

E-ACT

Pupil Premium strategy statement for 2018-2019

The barriers to learning set out below reflect some deep seated and seemingly intractable socio-economic issues which do not lend themselves to “quick fixes”.

Therefore school uses a large part of its pupil premium money to “bear down” on these barriers consistently over a number of years as a longer term investment in the academic future of our children. For example, spending on school trips and free extra - curricular clubs is a regular item of expenditure.

Within this overall approach, there will be a degree of variation in how pupil premium money is spend on an annual basis in response to specific performance data and the particular concerns this may through up.

Furthermore, the senior leadership of the school does look critically at the impact this spending is having on outcomes for all children, but especially the disadvantaged. Expenditure that does not improve outcomes is redirected as and when necessary to make the best possible use of public monies.

Barriers to learning

A, Narrow experience of life outside school

B, Poor early speech and language development

C, Speaking, reading and writing issues reflecting English as a second language for many

D, Very low baseline attainment on entry into Nursery across all areas of learning, but especially social, emotional and personal development and communication.

E, Parental disengagement / low aspirations/ misplaced ideas around ways of learning

F, Limited access to high quality reading materials outside school

G, Attendance and punctuality issues

H, Safeguarding and emotional barriers

G, Children with Special needs whose learning issues are compounded by some of the above

Pupil Premium Action Plan 2018/19

Aims	Actions	Success Criteria	Costs
<p>A-To combat the narrow experience of life outside school To widen the range of opportunities for many children to visit new places and have new experiences for the educational value linked to themes, social developments and to support Social, Moral, Spiritual and Cultural development</p>	<ul style="list-style-type: none"> • Future's curriculum, where costing are needed, to be funded, (e.g. the theatre) and the E-Act passport • Forest school experiences • Enabling Enterprise • Supporting cost of trips and visits to engage pupils in learning and impact on attainment • Year 6 rewards and incentives throughout the year to support raising of aspiration • Extend pupils life experiences to indirectly raise attainment in reading, writing and maths. Develop pupils Social, Moral, Spiritual and Cultural (SMSC) knowledge and skills. <p>Extend the curriculum to bring in visitors into school such as Artist in residence, drumming workshops, Space dome, dance workshops, Circus Skills act, animal workshops etc.</p>	<ul style="list-style-type: none"> • 100% of pupil premium children access a wide range of experiences, different to those they have access to at home. • Pupil voice demonstrates that they learnt new things from the wider range of experiences. • 95% of pupils have benefited and learnt from visitors into school such as Artist in residence, drumming workshops, Space dome, dance workshops, Circus Skills act, animal workshops etc. • 	<p>£20,000</p>
<p>B-To eradicate poor early speech and language development</p>	<ul style="list-style-type: none"> • Two-year-old weekly sessions to run from January- September with specific staff to focus on language development for pp children. • WELCOM sessions to run weekly for all EYFS PP children. • Weekly parent sessions focusing on language development and vocabulary building. • In EYFS develop word for the day and word for the week. • Daily pronunciation and diction lessons to help pupils enunciate words. • Listening activities build up pupils' knowledge and understanding about different vocabulary e.g. wait, stop, halt, hang on, • Extend screening for speech and language issues to all pp children in the nursery – screening undertaken by “bought in “ speech therapist • Introduce new intervention in Year 1 called “ Speech bubbles” 	<ul style="list-style-type: none"> • PP children to start EYFS in line with age-related expectations for speech and language and to remain at least in line with other children by the end of EYFS • PP pupils have accelerated progress in speech and language. They move more than a year in development matters in 10 months. • EY identification of need, then put in place intensive early support 1 to 1 or in groups as required. • Target those disadvantaged pupils entering Y1 without GLD. Intervention aimed at development of speaking and listening skills, communication skills, confidence and wellbeing 	<p>£25,000 Additional staffing for EYFS to enable facilitation of external sessions in addition to more focused provision within the school setting. £2000 for Speech therapist £2500 for Speech bubbles EEF recommended intervention</p>
<p>C- To address the issues that may arise due to pupils speaking English as an additional language.</p>	<ul style="list-style-type: none"> • A program of study for EAL PP children to run weekly to assess their ability to access age-appropriate curriculum and fill any gaps accordingly. • Training for TAs and teachers in key elements of supporting EAL pupils including making learning visual, using key words, using some home language, developing conceptual development practically. • Every class to have a word for the day and words for the week. Buy an IT class aid to enable pupils to ask questions to 'Alexa' when unsure about a word or a term. • Lessons to focus much more on vocabulary and its meaning, appropriateness of words and vocabulary. 	<ul style="list-style-type: none"> • PP EAL children achieve at least in line with their peers at the end of each year group and in line with national other pupils at the end of R, Y1, Y2 and Y6. 	<p>£60,000 Additional teachers in each year group to deliver EAL program IT equipment in each year. Visual resources and home language resources and key words.</p>

