

Pupil Premium Review 2019

The Academy receives Pupil Premium Funding each year, which is to be spent on improving outcomes for a specific group of pupils at the school. The school currently has 55 pupils in school who qualify for Pupil Premium. The DfE and Ofsted have a very clear focus on the outcomes of disadvantaged pupils and expect clear challenge by the LAC over financial spend related to the outcomes for this group of pupils. Challenging targets (FFT20) are set for all pupils including this group; although, this has been a clear underperforming group at the academy.

Year Group	Year Total	Pupil Numbers	Percentage
Year 6	112	14	13%
Year 5	104	13	13%
Year 4	92	9	10%
Year 3	89	7	8%
Whole School	397	43	11%
Total Funding	£60,040	£1350/pupil	

The LAC receive a pupil premium report each year (Autumn term), which identifies how funding is spent, evidencing impact. Pupil progress is monitored termly for all groups, and are reported for challenge and support to the LAC three times a year. Pupil Premium pupils are a key focus group in Wave 1 teaching in the school. Teachers consider how they will remove barriers to learning, providing equality of opportunity for these pupils in every lesson. As a result, alongside a vibrant and deep pupil premium offer, in-school data shows that disadvantaged pupils are making improving progress against prior pupils, however the gap still being tackled. Data shows that the approach achieves improvement over the four year KS 2 journey, however, specific deficits exist particularly in Year 3. There is however a gap still to be removed, so governors need to be vigilant in their challenge in this area moving forwards.

The SLT (Senior Leadership Team) reflects every two years on the approaches taken in this area, considering the evidence of impact from these approaches in terms of pupil progress data (FFT/ASP), pupil engagement (attendance/behaviour logs) and pupil personal development (pupil voice/PSHCE evidence). The formal Pupil Premium Report which is written in the Autumn term is published to the website, once governors have approved.

The SLT considers the Pupil Premium Toolkit produced by the Educational Endowment Fund as part of this review, considering new research which may offer action research opportunities in the academy going forwards to further reduce the gap for this pupil group. All adopted approaches in school are based on this research-led evidence from the EEF (Education Endowment Fund) Toolkit.

Pupil Data Summer 2019

Pupil Premium		Year 3 (7 pupils)	Year 4 (9 pupils)	Year 5 (13 pupils)	Year 6 (14 pupils)
Reading	Expected	43% (-3 pupils)	67% (+3 pupils)	69% (+1 pupil)	71% (-2 pupils)
	Greater Depth	14%	0%	15%	29%
Writing	Expected	43% (-2 pupils)	67% (+2 pupils)	62%	71% (-2 pupils)
	Greater Depth	0%	11%	15%	7%
SPAG	Expected	43% (-2 pupils)	56%	69% (+1 pupil)	79% (-2 pupils)
	Greater Depth	0%	11%	23%	29%
Mathematics	Expected	43% (-3 pupils)	67% (+2 pupils)	62%	71% (-3 pupils)
	Greater Depth	14%	0%	15%	0%
Combined R&M	Expected	43% (-2 pupils)	67% (+4 pupils)	54% (+1 pupil)	64% (-2 pupils)
	Greater Depth	14%	0%	15%	0%
Combined RWM	Expected	43% (-2 pupils)	67% (+4 pupils)	54% (+1 pupil)	57% (-2 pupils)
	Greater Depth	0%	0%	15%	7%

Year 6 Initial Data Analysis

Pupil Premium (14)	Scales Score	Value Added	Comment
Reading	105.7	+2.7 (+2.4)	Better than school
Writing	101.0	-0.2 (-0.1)	In line with school
Mathematics	100.7	-2.9 (+0.3)	Out of line with school Key school improvement point

Reading is a strength for the FSM children with positive progress, which is higher than non-FSM children and well above national.

Writing is comparable with Non-FSM and both groups are at national; further work required to ensure positive progress is made.

Mathematics progress gap is an improvement point, which is being addressed through the Maths Mastery project. Year 4 times table results should that fluency and fast recall are being addressed, and for the children who have not achieved in Year 4 are a focus group in Year 5.

Financial Costings for 2018/19

Provision	Cost	Comment
Emotional Support	7K	Support for families and pupils to break down barriers over learning and attendance, holiday support with clubs and activities, Solihull programme
Art Therapy	12k	Individual support for pupils
Curriculum Support	17K	Gardening, focussed teaching groups, small class sizes, AfL
Spiral Curriculum	4k	One opportunity per term per year
Music	4k	Music lessons, wider community opportunities
Specialist Teaching	6K	Chess, Drama, Mandarin, Small group support- maths, writing, science
PE Provision	12K	Competitive sports, Forest School, Healthy Eating

- The costs above are apportioned from within the total spend in these areas which is much larger.

