

Pupil Premium Strategy

2020-21



Summary Information					
School	Carr Lodge Academy				
Academic Year	20-21	Total PP Budget	£67,000	Date of most recent PP Review	September 2020
Total Number of Pupils	418 (excluding nursery)	Number of Pupils Eligible for PP	51	Date for next internal review of this strategy	May 2021

2018/19 Attainment- End of KS2				
			January 2021 Review	
			PP	Non-PP
% achieving expected standard in R,W,M	Reading: 70% Writing: 70% Maths: 80%	Reading: 84% Writing: 81% Maths: 84%	R: 71.43% W: 71.43% M: 71.43%	R: 80% W: 72% M: 88%
Progress score for disadvantaged pupils	Reading: -1.6 Writing: 0.1			

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	Maths: -1.6			
	Carr Lodge PP	National Other	PP	Non-pp
% meeting the requirement of the phonics screening check in Year 1 (2 pupils)	50%	80%		
% meeting the requirement of the phonics screening check by Year 2 (0 pupils)	-	-		
End of KS1 (7 pupils) % achieving the expected standard, or higher, in R,W,M	Reading- 71% Writing-71% Maths-86%	Reading-75% Writing- 72% Maths-77%	Reading 50% Writing 50% Maths 50% (x2)	Reading 67% Writing 63% Maths 70%
EYFS (1 pupils) % achieving a GLD	100%	77%		

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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	January 2021 Review
	A. Progress and Attainment is below that of Non PP peers and nationally.	KS1 & KS2 60 % of children working below National Standard to achieve the expected standard in reading, writing and maths.	60% 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.	<p>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 learning.</p>	<p>Vulnerable learners have their social and emotional needs assessed and catered for using Thrive screener and personal/ group action plans and intervention.</p> <p>Vulnerable pupils will develop strong learning behaviours to be ready for learning.</p> <p>Children will improve Thrive scores over set timescales.</p>	<p>Thrive screener has been completed on all classes and a summary passed to class teachers.</p> <p>Thrive training to begin Jan. '21 for individual and group support to be developed.</p>
	C. Attendance and punctuality	PFSW to work in partnership with the school to reduce PA for the most	Vulnerable pupils will have attendance inline or above national average and	Data taken from CPOMS : 24 children supported with attendance

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Barrier s		<p>vulnerable pupils.</p> <p>Attendance which is not Covid related is pursued by PFSW and lateness challenged with parenting and Early Help support.</p> <p>Parents requiring Early Help will meet regularly with PFSW to ensure improvements in home situations and appropriate services are being accessed.</p>	<p>therefore have consistency in their learning</p> <p>Early Help cases are increased in relation to attendance/lateness figures increasing and decreased after a period of support.</p>	<p>45 incidents logged with regards to attendance</p> <p>Early help closure completed – 5 (children)</p> <p>Early help assessments completed – 7 (children)</p> <p>TAC minutes completed - 6 (children)</p> <p>Early help plans completed / updated - 6 (children)</p> <p>Single agency plans completed – 1</p>
	D. Aspirations and expectations of pupils.	<p>PFSW to work in close partnership with parents to share resources and advice on how best to support pupils in their learning at an age appropriate level</p>	<p>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.</p> <p>Children and parents will value the Essential Learning Experiences needed to become well rounded individuals.</p>	<p>50 pupils supported to access their learning</p>
	E. Continual presence of Covid-19 threatens continuity of education at home	<p>All pupil premium children requiring resources to access on-line learning are loaned equipment and trained how to use this to complete the type of learning that will be required if bubbles are locked down.</p>	<p>All PP children complete home learning tasks. Where children are still not using devices for home learning PFSW makes contact to offer support.</p>	<p>Seesaw successfully used by class teachers as a platform for sharing home learning and in preparation for a lockdown.</p>

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		Parents are made aware of the importance of supporting home learning and how guidance can be given.		
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Review of Expenditure					
Academic Year	2020-2021 £67,000				
A. Progress and Attainment is below that of Non PP peers and nationally.					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	January 2021 Review
	Individual provision mapping for all PP pupils based on diagnostic assessment in reading, phonics, writing and mathematics to identify specifically where the gaps are so precision teaching can be delivered.	Progress scores for disadvantaged pupils overall and based on prior attainment bands are below other pupils nationally. Precision teaching based on diagnostic assessment tailored to each pupils' needs.	<ul style="list-style-type: none"> ● Clear diagnostic information to identify needs. ● Closely monitor and review intervention provision ● Monitor and track pupil progress. 	JW	Provision map created and pupils began accessing class or year group interventions. No data yet available to access how successful

