

# Ad Meliora Trust - Pupil premium strategy statement

1. Summary information				
<b>Academy</b>	Ad Meliora Trust – Reffley Academy			
<b>Academic Year</b>	September 18 – August 19	<b>Initial total PP budget - £94,900</b>	<b>Date of most recent PP Review</b>	Reffley – September 2017
<b>Total number of pupils</b>	421	<b>Number of pupils eligible for PP</b>	73	<b>Date for next PP Strategy Review</b> Summer 2019

2. Current attainment May 2018 data.		
<b>End of KS2</b>	<i>Y6 pupils eligible for PP</i>	<i>Y6 pupils not eligible for PP (national average)</i> <i>Data currently not released 2016</i>
<b>% achieving expected standard in reading, writing &amp; maths</b>	15.4%	43.8%
<b>% making at least expected progress in reading</b>	30.8%	18.8%
<b>% making at least expected progress in writing</b>	38.5%	39.6%
<b>% making at least expected progress in maths</b>	30.8%	29.2%
<b>End of KS1</b>	<i>Y2 pupils eligible for PP</i>	<i>Y2 pupils not eligible for PP (national average)</i>
<b>% achieving expected standard in reading, writing &amp; maths</b>	44.4%	66%
<b>% of children meeting the required standard in the Y2 phonics retakes</b>	62.5%	

<b>% making expected progress from EYFS – Y2 in reading</b>	77.8%	90%
<b>% making expected progress from EYFS – Y2 in writing</b>	88.9	94%
<b>% making expected progress from EYFS – Y2 in maths</b>	100%	91%
<b>Notes</b> – leaders recognise that the changes made to the way the academy uses Pupil Premium funding have not resulted in sustained improvement.		

### **3. Barriers to future attainment (for pupils eligible for PP)**

#### **In-school barriers** *(issues to be addressed in school, such as poor oral language skills)*

There has been a lack of forensic tracking at a class and whole school level over a long period of time. This has resulted in insufficient targeting of children who are eligible for pupil premium. Resources have been used to support key marginal children who have not always been those children who are eligible for pupil premium.

Leaders recognise that the academy curriculum is no longer fit for purpose and does not meet the needs of the children. There have been limited exposure to quality learning experiences beyond the classroom.

Leaders recognise that teaching overtime has not been as thorough and consistent as is required for all children to make good progress.

#### **External barriers** *(issues which also require action outside school, such as low attendance rates)*

There are 73 children who are eligible for pupil premium funding. For this group, 5095 minutes of learning have been missed through lateness. This is 2000 more minutes than non-pupil premium children (73 PP children /319 non PP children). A minority of families make up the majority of the missed minutes.

4. Outcomes <i>(Desired outcomes and how they will be measured)</i>	Success criteria
<p>A. Establish a curriculum that meets the needs of children at Reffley Academy and is fit for purpose. The curriculum: -</p> <ol style="list-style-type: none"> <li>1. Is based around a shared, high quality text to expose all children to good literature.</li> <li>2. Has well planned, high quality shared experiences in the form of trips or visitors, linked to the curriculum and exposes all children to a broader range of learning experience.</li> <li>3. Has access to nurture provision, which is bespoke to meet children's individual needs, for those children who have times where they struggle to maintain focus within the main classroom.</li> <li>4. Is closely monitored by academy leaders to ensure that National Curriculum objectives are being taught and an age appropriate level and that the progress of all children is being tracked.</li> <li>5. Is evaluated half termly through pupil progress meetings that takes account of support that has been put in place and what change that has made to children who are eligible for pupil premium.</li> </ol>	<ul style="list-style-type: none"> <li>• The gap between PP and NPP Nationally will narrow so that at least 50% of PP children are working at ARE by the end of the academic year 2019.</li> <li>• SLT and Teachers will have a greater awareness of the PP pupils in their class and hold more accountability for PP outcomes for themselves and as a year group.</li> <li>• PP pupils known to all staff within the year group and across the school.</li> <li>• PP pupils closely monitored for attainment/progress/attendance by class teachers/TLRs and SLT.</li> </ul>

