Pupil Premium Review 2020

The Academy receives Pupil Premium Funding each year, which is spent on improving outcomes for a specific group of pupils at the school as detailed in the Academy's Pupil Premium Policy. The Academy has a leader, responsible for overseeing the pupil premium spiral offer and the LAC has a stakeholder champion to provide detailed challenge and support through the year.

The school currently has 37 pupils (October 20/21 Plasc) who qualify for Pupil Premium. The DfE and Ofsted have a very clear focus on the outcomes of disadvantaged pupils, expecting clear challenge by the LAC over financial spend related to the outcomes for this group of pupils. Challenging targets (FFT20) are set and monitored for all pupils, including this group.

Year Groups (2019/2020)	Year Total	Pupil Numbers	Percentage
Year 6	107	14	13%
Year 5	94	11	12%
Year 4	96	8	8%
Year 3	89	5	6%
Whole School	386	37	10%
Total Funding	£59,400	£1350/pupil	

The LAC receive a formal Pupil Premium Report each year (Autumn term), identifying 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 learning & 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 deep, vibrant holistic pupil premium offer, in-school data shows that disadvantaged pupils are making improving progress from their personal starting points. Data shows that the Academy approach supports disadvantaged pupils to achieve national standards over the four year KS 2 journey. However, whilst the disadvantaged pupils are achieving better personal outcomes, they still lag behind their peers in school, which is now the Academy's priority. Governors are vigilant and robust in their challenge around disadvantaged pupil outcomes in every year group throughout the year, and ensure this group is a focus on governor visits.

As a result of the global pandemic, children in receipt of FSMs may have been further disadvantaged academically and personally. Senior Leaders, subject leaders and Governors are mindful of this potential negative impact on specific groups, particularly FSM pupils. Governors offer robust challenge and support around pupil outcomes for this group in particular. The Academy is monitoring all pupils through its COVID ABC analysis.

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, written in the Autumn term, is published to the website, once approved by the LAC.

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.

Whilst formal SATS were not completed as a result of the national lockdown, teachers taught intense programmes of study with Year 6 pupils in the summer term (July Offer) and as a result were able to complete detailed assessments. The FFT assessment system was used to produce accurate assessments for Year 6, and the data is below:-

2020	Reading	Writing	Maths	Reading, Writing & Maths Combined	English Grammar, Punctuation & Spelling
Pupils working at Expected standard (TA/2020)	83%	81%	75%	71%	85%
National Average 2019	73%	78%	79%	65%	78%
The average 'scaled score' for all pupils (TA/2020)	108	107	106	n/a	109
National Average 'scaled score' 2019	104	n/a	105	n/a	106
Pupils Achieving High Standard (TA/2020)	40%	20%	33%	13%	41%

The 2019 Data below remains the Academy's formal national data until 2021.

2019	Reading	Writing	Maths	Reading, Writing & Maths Combined	English Grammar, Punctuation & Spelling
Pupils working at Expected standard	85%	79%	81%	70%	86%
National Average 2019	73%	78%	79%	65%	78%
The average 'scaled score' for all pupils	106	102	105	n/a	107
National Average 'scaled score' 2019	104	n/a	105	n/a	106
Pupils Achieving High Standard	29%	16%	18%	4%	40%

Disadvantaged Pupil Progress Data Analysis

Pupil Premium Progress	2018	2019	2020	Comment
Reading	-0.4	+2.7	+3.9	Reading is a strength for the FSM children with positive progress, well above national.
Writing	-1.0	-0.1	+0.8	Writing positive progress has been made, with a clear three-year improvement journey.
Mathematics	+0.0	-2.8	-1.2	Mathematics progress gap is an improvement point, which is being addressed through Mastery project.
SPaG	-1.5	-3.0	+3.7	SPaG outcomes are clearly evidenced, and is supporting the improvement in writing outcomes

Financial Costings for 2019/20

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

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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	3k	Music lessons, wider community opportunities
Specialist Teaching	7K	Chess, Drama, small group support- maths, writing, science
PE Provision	9.4K	Competitive sports, Forest School, Healthy Eating
Total	£59,400	

- The costs above are apportioned as part of the total spend in these areas which is significantly larger.

The Academy delivered the above provisions from September 19 to April 20, when the national lockdown came into force. The Academy remained open to Key Worker Pupils and vulnerable pupils. Children who were learning from home were supported with remote learning as well as pastoral support. Barriers to learning were investigated and removed, wherever possible. Weekly contact was made to all pupils to ensure they were safe, well and accessing learning.

Engagement by pupils during lockdown is now monitored through the COVID ABC Analysis in the pupil assessment system
(reference COVID Catch Up Strategy 2020).

The Academy has considered again evidence produced by the EEF and Ofsted around pupil disadvantage, and effective strategies. The Academy results for disadvantaged pupils show that positive impact is being made, especially in reading, writing and SPaG. Mathematics progress needs to be further enhanced.

