

Pupil Premium Strategy

2019-20- Review of Impact



Summary Information					
School	Carr Lodge Academy				
Academic Year	19-20	Total PP Budget	£62,040	Date of most recent PP Review	September 2019
Total Number of Pupils	361 (excluding nursery)	Number of Pupils Eligible for PP	47	Date for next internal review of this strategy	January 2019

2019/20 Attainment- End of KS2		
	Pupils Eligible for PP (Carr Lodge- 10 Pupils)	Pupils not Eligible for PP
% achieving expected standard in R,W,M	Reading: 70% Writing: 70% Maths: 80%	Reading: 85% Writing: 85% Maths: 85%
Progress score for disadvantaged pupils	Reading: -1.6 Writing: +0.1 Maths: -1.6	Reading: Writing: Maths:

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	Carr Lodge PP	Carr Lodge Non PP
% meeting the requirement of the phonics screening check in Year 1 (2 pupils)	50%	
% meeting the requirement of the phonics screening check by Year 2 (9 pupils)	-	-
End of KS1 (9 pupils) % achieving the expected standard, or higher, in R,W,M	Reading-71% Writing-71% Maths-86%	Reading-81% Writing- 81% Maths-85%
EYFS (1 pupil) % achieving a GLD	100%	82%

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Pupil Premium Attainment PP Vs Non PP (CLA) 2019/20

	Reading				Writing				Mathematics			
	PP CLA		Non PP CLA		PP CLA		Non PP CLA		PP CLA		Non PP CLA	
Year 1 (2)	50% ARE	0% GDS	76% ARE	36% GDS	50% ARE	0% GDS	72% ARE	27% GDS	50% ARE	0% GDS	78% ARE	31% GDS
Year 2 (7)	71% ARE	14% GDS	81% ARE	45% GDS	71% ARE	14% GDS	81% ARE	40% GDS	86% ARE	29% GDS	85% ARE	45% GDS
Year 3 (11)	54% ARE	18% GDS	83% ARE	37% GDS	54% ARE	18% GDS	83% ARE	33% GDS	63% ARE	9% GDS	81% ARE	29% GDS
Year 4 (9)	66% ARE	0% GDS	68% ARE	20% GDS	66% ARE	11% GDS	71% ARE	20% GDS	77% ARE	0% GDS	82% ARE	26% GDS

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Year 5 (8)	62% ARE	25% GDS	86% ARE	30% GDS	62% ARE	25% GDS	86% ARE	17% GDS	62% ARE	25% GDS	91% ARE	43% GDS
Year 6 (10)	70% ARE	30% GDS	85% ARE	25% GDS	70% ARE	30% GDS	85% ARE	15% GDS	80% ARE	10% GDS	85% ARE	25% GDS

The attainment data for 2019/2020 shows that Pupil Premium pupils at Carr Lodge Academy attained below the Non Pupil Premium figures. However this data is skewed due to the small number of Pupil Premium children in each year group.

In Year 2 is 10% at ARE in Reading and Writing. There is not a gap in Mathematics at ARE.

In Year 3 the gap is widest this links with the additional SEND needs for some of the PP children in this cohort.

In Year 4 the gap is the smallest between PP and Non PP across Reading, Writing and Maths at ARE.

In Year 5 and 6 the gap between PP and Non PP achieving GDS in Reading, Writing and Maths was the smallest.

**Year 2 and 6 data is End of Year teacher assessment data whereas Years 1,3,4 and 5 is Spring End of Term data submitted just after lockdown.

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	Barriers to future attainment (for pupils eligible for PP)	Desired outcomes (Desired outcomes and how they will be measured)	Success Criteria
In-School Barriers	A. Progress and Attainment is below that of Non PP peers and nationally.	70 % of children working below National Standard to achieve the expected standard in reading, writing and maths. 70 % of children working at National Standard to achieve Greater Depth.	70% of pupils eligible for pupil premium make rapid progress by the end of the year in line or above their Non PP peers.
	B. SEMH needs that have an effect on relationships, learning and progress. Learning Behaviours-children building resilience to face	Children are able to regulate their own emotions and access learning in the classroom. Children are resilient learners.	Vulnerable learners have their social and emotional needs assessed and catered for using evidence based interventions. Vulnerable pupils will develop strong learning behaviours to be ready for learning.

