

Pupil premium strategy / self-evaluation



1. Summary information					
School	Ark Blacklands Primary Academy				
Academic Year	2020/21	Total PP budget	£143,915	Date of most recent PP Review	Oct' 20
Total number of pupils	605	Number of pupils eligible for PP	107	Date for next internal review of this strategy	Feb'21

2. Most recent attainment (Year 6 2019)		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard or above in reading, writing & maths	65	65
Progress in reading	2.0*	0
Progress in writing	2.4*	0
Progress in maths	0.6*	0

3. Barriers to future attainment (for pupils eligible for PP)	
Academic barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Growing numbers of vulnerable pupils starting school with limited / reduced vocabulary or delayed speech and language development.
B.	Lack of progress in reading, especially in cases where, for a number of reasons, children are not supported at home.
C.	Some vulnerable pupils presenting with social, emotional and mental health issues, leading them at times to exhibit extremely challenging behaviour.
Additional barriers (<i>including issues which also require action outside school, such as low attendance rates</i>)	
D.	Pupils in receipt of PP who are significantly affected by a multiplicity of factors i.e. SEN, SEMH or persistent absence
E.	Reduced access to resources, such as books, libraries, life experiences (especially cultural)

4. Intended outcomes (specific outcomes and how they will be measured)		Success criteria
A.	Using the Great Teacher Rubric (GTR) and Early Career Framework (ECF), continue to provide highly effective coaching and mentoring of teachers including ATTs, NQTs and NQTs+1 to address lost training time and maintain the quality of Teaching & Learning across the academy.	Trainees and NQTs meet or exceed standards expected of them. More experienced teachers working at Proficient and towards Exemplary in agreed aspects of GTR.
B.	Continue to provide exceptional teaching of phonics and support for speech & language development.	% for all pupils reaching standard expected in phonics screen remains above national. Speaking & Listening ELG does not become a limiting factor in achieving GLD for pupils in EYFS.
C.	Continue to raise standards in reading by establishing systems for assessment, improving fluency, implementing our vocabulary programme and ensuring quality 'Reading for Pleasure'.	% of pupils reaching the expected standard in reading remains above national. Pupils eligible for PP identified make as much or better progress than 'other' pupils across Key Stage 2
D.	Ensure our curriculum addresses the current urgent needs of our pupils through rapid intervention to address lost learning.	Pupils eligible for PP identified make as much or better progress than 'other' pupils across Key Stage 2 in reading and writing. Measured in Y4, 5 and 6 by teacher assessments and successful moderation practices established across the multi-academy trust (MAT).
E.	Support the new Assistant Head for Inclusion to re-establish routines and behaviour following school closure to ensure high levels of pupil engagement are maintained.	Zero exclusions. Increased proportion of time sent in class to ensure vulnerable pupils make expected progress towards attainment targets.
F.	Refine strategies which improve parental engagement with academy attendance policy in order to improve attendance and reduce the percentage of persistently absent pupils.	Improved rates of attendance with reduced rates of persistent absence.
G.	Ensure equality of access to resources, such as: books, libraries, life experiences, music tuition, educational & residential visits.	All pupils have equality of access to enrichment opportunities.

5. Review of expenditure				
Previous Academic Year				
i. Quality of teaching for all				
Intended outcome	Action	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
Continue to develop the quality of teaching & learning for all pupils using the Great Teacher Rubric (GTR).	<ul style="list-style-type: none"> Fully revised Great Teacher Rubric introduced to all staff. Self-evaluations by each teacher against T&L strands of rubric. Comprehensive coaching and co-planning regime in place for TFs, NQTs and ATTs Development of quality first teaching, including induction of newly qualified teachers. 	<p>Despite the COVID-19 Lockdown, all our trainees and NQTs met the standards expected of them. These colleagues remain working in the school as NQTs and NQTs + 1.</p> <p>Due to the impact of Lockdown on their opportunity to fully master their skills additional support will be needed in the new academic year.</p> <p>All of our more experienced teachers engaged well in the initial process of evaluation against the GTR. All received feedback from observation</p>	<p>We will continue with this approach into 2020/21 and extend our support for recently qualified teachers in light of the impact of COVID-19 and Lockdown on their development.</p> <p>The GTR has been fully revised for this academic year and so will be revisited and rolled out again this year.</p>	£71,300