Action research in the school has been reviewed in the light of new research and evidence of impact of the global pandemic.
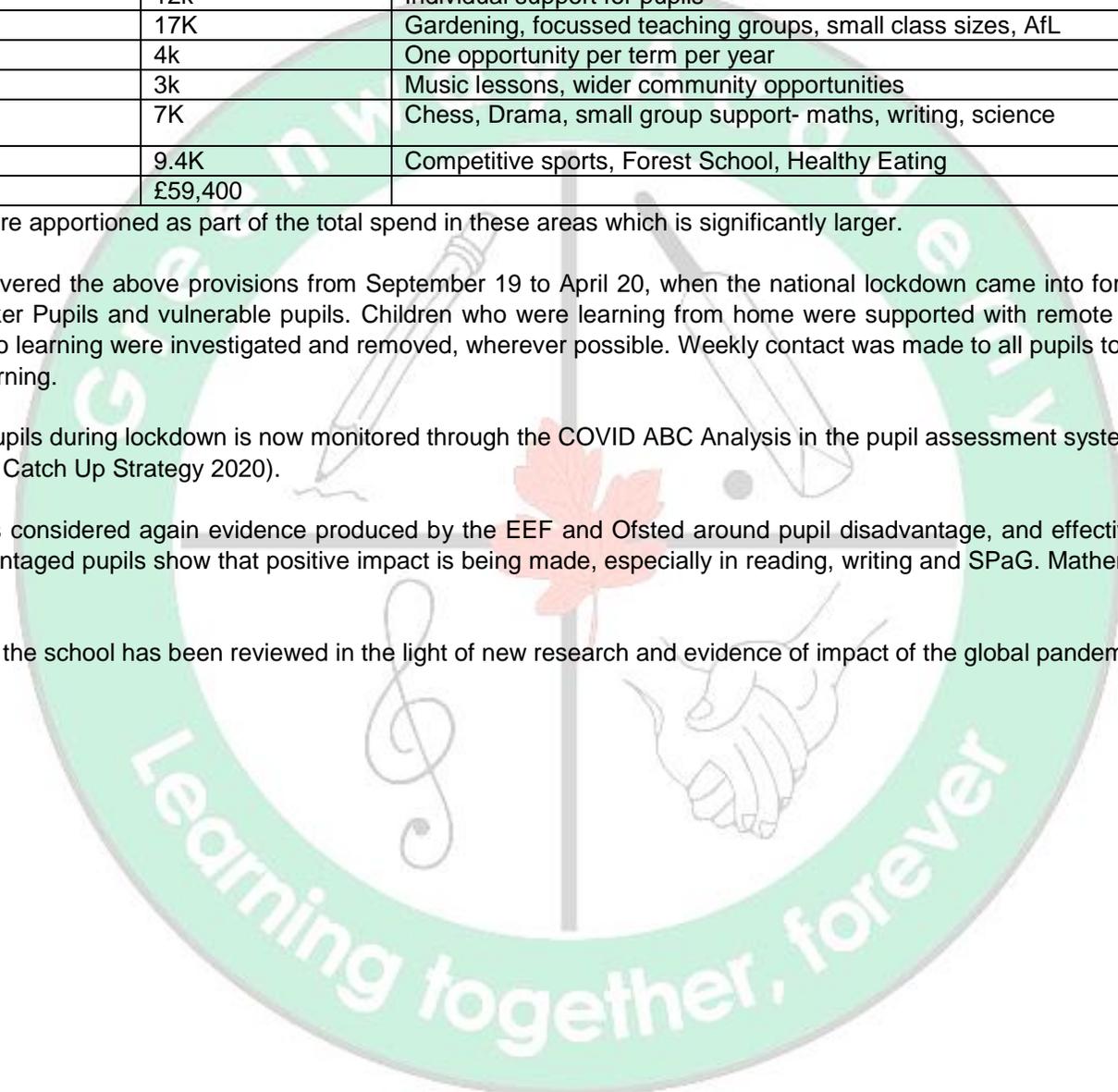
Detailed Reflections Summer 2020

All of the strands below were fully embedded in the academic year, and were considerations during the national lockdown. Children returned to school in June (Year 6) and Years 3, 4 and 5 returned in July when face-to-face learning recommenced. Lockdown elements are identified in purple.

Toolkit Strand	Pupil Progress Months	Evidence of Engagement	Evidence of Impact
Arts Participation	+3	Involved ROH National Dance Competition Extensive virtual PE offer during lockdown The school is involved in the Horsham Year of Culture Funded individual music lessons Funded lessons in art, drama, chess *EEF says:-* *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.*	ROH Ambassador and lead teacher AfPE Distinction Award PE Gold Award Virtual Schools PE Award Silver Arts Mark Award Some lessons continued through Zoom
Aspiration Interventions	+0	Spiral Curriculum in its 3rd Year STEM project, linking with parent body, to provide work related opportunities for pupils *EEF says:-* *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.*	Pupil Voice Attendance
Behaviour Intervention	+3	Personalised support programmes for pupils and families through EBD and HSSW team,	Reduced Exclusions (last resort) Improved behaviour for Learning Parent Engagement in Solihull Courses