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	challenges in their learning.	Children will develop their learning behaviours positively to improve their independence in learning.	
External Barriers	C. Attendance and punctuality	Parents to work in partnership with the school to reduce PA for the most vulnerable pupils	Vulnerable pupils will have attendance inline or above National Average and therefore have consistency in their learning,
	D. Aspirations and expectations of pupils.	Parents to work in partnership with the school to understand how best to support pupils in their learning at an age appropriate level	Parents will understand how best to support their children in their learning. Children will value the importance of a good quality education on their future aspirations. Children and parents will value the Essential Learning Experiences needed to become well rounded individuals.

Review of Expenditure				
Academic Year	2019-20 £62,040			
A. Progress and Attainment is below that of Non PP peers and nationally.				
Desired outcome	Action	Estimated Impact-Did you meet the Success Criteria?	Lesson Learned & whether you will continue the approach	Actual Cost

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<p>Greater % of children working below National Standard to achieve the expected standard in reading, writing and maths.</p> <p>Greater % of children working at National Standard to achieve Greater Depth.</p>	<p>Individual provision mapping for all PP pupils based on diagnostic assessment in Reading and Mathematics to identify specifically where the gaps are so precision teaching can be delivered.</p>	<p>Mixed- Early identification worked well. Pupils were allocated intervention time using personalised provision mapping across the academy. This was initially led by the Inclusion Manager and then responsibility given to class teachers.</p> <p>The interventions had to end in March 2020 due to COVID 19 Lockdown.</p>	<ul style="list-style-type: none"> ● Approach will continue next academic year. ● Interventions may have to work within year group bubbles so the number of interventions will be reduced. ● Clear baseline information still needs to be used. ● Closely monitor and review intervention provision and rigour of programs. ● Monitor and track pupil progress closely to check for impact. ● Adapt provision based on monitoring. 	
<p>Greater % of children making good or better progress.</p>	<p>Reading Explorers specific reading program to be delivered to PP children WT expected standard once diagnostic assessment has been carried out.</p> <p>On Track Maths Program to be implemented in KS1 and KS2 to carry our diagnostic assessment and then create individual intervention programs for PP WT expected standard.</p>	<p>Mixed: Reading Explorers program was bought and used from Year 2-6.</p> <p>On Track Maths Programs was used for specific pupils to identify gaps. This was supplemented by the Power of 2 Maths program.</p> <p>In classes where this was</p>	<ul style="list-style-type: none"> ● Clear diagnostic assessment. ● Closely monitor and review intervention provision. ● Monitor and track pupil progress to adapt intervention as appropriate. ● Where the programs were used regularly there was the most impact. ● These need to be review and monitored regularly to ensure 	

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	Targeted intervention for higher ability PP pupils to make accelerated progress in R,W, M	used most frequently and accurately there was the most impact in progress.	rigour.	
	Training for TAs on delivering effective Reading and Maths intervention and classroom support- baselining, monitoring and tracking, adaptation. Monthly 2 hour CPD x 1 TAs	Only one session of training took place due to lockdown.	<ul style="list-style-type: none"> ● Observations of interventions ● Intervention folder monitoring and feedback given. ● Monitoring of record keeping. ● Monitoring of assessment data. ● This needs to continue next year keeping interventions within year group bubbles. 	
	Additional Teacher (Vice Principal) in Year 6, 1.5 days per week supporting class teacher capacity in English and Maths and 1:1 interventions in Reading.	VP increased time in Year 6 to 3 days per week in January to further support pupils - the class were split into targeted support groups to close gaps in learning in R,W, M and accelerate PP pupils achieving GDS. The gap between PP and Non PP reduced in Y6 and the percentage of PP achieving GDS in R and W exceeded the Non PP.	<ul style="list-style-type: none"> ● Baseline of pupils ● Tracking of progress carefully monitored. ● Weekly meeting between VP and Y6 teacher to analyse needs of pupils. ● Diagnostic assessment in reading. ● Intervention records kept and progress analysed. ● HT will be working within Y6 in Intervention Groups due to VP having a full time class responsibility in 2020/21. 	

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Actual Expenditure: £41,252

B. SEMH needs that have an effect on relationships, learning and progress.

Desired outcome	Action	Estimated Impact -Did you meet the success criteria?	Lessons Learned & whether you will continue approach .	Actual Cost
<p>B. Children are able to regulate their own emotions and access learning in the classroom.</p> <p>Children are resilient learners.</p> <p>Children will develop their learning behaviours positively to improve their independence in</p>	<p>Pastoral Family Support Worker (PFSW) to timetable afternoons x5 weekly targeting SEMH needs for all vulnerable groups.</p> <p>Creating individual provision maps to identify which area of mentoring, counselling, resilience workshops or Thrive can be best deployed to improve confidence, resilience, self esteem and behaviour.</p> <p>Baseline pupils using Diagnostic Tools specific to each program, make notes after each intervention session and analyse 'progress'</p>	<p>Mixed- For some pupils this was highly supportive. This support changed during lockdown to weekly phone support and additional Early help Support.</p> <p>Support was reduced due to staff absence prior to lockdown.</p>	<p>Carefully timetable support needs to be in place as part of the Recovery Curriculum. All pupils to be Thrive Screened in 2020/21 to reassess needs after lockdown as these could have significantly changed for pupils.</p> <p>New PFSW has been employed for 2020/21</p> <p>Thrive Training to take place in 2020/21</p>	