<p><b>B.</b></p>	<p>Forensic tracking is established across the academy so that all children are making at least expected progress relative to their starting points by: -</p> <ol style="list-style-type: none"> <li>1. Analysis of test papers to establish what the children can do and cannot do.</li> <li>2. Plan specific teaching and/or intervention to target the areas that the children have not yet learnt.</li> <li>3. Review after a specific time scale to determine progress.</li> </ol>	<ul style="list-style-type: none"> <li>• Termly assessment by SLT and Teachers via various assessment methods including formal and informal.</li> <li>• PP pupils closely monitored for attainment/progress/attendance by class teachers/KSLs and SLT.</li> </ul>
<p><b>C.</b></p>	<p>Improving quality of teaching through challenge at all levels so that all children are making at least expected progress relative to their starting points by:</p> <ol style="list-style-type: none"> <li>1. Establishing an agreed teaching sequence across the academy.</li> <li>2. Use Teaching and Learning Leads and Lead Practitioners to work directly alongside teachers to model and coach how to challenge so that all children are able to move forward with their learning.</li> <li>3. Leaders to undertake book looks to scrutinise the impact of providing challenge at all levels.</li> </ol>	<ul style="list-style-type: none"> <li>• Increased % of pupils working at or above age related expectations across the school in reading, writing and maths.</li> <li>• Consistent implementation of excellent practice and high expectations across the school, with all teaching to be consistently good.</li> <li>• Highly effective teaching leading to good/outstanding progress of PP pupils.</li> <li>•</li> </ul>
<p><b>D.</b></p>	<p>To improve the punctuality of a minority of families so that no time is lost to learning by: -</p> <ol style="list-style-type: none"> <li>1. Family Support Adviser to undertake direct work with families to establish the barriers to being punctual. FSA to undertake weekly review meetings as required and continue to support and challenge families until punctuality has improved.</li> </ol>	<p>Increased parental engagement, through supporting parents to help their child with their home learning.</p> <p>To improve attendance rate of disadvantaged pupils from 92.4% to 95% (2018 /19).</p> <p>Dedicated attendance manager to implement robust system of response to absence.</p>

**5. Planned Trust expenditure****Academic year**      **2018-19**

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**

<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>
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To improve the quality of teaching for all children – all teaching is judged as good or better.	To continue with the programme of Teaching and Learning Leads and Lead Practitioner to work alongside all teachers to improve the quality of learning within the classroom.	This approach was used in 17-18 at Reffley and in other Trust academies where there has been notable success at improving the quality of teaching and being able to respond to emerging needs within the Trust. Evidence from observations and work scrutiny show improvement in learning. Teaching inconsistencies are being addressed.	The Teaching and Learning Leads and Lead Practitioners will work under the direction of the CEH and HT.  1. The CEH and Headteachers will undertake half termly monitoring to review the impact of support	Academy Headteacher	Half termly through pupil progress meetings.
<b>Budget notes:</b>					<b>Total budgeted cost £25,973</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>

