

# Ad Meliora Trust - Pupil premium strategy statement

1. Summary information				
<b>Academy</b>	Ad Meliora Trust – Reffley Academy			
<b>Academic Year</b>	19-20	<b>Initial total PP budget - £84,480</b>	<b>Date of most recent PP Review</b>	Reffley – July 2019
<b>Number on role</b>	381	<b>Number eligible for PP</b>	62	<b>Date for next PP Strategy Review</b> Summer 2020

2. Current attainment May 2019 data.		
<b>End of KS2</b>	<i>Y6 pupils eligible for PP</i>	<i>Y6 pupils not eligible for PP (national average)</i>
<b>% achieving expected standard in reading, writing &amp; maths</b>	<b>33%</b>	Local Authority 65% / England 71%
<b>Progress score in reading</b>	<b>-0.7</b>	Local Authority -0.7 / England 0.3
<b>Progress score in writing</b>	<b>-4.2</b>	Local Authority -0.6 / England 0.3
<b>Progress score in maths</b>	<b>-1.1</b>	Local Authority -0.7 / England 0.4
<b>End of KS1</b>	<i>Y2 pupils eligible for PP</i>	<i>Y2 pupils not eligible for PP (national average)</i>
<b>% of children meeting the required standard in the Y1 phonics (5 children)</b>	<b>60%</b>	82%
<b>% achieving expected standard in reading, writing &amp; maths (5 children)</b>	<b>20%</b>	64%
<b>% making at least expected progress in reading</b>	<b>100%</b>	
<b>% making at least expected progress in writing</b>	<b>100%</b>	
<b>% making at least expected progress in maths</b>	<b>100%</b>	
<b>% attaining the expected level at the end of Y2 phonics retakes (4 children)</b>	<b>25%</b>	92%

### 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)*

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

Some children who are eligible for Pupil Premium have additional, special educational needs which have impacted on their ability to make progress in line with their peers.

Many children who are eligible for Pupil Premium have not had the exposure to a broad range of experiences and knowledge that others bring to their work.

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

The attendance and punctuality of children who are eligible for pupil premium is a cause for concern. Too many days learning is missed and this is having a negative impact on children's knowledge.

Some families have additional challenges within their homes and family life which can impact on pupils' ability to access learning.

4. Outcomes <i>(Desired outcomes and how they will be measured)</i>		Success criteria
<b>A.</b>	<p>Establish a curriculum that meets the needs of children at Reffley Academy and is fit for purpose. The curriculum: -</p> <ul style="list-style-type: none"> <li>• Is based around a shared, high quality text to expose all children to good literature.</li> <li>• 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>• Has access to nurture provision and additional help to meet children's individual needs, for those children who have times where they struggle to maintain focus within the main classroom.</li> <li>• 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>• 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> </ul>	<ol style="list-style-type: none"> <li>1. Pupil Premium pupils will make progress in line with their peers.</li> <li>2. The gap between the outcomes of all children and those eligible for Pupil Premium will close.</li> <li>3. Those pupils who are eligible for Pupil Premium and have special educational needs, have targeted support based on their individual learning plans. There is evidence to show progress overtime.</li> </ol>
<b>B.</b>	<p>Further develop the engagement of families of pupils who are eligible for Pupil Premium by:</p> <ul style="list-style-type: none"> <li>• Trust Family Support Advisor (TFSA) to further develop relationships with parents to explore underlying issues and support families to move forward.</li> <li>• TFSA to support families to access further/additional services to enable families to meet the needs of their children.</li> </ul>	<ol style="list-style-type: none"> <li>1. Families have timely access to the support they need.</li> <li>2. Pupil Premium pupils will make progress in line with their peers.</li> <li>3. The gap between the outcomes of all children and those eligible for Pupil Premium will close.</li> </ol>
<b>C.</b>	<p>To improve the attendance and punctuality of a minority of families so that no time is lost to learning by: -</p> <ul style="list-style-type: none"> <li>• 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> </ul>	<ol style="list-style-type: none"> <li>1. Half termly monitoring shows an increase in attendance with the aim of 95%</li> <li>2. Punctuality figures to be in line with all children and less than 1%</li> </ol> <p>Data evidence to show that the gap between national and academy outcomes for % children at ARE is reducing for all children and those eligible for Pupil Premium.</p>

**5. Planned Trust expenditure****Academic year****2019-20**

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>
To improve the quality of teaching for all children – all teaching is judged as good or better.	To part fund the Inclusion Lead post who will oversee the provision of all children including vulnerable groups.	This approach was used in 18-19 and was successful at ensuring that individual needs are met both in and out of the classroom. Evidence from observations, looking in children's books and talking to children show that children are included and making progress.	The Inclusion Lead is part of the SLT and works under the direction of the HT. The CEH and HT 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</b>	<b>£10,000</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>
All children eligible for Pupil Premium to have access to precision teaching to address their specific curriculum difficulties.	<ul style="list-style-type: none"> <li>• Pastoral Support TA x 2 x 27.5 hours per week.</li> <li>• SEN 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>	Liaison with class teachers and staff delivering interventions. Analysis of improvements in the scores of our Pupil Premium children.	Assistant HT	<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>
All families of children who are eligible for Pupil Premium have access to targeted support to meet their wider social and emotional needs.	<ul style="list-style-type: none"> <li>• 1 x full-time Trust Family Support Adviser</li> <li>• 1 x Trust Play Therapist (0.6fte)</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>• 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 knowledge of children and families, it is evident that there is a higher proportion of family who find it difficult to access additional/external services that could help them with their life circumstances..</li> </ol>	Liaison with class teachers and HTs through Inclusion meetings.	Assistant HT/HT	<ol style="list-style-type: none"> <li>1. Monthly via inclusion Team meetings.</li> </ol>
<b>Budget notes – TAs £46,812, Trust Family Support Adviser and Play Therapist (inc supervision costs) £22,365 Total budgeted cost</b>					<b>£69,177</b>

<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> <li>• Outdoor adventure learning (+3)</li> </ul>	Ensure access for all pupils who are eligible for Pupil Premium funding – each pupil will have a personal budget of £75 to access clubs/trips.	SLT	Termly review.
<b>Budget notes:</b>				<b>Total budgeted cost</b>	<b>£5,200</b>
<b>Contingency</b> - The Trust will hold a contingency fund of £103 to allow for fluctuations in numbers and additional resources required.					

