

# Pupil Premium Strategy Statement 2020-2021

## Hope Federation of Church of England Primary Academies

<b>Academic Year 2020-21</b> <i>Based on budget allocation information from EFA</i>	<b>Brisley</b>	<b>Rudham</b>	<b>Weasenham</b>
<b>Total number of pupils</b>	71	90	41
<b>Total PP budget</b>	£16,140 (these are estimated amounts)	£36,670 (these are estimated amounts)	£17,160 (these are estimated amounts)
<b>Number of pupils eligible for PP (E6)</b>	13 pupils incl 1 service child	24 pupils + 1 x service child 2 LAC.	13 pupils
<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 2021	July 2021	July 2021

<i>Taken from early analysis of data July 2019</i>				<i>Pupils not eligible for PP (national average)</i>
	<b>Brisley</b>	<b>Rudham</b>	<b>Weasenham</b>	
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> ( <i>issues to be addressed in school, such as poor oral language skills</i> )		
A.	Pupils on entry have low Communication Language and Literacy Skills particularly with the current intake of children.	
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).	
C.	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> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
D.	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>
A.	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.	Higher proportion of children achieving expected standard and greater depth at the end of KS1 and KS2.	<ul style="list-style-type: none"> <li>Planning shows that gaps have been identified and are being systematically addressed.</li> <li>Plan for the development of pupils' writing across the curriculum.</li> <li>Ensure the writing curriculum is coherent, sequenced, progressive and that pupils are progressing well.</li> <li>Discussions with English subject leader and the Curriculum Champion provide evidence that pupils are progressing well</li> </ul>
C.	Higher proportion of identified children achieving expected and / or greater depth in Maths at the end of KS2 and Yr4 Times Tables Test, particularly low and middle attainers.	<ul style="list-style-type: none"> <li>Book scrutiny of arithmetic shows the curriculum is coherent, sequenced and effective in developing and improving pupils' skills.</li> <li>Pupils are more accurate and confident in their knowledge and understanding of arithmetic and can use and apply it accordingly.</li> <li>Pixl results evidence that pupils are improving their arithmetic skills and using/applying.</li> <li>Times table RockStars evidences an improvement in pupils' mental arithmetic abilities.</li> <li>Outcomes from Times table RockStars weekly tests show progress towards Yr4 expectations.</li> </ul>
D.	Children receiving pupil premium funding to have opportunities to fill the social deprivation	<ul style="list-style-type: none"> <li>Ensure children are included in wider curriculum learning</li> </ul>

	<p>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>such as educational visits, residential and clubs (at neutral cost).</p> <ul style="list-style-type: none"><li>• Ensure children have specific projects to 'plug' the social deprivation gap e.g. visiting artists, theatre, gallery and museum visits (SMSC).</li><li>• Emersion in rich language activities and interventions such as time to talk, socially speaking etc.</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 or working at a level needed for EYFS in CLL e.g. part time staff are made more full time to increase capacity for intervention. Brisley £3000 Weasenham £3500 Rudham £6000	To provide early intervention and support from EYFS builds solid foundation for future learning. As our classes work on a mixed age basis to have a HLTA / Cover Supervisor / TA dedicated to supporting or leading aspects of EYFS under the class teacher's direction ensure the full EYFS provision can be met.	HLTA / Cover Supervisor / TA to follow and deliver EYFS provision or release class teacher to do this. Provide additional phonics and early reading support as per the provision map for the academy. Both to collect evidence for learning progress and populate Tapestry and EYFS Profile with identified next steps for learning.	HoS – Weasenham EFYS teachers	Termly pupil review meetings. Book Looks Moderation July 2021 PP review in full.
Termly Reviews and evaluation notes					

<p>Higher proportion of identified children achieving expected and / or greater depth at the end of KS1 and KS2 in Reading and Writing.</p>	<p>Each teacher provided with additional support staff in class to ensure they have small group focused work in writing when appropriate. Use of recognised interventions such as PIXL to accelerate learning. Access training and resources to support learning e.g. GPS training, Access training from Chris Quigley to include enthusing vocabulary across the primary curriculum, an emphasis on the development of spoken language, making the move through early writing to sentence structure and correct grammatical use.  Brisley £5500  Weasenhams £6000  Rudham £13000</p>	<p>Providing additional bespoke learning packages for children that link to in class learning, provide support to make writing meaningful and connected to learning experiences across the curriculum. Additional focus taken from school improvement work on Reading, Writing and Vocabulary as identified in the SCP 2020-21.</p> <p>Pie Corbett training for 3 x staff members included</p>	<p>Weekly sessions planned for English – handwriting, presentation, GPS and extended writing. Agreed children to focus upon. Targeted support in areas of weakness or development. Targeted work on writing across the curriculum to practice skills and increase vocabulary.</p>	<p>Exec HT Standards Govs</p> <p>English Lead</p> <p>Standards committee PP gov champion</p>	<p>Termly pupil review meetings. BIF Reviews Book Looks Moderation July 2021 PP review in full. PIXL meeting with external associate x 5 per year. AGEP Visits Teaching Staff performance management reviews</p>
<p>Termly Reviews and evaluation notes</p>					

