

Pupil Premium 2019-2020



THE PYTHON HILL ACADEMY
LABOR OMNIA VINCIT

Pupil Premium Spending Current Academic Year

SUMMARY INFORMATION			
Total number of pupils:	296	Total pupil premium budget:	£88 020
Date of most recent pupil premium review:	Sept 2020	Date of next pupil premium review:	Sept 2021
Number of pupils eligible for pupil premium:	58 (20%)	Amount of pupil premium received per child:	£1345

STRATEGY STATEMENT
<p>The curriculum at The Forge Trust is underpinned by 3 key drivers: aspiration, standards and cultural diversity. It is imperative that pupils who receive pupil premium funding are aspirational and achieve high standards of pupil achievement. We feel that this is the school's role to ensure this happens for all pupils. We believe that pupils should access the full spectrum of the curriculum and that finances should not limit children's access to a high-quality education.</p> <p>Our strategy involves low class sizes and three waves of teaching related to the core subjects:</p> <ol style="list-style-type: none">1. Wave 1: 1st quality teaching (daily);2. Wave 2: Guided group work (daily);3. Wave 3: 1:1 tuition (linked to teacher appraisal). <p>We believe that this ensures our children make good or better progress as learning is personalised.</p> <p>The overall aim of our pupil premium strategy is to ensure children move on to the next phase of their education (secondary school) well equipped in the core subjects so that they can achieve a good academic performance and therefore become high performers. Ultimately, we want our children to reach their full potential to go into careers that make a positive contribution to society.</p>

2018/2019 Assessment information – No data for 2019/2020 due to Covid-19

EYFS			
	Pupils eligible for pupil premium (pp)	All Pupils	
		School Average	Closing the Gap
Good level of development (GLD)	30%	50%	-20%
Reading	40%	52%	-12%
Writing	40%	50%	-10%
Number	60%	52%	+8%
Shape	60%	52%	+8%

Year 1 Phonics Screening Check		
Pupils eligible for PP	All pupils	National Average
50%	70%	82%

END OF KS1			
	Pupils eligible for PP	All pupils	
		School Average	Closing the Gap
% achieved expected standard or above in reading, writing and maths	N/A	N/A	N/A
% making expected progress in reading	57%	60%	-3%
% making expected progress in writing	52%	44%	+8%
% making expected progress in maths	57%	56%	+1%

END OF KS2			
	Pupils eligible for PP	All pupils	
		School Average	Closing the Gap
% achieved expected standard or above in reading, writing and maths	70%	64%	+6%
% making expected progress in reading	70%	72%	-2%
% making expected progress in writing	70%	75%	-5%
% making expected progress in maths	80%	75%	+5%

Additional commentary: The percentage of children making expected standards in reading, writing and maths for pupil premium children is below other pupils. The gap is greatest in reading (See School Development Plan- Reading and KS1). The gap has, however, narrowed between EYFS and KS1 and has continued to narrow in maths in KS2.

Barriers to Learning

BARRIERS TO FUTURE ATTAINMENT	
Academic barriers	
A	Oral language skills are generally lower for pupil eligible for PP on entry to FS
B	Low levels of social and emotional development on entry
C	Gap in Knowledge and understanding of phonics and comprehension

BARRIERS TO FUTURE ATTAINMENT	
External barriers	
D	Attendance and punctuality
E	Parental social emotional needs impacting on the children's home life and education.
F	Equal access to curriculum enrichment opportunities

INTENDED OUTCOMES		
Specific outcomes	Success criteria	
A	<ul style="list-style-type: none"> Oral language skills and vocabulary to be in line with all pupils in foundation stage More opportunities for increasing vocabulary 	<ul style="list-style-type: none"> Speech and language TA in place leads to improved speech and language in the early years 2x afternoon sessions timetables for 1:1 tuition Pupil acquisition is at least 1 line with age related expectations
B	<ul style="list-style-type: none"> To improve outcomes for children with anxiety and low emotional resilience through developing health and well-being. 	<ul style="list-style-type: none"> All groups for Maths and English are below 20 pupils Identified children will attend 'Think Children' to support well-being The well-being compass tracks well-being of children EVOLVE tool will track children's well-being and highlight areas for development → outside agencies will become involved when necessary
C	<ul style="list-style-type: none"> Focused phonics teaching in KS1 leads to increased skills and narrows the gap with peers nationally; Closing the gaps 	<ul style="list-style-type: none"> 1:1 reading will develop fluency skills in reading and lead to increased understanding 1st quality phonics teaching

