an age appropriate standard</p>	<p>1) Read Write Inc programme for Lower School</p> <p>2) Guided reading model development</p> <p>3) 1-1 and small group reading opportunities through MLT project</p> <p>4) Timely follow up of home reading engagement</p> <p>5) Targeted parental support including additional materials and parental workshops</p>		<p>1) Lesson visits, RWInc coaching model</p> <p>2) Lesson visits, pupil voice, book scrutiny</p> <p>3) SLT monitoring, regular check ins with MLT project</p> <p>4) Pupil progress reviews,</p> <p>5) Parent voice, termly review with SLT</p>	SLT	£30,000
Total budgeted cost					£73,000

Impact

- There remains a significant gap in attainment for these pupils in Maths and the fluency skills required to complete work and assessments.
- All classes have a timetabled slot for daily fluency practice for Maths.
- Participation in Times Tables Rockstars was limited. We have established that some of the issues were linked to lack of appropriate IT in children's homes.
- Parental engagement in parent workshops were well attended in KS1 but there was less support in KS2.
- ReadWrite Inc. was used primarily in KS1 but the impact was limited because of low staff to pupil ratios. Some work was extended into Y3 for pupils who had not met the PSC standard.
- Parent/ Carer workshops were not able to take place due to lockdown procedures.
- Additional support was provided online to vulnerable families to help with learning while the school was partially open.
- Many of the vulnerable families did not attend school during this period.

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?
Emotional support for PPG pupils enables higher levels of engagement	<p>1) 1-1 and small group emotional wellbeing support</p> <p>2) Forest school and outdoor education opportunities</p> <p>3) Nurture provision including individualised curriculum plans</p> <p>4) Small group specialist tuition to develop specific objectives</p> <p>5) OT and movement break engagement strategies</p>	<p>The Sutton Trust toolkit shows that mastery learning and 1:1 tuition both have an impact of plus five months on pupil learning. Through a precision teaching approach, Inclusion Officers and specialist teachers will work 1:1 with pupils on mastering specific learning targets that are gaps in their learning.</p> <p>The Ofsted report <i>Pupil Premium How schools are spending the funding successfully to maximize achievement</i> states that successful schools focus on behavior alongside quality teaching as these schools can embed their support for disadvantaged pupils. From experience the school has seen that pupils who demonstrate positive learning behaviors</p>	<p>1&2/ 360 monitoring, data tracking, monitoring of provision maps to track progress of identified pupils.</p> <p>3/ Teacher assessment data and Pupil Progress meeting notes, planning.</p> <p>4/ Target reviews on provision map.</p> <p>5/ Reports and notes, assessment information. Target reviews on provision maps</p>	<p>SENCO Nurture teacher Specialist teachers Inclusion officers SLT</p>	<p>Terms 1,2,3,4,5 & 6</p> <p>£89,000</p> <p>£5,000</p>

		make improved progress. This approach will support children with Social, Emotional and Mental Health needs. The same report identified seven distinct “building blocks of success” including; addressing the needs of individual pupils. These specialist interventions will target specific pupil needs so that they are better able to access learning and make rapid progress.			
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Total budgeted cost					£94,000
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<p>Impact</p> <ul style="list-style-type: none"> • The nurture class attended a weekly Forest School lesson. This developed confidence in these children. • The wellbeing teacher and Art therapist worked with targeted pupils who's emotional needs were identified as having a negative impact on their learning. • Children were given OT/ Sensory circuit sessions at the start of each day. This prepared children to enter the classroom ready for work. Additional sessions were used effectively in the afternoons for some Y5 pupils. This practiced self-regulation techniques which enabled them to access learning after lunch more successfully. 					
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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?

<p>Increases in parental engagement for activities which support their child's learning and progress, including attendance.</p>	<p>1/ Termly opportunities for parents to join learning in school alongside children.</p> <p>2/Family workshops to explain the methodology used in school</p> <p>3/ Targeted attendance officer support to tackle persistent absence and reduce the gap between PP and non-PP pupils.</p> <p>4/ HSSW support for vulnerable families to establish engagement</p>	<p>The Sutton Toolkit shows that homework and parental involvement both impact positively on pupil progress and attainment. The Home School Support team will work closely with parents to improve these aspects of home support and also to ensure that pupils are more ready for learning when at school.</p>	<p>1/ CAF meeting minutes, HSSW notes, target review and assessment data, increased attendance of Nurture families to school events and Pupil Learning Conferences.</p> <p>2/ Increased attendance and engagement with school events and parent workshops.</p> <p>Attendance registers, evidence from data that gap is closing, increased attendance and punctuality for vulnerable pupils</p>	<p>HSSW SEN officer Pastoral Leads HOS</p>	<p>Terms 1, 2, 3, 4, 5 and 6</p> <p>£77,500</p>
Total budgeted cost					£77,500
<p>Impact:</p> <ul style="list-style-type: none"> • The Attendance Officer has been working alongside Caroline Webb who has senior leadership responsibility for Attendance. Contact is frequent with children with persistent absence. Each member of SLT has a list of target families. This has enabled good communication and stronger relationships with each family. • The HSSW has built up strong relationships with vulnerable families, many of whom are PP. During lockdown Mrs Tyler delivered food parcels and dropped in to PP families to maintain the connection with school. The school invited these pupils to attend but a significant proportion declined to come to school. Attendance for PP pupils is monitored carefully and updates given to Mrs Tyler so 					

that informal support can be offered to ensure the pupils are in school.