Detailed Reflections Summer 2019

Toolkit Strand	Pupil Progress Months	Evidence of Engagement	Evidence of Impact
Arts Participation	+3	<p>Involvement in the ROH National Dance Competition, which the children won (see ROH website).</p> <p>The school is involved in the Horsham Year of Culture, which continues in 19/20</p> <p>Funded individual music lessons</p> <p>Funded lessons in art, drama, mandarin, chess</p> <p>EEF says:- <i>The evidence supporting the academic impact of learning to play an instrument is particularly promising. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.</i></p>	<p>AfPE Distinction Award PE Gold Award</p> <p>ROH National Champions ROH Hub for south East ROH Ambassador and lead teacher</p> <p>Arts Mark underway</p> <p>Pupil performances in public and events at Christs Hospital School</p>
Aspiration Interventions	+0	<p>Spiral Curriculum in its 3rd Year</p> <p>STEM project, linking with parent body, to provide work related opportunities for pupils</p> <p>EEF says:- <i>The approaches used in these interventions are diverse. Some aim to change aspirations directly by exposing children to new opportunities and others aim to raise aspirations by developing general self-esteem, motivation, or self-efficacy.</i></p>	Pupil Voice Attendance

Behaviour Intervention	+3	<p>Personalised support programmes for pupils and families through EBD and HSSW team Nurture Provision Art therapy offer in school External agency support Key signposting to other agencies/support groups/local offer</p> <p>EEF says:- <i>Behaviour interventions seek to improve attainment by reducing challenging behaviour. Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours. Overall, it is clear that reducing challenging behaviour in schools can have a direct and lasting effect on pupils' learning.</i></p>	<p>Reduced Exclusions (last resort) Improved behaviour for Learning Parent Engagement in Solihull Courses Parent Engagement in PP events Parent Engagement in PLCs Behaviour Logs Attendance Records Exclusions data</p>
Collaborative Learning	+5	<p>Whole School Approach</p> <p>EEF says:- <i>Collaborative (or cooperative) learning approach involves pupils working together on activities or learning tasks in a group small enough for everyone to participate on a collective task that has been clearly assigned. Pupils in the group may work on separate tasks contributing to a common overall outcome, or work together on a shared task. The impact of collaborative approaches on learning is consistently positive.</i></p>	<p>Lesson observations Peer-to-peer support programmes Book looks Pupil Voice Core Values</p>
Digital Technology	+4	<p>Improved IT in school provided by the Trust investment and the PTA</p> <p>Key programmes to support learning</p> <ul style="list-style-type: none"> - Spell Zone - Times Table Rockstars - Lexia 	<p>Laptops and handheld devices available to add effectively into the curriculum by teachers</p> <p>Online programmes available to pupils as part of home learning options</p>

		<p>IT and home learning lunch and playtime clubs to remove accessibility barriers.</p> <p>EEF says:- <i>Studies consistently find that digital technology is associated with moderate learning gains: on average, an additional four months' progress. Evidence suggests that technology approaches should be used to supplement other teaching, rather than replace more traditional approaches. There is clear evidence that digital technology approaches are more beneficial for writing and mathematics practice than spelling and problem solving, and there is some evidence that they are more effective with young learners.</i></p>	Home learning Clubs to remove IT access barriers
Feedback	+8	<p>ML Assessment for Learning project Teachers focussed on providing additional feedback in lessons – GPQs, carpet questions, hinge questions</p> <p>EEF says:- <i>Feedback is information given to the learner or teacher about the learner's performance relative to learning goals or outcomes. It should aim towards (and be capable of producing) improvement in students' learning. Feedback redirects or refocuses either the teacher's or the learner's actions to achieve a goal, by aligning effort and activity with an outcome. Feedback studies tend to show very high effects on learning.</i></p>	<p>Clear feedback policy for all staff CPD and ML support to improve teachers' knowledge and understanding Additional APP time to support teacher well-being Book monitoring Lesson Observations Peer-to-peer coaching ML project</p>
Home Learning	+2	<p>Home Learning Clubs to remove barriers, supporting pupils to become independent and resilient.</p> <p>EEF says:- <i>Homework refers to tasks given to pupils by their teachers to be completed outside of usual lessons. Common homework activities in primary schools tend to be reading or practising spelling and number</i></p>	Home learning evidence Club Lists Pupil Voice

