

# Pupil Premium Strategy Statement 2019-2020

## Hope Federation of Church of England Primary Academies

| Academic Year 2019-20<br><i>Based on budget allocation information from EFA</i> | Brisley                                  | Rudham  | Weasenham   |
|---|--|---|---|
| <b>Total number of pupils</b>   | 71                                       | 94  | 36  |
| <b>Total PP budget</b>  | £11,460<br>(these are estimated amounts) | £34,300<br>(these are estimated amounts)  | £12,460<br>(these are estimated amounts)                            |
| <b>Number of pupils eligible for PP (E6)</b>                                    | 11 pupils incl 3 service children        | 19 pupils + 1 x service children 4 LAC.<br>24 pupils in school at census (15 Ever6) | 8 pupils incl 1 x LAC<br><br>9 pupils in school at census (1 Ever6) |
| <b>Date of most recent PP Review</b>  | July 2019                                | July 2019   | July 2019   |
| <b>Date for next internal review of this strategy</b>                           | July 2020                                | July 2020   | July 2020   |

| <i>Taken from early analysis of data July 2019</i> |                |                |                | <i>Pupils not eligible for PP (national average)</i> |
|--|----------------|----------------|----------------|--|
|  | Brisley        | Rudham         | Weasenham      |  |
| Number of pupils (% each worth)                    | <b>2 (50%)</b> | <b>2 (50%)</b> | <b>2 (50%)</b> |  |
| <b>% achieving in reading, writing and maths</b>   | 50%            | 50%            | 50%            | 65   |
| <b>% making progress in reading</b>                | 50%            | 50%            | 50%            | 73   |
| <b>% making progress in writing</b>                | 50%            | 50%            | 50%            | 78   |
| <b>% making progress in maths</b>                  | 50%            | 50%            | 50%            | 79   |

| 1. Barriers to future attainment (for pupils eligible for PP, including high ability)                    |  |   |
|--|--|---|
| <b>In-school barriers</b> (issues to be addressed in school, such as poor oral language skills)          |  |   |
| <b>A.</b>  | Pupils on entry have low Communication Language and Literacy Skills.   |   |
| <b>B.</b>  | High attaining disadvantaged children in KS1 often do not achieve greater depth in learning despite making above expected progress (often due to very low starting points at the start of EYFS).   |   |
| <b>C.</b>  | Mathematical skills such as problem solving and reasoning are low and impact on outcomes for children in Maths at the end of KS2, particularly low and middle attainers.   |   |
| <b>External barriers</b> (issues which also require action outside school, such as low attendance rates) |  |   |
| <b>D.</b>  | The wider and enriching social experiences of the children outside of school are limited and do not support rich language and reasoning development.   |   |
| 2. Desired outcomes  |  |   |
|  | <i>Desired outcomes and how they will be measured</i>  | <i>Success criteria</i>   |
| <b>A.</b>  | Children with poor CLL baseline will make accelerated progress to achieve expected by end of Reception and then pass Yr1 phonics screening and make the expected standard at KS1.  | <ul style="list-style-type: none"> <li>EYFS children to have wider phonics and writing experiences that may include double phonics, Elklan sessions with trained staff and targeted adult support.</li> <li>Regular monitoring off CLL and phonic awareness to track and evaluate progress and attainment.</li> <li>A range of high quality resources in a range of medias are used to support and engage learning in CLL.</li> </ul>   |
| <b>B.</b>  | Higher proportion of children achieving expected standard and greater depth at the end of KS1 and KS2.   | <ul style="list-style-type: none"> <li>The use of the wider curriculum and the choice and challenge curriculum to provide opportunities for children to practice and master basic skills in reading, writing and maths in a wider context.</li> <li>Regular monitoring awareness to track and evaluate progress and attainment of this identified group.</li> <li>Updating intervention and provision maps to include support for higher achievers. Ensuring TA provision is aimed at those children and additional interventions if required.</li> </ul> |
| <b>C.</b>  | The combined RWM outcomes at the end of KS2 for low and middle attaining children to decrease the difference compared to national others outcomes.   | <ul style="list-style-type: none"> <li>To see an increase in low and middle attaining children to achieve end of KS2 outcomes that are broadly in line with national.</li> <li>To see accelerate progress of low and middle children to close the gaps differences.</li> </ul>  |
| <b>D.</b>  | Children receiving pupil premium funding to have opportunities to fill the social deprivation gaps and experience the fuller and wider enriching learning opportunities other children have; so they experience a wider language pool and more complex reasoning skills. | <ul style="list-style-type: none"> <li>Ensure children are included in wider curriculum learning such as educational visits, residential and clubs (at neutral cost).</li> <li>Ensure children have specific projects to 'plug' the social deprivation gap e.g. visiting artists, theatre, Forest Schools (SMSC).</li> <li>Emersion in rich language activities and interventions such as time to talk, socially speaking etc. Elklan training for a further TA.</li> </ul>   |