<p>Higher proportion of identified children achieving expected and / or greater depth in Maths at the end of KS2 and Yr4 Times Tables Test, particularly low and middle attainers.</p>	<p>Staff trained to effectively use the PIXL approach to intervention and support in Maths. Purchase of and use of Times table RockStars, Maths Frame and other maths resources for identified children to improve in pupils' mental arithmetic abilities.          Brisley £ 3000          Weasenham £3000          Rudham £10000</p>	<p>Providing additional bespoke learning packages for children that link to in class learning, provide support to make the practice of mental arithmetic and the wider use of mathematical skills across the curriculum. Additional focus taken from school improvement work on Maths as identified in the SCP 2020-21.</p>	<p>Daily Maths meet session. Regular use of Time Table Rockstars in school and at home. Agreed children to focus upon. Targeted support in areas of weakness or development. Targeted work on using and applying maths skills across the wider curriculum based on Maths Adviser support.</p>	<p>HoS  EHT Standards Govs</p>	<p>Termly pupil review meetings. BIF Reviews Book Looks Moderation July 2021 PP review in full. PIXL meeting with external associate x 5 per year. AGEP Visits Teaching Staff</p>
<p>Termly Reviews and evaluation notes</p>					
<p style="text-align: right;"><b>Total budgeted cost</b></p>					<p>Brisley £11,500          Rudham £29,000          Weasenham £12,500</p>

ii. Targeted support					
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 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 hold a fund for pupils to access to support educational visits, residential in KS2 and projects for enrichment. Brisley £2500 Weasenham £3000 Rudham £5000	Providing children with social opportunities, enriching their learning and ensuring barriers of finance are removed places them in an equal footing to their peers. Experiencing wider social activities and immersing them in language impact son reading and writing outcomes as well as developing a mature understanding of reasoning. Including the National Wellbeing Pilot scheme for Weasenham ½ to be paid from last year's funding. £2,700 in total.	Planned pupil premium projects. Funding available for residential and educational visits.	HoS  Finance Govs	Termly pupil review meetings. Resources LGB Meetings (Termly report)  July 2020 PP review in full.
Termly Reviews and evaluation notes					

Targeted support					
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 are provided with a range of educational and life experiences which contribute to their personal, social and emotional development.	Class visits/trips Trips and visits to educational centres enhance learning and provide first hand experiences. Brisley £1,000 Weasenham £1,000 Rudham £1,000	This develops language, put learning in context and gives children an opportunity when they make not necessarily get a chance to do so. PP funding is focused on reducing the cost of trips and paying fees for PP children who may not be able to meet the costs	Monitor expenditure and plans in curriculum overviews	Exec HT/FBM/ HoS	Review and track number PP chn extra contributions
Termly Reviews and evaluation notes					

Targeted support					
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?
To ensure that children and parents understand the importance of good attendance and the impact it has on learning and progress. Increase the % of children meeting the	Improving attendance Brisley £500 Weasenham £250 Rudham £500	Children receive attendance certificates each half term with a small reward. Children have an opportunity each half term to gain 95% , 100% or improved attendance certificates.	Numbers and cost reviewed regularly	Exec HT/ national attendance requirements.	
Termly Reviews and evaluation notes					

Targeted support					
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?
To ensure that children from deprived backgrounds have the opportunity for breakfast and that this helps children to settle into the school day.	Breakfast and snack provision Brisley £500 Weasenham £200 Rudham £500	Breakfast and a drink are provided at the beginning of the day for children to ensure that they have the required energy to help them in their learning. This also helps them to regulate their emotions.	Numbers and cost reviewed regularly	Hos and Classteachers	
Termly Reviews and evaluation notes					
				<b>Budget cost</b>	<b>Brisley £5500 Rudham £4,500 Weasenham £7500</b>

### Total costing using Pupil Premium Funding 2020-21

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.

#### Additional information

	<b>Brisley</b>	<b>Rudham</b>	<b>Weasenham</b>
<b>EAL (English as an additional language) National Average 21.3%</b>	0%	2.3% = 2 pupils	5.4% 2 pupils
<b>Pupil Premium 2019/20</b>			
<b>National Average</b>	22.6%	22.6%	22.6%
<b>School 2019/20</b>	11.6%	22.1%	24.3%
<b>School 2020/21</b>	18.3%	26.6%	31.7%
<b>Attendance 07/09/2020 - 21/10/2020</b>	98.83%	96.93%	92.98%