

# Pupil Premium Strategy 2020/21



Summary Information					
<b>School</b>	Carr Lodge Academy				
<b>Academic Year</b>	20-21	<b>Total PP Budget</b>	£67,000	<b>Percentage of PP pupils</b>	13%
<b>Total Number of Pupils</b>	387 (excluding nursery)	<b>Number of Pupils Eligible for PP</b>	51	<b>Date for next internal review of this strategy</b>	January 2021
<b>Statement authorised by</b>	Richard Tuddenham		<b>Pupil Premium Lead</b>	Julie Watson	

2019/20 Pupil Premium Assessment Data	
<b>Key Stage 2 % achieving expected standard in R,W,M (10 Pupils)</b>	Reading: 70% Writing: 70% Maths: 80%
<b>Key Stage 2 Progress score for disadvantaged pupils</b>	Reading: -1.6 Writing: 0.1 Maths: -1.6
<b>End of KS1 (7 pupils) % achieving the expected standard, or higher, in R,W,M</b>	Reading- 71% Writing-71% Maths-86%
<b>% meeting the requirement of the phonics screening check in Year 1 (2 pupils)</b>	50%
<b>% meeting the requirement of the phonics screening check by Year 2</b>	100%
<b>EYFS (1 pupil) % achieving a GLD</b>	100%

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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
<b>In-School Barriers</b>	<b>A. Progress and Attainment is below that of Non-PP peers and nationally.</b>	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>B. SEMH needs that have an effect on relationships, learning and progress.</b>	<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 screening 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>
<b>External Barriers</b>	<b>C. Attendance and punctuality</b>	<p>PFSW to work in partnership with the school to reduce PA for the most 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</p>	<p>Vulnerable pupils will have attendance inline or above national average and 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>

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		appropriate services are being accessed.	
	<b>D. Aspirations and expectations of pupils.</b>	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	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.
	<b>E. Continued presence of Covid-19 threatens continuity of education at home</b>	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.  Parents are made aware of the importance of supporting home learning and how guidance can be given.	All PP children complete home learning tasks. Where children are still not using devices for home learning PFSW makes contact to offer support.

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Review of Planned Expenditure				
Academic Year	2020/21 £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
Greater % of children working below National Standard to achieve the expected standard in reading, writing and maths	<b>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.</b>	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"> <li>● Clear diagnostic information to identify needs.</li> <li>● Closely monitor and review intervention provision</li> <li>● Monitor and track pupil progress.</li> <li>● Adapt provision based on monitoring.</li> </ul>	JW
	<b>Reading Explorers specific reading program to be delivered to PP children WT expected standard once diagnostic assessment has been carried out.</b>	EEF research suggests TAs have the most impact when delivering evidence based intervention programs on a regular basis. Class teacher to ensure recording of sessions. Impact of interventions measured by Inclusion Manager.	<ul style="list-style-type: none"> <li>● Clear diagnostic assessment.</li> <li>● Closely monitor and review intervention provision.</li> <li>● Monitor and track pupil progress to adapt</li> </ul>	TAs/JW
	<b>Diagnostic testing to indicate gaps in maths skills, individual/ group</b>			TAs/JW

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	intervention programs for PP devised by class teachers to support WT to meet expected standard.		intervention as appropriate.	
	Targeted intervention Nessy for pupils with spelling/reading difficulties			Teachers/TAs
	<p>Training for TAs on Rosenshine's Principles</p> <p>Training for TAs on Interventions Monthly 2-hour CPD</p>	Teaching assistant provision to provide high quality, evidence-based interventions of a regular basis (EEF)	<ul style="list-style-type: none"> <li>● Observations of interventions</li> <li>● Intervention folder monitoring and feedback given.</li> <li>● Monitoring of record keeping.</li> <li>● Monitoring of assessment data.</li> </ul>	JW & RT
	Additional teacher delivery interventions through x 2 days	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)	<ul style="list-style-type: none"> <li>● Baseline of pupils</li> <li>● Tracking of progress carefully monitored.</li> <li>● Diagnostic assessment in reading.</li> <li>● Intervention records kept and progress analysed.</li> </ul>	Funded by Catch-up premium (see catch-up premium plan)

