

Delce Academy

Pupil premium strategy statement:

1. Summary information					
School	Delce Academy				
Academic Year	2020/21	Total PP budget	£210,000	Date of most recent PP Review	July 2020
Total number of pupils	424	Number of pupils eligible for PP	141	Date for next internal review of this strategy	July 2021

2. Current attainment Commentary:	
<p>DUE TO COVID- 19 NO NATIONAL TESTS WERE CARRIED OUT</p> <p>Outcomes historically for pupils at the end of KS2 have been below national average for the proportion of pupils achieving reading, writing and maths at expected standard</p> <p>Data from the March 2020 internal assessments suggested an improvement on the previous year but still insufficient numbers of pupils eligible for pupil premium funding were working at the expected standard or higher.</p> <p>This 20-21 strategy has been developed to address the barriers to learning identified for these vulnerable pupils in the school.</p>	<p><i>National average for pupils achieving R, W and M combined at expected standard at KS2 in 2019 was 65%</i></p>

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers	
A.	Oral language skills are lower for pupils eligible for PP than for other pupils. This slows reading progress in subsequent years
B.	Lacking development of independent skills in learning/resilience and belief in themselves leading to off task behaviours
C.	Many of the PP pupils have SEND
D.	Emotional wellbeing difficulties is more common amongst PP than other pupils
External barriers	
E.	PP attendance (whilst improving) is not yet at the same standard of the other pupils. PP are over represented with persistent absence
F.	Social difficulties experienced by families including housing, domestic violence, substance abuse, finance, family literacy and parental anxieties. Child protection Plans are more

	likely to be in place for PP than other pupils.	
G.	Some pupils come from homes with limited experiences of higher education and may therefore have low aspirations for their futures	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve oral language skills for pupils eligible for PP	Oracy is woven into all areas of the curriculum PP pupils receive targeted support for oracy. Maintain a higher proportion of PP pupils (than non-PP nationally) achieving GLD in EYFS Increase in % of children achieving ARE in reading, particularly at KS1 and KS2 so the gap with national is reduced.
B.	Pupils access their learning with confidence and demonstrate perseverance with challenging tasks.	Pupils are able to articulate their thoughts and ideas in a range of contexts. Pupils are able to access learning with confidence. Pupils enjoy their learning Attainment in writing at the end of KS1 and KS2 show an improvement and is at least in line with attainment of all pupils nationally by Summer 2021 (in line with non-PP nationally by 2022) The proportion of PP pupils achieving Greater depth (at KS2) matches that found in the rest of the cohort by summer 2021
C.	Pupils with PP and SEND have learning well matched to their needs to enable them to make good progress.	Progress of pupils with learning or behaviour/social/emotional needs is in line with their peers. Expectations of achievement of pupils from DEC are raised and the year 6 pupils are well prepared for their transition into secondary school.
D.	Pupils with social emotional barriers to learning and those with low self-esteem are well supported and can demonstrate improvement in confidence in their approach to work and in social situations.	Reduction in number and range of undesirable behaviour issues Improvement in learning behaviours for identified pupils. Improved results in all key stages
E.	Increased attendance rates for pupils eligible for PP. Persistent absence is reduced	Reduce the number of persistent absentees among pupils eligible for PP to 10% or below. Overall PP attendance improves and by Summer 2021 is at least 95.5%. (By summer 2022 attendance for PP is at or above national average)
F.	Ensure those families who require support and advice have the confidence to come into school and receive necessary support. Improve communication with parents to enable them to ask for support and enable them to engage further in their child's education	Greater number of families engaging with school and feeling supported, resulting in improved attendance, engagement of parents with the school (attendance at parents evenings) and a reduction in outward mobility.

