

Pupil premium strategy statement 21-22



School overview

School name	Reffley Academy
Pupils in school	367
Proportion of disadvantaged pupils	15% (55 pupils)
Pupil premium allocation this academic year	£73,975
Academic year or years covered by statement	2021/2022
Publish date	6 th September 2021
Review date	13 th December 2021
Statement authorised by	Lisa Cook
Pupil premium lead	Helen Fendley
Governor lead	Matt Parkinson

Disadvantaged pupil progress scores for last academic year

Measure	Score (Teacher assessment based on in school SATs testing)	
	Key Stage 1	Key Stage 2
Reading	54%	44%
Writing	54%	44%
Maths	54%	44%

Strategy aims for disadvantaged pupils

Measure – by the end of July 2022	Score
Meeting expected standard at KS2	73% (8/11 pupils)
Achieving high standard at KS2	18% (2/11 pupils)

Measure	Activity
Priority 1	To increase the percentage of pupils eligible for Pupil Premium funding achieving ARE.
Priority 2	To increase the percentage of pupils eligible for Pupil Premium funding achieving greater depth.
Priority 3	To decrease the time lost to learning through lateness and absence.
Barriers to learning	<ul style="list-style-type: none"> Historically too few pupils (eligible for Pupil Premium funding) have achieved ARE.

these priorities address	<ul style="list-style-type: none"> Attendance and punctuality of pupils eligible for Pupil Premium funding are not as good as for 'all' pupils. Many children who are eligible for Pupil Premium funding have not had the exposure to a broad range of experiences and knowledge that others bring to their work. Some families have additional challenges within their homes and family life which can impact on pupils' ability to access learning.
Projected spending	£73,975

Teaching priorities for current academic year

Aim	Target	Target date
To provide families with the support they need to enable pupils to arrive at school, on time and ready for their learning.	<ul style="list-style-type: none"> All pupils eligible for PP will have an attendance rate of 96% or better. All pupils eligible for PP will have 0 late minutes. 	4 th July 2022
To raise attainment of pupils eligible for PP funding through the use of targeted intervention.	<ul style="list-style-type: none"> The number of pupils who are eligible for PP funding are achieving age related expectations (ARE) in line with the national average for all pupils. The number of pupils who are eligible for PP funding are achieving greater depth (GD) in line with the national average for all pupils. 	4 th July 2022
To ensure pupils eligible for pupil premium funding have access to a range of experiences.	<ul style="list-style-type: none"> Pupils are issued with a personal budget which is managed through the academy office. Pupils access clubs/trips in line with all pupils. 	4 th July 2022
To ensure all pupils have access to a quality curriculum.	For all pupils to be able to articulate their knowledge and understanding across the curriculum at an age appropriate level.	4 th July 2022

Targeted academic support for current academic year

Measure	Activity
Pastoral support	To employ a dedicated pastoral support Teaching Assistant to work with families – to include: Pastoral Support Plans; Family Support Plans; breakfast club; thrive and attendance interventions.
Intervention	To allocated two 27.5-hour teaching assistants to undertake targeted interventions using Pixl resources and phonics activities.

Personal budget	Allocated an individual budget for each child eligible for PP. Liaise with parents/carers to explain what the budget can be used for and encourage take up of clubs/trips and other requests.
Projected spending	£56,000

Wider strategies for current academic year

Measure	Activity
Broad and inclusive curriculum	Pupil Premium funding to support the salary of the Assistant Headteacher whose role is to improve the quality of teaching and learning for all pupils through: <ul style="list-style-type: none">• monitoring,• peer coaching,• modelling,• use of assessment to ensure that our lessons and interventions are addressing the learning needs of pupils who fall behind.
Projected spending	£18,000

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	To accurately measure the impact of teaching in non-core subjects.	<ul style="list-style-type: none">• Use of knowledge organisers as an assessment tools.• Talking to pupils about what they have learnt.
Targeted support	<ul style="list-style-type: none">• Pupils not being present for the timetabled intervention due to lateness or absence.• Finding a suitable space to undertake a focussed intervention.	<ul style="list-style-type: none">• Attendance of all pupils is reviewed every 2 weeks.• Pastoral Support teaching assistants keep in regular contact with families and provide support/challenge as required.• Available learning spaces are timetabled.• Technology is used to All spaces timetabled, use of technology to ensure intervention is targeted to fill gaps only relevant to that child.
Wider strategies	Older pupils have gaps in their knowledge in non-core subjects.	Pre teaching is put in place to teach pupils the key information required to access the age related content in non-core subjects.

Review: last year's aims and outcomes

Aim	Outcomes
All children eligible for Pupil Premium to have access to precision teaching to address their specific curriculum difficulties.	<ol style="list-style-type: none"> 1. There is an increase in the % of pupils eligible for PP reaching age related expectations in English and maths combined (evidence: academy end of year assessment data July 21) 2. Tracking data shows that attainment of PP pupils in all year groups has improved when compared to previous years. 3. Curriculum reviews undertaken in the summer term 2021 showed that pupils eligible for PP funding were, on the whole, able to articulate their learning in all subjects. 4. The data shows that intervention strategies used have been successful. These will continue in 21/22.
All families of children who are eligible for Pupil Premium have access to targeted support to meet their wider social and emotional needs.	<ol style="list-style-type: none"> 1. Through half termly inclusion meetings, a range of appropriate support was put in place and reviewed for all pupils eligible for PP funding. 2. 13 families received input from a menu of activities/support that was academy and/or external service led. 3. As a result of targeted support/intervention, there is a reduction in the number of families requiring FSP and PSP plans. 4. A thrive assessment and follow up interventions were undertaken with all pupils eligible for PP funding. The following impact can be evidenced: - <ul style="list-style-type: none"> • 6 out of 10 pupil premium made progress. • 3 out 10 stay in the same thrive band.
Access for all children to a broad range of experiences to enhance the curriculum.	<ol style="list-style-type: none"> 1. All pupils eligible for PP funding accessed their personal budget. 2. No pupil was disadvantaged/missed out (trips/clubs) due to financial constraints. 3. 37 (out of a possible 55) pupils eligible for PP accessed after school clubs. 4. Teachers, parents and pupils have reported that pupils have grown in confidence and have been able to access activities/experiences that parents/carers could not have otherwise afforded. 5. Moving forward, taster sessions will be offered to all pupils as a way of encouraging those pupils who have previously not taken up the offer of clubs.