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learning.	within mentoring/counselling sessions half termly.			
	Evolve Mentor supporting Y6 pupils 2 x day leading breakfast club, in lesson support, 1:1 work and mentoring as well as an opportunity to access after school clubs- Gymnastics and Blogging club.	Low- Staff member left and re appoint meant there was little impact prior to lockdown.	Impact was reduced due to staff change over and slow recruitment to replace mentor. Data did not show enough impact for this to continue in 2020/21.	
	Family Support Worker to have release time to work closely with families in need of additional support with regards to SEMH.	PFSW absence reduced the impact of this work. Early Help work did continue well during lockdown and families were well supported by the academy.	<ul style="list-style-type: none"> ● Clear action planning and record keeping. ● Agreed targets and actions reviewed regularly. ● Case Studies-termly ● Appointment of new PFSW has taken place for 2020/21. 	
Actual Expenditure:				13,700
C: Attendance and lateness				
Desired outcome	Action	Estimated Impact- Did you meet the Success	Lessons Learned & whether you will continue approach.	Actual Cost

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		Criteria		
C. Parents to work in partnership with the school to reduce PA for the most vulnerable pupils	Allow additional time for administration staff to ensure the attendance and punctuality of PP children is in line non-pp national figures.	Attendance figures were rigorously monitored and action taken swiftly to support Persistent Absence, moving to Early Help support where needed. Due to Lockdown this moved to a remote layer of support where vulnerable pupils were contacted weekly to monitor any support that may be needed.	<ul style="list-style-type: none"> • Named governor for Inclusion to be given termly updates on attendance figures for PP- actioned. • Attendance figures to be shared with PFSW daily so immediate action can be taken to ensure the safety of pupils- actioned. 	
	Allow time for PFSW to complete same day Safe and Well checks.	Safe and well checks were carried out if telephone contact was not established.	<ul style="list-style-type: none"> • Safe and Well checks to be completed on the same day- where parental contact can not be made.- actioned • Records to be kept on CPoms- actioned 	
	PFSW to work with vulnerable families to create attendance plans to improve PA and punctuality.		<ul style="list-style-type: none"> • Plans and agreed targets and actions to be created.- actioned • Reviewed on a regular basis (this will vary depending on circumstances) and agreed support/strategies to be put in place- actioned 	
	Education Welfare Officer Support Level 2 Service		<ul style="list-style-type: none"> • Careful monitoring of attendance and action taken by the school- 	

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	Agreement		<p>actioned</p> <ul style="list-style-type: none"> Escalation point, if necessary, where improvements are not seen- <p>Attendance support is still an essential element of Pupil Premium support and needs to continue with rigour in 2020/21.</p>	
Actual Expenditure:				£7,175
D. Aspirations and expectations of pupils.				
Desired outcome	Action	Estimated Impact-Did you meet the Success Criteria?	Lessons Learned and whether you will continue approach?	Actual Cost
Parents to work in partnership with the school to understand how best to support pupils in their learning at an age appropriate level	Aspire Mornings- encouraging working between home and school with a focus on aspirations, career days and learning behaviours.	Reading and Maths Meetings took place and was well attended in KS1 around 50% of parents attended in KS2 predominantly in Year 3 and 4. This needs to be re addressed in 2020/21 and strategies for remotely supporting parents implemented.	Attendance at reading and maths meetings and parental engagement needs to be a focus in 2020/21 and strategies for remotely supporting parents implemented.	
	Reading Meeting to demonstrate strategies for reading at home- introduction of DERIC and ERIC. Inclusion Lead to send personal invites to PP families and send additional information home if necessary.			

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	Maths Meeting to demonstrate strategies for calculation strategies and how to support your child with maths at home. Inclusion Lead to send personal invites to PP families and send additional information home if necessary.	Aspire mornings scheduled for the Spring term did not happen due to National Lockdown.		
				Planned Expenditure: £2000
				Total Expenditure: £64,127