### 3. Planned expenditure

**Academic year**

**Hope Federation (Brisley/Rudham/Weasenham)**

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

#### i. Quality of teaching for all

| Desired outcome   | Chosen action / approach   | What is the evidence and rationale for this choice?  | How will you ensure it is implemented well?  | Staff lead  | When will you review implementation?  |
|---|--|--|--|---|---|
| Children with poor CLL baseline will make accelerated progress to achieve expected by end of Reception and then pass Yr1 phonics screening and make the expected standard at KS1. | To fund additional adult support to work with children either in EYFS/KS1 or working at a level of need.<br><br>Brisley £2000<br>Weasenham £2500<br>Rudham £5000                             | Providing directed learning activities for children which link into class learning, provide immediate intervention on basics for CLL.<br><br>As classes are mixed age, an additional TA will work closely with the class teacher leading specific activities to ensure the needs of individual children are met. | HLTA to provide a directed programme of work for children in EYFS and those who need additional support<br><br>Collect evidence of progress using Tapestry | LH<br>RLF<br>RF<br>SW<br>AM<br><br>BA<br>Standards<br>Gov | Lesson visits<br>BIF Reviews<br>½ termly review meetings<br>moderation<br>PP impact July 2020<br>PiXL meeting with external associate |
| IMPACT  | Termly review and evaluation   |  |  |   |   |
| The combined RWM outcomes at the end of KS2 for low and middle attaining children to increase to diminish the difference compared to national others outcomes.                    | To fund an additional TA to work across the federation in closing the gaps and enhancing the writing provision/intervention support.<br><br>Brisley £4500<br>Weasenham £2000<br>Rudham £5000 | With the additional support of a TA working 5 mornings a week, targets support can be put in place to enhance the learning of pupils across the federation.<br><br>Purchase of resources to support the children to make progress.   | Collect evidence for learning progress and create case studies for pupils not hitting progress on tracker, but actual progress.                            | RF<br>BA BF<br><br>Standards committee<br>PP gov champion | Lesson visits<br><br>Tracker analysis<br><br>PiXL meetings<br>PP impact 2020  |
| IMPACT  | Termly review and evaluation   |  |  |   |   |

|  |  |   |  |   |   |
|--|--|---|--|---|---|
| Children receiving pupil premium funding to have opportunities to fill the social deprivation gaps and experience the fuller and wider enriching learning opportunities other children have; so they experience a wider language pool and more complex reasoning skills. | To enable a fund to be help for pupils to access educational visits, residential trips, school uniform, artist in residence, Forest schools<br><br>Brisley £ 2000<br>Weasenham £3000<br>Rudham £7000   | Providing children with social opportunities, enhancing their learning and ensuring barriers of finance are taken away enables children to be equal with their peers.<br>Experience to wider social activities along with the impact that language rich environments has on developing a greater understanding of the world | Planned Pupil Premium activities.<br><br>Funding available for residential and educational visits.<br><br>Funding for school uniform enabling children to part of the school community.<br><br>Funding to support Forest Schools with external provider. | RF<br>BF<br>BA<br><br>Resources Committee<br>LO<br>MP | Pupil interviews<br><br>Project evaluations<br>Review meetings<br><br>July 2020 PP review |
| IMPACT   | Termly review and evaluation   |   |  |   |   |
| <b>Total budgeted cost</b>   |  |   |  |   |   |
| <b>ii. Targeted support</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>                                     | <b>When will you review implementation?</b>   |
| Higher percentage of pupils achieving ARE in both KS1 and KS2  | Providing a teaching assistant to support children across the federation to support children within the classroom and support intervention work.<br>Maths and writing intervention for targeted children<br><br>Brisley £2500<br>Weasenham £3000<br>Rudham £5000 | Providing clear learning enhancement for children that link into class learning as well as providing intervention support on misconceptions and building on prior learning.<br>Additional resources to support the needs of the pupils.   | Weekly sessions planned for English and Maths.<br><br>Agreed children to focus on.<br><br>Targeted support in areas of weakness or development.  | RF<br>BF<br><br>BA<br>Standards Comm                  | Half termly pupil meetings<br><br>July 2020 PP review                                     |
| IMPACT   | Termly review and evaluation   |   |  |   |   |

|   |   |   |   |   |   |
|---|---|---|---|---|---|
| <p>Children receiving pupil premium funding to have opportunities to fill the social deprivation gaps and experience the fuller and wider enriching learning opportunities other children have; so they experience a wider language pool and more complex reasoning skills.</p> | <p>Speaking and listening interventions and materials.<br/>Update staff training.<br/>Upskilling for staff to support TA's in all areas.</p> <p><b>Brisley £1460</b><br/><b>Weasenham £1960</b><br/><b>Rudham £3000</b></p> | <p>Enabling children to access specific support to enable them to overcome barriers and become independent, resilient learners.</p> | <p>Planned support projects</p> <p>Purchase of Soundwell Early maths tests<br/>Books for Elklan<br/>Annual subscription for ARROW</p> | <p>RF<br/>BF<br/>Resources<br/>Govs<br/>BA LO</p> | <p>Half termly pupil meetings<br/><br/>July 2020 PP review</p>                    |
| <p>IMPACT</p>   |   |   |   |   |   |
| <b>Total budgeted cost</b>  |   |   |   |   | <p><b>Brisley £11460</b><br/><b>Weasenham £12460</b><br/><b>Rudham £34300</b></p> |

**Total costing using Pupil Premium Funding 2019-20**

These figures are subject to change during the school year.

The additional fund for Rudham are spent specifically on the needs of our LAC children, therapy support and well-being.