		<ul style="list-style-type: none"> • Tracking, wave 2 and wave 3 teaching where necessary enables gaps to be narrowed • Children make accelerated progress across school closing the gap by the end of KS2. • Reading is tailored towards individual children and is personalised to their reading need.
D	<ul style="list-style-type: none"> • Increased attendance rates for pupils eligible for PP. 	<ul style="list-style-type: none"> • Overall PP attendance improves to 97% (without term time holidays) in line with 'other' pupils.
E	<ul style="list-style-type: none"> • Parents are supported from within school and are signposted to outside agencies as appropriate 	<ul style="list-style-type: none"> • Parents are engaging with school and outside agencies. • Parents seek support from school with home life issues
F	<ul style="list-style-type: none"> • Participation in clubs, residentials and school trips for all children. 	<ul style="list-style-type: none"> • All children participate and have opportunities • All staff run at least two club in school; • Target children invited to appropriate clubs. • Planned residential visits for Y2, Y4 and Y6 • Children access sport sessions to improve their health and well-being

Planned expenditure for current academic year 2019 - 2020

ACADEMIC YEAR					
Quality teaching for all					
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff Lead	When will you review this?
A1. Provide additional members of staff in Foundation Stage to support target children in oracy.	Children will speak clearly and process speech sounds Good progress of language and communication L4 TA - 1 day per week £4511	EEF Toolkit: Early years intervention Speech and Language Therapist guidance and training opportunities	Monitor staff member's teaching; TA appraisal	Sue Coupe	Termly
B1. Use Think Children counselling service for children that are display anxiety	Support children with anxiety Think Children counselor £1600	EEF Toolkit: Social and Emotional learning EVOLVE Toolkit	Reports from Think children on each child	Lorraine Robinson	Every 12 weeks
B2. The well-being compass tracks well-being of children	Children's well-being is tracked and highlights areas for development £900	Anna Freud Measuring and monitoring children and young people's mental wellbeing: A toolkit for schools and colleges	Termly analysis of data by teachers Appropriate intervention planned	Andy Stirland	Termly
B3. All groups for Maths and English are below 20 pupils	Setting and targeted grouping leads to accelerated learning	EEF Toolkit: Reducing class sizes	Pupil Progress meetings Monitoring of teaching and learning Analysis of data Appraisal	Andy Stirland	Termly

Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff Lead	When will you review this?
C1. Provide CPD for teachers so that they can competently teach reading (through daily reading lessons, quality texts, one to one reading interventions, monitoring of planning)	Closing the gaps in reading between PP children and all other children at KS1.	EEF Toolkit: Reducing class sizes (+3) for high cost Setting or streaming (-1) for low cost.	Track progress at data points; • Work scrutiny in reading for pupil premium children; • Formal observations in reading	Principal	Termly
C2. To have an additional teacher in every year group to keep class sizes below 20 and enable greater personalisation through targeted and guided groups.	Accelerated progress for pupil premium children. For the gap between pupil premium and other pupils to have closed by the end of KS2. Staff cost each year group: Y1 –£8 414 Y2 –£8 414 Y3 –£11 408 Y4 –£11, 408 Y5/6 - £11 408	EEF Toolkit Small group tuition +4 Reducing class sizes +3	Teacher appraisal Progress data analysis Target setting meetings Observations Work Scrutiny	Principal	Termly
D1. Attendance Officer monitors attendance and action plan.	Increased attendance rates for pupils eligible for PP. Attendance officer salary £12 838	Research into the effects of persistent absence demonstrates detrimental effect on pupil achievement	Attendance Officer is in place and has tight appraisal targets.	Attendance Officer Principal Pastoral Lead	½ termly
D2. Termly prize draw for good attendance	Increased attendance rates £300	Research into the effects of persistent absence demonstrates detrimental effect on pupil achievement	Weekly checks with staff	Principal	½ termly

Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff Lead	When will you review this?
E1. To support whole families with a wide range of issues including behaviour and routines at home, attendance, tenancy, debt management, domestic violence and food bank referrals to enable children to be happy and ready for learning when they arrive at school	Families feel well supported by the school and are in a better position to support their children's learning. Attendance improves and this has a positive impact on learning Pastoral Lead salary £24 492	EEF Toolkit: Social and Emotional learning	CPOMs logs Weekly meeting with Pastoral and Safeguarding Lead	Lorraine Robinson	Termly
E2. To offer targeted pupils emotional well-being support through small groups	Pupils learn strategies to regulate their own behaviour and their emotional well-being improves leading to more positive approaches to and outcomes in learning	EEF Toolkit: Social and Emotional learning	Case studies Session notes Children's CPOMs file	Lorraine Robinson	Half termly
F1. Provide funding to minimise costs of opportunities for all.	Participation in clubs, residential and school trips for all children. Amount spent to supplement trips = £5,710	EEF Toolkit: Social & emotional learning (+4) for moderate cost.	Full uptake in residential participation rates. After School clubs at maximum occupancy	Principal	Termly

Other approaches					
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff Lead	When will you review this?
School Uniform To ensure all children have correct uniform for school including a PE Kit for Foundation children and blazers for Y5 children. EEF	Children are dressed in line with their peers. F1 Free book bag - £114 F2 free cardigan - £267.90 Y5 Blazers - £1377.70 Total cost - £1759.60	Toolkit: School uniform (0) low cost	Monitor take-up of uniform	Principal	Termly
Release staff for Home Visits EEF	Children are school ready on entry and demonstrate improvements in terms of the characteristics of effective learners at key transition points. £1350	Toolkit: Early Years Intervention	Action plan to inform next steps Smooth transition	Carol Radford (EYFS Lead)	Termly
Total Planned Spending:				£104 512.60	
Total PP Grant				£88 020	
Additional funding cost to school:				£16 492.60	

Review of expenditure from previous academic year

PREVIOUS ACADEMIC YEAR				
Total Amount: £				
Quality of teaching for all				
Action	Intended outcome	Impact	Lessons Learned KEEP/TWEAK/STOP?	Cost
Reduction in class sizes as a quality first teaching strategy.	Pupil Premium children will make accelerated progress in these year groups.	Up until March 2020 lockdown, disadvantaged children made at least good progress in all areas, across all year groups.	Maintain small class sizes and extra set in each year group for the morning sessions KEEP	£51 052
Employ Pastoral and Safeguarding Lead for: Well-being workshops with classes. Attendance at safeguarding meeting and follow up of actions. Risk management for families. Attendance meetings / monitoring. Pastoral support Mental health. Multi agency work. CAFCAS communications/reports. MASH referrals. CIN actions.	Continued improvements in school attendance percentages up to March 2020. More families receive the appropriate support before reaching crisis point. There are rigorous policies and procedures in place for the management of safeguarding.	Overall school attendance 2019-20: 96.2% Families receiving targeted support from Pastoral and safeguarding Lead and relevant outside agencies. Support continued during lockdown with weekly calls from class teachers and weekly welfare Liaison with social care.	New Pastoral and Safeguarding lead appointed to attend trust safeguarding and attendance networks Highly specialised Pastoral lead to support the Academy. KEEP	£23,405
Provide new school uniform. F1 receive a boog bag F2 receive a free sweatshirt or cardigan and polo T-shirt Year 5 children receive a free blazer 2020.	Raise self-esteem and a sense of identity / pride. Children feel smart and this is represented clearly to visitors of the school.	All children have a sense of belonging. The children look smart and this helps with behavior	Continue to offer new uniform KEEP	£1759.60

Action	Intended outcome	Impact	Lessons Learned KEEP/TWEAK/STOP?	Cost
Admission and transport costs for trips and visits.	Families are supported to access all wider school opportunities. Children enjoy a range of experiences to support their learning.	The curriculum is broad and balanced, and offers children a range of experiences beyond the classroom. Each class have a visit out or visitor into school at least once per term.	Subsidise visitors and trips out to ensure the children continue to get quality experiences Keep	£4,000
Provide children with counselling service from Think children.	Children feel supported with well-being and worries.	Not enough children were able to be seen. The programme wasn't fluid enough to allow children to access for smaller or longer amounts of time as required.	The programme didn't suit the needs of the school due to its lack of flexibility. Stop	£2000
Provide additional members of staff in Foundation Stage to support target children in oracy.	Children will speak clearly and process speech sounds Good progress of language and communication	The children exiting Foundation Stage have made rapid progress with speech and language. 2 children signed off from Speech and language service.	Impact is strong. Need to release this TA for longer periods to support more children. Tweak	£4511

Composed by Andy Stirland (Principal) and checked by ESLT of The Forge Trust