<p>D, To address the issue of very low baseline attainment on entry into Nursery across all areas of learning, but especially social, emotional and personal development and communication</p>	<ul style="list-style-type: none"> Weekly sessions for parents of two-year-olds detailing the ways in which they can better support their children's development, run by EYFS teaching assistants. Holiday clubs to run specifically aimed at PP EYFS children to explore social, emotional and personal development and communication. Through June and July, hold sessions for children who are starting Nursery in September teaching them key elements of PSED expectations such as taking turns, sharing, making eye contact, dressing, how to locate their names to self-register, how to ask for help etc. 	<ul style="list-style-type: none"> PP children to start EYFS in line with other children and remain at least in line throughout EYFS. 	<p>See above £25,000 Additional EYFS specialist TAs who will work in provision in addition to running the sessions</p>
<p>E, To address the issue of parental disengagement / low aspirations/ misplaced ideas around ways of learning</p>	<ul style="list-style-type: none"> Parental workshops to take place weekly to support parents to raise their aspirations and those of their PP children, for example, employability skills etc. Barclay's Life Skills programme to be used. Future's club to continue to raise parents' aspirations and that of their children with a WRM focus. Academic/ Curriculum workshops to take place weekly so that teachers can develop parent capacity to support delivery of the curriculum. Visits to colleges, universities, places of work to raise parents' and pupils' expectations of work. Develop enterprise skills to enable pupils in the future to have the skills to have their own businesses and self-employ. 	<ul style="list-style-type: none"> Parent voice to show greater understanding of how to support their child's learning and engagement. Pupil voice shows a shift from the start to the end of year about aspirations for the future and also of their attainment. Pupils' attainment to be at least in line with non PP pupils nationally at the end of R, Y1, Y2 and Y6 	<p>£48,981 Family support worker salary Pastoral/ Parental engagement TAs £96,000 Additional teachers in each year group with subject specific responsibilities. See above</p>
<p>F, To address the issue of limited access to high-quality reading materials and basic resources to support with learning outside school.</p>	<ul style="list-style-type: none"> Purchase additional books for pp children. Additional reading sessions and library sessions for pp children. All pp children to be enrolled in the local library All pp children to receive a home learning kit including basic resources and more subject specific resources including revision guides and multiplication squares for example. PP have access to a homework club and space. 	<ul style="list-style-type: none"> PP children reading attainment to be at least in line with other children at the end of each key stage PP home learning engagement to be in line with other pupils. 	<p>£5000</p>
<p>G, To address attendance and punctuality issues. To improve team capacity to respond to attendance issues, therefore impacting positively on attendance. To ensure personalised support through phased interventions, early intervention and home visits can take place to support the attendance of PP children.</p>	<ul style="list-style-type: none"> Attendance officer Parent meetings to work closely with parents to identify and address barriers to attendance Half termly rewards. Layers of letters i.e. green 97%+; yellow 95%+; amber 93%+; red 91%+ each half term. Half term report to parents about punctuality, attendance, homework and reading. Monitoring: Data collected 6 x a year. Pupil progress reviews term 2. Whole school PP against Non PP attendance analysed weekly. 	<ul style="list-style-type: none"> PP attendance to be at least in line with that of other children nationally. The % of pupils who are persistently absent is not higher than national average for PA. 	<p>£36,670</p>
<p>H, To address safeguarding and emotional barriers. To support children and families in order to provide nurturing support to safeguard children and remove barriers to learning.</p>	<ul style="list-style-type: none"> Learning mentor Social worker 4 x Pastoral TAs 	<ul style="list-style-type: none"> 100% of pp children say that they feel safe in school and at home Following assessment, 100% of identified pp children accessing appropriate therapies/ learning mentor/ TA sessions to ensure that they are equipped to access the curriculum effectively. Outcome targets for age-related expectations met and gap closing for these targeted pupils. More families receiving early intervention. 	<p>Salaries for: learning mentor; social worker - senior family support worker; 4 x Pastoral TAs; resources to support session delivery - £3,000</p>