		<i>facts, but may also include more extended activities to develop inquiry skills or more directed and focused work such as revision for tests. The quality of the task set appears to be more important than the quantity of work required from the pupil.</i>	
Individualised Instruction	+3	<p>Specialist teachers provide opportunities in Art, Chess, Mandarin and Drama Non-classed based teachers used to provide additional focussed support (based on pupil progress meetings). 18/19 focus has been to improve writing and science outcomes</p> <p><u>EEF says:-</u> <i>Individualised instruction involves different tasks for each learner and support at the individual level. On average, individualised instruction has a positive effect on learners.</i></p>	<p>Club Lists Pupil outcomes (Year 6) Attendance Behaviour for Learning</p>
Mastery Learning	+5	<p>Involvement in Maths Mastery national project. Members of West Sussex Hub Support of National Mastery Lead (in the Trust) Extensive, on-going CPD for teachers</p> <p><u>EEF says:-</u> <i>Mastery learning keeps learning outcomes constant but varies the time needed for pupils to become proficient or competent at these objectives. Mastery learning breaks subject matter and learning content into units with clearly specified objectives which are pursued until they are achieved. Mastery learning appears to be a promising strategy for narrowing the attainment gap.</i></p>	<p>ML Project Trust Maths Mastery Visit Reports Lesson Observations Book looks Peer-to-Peer coaching</p>
Metacognition & self-regulation		<p>AfL project supports teachers to improve this aspect of their teaching. Our educational philosophy supports this approach.</p>	<p>Book reviews Peer coaching Lesson observation Pupil Voice</p>

		<p>EEF says:- <i>Metacognition and self-regulation approaches aim to help pupils think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring and evaluating their learning. Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months' additional progress. These strategies are usually more effective when taught in collaborative groups so that learners can support each other and make their thinking explicit through discussion.</i></p> <p><i>The potential impact of these approaches is high, but can be difficult to achieve in practice as they require pupils to take greater responsibility for their learning and develop their understanding of what is required to succeed. The evidence indicates that teaching these strategies can be particularly effective for low achieving and older pupils.</i></p>	
One-to-One Tuition	+5	<p>Small pockets of this in place for small number of key pupils</p> <p>EEF says:- <i>One to one tuition involves a teacher, teaching assistant or other adult giving a pupil intensive individual support. It may happen outside of normal lessons as additional teaching. Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average. Effects on pupils from disadvantaged backgrounds also tend to be particularly positive.</i></p>	Target Tracker gap analysis
Outdoor Adventure Learning	+4	<p>Forest School Go Wild Club Heathy Living programmes PE team Extensive range of PE clubs on offer Year 5</p>	PE capacity AfPE PE Gold Mark Timetable Pupil voice

		<p>EEF says:- <i>Overall, studies of adventure learning interventions consistently show positive benefits on academic learning. On average, pupils who participate in adventure learning interventions make approximately four additional months' progress. There is also evidence of an impact on non-cognitive outcomes such as self-confidence.</i></p>	
Parental Engagement	+3	<p>Focus within Governors Improvement Plan Parent focus group discussion incorporated into the Governor Visit Days</p> <p>EEF says:- <i>Parental engagement as the involvement of parents in supporting their children's academic learning. It includes:</i></p> <ul style="list-style-type: none"> • <i>approaches and programmes which aim to develop parental skills such as literacy or IT skills;</i> • <i>general approaches which encourage parents to support their children with, for example reading or homework;</i> • <i>the involvement of parents in their children's learning activities; and</i> • <i>more intensive programmes for families in crisis.</i> <p><i>Although parental engagement is consistently associated with pupils' success at school, the evidence about how to improve attainment by increasing parental engagement is mixed.</i></p>	Parent voice Parent attendance Family Attendance Pupil Attendance CPD for parents through year EBD support HSSW support Anxiety workshops Early Help Plans Solihull Parenting
Reading Comprehension Strategies		<p>Guided Reading Model; ML project</p> <p>EEF says:- <i>Reading comprehension strategies focus on the learners' understanding of written text. Pupils are taught a range of techniques which enable them to comprehend the meaning of what they read.</i></p>	<p>Reading outcomes across school are strong showing clear evidence of impact from ML project</p> <p>CPD for staff (on-going)</p>