	<ul style="list-style-type: none"> Regional lead teachers to work with targeted year groups Co-planning with lead practitioners and AHT Staff training in effective planning in English & Maths: Maths Mastery programme to support high-quality maths teaching. Powerful Teaching & Learning Strategies 	and understood next steps in their development. Before Lockdown in March, many were working at Proficient and towards Exemplary in agreed aspects of GTR.		
Continue to provide exceptional teaching of phonics and support for speech & language development.	<ul style="list-style-type: none"> RWI lead to implement programme across EYFS & KS1. Daily drop-ins and live coaching to develop implementation. Termly assessments to ensure children are groups correctly to maximise progress. Targeted intervention for children falling behind or new to the school. Early assessment of S&L and implementation of Talk Boost programme in EYFS & Year 1 Speech Link assessments made. 	All new teachers did attend 2-day training and began to implement this in their daily practice. New TAs were given opportunities to observe best practice Close tracking of pupil progress demonstrated in March that over 90% of pupils were on track to pass the phonics screen.	Speaking & Listening difficulties for pupils in last year's EYFS cohort were not fully addressed as language / speech link interventions could not be completed or, where they were, referrals were unable to be made. Phonics and speech & language development will be a bigger than usual priority for the academic year 2020-21 due to the large gaps in pupils knowledge and learning. Increased staff support is likely to be required to support across EYFS, Year 1 and Year 2.	
Refine the teaching of reading to ensure all pupils make excellent progress and reach targeted attainment points.	<ul style="list-style-type: none"> Review of current Read to Succeed approach to identify areas of strength and development needs. Plan and lead training for all staff. Invest in quality reading materials aimed specifically at engaging 'hard to reach' readers. Co-planning for identified year groups. Whole school reading-age tests to be implemented for the first time. 	Before Lockdown in March, we had been able to complete one round of Pupil Progress Meetings to track pupil progress in reading. Intervention were planned on the back of these, but impact was not measured due to school closure. Regular learning walks and book looks demonstrated effective teaching of Tread to Succeed. No formal assessments mean that we have no attainment measures to consider.	Due to an extended period of time away from schools, baseline assessments indicate a significant regression in large groups of pupils in their reading ability. This area of curriculum development is a priority at a Network, regional and school level and will require additional resources to support losing gaps in the academic year 2020-21.	

ii. Targeted support				
Intended outcome	Action	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
Ensure the quality of intervention for reading, writing and maths ensures accelerated progress, particularly in KS2.	<ul style="list-style-type: none"> Targeted intervention based on gap analysis and prior attainment in each subject. 1-1 opportunities to develop skills in reading including fluency; comprehension and inference TA to work with individual or small groups of writers helping them to edit and self-improve their writing against end of Key Stage assessment criteria. TA to work with individual or small groups of identified pupils using CGP and Rising Stars resources – including online content. Alternatively, TA will cover teacher to provide the intervention. 	<p>We have no statutory or school-based assessment information to measure impact of these strategies.</p>	<p>This approach will continue and there I likely to be a higher level of need as children have missed up to 6 months of learning and so more children are behind where they should be.</p>	£66,260
Continue to develop a comprehensive nurture provision to improve the social, emotional and behavioural development of all pupils.	<ul style="list-style-type: none"> Provide targeted behaviour interventions for identified students. Further develop Learning & Engagement mentors to deliver effective provisions for disadvantaged & disengaged students including music and Lego therapy. Ensure we continue to support vulnerable pupils with their engagement with mainstream education. Pastoral Manager to lead resilience groups for most challenging pupils. 	<p>Three children were issued with fixed term exclusions last year due to dangerous behaviour. This was despite a high level of support being in place to help these children with their vulnerabilities.</p> <p>The outcome of the exclusions for all three pupils was that we were more easily able to access additional support for the local authority. One pupil moved to a special school and the two others accessed PRU provision.</p> <p>There is no academic data to measure impact on outcomes.</p>	<p>One of our LEMs, our Pastoral Manager and Inclusion Manager have since moved on to explore new opportunities so recruitment will be required moving forward.</p> <p>Due to COVID factors we will consider splitting the Pastoral Manager role into two part time roles to offer more support across the school.</p> <p>Nurture will be more important than ever following almost 6 months of school closure. .</p>	