<p>Pupil Premium children to be able to access the curriculum at an age appropriate level.</p>	<p>Employ a Trust based Speech and Language Therapist to undertake targeted intervention.</p>	<p>1. Assessments on entry across the Trust show that, typically, children who are eligible for Pupil premium have limited understanding of language and a narrow repertoire of words known.</p> <ul style="list-style-type: none"> <li>• From analysis of the Education Endowment Foundation toolkit we can see that Oral language interventions have a positive impact on progress (+5).</li> </ul>	<p>Liaison with Speech and Language Therapist. Analysis of entry and exit data.</p>	<p>AH + Pastoral Lead</p>	<ol style="list-style-type: none"> <li>1. Six weekly at pupil progress meetings.</li> <li>2. Half termly data scrutiny and progress analysis.</li> </ol>
<p>All children eligible for Pupil Premium to have access to precision teaching to address their specific curriculum difficulties.</p>	<ul style="list-style-type: none"> <li>• 1 Pastoral Lead to oversee provision for vulnerable children.</li> <li>• Nurture provision for 27.5 hours per week x 2.</li> <li>• Speech and Language intervention for 27.5 hours per week.</li> </ul>	<ol style="list-style-type: none"> <li>1. From analysis of the Education Endowment Foundation toolkit we can see that: - <ul style="list-style-type: none"> <li>• Oral language interventions (+5)</li> <li>• Reading comprehension strategies (+5)</li> <li>• Small group tuition (+4)</li> <li>• Social and emotional learning (+4)</li> <li>• Meta-cognition and self-regulation (+8)</li> </ul> </li> <li>2. From in school analysis of test scores and teacher assessments, it is evident that Pupil Premium children have gaps in their learning and require additional support to address this.</li> </ol>	<p>Liaison with class teachers and staff delivering interventions. Analysis of improvements in the scores of our Pupil Premium children.</p>	<p>Academy Leader + AH</p>	<ol style="list-style-type: none"> <li>1. Six weekly at pupil progress meetings.</li> <li>2. Half termly data scrutiny, progress, attendance and behaviour analysis.</li> </ol>

<b>Budget notes</b> Speech and Language Therapist - £7,220; Pastoral Lead – actual £56,015 – Pupil Premium to fund 50% of total cost £28,008; Nurture TA - £15,230; Speech and Language TA - £14,873	<b>Total budgeted cost</b>	<b>£65,331</b>
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<b>i.Other approaches</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>
Access for all children to a broad range of experiences to enhance the curriculum.	Access to a broad range of curriculum experiences linked to the redesigned curriculum.	1. From analysis of the Education Endowment Foundation toolkit we can see that: - <ul style="list-style-type: none"> <li>• Sports participation (+2)</li> <li>• Arts participation (+2)</li> </ul>	Ensure access for all pupils who are eligible for Pupil Premium funding.	SLT	Termly review.
<b>Budget notes:</b>			<b>Total budgeted cost</b>	<b>£1000</b>	
<b>Contingency</b> - The Trust will hold a contingency fund of £2,596 to allow for fluctuations in numbers and additional resources required.					



## 6. Review of expenditure

Previous Academic Year

2017-18

### Quality of teaching for all, Targeted support and other approaches

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
To improve the quality of teaching for all children – all teaching is judged as good or better.	To establish 3 Teaching and Learning Leads – English, Maths and EYFS and 1 Lead Practitioner who will work with teachers to address development areas that have been identified through the monitoring and performance management systems	<p>EYFS – Leader can evidence a marked improvement in the quality of teaching and learning in the EYFS following intensive support earlier on in the year. GLD targets were met and children, on the whole, have made expected progress or better.</p> <p>Improvements in KS2 have been less obvious although leaders can demonstrate that maths test and teacher assessment data are more consistent.</p> <p>Trust redeployment of teaching and learning leads to address recruitment issues hampered progress at Reffley although this did not take place at other Trust Academies.</p>	<p>This approach will continue as, where it has worked well, there has been significant success at Reffley (EYFS) and we know that the T+L Leads have had a significant impact in the other 2 academies within the Trust.</p> <p>Leaders know that they need to drive the work of the T+L Leads and Lead Practitioners and that they need to be more consistent and persistent at monitoring and checking that things agreed are taking place.</p>	£49,962
Pupil Premium children to be able to converse at an age appropriate level.	Employ a Trust based Speech and Language Therapist to undertake targeted intervention.	<p>The data shows that 15/50 (30%) children eligible for Pupil Premium have accessed additional speech and language support through the Speech and Language therapist. The teacher assessment data shows that children maintain their progress although typically attain below age related expectations.</p> <p>Leaders can demonstrate that children are typically meeting their speech and language targets.</p> <p>The speech and language therapist directs and monitors the work of the Speech and Language teaching assistant.</p>	<ol style="list-style-type: none"> <li>1. This approach will continue.</li> <li>2. Improve the communication between the therapist/teaching assistant and the teacher to verify assessment information.</li> <li>3. Track the children more forensically through regular review meetings and ensuring that all pupil premium children who have a speech and language need are a priority for the intervention.</li> </ol>	£10,272