To increase children's confidence as they prepare for SATs and to prevent a long break in learning.	<ul style="list-style-type: none"> • Small group SATs revision in preparation for May • After school clubs for PP children • Holiday clubs for pp children • Exam practice of SAT papers from the past in exam conditions. • Speed reading exercises. • 1:1 counselling and group counselling to help pupils to relax • 	<ul style="list-style-type: none"> • Pupil voice at different points through the year shows an increase in confidence. 	£5000 for holiday and after school clubs Costs for revision guides to support home learning
To ensure pp children have access to high-quality outdoor learning provision	PP children to attend Forest Schools sessions. PP children to access weekly sessions in the outdoor learning space on site. School will fund PP pupils' visits and trips to make sure they attend. Investigate Commando Joe scheme and Royton and Crompton's cadet initiatives.	PP children to develop resilience, team building, co-operation skills. Outcomes for pp children to be at least in line with national Equipment encourages pp children to be active during and after school and prepare them for learning. There is a reduction in lunchtime incidents for pp children.	Outdoor learning lead (Learning mentor) £24,000 playground equipment
Maths apparatus to support acquisition of conceptual development.	We recognise the need for all pupils but especially the disadvantaged, to grasp the fundamental concepts of place value and number – school is using a models and images approach which requires significant additional apparatus.	PP children are able to use resources effectively to develop conceptual development resulting in PP children attaining at least in line with their other peers and at least in line with national data. Children's higher order thinking skills are developed	£10,000
Children Improve Reading Challenge books Additional guided reading resources	Purchased longer, more demanding quality novels for all year groups – raise expectations and raise attainment in reading. Additional guided reading resources – especially aimed at challenging PP pupils – both the less able and the most able Reading support PP Year Six Two days targeted support from Senior teacher	PP Children are able to access y6 sats materials more effectively and achieve better outcomes at the end of each key stage. Raise standards of ks2 Reading to at least in line with National data 60 pupils in Y6 taught by 3 teachers and TA – enabling highly targeted English and maths – setting in ability groups and daily guided group work.	£10000
To raise aspirations and develop higher order thinking skills	. Philosophy for children program to be delivered to all pp children across the academy	PP children attain at least in line with their other peers and at least in line with national data. Children's higher order thinking skills are developed	£2500
To ensure that all pp children are able to access their education as effectively as possible. To raise their self-esteem and to increase motivation.	A systematic program of support to develop Resilience, exam training, Develop Respect Anti - Bullying Communicate with Ease Enhance Positive Attitude Increase Concentration Confidence Building Overcome Anxiety Increase Concentration School/College Transition Reduce Exam Stress	Pupil voice, lesson observations and outcomes show that children are able to access their education effectively demonstrate the traits shown to the right.	£10000
at year six To improve outcomes	PIXL intervention programme for Y6 Most able	Targeted support in maths and English focused on those children who are borderline expected standard and also those who are borderline Greater Depth (more able)	£7500

		Total	£360,671
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