<p>Work with families to reduce rates of persistent absence and improve rates of overall attendance.</p>	<ul style="list-style-type: none"> • Precise and regular tracking of attendance of PP children and any children with <90% attendance in 2018/19 • Increased parental engagement with pupils wPrincipale attendance falls below academy targets – led by Head of School with attendance officer. • Coffee mornings and training courses for parents • Home visits for children wPrincipale absence is unexplained • Supplement cost of breakfast club for a term for targeted pupils if attendance <90 • Incentives for pupils with low attendance in year 6 – if 100% attendance achieved from point of review 	<p>Prior to Lockdown in March attendance continued to be a concern for the school with attendance well below 97% target and PA higher than same period in the last year.</p> <p>The Attendance Officer had a prolonged period of sickness absence during the early part of the year and subsequently retired. A newly appointed colleague had just started to learn her role prior to school closure.</p>	<p>Attendance is a priority for the school and so this is an area that will continue to be supported through allocation of PP funding.</p>	
--	--	---	--	--

iii. Other approaches

Intended outcome	Action	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
<p>Ensure equality of access to resources, such as: books, libraries, life experiences, music tuition, educational & residential visits.</p>	<p>Supporting children and families meet small costs, such as breakfast club, music tuition and school trips</p>	<p>All pupils were enabled to have equality of access to enrichment opportunities.</p>	<p>We will continue to allocate a small proportion of our PP funding to this effect again in the coming year.</p>	<p>£5,000</p>
<p>Address specific needs as they arise</p>	<p>Contingency for in-year use</p>			

6. Planned expenditure

Academic year

2020/21

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

i. Quality of teaching for all

Intended outcome	Action	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Using the Great Teacher Rubric (GTR) and Early Career Framework (ECF), continue to provide highly effective coaching and mentoring of teachers including ATTs, NQTs and NQTs+1 to address lost training time and maintain the quality of Teaching & Learning across the academy.	<ul style="list-style-type: none"> Fully revised Great Teacher Rubric introduced to all staff. Comprehensive coaching and co-planning regime in place for TFs, NQTs and ATTs Development of quality first teaching, including induction of newly qualified teachers. Regional lead teachers to work with targeted year groups Co-planning with lead practitioners and AHT Staff training in effective planning in English & Maths: Maths Mastery programme to support high-quality maths teaching. Powerful Teaching & Learning Strategies 	<p>We want to invest a large proportion of our PP allocation in longer term change which will help all pupils through the development of the best possible Quality First Teaching.</p> <p>It has been shown by the EEF in 2011 that poor whole class teaching has a disproportionate effect on children eligible for the Pupil Premium. However, quality first teaching has been shown to have a disproportionately positive effect on children eligible for the Pupil Premium.</p> <p>This is an approach that we can embed across the school and is particularly necessary this year due to large proportion of new and inexperienced teachers on staff.</p>	<ul style="list-style-type: none"> Weekly monitoring of the quality of teaching, learning & assessment over time. Learning walks Book Looks KIT meetings with AHT & DHT who lead on development of T&L 	<p>Natalie Rankin (Principal)</p> <p>Mary Quinn (DHT)</p> <p>Darren Regnier (AHT)</p> <p>Tracey Coton (Regional Lead English)</p> <p>Louvaine Shore (Regional Lead Maths)</p>	<ul style="list-style-type: none"> Termly PPMs January & July full teacher evaluation against GTR
Continue to provide exceptional teaching of phonics and support for speech & language development.	<ul style="list-style-type: none"> RWI lead to implement programme across EYFS & KS1. Daily drop-ins and live coaching to develop implementation. Termly assessments to ensure children are groups 	<p>We want to ensure that PP pupils can at least meet expected standards. We want to train all teaching staff (teachers and teaching assistants) in the high-quality delivery of RWI programme.</p> <p>It has been shown by the EEF in 2011 that phonics approaches have been consistently found to be effective in</p>	<ul style="list-style-type: none"> All new teachers to attend 2-day training. New TAs to observe best practice Monitoring of teaching of RWI according to SLT schedule Close tracking of pupil progress Use of INSET/Twilights and masterclasses to deliver training. 	<p>Nicky Caugh (RWI Lead)</p> <p>Deanna Coleman (RWI TA)</p>	<ul style="list-style-type: none"> Termly RWI assessments & Phonics Screen checks Outcomes in June 2021