		<p><i>These can include: inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies; and monitoring their own comprehension and identifying difficulties themselves.</i></p> <p><i>On average, reading comprehension approaches deliver an additional six months' progress. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.</i></p>	<p>Book resources/guided reading resources</p> <p>Library reinstated with library slots weekly for all pupils</p> <p>Action research into spellings</p> <p>Removing barriers to reading using additional adults</p>
Reducing Class Sizes	+3	<p>Year 4 are small classes Year 3 planned for 19/20 Pupil</p> <p>EEF says:- <i>As the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupils. Reducing class size appears to result in around three months' additional progress for pupils, on average.</i></p>	<p>Small classes in Year 4 – evidence of positive impact – see pupil data.</p> <p>Small classes to be introduced into Year 3 19/20 to further evidence impact.</p>
Small Group Tuition	+4	<p>Standard professional practice across school through mini lesson approach.</p> <p>Additional teaching staff used to support selected pupils, as a result of pupil progress meetings. Target Tracker used to analyse specific gaps for key pupils.</p> <p>EEF says:- <i>Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement</i></p>	<p>Lesson observations</p> <p>Pupil progress meetings; focussed targeted support</p>

		<p><i>enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills. Overall, evidence shows that small group tuition is effective.</i></p>	
<p>Social Emotional Learning</p>	<p>+4</p>	<p>EBD support Art Therapy support HSSW support Parenting Support including delivering bespoke courses CPD for subject lead (new PSHCE curriculum)</p> <p>EEF says:- <i>Interventions which target social and emotional learning (SEL) seek to improve pupils' interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community.</i></p> <p><i>Three broad categories of SEL interventions can be identified:</i></p> <ul style="list-style-type: none"> • <i>universal programmes which generally take place in the classroom;</i> • <i>more specialised programmes which are targeted at students with particular social or emotional needs; and</i> • <i>school-level approaches to developing a positive school ethos, which also aim to support greater engagement in</i> <p><i>On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.</i></p>	

		<i>They also have an average overall impact of four months' additional progress on attainment learning.</i>	
Sports Participation	+2	<p>Planned competitive sports opportunities Forest School Go Wild Club Healthy Living Programme Cookery Club</p> <p>EEF says:- <i>Sports participation interventions engage pupils in sports as a means to increasing educational engagement and attainment. The overall impact of sports participation on academic achievement tends to be positive - about two additional months' progress.</i></p>	<p>Extensive PE/sports offer with additional focus on equality of opportunity/accessibility</p> <p>Inclusion offer for pupils – personalised plans</p>
Within-class Attainment Grouping	+3	<p>School Pedagogical Approach</p> <p>EEF says:- <i>Within-class attainment grouping involves organising pupils within their usual class for specific activities or topics, such as literacy. Pupils with similar levels of current attainment are grouped together, for example, on specific tables, but all pupils are taught by their usual teacher and support staff, and they usually all follow the same curriculum.</i> <i>The aim of this type of grouping is to match tasks, activities and support to pupils' current capabilities, so that all pupils have an appropriate level of challenge.</i> <i>The evidence on within-class attainment grouping indicates that it is likely to be beneficial for all learners, providing an average benefit of three months' additional progress. However, there appears to be less benefit for lower attaining pupils than others.</i></p>	<p>CPD for staff to further develop QFTL</p> <p>Coaching & Mentoring peer to peer programme</p>

Action Research 2019/20

Toolkit Strand	Pupil Progress Months	Evidence of Engagement and Impact in School
Oral Language Interventions	+5	Reviewing research papers to consider how to implement oral language support in school for next academic year
EEF Science Project		Application successful; the school has been chosen to complete the Science QM framework.
Social Emotional Learning	+4	<p>Mental Health ethos being developed in the school combining core values, PE offer, PSHCE new curriculum and EBD offer</p> <p>CPD for staff planned for July covering Yoga in School including Professional Development for staff to implement in 19/20</p>
Peer tutoring	+5	<p>Action Research in School</p> <p>7 week project with Year 6 and Year 4 PP children to look at accelerating reading outcomes by the end of the year ready for project in 19/20</p> <p>HA Year 6 pupils supporting 9 Year 4 PP children, reading three days a week for 20 minutes for 6 weeks.</p> <p>Reward trip to Waterstones for all participants to purchase a book in Week 7 if they attend all sessions.</p>

JN to monitor

Peer tutoring includes a range of approaches in which learners work in pairs or small groups to provide each other with explicit teaching support, such as:

- cross-age tutoring, in which an older learner takes the tutoring role and is paired with a younger tutee or tutees;
- peer assisted learning, which is a structured approach for mathematics and reading with sessions of 25 –35 minutes two or three times a week; and
- Reciprocal peer tutoring, in which learners alternate between the role of tutor and tutee.