**Endsleigh Holy Child VC Academy**

**Pupil premium strategy statement 2020- 2021**

**(3 year rolling plan) progress for last year reviewed and alterations to plan for current academic year highlighted).**

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| **1. Summary information** | | | | | |
| **School** | Endsleigh Holy Child VC Academy | | | | |
| **Academic Year** | 2020-21 | **Total PP budget** | £ 34, 280 | **Date of most recent PP Review (updates in yellow)** | April 2021 |
| **Total number of pupils** | 318 | **Number of pupils eligible for PP** | 22 | **Date for next internal review of this strategy** | September 2021 |

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| **2. Current attainment** | | |
| Previous year data due to COVID impact | *End of KS2 (2020)* | *Pupils not eligible for PP (national average)* |
| **End of KS2 % achieving expected standard or above in reading, writing and maths** | 80% ARE, 5% Above | No National average this year due to Covid 19. |
| **% achieving expected standard in reading** | 90% ARE |
| **% achieving expected standard in writing** | 78% |
| **% achieving expected standard in maths** | 88% |

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| **3. Barriers to future attainment (for pupils eligible for PP, including high ability)** | |
| **In-school barriers** *(issues to be addressed in school, such as poor oral language skills)* | |
| ALower than average levels of **connce** | confidence which can affect attitudes to learning, social skills and behaviour. Smaller group of children affected. |
| B Lower starting points in oracy and reading skills, restricting access to the curriculum in Writing and Reading. | |
| C: Maintain attendance figures through providing breakfast club provision. | |
| External barriers *(issues which also require action outside school, such as low attendance rates)* | |
| D: Personal circumstances leading to social and emotional issues which can affect learning and behavior. | |
| E: Lack of engagement through national lockdown which has resulted in gaps in learning. | |
| **4. Desired outcomes** | |
| *Desired outcomes and ho* | *w they will be measured Success criteria* |

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| **A.** | Improved outcomes for pupils as additional support and intervention is provided to meet individual needs. Monitoring of ‘incidents’ to inform case studies and demonstrate impact. Pupils achieve high levels of support with emotional well being to ensure they can make progress in all aspects of social, emotional and academic provision | Rapid progress in core areas for pupil benefiting from tailored provision, including ELSA 1:1 and group work, legotheraplay and friendship groups. Where provision is pitched well rapid progress in learning attitudes and therefore across the curriculum is seen. Pupils demonstrating improved attitudes to learning and a readiness to learn. Increase in percentage of pupils achieving expected and greater depth.  Pupils are quickly identified and impact of COVID lockdown accessed to start actions immediately and thus improve impact/progress levels |
| **B.** | Pupils rapidly closing the gap on all other pupils nationally as they move through the school. Developing greater grasp of language and applying this to their reading and writing. Early provision which intervenes to enhance provision of early language. Measured through assessment, regular scrutiny and comparison against national other. | EYFS outcomes particularly in speaking, reading and writing increasing, closing the gap with all others nationally Gaps quickly identified on return to school September 2020 and actions put into place. This happened again at the end of the Spring 2021 lockdown.  Phonics provision and screening results that close the gap to national and are improved on the previous year.  KS1 data showing rapid progress in diminishing the difference from judgements at the end of FS. More pupils who pass the phonic screening in Y1 converting to achieving the year 2 reading standard. |
| **C** | Attendance of pupils eligible for PP diminishing the difference with other pupils. Measured through regular tracking, individual pupil case studies and SLT meetings. Reduction in numbers of PA PP pupils. Continue to support our children and families to improve attendance rates and punctuality. | Attendance rates continue to improve. All staff are aware of the children in their classes that are eligible for PP and have attendance issues. They can effectively signpost families for support – attendance monitored in line with new trust policy by the DSL.  Attendance is in line with all others or diminishing the difference but also targeting a minimum of 96% and reductions in PA.  (Given the current pandemic this will be difficult to achieve, however, remains of highest priority and challenge and support continues to be implemented). |
| **D and E.** | Disadvantaged pupils display good attitudes to learning and have a (family) community, that is increasingly supportive of academic excellence and outstanding behaviour. Increased levels of parental engagement. | Families work in partnership with the school to support and challenge children in their social and academic learning. Increase in engaging parents and agencies. Decrease in incidents involving inappropriate behaviour/poor attitudes to learning. Supported by the DSL. |

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| **5. Planned expenditure** | | | | | |
| **Academic year** | **2020- 21** |  |  |  |  |
| 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?** |
| A  Improved outcomes for pupils as additional support and intervention is provided to meet individual needs. Monitoring of ‘incidents’ to inform case studies and demonstrate impact. | * Early intervention to support small groups and individual children in basic skills, speech and language, phonics boosters, lowest 20% readers heard daily * Experienced TAs to support Teaching and Learning of small groups and one to one. * 1:1 specific intervention also occurs. | Outcomes in writing restrict outcomes in EYFS and KS1.  EEF toolkit – evidence suggests TAs can have a positive impact on achievement. | Interventions are reviewed termly by the intervention team led by the HOS and includes the SENDCO.  Monitor progress at assessments points.  Class teacher reviews interventions termly. | HOS/SENDCO. | Continuous day to day assessment of pupils as well as termly assessments. |