		The school is well informed of social/domestic difficulties that may impact on pupils' achievement and can take immediate action to minimise.
G.	Aspirations of pupils are raised and they aspire to follow professional careers. Pupils eager to engage in interschool competitions and other challenges which are academically based.	Increase in pupils' motivation and risk taking with their learning. Pupils develop confidence in leadership skills and public speaking. Pupils are proud of their achievements by the time they leave the school

5. Planned expenditure					
Academic year		2020/21			
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 ?
A Improved oral language skills	<p>Staff training on consistent modelling of accurate use of language.</p> <p>SALT training for staff in EYFS and KS1</p> <p>Promote speaking and listening within EYFS and KS1</p> <p>To ensure personalised programmes for identified pupils are being carried out weekly to improve their speech and language.</p> <p>Daily teaching of reading across the school.</p> <p>Daily story-time for pupils to promote enjoyment of</p>	<p>To ensure pupils are surrounded by the correct use of language and provide them confidence to express themselves.</p> <p>To provide pupils with the language tools to support them in their reading comprehension and application in writing</p>	<p>Regular staff training for high quality phonics delivery and the teaching of reading</p> <p>Peer observations</p> <p>Monitoring of pupil's language development in EYFS and outcomes in reading and writing across the school.</p> <p>Monitoring of daily reading records.</p>	Caroline Webb	April 2021 July 2021

	books Early identification and support for pupils new to English language.				
B Stimulating learning experiences help develop imagination and language	Regular visit to enhance learning in topics 'Hook' days at the start of topics to motivate pupils Visits or visitors to the school to extend learning Teaching strategies to include modelling, collaborative and active learning approaches. Daily development/use of subject specific language	Pupils will be able to develop their language through discussions of different experiences and this will lead to improvement in vocabulary and ideas within their written work.	Joint staff planning Staff training – teaching strategies Modelled lessons Coaching to improve the quality of teaching across the school Curriculum maps show engaging hooks involving educational trips/visitors High quality display of pupils written work	Caroline Webb	July 2021
C The needs of EAL/SEN pupils are met within the classroom and these pupils make good progress	Early identification of SEN/EAL needs in EYFS or ASAP following entry to school Bespoke support for identified pupils with regular review of impact. Parent workshops to help them to understand expectations and how to support their child at home. External specialist SEN support when required	To support PP pupils with combined barriers to learning to access the curriculum. There is evidence from the 2019 outcomes (and predictions of 2020 that pupils with EAL make faster progress than other pupils in the school and this needs to be extended to those who also have SEN	Accurate identification of need and targets intervention/support. High quality staff training/modelling to support teaching in knowing how to meet the child's needs. TA training Termly review of learning plans Rigorous monitoring of the provision and progress (academic and PSED) made by these pupils. Updated provision mapping Learning resources available and well deployed in lessons. Regular monitoring of the quality of learning in books and through discussions with pupils.	Karen Lacey	July 2021