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Planned Expenditure: £35000

## 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>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 learning.</p>	<p><b>Pastoral Family Support Worker (PFSW) to timetable afternoons x 2 weekly targeting SEMH needs for all vulnerable groups.</b></p> <p><b>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.</b></p> <p><b>Baseline pupils using Diagnostic Tools specific to each program, make notes after each intervention session and analyse 'progress' within mentoring/counselling sessions half termly.</b></p>	<ul style="list-style-type: none"> <li>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 support the delivery of SEMH interventions throughout the curriculum</li> </ul> <p>(EEF +4 months social and emotional learning)</p>	<ul style="list-style-type: none"> <li><b>Monitoring of screening against ongoing assessment.</b></li> <li><b>Monitoring of interventions and targeted support.</b></li> <li><b>Feedback from class teacher on learning behaviours using academy assessment criteria.</b></li> </ul>	JW/ AR

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	<b>Family Support Worker to have release time to work closely with families in need of additional support with regards to SEMH.</b>	<ul style="list-style-type: none"> <li>Vulnerable families will be supported by Pastoral Family Support Worker (TAC, CIN CP)</li> <li>(EEF Parental engagement +3 months)</li> </ul>	<ul style="list-style-type: none"> <li><b>Clear action planning and record keeping.</b></li> <li><b>Agreed targets and actions reviewed regularly.</b></li> <li><b>Case Studies-termly</b></li> </ul>	JW/ AR
<b>Planned Expenditure:</b>				<b>£12000</b>
<b>C: Attendance and lateness</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>
C. Parents to work in partnership with the school to reduce PA for the most vulnerable pupils	<b>Allow additional time for administration staff to ensure the attendance and punctuality of PP children is in line non-pp national figures.</b>	<ul style="list-style-type: none"> <li>Pupils need regular attendance to keep up with their peers academically.</li> <li>Inconsistent attendance patterns and punctuality contribute to significant gaps in learning.</li> </ul>	<ul style="list-style-type: none"> <li><b>Named governor for Inclusion to be given termly updates on attendance figures for PP.</b></li> <li><b>Attendance figures to be shared with PFSW daily so immediate action can be taken to ensure the safety of pupils.</b></li> </ul>	RT JW

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	Allow time for PFSW to complete same day Safe and Well checks.		<ul style="list-style-type: none"> <li>• Safe and Well checks to be completed on the same day- where parental contact cannot be made.</li> <li>• Records to be kept on CPoms</li> </ul>	AR
	PFSW to work with vulnerable families to create attendance plans to improve PA and punctuality.		<ul style="list-style-type: none"> <li>• Plans and agreed targets and actions to be created.</li> <li>• Reviewed on a regular basis (this will vary depending on circumstances) and agreed support/strategies to be put in place.</li> </ul>	AR
	Education Welfare Officer Support Level 2 Service Agreement		<ul style="list-style-type: none"> <li>• Careful monitoring of attendance and action taken by the school.</li> <li>• Escalation point, if necessary, where improvements are not seen.</li> </ul>	EWO
Planned Expenditure:				£9000

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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
Parents to work in partnership with the school to understand how best to support pupils in their learning at an age appropriate level	<b>Aspire Mornings- encouraging working between home and school with a focus on aspirations, career days and learning behaviours.</b>	<ul style="list-style-type: none"> <li>Families to share aspirations and expectations held within school for pupils.</li> <li>Families to understand and feel empowered to support their children at home.</li> <li>Families to understand the importance of education and share this view with their children.</li> </ul>	<ul style="list-style-type: none"> <li><b>Closely monitor evidence in pupils' work</b></li> <li><b>Monitor and feedback lesson observations</b></li> <li><b>Monitor and track the progress of pupils</b></li> <li><b>Track attendance at meetings of PP families to measure reach.</b></li> <li><b>Send personal invitations to PP families and offer supporting literature.</b></li> </ul>	<b>JW</b>
	<b>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.</b>			<b>TL/SAd</b>
	<b>Online Maths challenges set for parents to engage with. 'Maths With Parents' programme.</b>			<b>SW</b>
				<b>Planned Expenditure: £7000</b>

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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	<p>Pupils are loaned equipment to access home learning.</p> <p>Parents are trained how to use the equipment</p>	Parental survey showed 10 PP pupils do not have access to a device to complete home learning	<p>Engagement through device is monitored by CT and collated by PFSW .</p> <p>PFSW to contact families where engagement is not taking place.</p> <p>Further training/guidance offered</p>	AR / Teachers
				<b>Planned Expenditure: £4000</b>
				<b>Total Expenditure: £67,000</b>

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