	<p>correctly to maximise progress.</p> <ul style="list-style-type: none"> Targeted intervention for children falling behind or new to the school. Early assessment of S&L and implementation of Talk Boost programme in EYFS & Year 1 Speech Link assessments made and recommendations embedded. 	<p>supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress.</p>	<ul style="list-style-type: none"> Peer observation and support, ILT coaching to embed learning RWI tracking grids to monitor impact and identify underperformance Engagement in RWI development days including follow up actions. 	Tracey Coton (Regional Lead English)	
<p>Continue to raise standards in reading by establishing systems for assessment, improving fluency, implementing our vocabulary programme and ensuring quality 'Reading for Pleasure'.</p>	<ul style="list-style-type: none"> Review and refine the Read to Succeed programme ensuring that it best supports pupils to: Acquire vocabulary knowledge Develop language and communication skills Secure a programme for fluency to improve standards Plan and lead training for all staff. Invest further in quality reading materials aimed specifically at engaging 'hard to reach' readers. Develop opportunities for Reading for Pleasure, support staff in delivering this robustly. Co-planning for identified year groups. Whole school reading-age tests to be implemented for the second time and tracked. PM Benchmarking introduced to support assessment and teaching. 	<p>We want to ensure that PP pupils can at least meet expected standards. We want to train all teaching staff (teachers and teaching assistants) in the high-quality delivery of our bespoke Read to Succeed programme.</p> <p>On average, reading comprehension approaches improve learning by an additional five months' progress over the course of a school year. These approaches appear to be particularly effective for older readers (aged 8 or above) who are not making expected progress.</p> <p>Attainment in reading was lower than expected at the end of 2018-19 in many year groups.</p>	<ul style="list-style-type: none"> Pupil Progress Meetings to track pupil progress in PiRA Regular learning walks and book looks to gather data around effective teaching. 	<p>Mary Quinn (DHT)</p> <p>Beth Tooze (Reading Lead)</p> <p>Tracey Coton (Regional Lead of English)</p> <p>Reading Champions</p>	<ul style="list-style-type: none"> Termly PPMs October & January review of targeted groups
Total budgeted cost					£72,655
ii. Targeted support					

Intended outcome	Action	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Ensure our curriculum addresses the current urgent needs of our pupils through rapid intervention to address lost learning.</p>	<ul style="list-style-type: none"> Carry out baseline assessments in core subjects to inform initial intervention programme. Use in-year data to feed into Pupil Progress discussions and further intervention. Targeted intervention based on gap analysis and prior attainment in each subject. 1-1 opportunities to develop skills in reading including fluency: comprehension and inference TA to work with individual or small groups of writers helping them to edit and self-improve their writing against end of Key Stage assessment criteria. TA to work with individual or small groups of identified pupils using CGP and Rising Stars resources – including online content. Alternatively, TA will cover teacher to provide the intervention. Recruit and deploy Graduate TAs to support teachers to plug the identified gaps in core subjects. 	<p>On average, reading comprehension approaches improve learning by an additional five months' progress over the course of a school year. These approaches appear to be particularly effective for older readers (aged 8 or above) who are not making expected progress.</p> <p>Evidence indicates that one to one tuition can be effective, on average accelerating learning by approximately five additional months' progress.</p> <p>Short, regular sessions (about 30 minutes, 3-5 times a week) over a set period of time (6-12 weeks) appear to result in optimum impact. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial.</p>	<ul style="list-style-type: none"> Pupil Progress Meetings to track pupil progress in PiRA and PuMA and arithmetic/SPAG assessments. Engage with parents and pupils before intervention begins to address any concerns or questions about the additional sessions – structured conversations. 	<p>Mary Quinn (DHT)</p> <p>Darren Regnier (AHT)</p> <p>Tracey Coton (Regional Lead of English)</p> <p>Louvaine Shore (Regional Lead Maths)</p>	<ul style="list-style-type: none"> Termly PPMs October & January review of targeted groups
<p>Support the new Assistant Head for Inclusion to re-establish routines and behaviour following school closure to ensure high</p>	<ul style="list-style-type: none"> Review and re-introduce relevant policies with all staff including Behaviour Policy and Restrictive Physical Intervention/Use of Reasonable Force Policy Ensure consistent application of policy across the school. Offer support in 	<p>The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils.</p>	<ul style="list-style-type: none"> Strive for a proactive rather than a reactive approach. Ensure identification of target pupils is fair, transparent and properly recorded. Monitor behaviour but also monitor whether improvements in behaviour translate into improved attainment. 	<p>Adam Higgins Gooch (Assistant Head for Inclusion)</p> <p>Michelle Cook (Lead LEM)</p>	