<p>D. Pupils with social emotional barriers to learning and those with low self-esteem are well supported and can demonstrate improvement in confidence in their approach to work and in social situations.</p>	<p>Exciting and engaging curriculum and access to learning</p> <p>Subsidising educational visits</p> <p>Growth Mindset training for all staff and modelled for pupils</p> <p>Identified pupils to receive bespoke support.</p> <p>Identified pupils to be mentored by a member of SLT to raise self-esteem and confidence.</p> <p>All pupils develop conflict resolution strategies</p>	<p>Pupils will engage and be motivated in their new ways of learning.</p> <p>Accelerated progress made by vulnerable children as they develop positive attitudes to learning</p> <p>Pupils will develop self belief as Growth Mindset is embedded</p>	<p>Monitoring teaching and learning</p> <ul style="list-style-type: none"> ● Close monitoring of progress ● Pupil work scrutiny ● Discussions with pupils ● Lesson observations show evidence of challenge and engagement <p>Monitor for an increase in standards across all year groups</p> <p>Review of behaviour log/incident log</p> <p>Lesson observations show pupils with positive learning behaviours, engaged in learning and working productively with each other</p> <p>Staff training on growth mindset and resilience in learning</p>	<p>Caroline Webb</p>	<p>July 2021</p>
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<p>G Raised aspirations through providing pupils with high quality learning across the curriculum</p>	<p>Exposure to specialist provision where possible (e.g. music, PE etc)</p> <p>Relevant learning experiences enhanced with external visits and visitors</p> <p>Opportunities for pupils with work with pupils from other schools collaboratively and in competition.</p> <p>Opportunities for pupils to learn about professional careers through topics</p> <p>Open days for parents/ training parents on curricular expectations.</p> <p>Regular coffee mornings to engage parents and to help demonstrate the importance of education and high aspirations.</p> <p>Provide opportunities for public speaking and presentations to other pupils/audiences</p>	<p>Pupils usually aspire to known careers usually that of members of their family. With a low proportion of pupils from families with higher or further education they have limited knowledge of the possible careers available to them.</p> <p>Through the development of the curriculum and through working with pupils from other schools the pupils will be exposed to a wider range of discussions and experiences.</p>	<p>Curriculum map showing the range of learning opportunities.</p> <p>Engagement with other education establishments.</p> <p>Opportunities for pupils to work with pupils from other schools.</p> <p>Ensure opportunities exist within the curricular offer to extend the learning of the most able.</p> <p>Staff training for Mathematics</p> <p>Monitoring attendance and engagement of parents.</p> <p>Pupils questionnaires re their aspirations</p>	<p>Karen Lacey</p>	<p>July 2021</p>
Total budgeted cost					<p>.....</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 ?
A Improved oral language skills	<p>Early Oracy work</p> <p>Speech and Language intervention and support in classrooms.</p> <p>Promotion of daily reading.</p> <p>High quality book corners from which pupils may choose freely</p> <p>Parent workshops/Family Literacy</p>	<p>Some of the pupils need targeted support to catch up by reading regularly to an adult and develop language skills to discuss.</p> <p>Research shows that regular reading and reading for pleasure is a life skill which pupils can build on</p> <p>Staff trained in reading scheme – targeted reading and support</p>	<p>Trained volunteers and timetabled reading programmes</p> <p>Regular monitoring of reading records and termly progress meetings.</p> <p>To ensure there is an increase in ARE attainment in reading and writing and those working at a greater depth</p>	Hannah Chandler	July 2021
E. Increased attendance for pupils eligible for PP	<p>Targeted support and challenge to families to improve attendance.</p> <p>Rewards and incentives to improve attendance of PP children.</p> <p>Support from Home – school link worker PSA</p> <p>Additional support from EWO</p> <p>Regularly remind parents through discussion/ newsletters etc of the impact of poor attendance on pupils' achievements.</p>	<p>The school cannot improve attainment for children if they are not attending school. NfER briefing for school leaders identifies addressing attendance as a key step.</p> <p>Parent Support Advisor who supports targeted families to provide support and advice to parents with attendance and working with outside agencies.</p> <p>Closer working with EWO provides a common message concerning the importance of good attendance</p>	<p>Increase in attendance of PP pupils</p> <p>Reduction of PA of PP pupils</p> <p>Greater number of families engaging with school and feeling supported, resulting in improved attendance</p>	Caroline Webb	July 2021
Total budgeted cost					*****

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 ?
F Families who require support and advice have the confidence to come into school and receive necessary support	<p>Develop positive relationships with parents so that they feel comfortable entering the school.</p> <p>Increase the positive communication opportunities with parents</p> <p>Parents have a first point of contact through HSSW offering advice and support on a range of domestic issues and provide links with the support agencies</p>	<p>Home School Support Worker who advises families and provides support helps to engage hard to reach families.</p> <p>Closer working with AASSA provides a common message concerning the importance of good attendance</p>	<p>Monitoring of data to record number of families supported, improved attendance and links with local and school community.</p> <p>Ensure the HSSW receives up to date training.</p> <p>Parental questionnaires to monitor impact.</p> <p>School roll shows reduction in pupils leaving the school mid-year (compared with 2019-20)</p> <p>There is an increase in the proportion of parents choosing the school as first choice in September 2021</p>	HSSW Carlie Tyler	July 2021
Total budgeted cost					

***** (not published due to salaries)