## 6. Review of expenditure

Previous Academic Year

2019-20

### 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 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.	<p>The quality of teaching has improved. Leaders can evidence from monitoring that lessons are, on the whole, well planned and children are engaging in their learning. Teaching and Learning Leads have been used to coach and mentor less experienced/confident teachers and this has been an effective strategy and moving practice forward.</p> <p>Our end of Key Stage data shows that attainment is in line with National Averages or better – this is a significant improvement. The attainment of pupils eligible for pupil premium has improved although remains lower than all children.</p>	This approach will not continue in the format as for 18-19. Lead Teachers will be established (appointed from the Teaching and Learning Lead/Lead Practitioner team) who will be class based. They will maintain the role of supporting colleagues, coaching and mentoring and have release from their class responsibility to do this.	£25,973
Pupil Premium children to be able to access the curriculum at an age appropriate level.	Employ a Trust based Speech and Language Therapist to undertake targeted intervention.	<p>Speech and Language interventions: 17 pupil premium children were seen over the academic year – some individually and others in groups. Of these 17, 14 were seen by the Speech and Language Therapist - 10 children from EYFS/ KS1, 7 from KS2.</p> <p>Progress – as a result of the intervention programmes, 9 children no longer require SALT support and have been discharged. The other 5 children have made progress. They are on a waiting list to be seen by the SALT team as their needs are beyond TA intervention alone. It is believed 2 of these children will be discharges.</p> <p>Evidence from group work analysis shows progress from on entry to exit data.</p>	The provider increased their costs significantly in January 19 - making this approach too expensive and not value for money. The £2,596 contingency was used to offset the shortfall. Speech and Language alongside additional SEN support will be taken forward to the 19-20 plan using a trained teaching assistant. Pupils will have access to NHS Speech and Language Therapists through the referral route.	£7,220

<p>All children eligible for Pupil Premium to have access to precision teaching to address their specific curriculum difficulties.</p>	<p>1 Pastoral Lead to oversee provision for vulnerable children. Nurture provision for 27.5 hours per week x 2. Speech and Language intervention for 27.5 hours per week.</p>	<p>Pastoral Lead – as a result of a named member of staff overseeing the provision of vulnerable groups, pupils have not slipped through the net, needs have been identified and strategies/plans put in place to meet the emerging needs. Every 5 weeks there were inclusion meetings to discuss pupil premium children, SEN and behaviour issues. This ensures the pupil premium children provision was discussed regularly and adapted if needed.</p> <p>Nurture provision – this has been developed throughout the year and has enabled us to support children who find accessing learning within their classrooms difficult. Although the number of pupil premium children being excluded is the same – 4 from 20017 -2018, the use of the sunshine suite has ensured the children are reintegrated quickly back into learning and plans are put in place to ensure risk of it happening again is small. All pupil premium children received some intervention in the sunshine suite depending on their need and based on teacher thrive assessments. Additional reading for 5 pupil premium children was also provided by sunshine suite staff as a way to ensure their progress was being monitored closely.</p> <p>Speech and Language interventions: 17 pupil premium children were seen over the academic year – some individually and others in groups. Of these 17, 14 were seen by the Speech and Language Therapist - 10 children from EYFS/ KS1, 7 from KS2.</p> <p>Progress – as a result of the intervention programmes, 9 children no longer require SALT support and have been discharged. The other 5 children have made progress. They are on a waiting list to be seen by the SALT team as their needs are beyond TA intervention alone. It is believed 2 of these children will be discharges.</p> <p>Evidence from group work analysis shows progress from on entry to exit data.</p>	<p>The Inclusion Lead will continue to be funded in the 19-20 academic year. It has been beneficial to have a key leader overseeing the provision for vulnerable groups.</p> <p>The Nurture provision has been reviewed to ensure that we are meeting both the learning and social needs of the children who are accessing the room.</p> <p>Speech and Language TA – this strategy is effective and will continue alongside SEN support.</p>	<p>£58,111</p>
<p>Access for all children to a broad range of experiences to enhance the curriculum.</p>	<p>Access to a broad range of curriculum experiences linked to the redesigned curriculum.</p>	<p>Number of pupil premium children accessed breakfast clubs and some after school clubs. Breakfast club was offered to 9 pupil premium children to improve attendance and punctuality. This was taken up by 5 children and did improve their punctuality, however did not have a significant impact on their attendance. 19 children accessed after school clubs using pupil premium money, it helped with their self-esteem and confidence. 36 pupil premium children accessed funds to pay for school visits or experiences to ensure they had access to a broad curriculum and to raise aspirations.</p>	<p>This approach will be reviewed from 19-20 to ensure that there is equitable use/take up. Each child will be given a personal budget of £75 for parents to use to pay trips, residential and clubs.</p>	<p>£1,000</p>

## 7. Additional detail

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