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and maths			<ul style="list-style-type: none"> Adapt provision based on monitoring. 		interventions have been.
	Reading Explorers specific reading program to be delivered to PP children WT expected standard once diagnostic assessment has been carried out.			TAs/JW	
	Diagnostic testing to indicate gaps in maths skills, individual/ group intervention programs for PP devised by class teachers to support WT to meet expected standard.			TAs/JW	Diagnostic testing used widely throughout academy. Teacher feeling confident to use low stakes testing to know where pupils are on a more regular basis.
	Targeted intervention Nessy for pupils with spelling/reading difficulties			Teachers/TAs	Nessy logins increase to 200 to allow subscriptions for wider group beyond SEN. 72 pupils subscribed by Jan. 21.
Training for TAs on Rosenshine's Principles Training for TAs on Interventions Monthly 2 hour CPD	Teaching assistant provision to provide high quality, evidence based interventions of a regular basis (EEF)		<ul style="list-style-type: none"> Observations of interventions Intervention folder monitoring and feedback given. 	JW & RT	

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			<ul style="list-style-type: none"> Monitoring of record keeping. Monitoring of assessment data. 		
	<p>Additional teacher delivery interventions through x2.5 days (increased to more days through 'Catch-Up Premium')</p>	<p>Using the data to identify children who are not on track for meeting their targets based on prior attainment to boost progress through small group teaching from a teacher (EEF small group tuition +4 months/ feedback +8 months)</p>	<ul style="list-style-type: none"> Baseline of pupils Tracking of progress carefully monitored. Diagnostic assessment in reading. Intervention records kept and progress analysed. 	<p>JW/ additional teacher (based on M5 2.5 days £17,050)</p>	<p>Discontinued.</p>
Planned Expenditure:				£17050	
B. SEMH needs that have an effect on relationships, learning and progress.					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	
	<p>Pastoral Family Support Worker (PFSW) to timetable afternoons x5 weekly targeting SEMH needs for all vulnerable groups.</p> <p>Creating individual provision maps</p>	<ul style="list-style-type: none"> Behaviours and attitudes to learning in the PP group will be monitored through a combination of Wellbeing Compass Screening, mentoring screening and Thrive this will 	<ul style="list-style-type: none"> Monitoring of screening against ongoing assessment. Monitoring of interventions and targeted support. 	<p>JW/ AR</p>	<p>6 children supported with SEMH needs through individual and parental support</p>

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<p>Children are resilient learners.</p> <p>Children will develop their learning behaviours positively to improve their independence in learning.</p>	<p>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' within mentoring/counselling sessions half termly.</p>	<p>support the delivery of SEMH interventions throughout the curriculum</p> <p>(EEF +4 months social and emotional learning)</p>	<ul style="list-style-type: none"> ● Feedback from class teacher on learning behaviours using academy assessment criteria. 		
	<p>Family Support Worker to have release time to work closely with families in need of additional support with regards to SEMH.</p>	<ul style="list-style-type: none"> ● Vulnerable families will be supported by Pastoral Family Support Worker (TAC, CIN CP) ● (EEF Parental engagement +3 months) 	<ul style="list-style-type: none"> ● Clear action planning and record keeping. ● Agreed targets and actions reviewed regularly. ● Case Studies-termly 	JW/ AR	
Planned Expenditure:				£5588	
C: Attendance and lateness					
Desired outcome	Chosen action / approach	What is the evidence and rationale	How will you ensure it is	Staff lead	

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		for this choice?	implemented well?		
	Allow additional time for administration staff to ensure the attendance and punctuality of PP children is in line non-pp national figures.		<ul style="list-style-type: none"> Named governor for Inclusion to be given termly updates on attendance figures for PP. Attendance figures to be shared with PFSW daily so immediate action can be taken to ensure the safety of pupils. 	RT JW	Attendance Jan-Dec Non PP 97.57% PP 94.68%
	Allow time for PFSW to complete same day Safe and Well checks.		<ul style="list-style-type: none"> Safe and Well checks to be completed on the same day- where parental contact cannot be made. Records to be kept on CPoms 	AR	35 children supported with safe and well checks during the COVID period
	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. Reviewed on a regular basis (this will vary depending on circumstances) and agreed 	AR	

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			support/strategies to be put in place.		
	Education Welfare Officer Support Level 2 Service Agreement		<ul style="list-style-type: none"> Careful monitoring of attendance and action taken by the school. Escalation point, if necessary, where improvements are not seen. 	EWO	Not required , due to current restrictions around Covid 19 , appropriate support has been given by AR (PFSW)
Planned Expenditure:				£7758	
D. Aspirations and expectations of pupils.					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	
				JW	
	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			SM	Reading at home films made for FS by SA

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	necessary.	share this view with their children.	to PP families and offer supporting literature.		
	Online Maths challenges set for parents to engage with.			SW	Ongoing with SW
Planned Expenditure: £0					
E. Continual presence of Covid-19 threatens continuity of education at home					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	
PP pupils are able to continue learning at home throughout Covid period	Pupils are loaned equipment to access home learning. Parents are trained how to use the equipment	Parental survey showed 10 PP pupils do not have access to a device to complete home learning	Engagement through device is monitored by CT and collated by PFSW . PFSW to contact families where engagement is not taking place. Further training/guidance offered	AR / Teachers	School has ensured enough laptops available for future lockdowns
Planned Expenditure: £8000 Total Expenditure: £67,000					