<p>levels of pupil engagement are maintained.</p>	<p>writing up of incidents to ensure consistency.</p> <ul style="list-style-type: none"> • Provide targeted behaviour interventions for identified students. • Ensure key pupils have behaviour plans/risk assessments in place and that these are shared with staff and parents. • Monitor incidents of behaviour to feedback to LMT and quickly identify staff who may need support with in-class behaviour management. • Recruit and develop Learning & Engagement Mentors (LEMs) to deliver effective provisions for disadvantaged & disengaged students including music and Lego therapy. • Ensure we continue to support vulnerable pupils with their engagement with mainstream education. • LEMs to lead resilience groups for most challenging pupils. 	<p>Ofsted guidance on Alternative Provision/Nurture Groups followed.</p>	<ul style="list-style-type: none"> • SENCo to use Performance Management cycle to hold team to account for identified responsibilities 	<p>and team of LEMs)</p>	
<p>Refine strategies which improve parental engagement with academy attendance policy in order to improve attendance and reduce the percentage of persistently absent pupils.</p>	<ul style="list-style-type: none"> • Precise and regular tracking of attendance of PP children and any children with <95% attendance in 2019/20 • Increased parental engagement with pupils whose attendance falls below academy targets – led by Head of School with attendance officer. • Coffee mornings and training courses for parents • Home visits for children whose absence is unexplained 	<p>Research shows that achievement and attendance levels are linked.</p> <p>The more time a pupil is in school, the more opportunity there is to experience high quality teaching.</p>	<ul style="list-style-type: none"> • Attendance officer deployed to track and monitor attendance levels • Inclusion team to work with identified families with low attendance rates • AIP Priority – termly review • Improved attendance in line with academy target of 97% for all pupils. • Reduced rates of persistent absence. 	<p>Natalie Rankin (Principal)</p> <p>Adam Higgins Gooch (Assistant Head for Inclusion)</p> <p>Rachel Hines (Attendance Officer)</p>	<ul style="list-style-type: none"> • Weekly tracking • Termly PPMs

	<ul style="list-style-type: none"> • Supplement cost of breakfast club for a term for targeted pupils if attendance <90 • Incentives for pupils with low attendance in year 6 – if 100% attendance achieved from point of review 				
Total budgeted cost					£66,260
iii. Other approaches					
Intended outcome	Action	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Ensure equality of access to resources, such as: books, libraries, life experiences, music tuition, educational & residential visits.	Supporting children and families meet small costs, such as breakfast club, music tuition and school trips		<p>Children are carefully targeted for support using assessment / attendance criteria</p> <p>Teachers to monitor access to enrichment activities</p> <p>Parental engagement key to assessing need.</p>	Natalie Rankin (Principal)	<ul style="list-style-type: none"> • July 2020
Address specific needs as they arise	Contingency for in-year use				
Total budgeted cost					£5,000