<p>All children eligible for Pupil Premium to have access to precision teaching to address their specific curriculum difficulties.</p>	<p>Reffley</p> <ul style="list-style-type: none"> <li>• Thrive provision for 27.5 hours per week.</li> <li>• Specific Speech and Language intervention for 27.5 hours per week</li> <li>• Targeted intervention in maths for 1-1 and small groups for 27.5 hours per week.</li> <li>• Targeted intervention in phonics for 1-1 and small groups for 27.5 hours per week.</li> <li>• Targeted intervention in EYFS for 1-1 and small groups for 27.5 hours per week.</li> </ul>	<p>Thrive</p> <p>RAG rating data (completed by the class teacher) was used to determine the children who required additional support. A number of children have received support.</p> <p>Speech and language teaching assistant</p> <p>Typically children have improved on their speech and language score from their starting point although we are not able to ascertain how this relates to progress in class.</p> <p>1-1 maths intervention</p> <p>In Y2 of the 6 children focussed on were pupil premium. Both children targeted met age related expectation in maths.</p> <p>Additional support was provided in Y4, 5 and y 6. Leaders recognise that the approach taken has not been targeted specifically on pupil premium children as planned with more emphasis on key marginals.</p> <p>EYFS support</p> <p>Staffing difficulties have hampered progress in EYFS – as a result of targeted support of the 4 children eligible for pupil premium in YR, 25% of children have met GLD,</p>	<ol style="list-style-type: none"> <li>1. Thrive support will continue but will be reviewed so that the system is tighter and targeted on pupils who are eligible for pupil premium. Forensic tracking will be established to determine impact.</li> <li>2. Speech and Language Therapist - to continue however there needs to be a greater emphasis on forensically tracking pupil premium children and how this affects outcomes in class.</li> <li>3. Maths 1-1 TA – this will not continue.</li> <li>4. Additional EYFS support – this will not continue.</li> </ol>	<p>£60,440</p>
<p>Pupil Premium children have opportunities in line with all children.</p>	<p>To provide access to all school visits, clubs, music and sports tuition for Pupil Premium children.</p> <p>To support the following –</p> <ul style="list-style-type: none"> <li>• Breakfast club for PP children</li> <li>• Clubs, visitors and trips</li> </ul>	<p>Of 78 children – 4 children have accessed breakfast club.</p> <p>Of 78 children – 16 children have accessed extra-curricular clubs.</p> <p>Of 10 children in Y5 6? Children accessed funding to support the Y6 residential.</p> <p>Y1 trip – the funding paid for 3 children.</p>	<ol style="list-style-type: none"> <li>1. This will not continue in the current format as it does not deliver outcomes as planned. There has been an imbalance of access with some children not benefitting at all from the funding.</li> <li>2. The funds will be made available again next year but be used in a targeted way, linked to the revised curriculum. The funds will pay for the children who are eligible for pupil premium to access the visits/visitors that will be part of the curriculum experience.</li> </ol>	<p>£5,000</p> <p>£2,659 spent</p>

## 7. Additional detail

In this section you can annex or refer to **additional** information which you have used to support the sections above.

There was a change of leadership in the Autumn of 2017 and an interim leadership team established for the rest of the academic year. An different interim leadership team (including the Chief Executive Headteacher and Deputy Chief Executive Headteacher) for the Autumn term while recruitment takes place for a substantive headteacher.