

Pupil premium strategy: review statement 2019/20 - Ebor Gardens Primary Academy

Disadvantaged pupil performance overview for last academic year

	Pupils eligible for PP (your school)			Pupils not eligible for PP (national average)		
	17-18	18-19	19-20	17-18	18-19	19-20
Proportion achieving expected standard or above in reading, writing & maths	39%	31%		70%	65%	
Average progress score in reading	1.11	-2.09		0.59	0.32	
Average progress score in writing (TA)	-0.32	1.16		0.44	0.27	
Average progress score in maths	-1.1	-0.1		-0.58	0.37	

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1: QFT	For all pupils to receive quality-first teaching, ensuring personalisation for all learners, based on the BLPP T&L priorities.
Priority 2: Pastoral Support	To reduce the number of late arrivals and amount of persistent absences within school. To continue to reduce the amount of behavioural incidents within school and implement and embed the behaviour policy.
Priority 3: Other	To provide opportunities for the promotion of positive choices through SEMH support and reward systems.
Barriers to learning these priorities address	SEMH and well-being Communication between home and school Attendance / Persistent Absenteeism Delayed language and vocabulary skills Rates of progress /additional need
Projected spending	£275,300

Monitoring and Implementation

Area	Challenge	Mitigating action
Priority 1: QFT	Closing the gap for all Supporting positive academic development Comprehensive CPD programme for staff English as an additional language	<ul style="list-style-type: none"> ● QFT is widely acknowledged as having the greatest impact on outcomes for all pupils including those in receipt of pupil premium funding ● EFF research for same day intervention and Mastery Maths approaches including instant feedback close gaps in learning ● Staff training and development continued as far as possible within the lockdown. ● Pupil progress meetings to ensure targeted support where needed through quality assessments ● Specific EAL training and development
Priority 2: Pastoral Support	Supporting personal development and well-being Increasing confidence Increasing Attendance	<ul style="list-style-type: none"> ● Building relationships with parents to help support and maintain good attendance. ● Supporting and developing communication between home and school ● Increased support for parental engagement and parent sessions strengthens the links and relationships with our vulnerable families ● Breakfast club provision and enhanced offer of after school clubs
Priority 3: Other	To promote positive choices in and out of school	<ul style="list-style-type: none"> ● Parent and pupil voice in previous years have acknowledged the value that is placed in trips and visits

Review: last year's aims and outcomes

Aim	Outcome
Children in receipt of pupil premium funding (PP) meet or exceed national standards through QFT and, when needed, group work/1:1 work and specialist support for interventions	<ul style="list-style-type: none"> ● Same day interventions established. ● HLTAs now take out small groups for core intervention in an afternoon. ● 1:1 work is provided through additional capacity in class. ● RAP planning meetings established. ● Transition meetings and targeted support from the SENCO ● KS2 Results (before lockdown) were showing improved Autumn ARE (Reading 44%, Writing 43%, Maths 33%, GPS 41%) ● 2019/20 Y1 Cohort took phonics screen in Dec 2020 - 73.5% pass

<p>Children starting school with development below typical for age make rapid improvements</p>	<ul style="list-style-type: none"> ● Half-day per week private Speech and Language Therapist time purchased - used for 1:1 assessments, staff training and modelling with groups. ● Additional Speech and Language training accessed (see below) ● Communication and Language - key focus as speaking one of the lowest strands ● New curriculum to build on this for FS1 and FS2 to begin September 2020. ● Money spent on provision both inside and out with key aspects to allow a hands on high experience provision. ● Baseline to be in place tightly moderated in house across schools and with local authority allow targeted interventions swiftly ● Use the Wellcomm screening pack and the NHS speech sounds screening tool for all children as part of their base-line assessments and implement small-group work based on the WellComm resources for FS1 and then new to FS2 - needs further implementation ● Filling spaces to allow early intervention tracking into school ● Children identified in groups to show close progress and tracking through effective assessment ● Chatter natter (key focus on speaking and listening with targeted children in groups) due to low speaking levels ● Support for transition back into school following lockdown - advice from cluster, Educational Psychology service, close communication with parents, transition booklets and activities.
<p>Reduce the number of children recorded as late after register and persistent absentees</p>	<ul style="list-style-type: none"> ● New attendance policy was written and implemented. ● The new policy linked into the cluster support, allowing us to issue fines through non-attendance. ● 2017/18 Attendance Whole School Attendance = 95.4% Late = 0.5% PA = 13% ● 2018/19 (To March) Whole School Attendance = 96.1% Late = 1.2% PA = 10.8%

<p>Reduce the number of behaviour incidents at playtimes. Reduce lost learning time.</p>	<ul style="list-style-type: none"> ● It has been difficult to compare data from past year groups as we started using CPOMs to record data instead of Arbor. ● The staff have had training on logging incidents and therefore more incidents are being logged, which makes the information difficult to compare. ● 2 children that were resulting in many incidents moved to SEMH provision. ● Exclusion data increased from 6 days (18/19 Sept - March) to 20.5 days (19/20 Sept-March) this was due to behaviour being managed more quickly. There were 7 children that were excluded - they have since been moved through the SEN process resulting in three moving or awaiting SEMH specialist provision, one diagnosis and EHCP request, two leaving through normal processes.
<p>Parent support advisor role to be developed to offer a wider offer in school.</p>	<ul style="list-style-type: none"> ● Parent Breakfasts were established to create a forum of support and networking. ● English Language classes were set so parents could further support their children with learning at home. ● Stay and Play sessions had been established. ● Pram to Primary parenting classes had just started before lockdown. ● Engagement with the cluster support has developed our effectiveness in offering wider family support, and a more diverse offer (including counselling). ● Our family support offer before lockdown was starting to be successful and engage parents in wider school life. This needs to be re-established after lockdown.
<p>Enhanced SEND staffing, training and resourcing</p>	<p>Use of external professionals to provide training for staff:</p> <ul style="list-style-type: none"> ○ Traded Educational Psychology consultations for staff and training for phase leaders (July 2020) around SEMH provision and outcomes and writing SMART targets for SEND plans ○ Speech and Language Therapy training TAs and teachers through private Speech and Language Therapist on Vocabulary development, Using Visuals in the classroom, Developing Speech sounds Colour-coding for sentence/narrative structure ○ Autism training for key staff provided by STARS autism team: Intensive Interaction, Good Autism Practice, Using Visual Supports. Whole - school Autism tier 1 training. ○ Makaton taster session attended by EYFS TAs Feb 2020

	<ul style="list-style-type: none"> ● 9 x 3 hour sessions traded Educational Psychology used for consultations, assessments, training ● Half day per week Speech and Language therapy used for 1:1 assessment, staff training and modelling <ul style="list-style-type: none"> ● Play therapist working in school with individuals to explore challenges and difficulties ● Purchase of WellCom Speech and Language screening for EYFS pupils – needs further implementation. ● In-school training to support use of NHS Speech and Language screening tool
Positive choices for learning and life promoted	<ul style="list-style-type: none"> ● Curriculum developed over lockdown, enhancing the wider curriculum offer ● Introduced the Top Trumps Rewards ● Starbooks and After school reading events ● Re-introduced the Dojo Shop ● Lots of learning environment work done - themed book areas to promote reading. Display down the main corridor to celebrate learning. ● After school club offer was made more extensive to give more choice ● University time on a Friday pm - to teach new skills (cooking, sewing, coding etc) ● Introduced Christmas Fair - craft stalls from the children. ● Enterprise learning and competition