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| B.  Pupils rapidly closing the gap on all other pupils as they move through the school. Developing greater grasp of language and applying this to their reading and writing. Early provision which intervenes to enhance provision of early language. Measured through assessment, regular scrutiny and comparison against national other. | Teaching using Focus reading, implementing a whole school, consistent approach,  Lowest 20% are heard read daily by TAS. | Whole class approach allows access for all children, key reading skills are shared. | * Quality assured through the Trust. * Termly pupil progress meetings discussing lowest achievers. | | Reading Lead and trust support to review. | Termly. |
|  |  |  |  | **Total budgeted cost** | | £10,000 |
| **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?** |
| D. Disadvantaged pupils display good attitudes to learning and have a (family) community, that is increasingly supportive of academic excellence and outstanding behaviour. Increased levels of parental engagement. | ELSA support for children.  Friendship group and 1:1 ELSA if required.  Lego Theraplay. | Supporting the wellbeing will provide children with a toolkit allowing them to be ready to access learning. Solid relationships to access learning.  Support from within the school helps reinforce positive views of the school through an open and supportive network. | Monitored through pupils engagement levels during break times etc as well as as ELSA pre/post assessments. | | DSL | Daily assessments on children, half-termly reviews. |

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|  |  |  |  | **Total budgeted cost** | | £9300 |
| **iii. Other approaches** | | | | | | |
| **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?** |
| Attendance of pupils eligible for PP diminishing the difference with other pupils. Measured through regular tracking, individual pupil case studies and SLT meetings. Reduction in numbers of PA PP pupils. Continue to support our children and families to improve attendance rates and punctuality. | Attendance lead to monitor pupils and follow up quickly on absences. First day response provision. Implementation of policy and specific monitoring and action of vulnerable pupils  Breakfast club provided for free for PP/FSM children. | In order to improve attainment, we must improve attendance.  Trust-wide attendance policy has been implemented with rigorous monitoring to improve attendance. | Implement Trust Policy and inform  parents and staff of children’s attendance.  Weekly SLT reports on Attendance – standing weekly agenda item. | | DSL | Regular attendance review by DSL. |
|  |  |  |  | **Total budgeted cost** | | £15 000 |

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| 1. **Review of expenditure** | | | | |
| **Previous Academic Year 2019/2020** | |  | | |
| 1. **Quality of teaching for all** | | | | |
| **Desired outcome** | **Chosen action/approach** | **Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | **Lessons learned**  (and whether you will continue with this approach) | **Cost** |
| A  Improved outcomes for pupils as additional support and intervention is provided to meet individual needs. Monitoring of ‘incidents’ to inform case studies and demonstrate impact. | Early intervention to support small groups and individual children in basic skills, speech and language, phonics boosters, lowest 20% readers heard daily  Experienced TAs to support Teaching and Learning of small groups and one to one.  1:1 specific intervention also occurs. | Data shows areas to develop due to lockdowns. | SEN provision continues to improve with the Inclusion Team. Interventions have been monitored and their effectiveness evaluated with new routines and structures becoming embedded.  These interventions are reviewed on a termly basis in partnership with the class teacher and members of the Intervention Team. | £5,000 of TA salaries spent on TA interventions. |
| B. Pupils rapidly closing the gap on all other pupils as they move through the school. Developing greater grasp of language and applying this to their reading and writing. Early provision which intervenes to enhance provision of early language. Measured through assessment, regular scrutiny and comparison against national other. | Teaching using Focus reading, implementing a whole school, consistent approach,  Lowest 20% are heard read daily by TAS. | To develop staff CPD in Talk for Writing to  implement the strategy across the EYFS  to encourage talk and speaking and  listening through creative approaches to  inspire and motivate children.  Early intervention to support small groups  and individual children in speech and  language. | Regular staff development by Literacy Lead built on good practice developed the previous year when all staff were trained on TFW.  As a result of both national lockdowns, we have identified a need for developing a consistent approach across the whole school and this will be continued in 2020/2021.  Small group basic skills literacy interventions took place throughout the year to ensure at least expected progress throughout. This support is continuing in class.  New Writing lead in Summer 2021 is actively embedding TFW across the school following recent moderations and monitoring sessions. | £5,000 of TA salaries spent on TA interventions. |
| C.  Attendance of pupils eligible for PP diminishing the difference with other pupils. Measured through regular tracking, individual pupil case studies and SLT meetings. Reduction in numbers of PA PP pupils. Continue to support our children and families to improve attendance rates and punctuality. | Attendance lead to monitor pupils and follow up quickly on absences. First day response provision. Implementation of policy and specific monitoring and action of vulnerable pupils.  Breakfast club provided for free for PP/FSM children. | In order to improve attainment and progress, attendance must be improved. Trust-wide attendance policy has been implemented with rigorous monitoring to improve attendance. | Attendance procedures for the Trust are followed. The impact of strategies within the school could not be fully embedded due to the pandemic.  Starting in the Autumn term, the Trust procedures are still being followed and the SLT discuss attendance concerns on a weekly basis.  Breakfast club is free for PP children and this will be continued in 2020-2021.  PA children will continue to be supported by the DSL for the school. | £10,000 of TA salaries spent on free Breakfast club places for PP children.  £5000 used to offer free Breakfast club places. |
| D/E Disadvantaged pupils display good attitudes to learning and have a (family) community, that is increasingly supportive of academic excellence and outstanding behaviour. Increased levels of parental engagement. | ELSA support for children.  Friendship group and 1:1 ELSA if required.  Theraplay. | Previous ELSA work demonstrates a positive impact and pupil voice is positive about ELSA work.  Pre-work with pupils with emotional intervention can impact positively on wellbeing and academic achievement. | Increasing numbers of pastoral incidents have been recorded on CPOMS and more families relied upon the school for support during the National Lockdown (March 2020-July 2020).  The school provided the support in the delivery of food parcels, weekly check ins, FSM voucher support as well other support.  The ELSA needs have increased the school has taken more of the Safeguarding and Well being lead’s time to lead the interventions.  Due to more children requiring ELSA support after the latest Spring lockdown, the lead has trained a member of the SEN Inclusion team to ensure all children who need ELSA are receiving the weekly support. | £9300 used as part of Safeguarding and Well being lead’s salary to offer ELSA support to those children who need it. |