		Nurture Provision Art therapy offer including External agency support Key signposting to other agencies/support groups/local offer ***EEF says:-*** *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.*	Parent Engagement in PP events Parent Engagement in PLCs Family engagement in Remote Learning Behaviour Logs Attendance Records Exclusions data CPOMS COVID Logs
Collaborative Learning	+5	Whole School Approach Remote Learning Offer ***EEF says:-*** *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.*	Lesson observations Peer-to-peer support programmes Book looks Pupil Voice Core Values Remote lessons Home learning uploaded, including feedback opportunities for children at home Remote CPD for all staff
Digital Technology	+4	Improved IT in school provided by the Trust investment and the PTA Key programmes to support learning - Spelling Shed - Times Table Rockstars - Lexia - My Maths IT and home learning lunch and playtime clubs to remove accessibility barriers.	Laptops and handheld devices available to add effectively into the curriculum by teachers Digital equipment allocated to pupils to remove barriers to learning Online programmes available to pupils as part of home learning options

		EEF says:- *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.*	Home learning Clubs to remove IT access barriers
Feedback	+8	Assessment for Learning Action Research project Teachers focussed on providing additional feedback in lessons – GPQs, carpet questions, hinge questions *EEF says:-* *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.*	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 Action Research Project Remote lessons and feedback to pupils
Home Learning	+2	Home Learning Clubs to remove barriers, supporting pupils to become independent and resilient. *EEF says:-* *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 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.*	Home learning evidence Club Lists Pupil Voice
Individualised Instruction	+3	Specialist teachers provide opportunities in Art, Chess, Music and Drama Non-classed based teachers used to provide additional focussed support (based on pupil progress meetings). 19/20 focus has been to improve writing (oral literacy) and mathematics (rapid recall strategies).	Club Lists Pupil outcomes (Year 6) Attendance Behaviour for Learning Remote lessons and feedback to pupils

		EEF says:- *Individualised instruction involves different tasks for each learner and support at the individual level. On average, individualised instruction has a positive effect on learners.*	
Mastery Learning	+5	Involvement in Maths Mastery national project. Members of West Sussex Hub Extensive, on-going CPD for teachers *EEF says:* *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.*	Action Research Project Trust Maths Mastery Visit Reports Lesson Observations Book looks Peer-to-Peer coaching Remote lessons and feedback to pupils
Metacognition & self-regulation		AfL project supports teachers to improve this aspect of their teaching. Our educational philosophy supports this approach. **EEF says:-** *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.* *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.*	Book reviews Peer coaching Lesson observation Pupil Voice Remote lessons and feedback to pupils
One-to-One Tuition	+5	Small pockets of this in place for small number of key pupils	FFT Pupil Tracker

		EEF says:- *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.*	Remote lessons and feedback to pupils
Outdoor Adventure Learning	+4	Forest School Lodge Hill Outdoor Experience Offer Heathy Living programmes PE team Extensive range of PE clubs on offer **EEF says:-** *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.*	PE capacity AfPE PE Gold Mark Timetable Pupil voice Virtual PE Award Key Worker and Vulnerable Pupil Lockdown School Offer
Parental Engagement	+3	Focus within Governors Improvement Plan Parent focus group discussion incorporated into the Governor Visit Days **EEF says:-** *Parental engagement as the involvement of parents in supporting their children's academic learning. It includes:* • *approaches and programmes which aim to develop parental skills such as literacy or IT skills;* • *general approaches which encourage parents to support their children with, for example reading or homework;* • *the involvement of parents in their children's learning activities; and* • *more intensive programmes for families in crisis.*	Parent voice Parent attendance Family Attendance Pupil Attendance CPD for parents through year EBD support HSSW support Anxiety workshops Early Help Plans Solihull Parenting Key Worker and Vulnerable Pupils Lockdown School Offer

		Although parental engagement is consistently associated with pupils' success at school, the evidence about how to improve attainment by increasing parental engagement is mixed.	
Reading Comprehension Strategies		Guided Reading Model; ML project **EEF says:-** *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. 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.* *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.*	Reading outcomes across school are strong showing clear evidence of impact from ML project CPD for staff (on-going) Book resources/guided reading resources Library reinstated with library slots weekly for all pupils Action research into spellings Removing barriers to reading using additional adults COVID safe Reading book exchange Reading videos to families
Reducing Class Sizes	+3	Year 4 are small classes Year 3 achieved for 19/20 **EEF says:-** *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.*	Small classes in Year 4 – evidence of positive impact – see pupil data. Small classes in Year 3 achieved for 19/20
Small Group Tuition	+4	Standard professional practice across school through mini lesson approach. 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.	Lesson observations Pupil progress meetings; focussed targetted support

		EEF says:- *Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement 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.*	Key Worker and Vulnerable Pupils Lockdown School Offer Remote lessons and feedback to pupils
Social Emotional Learning	+4	Holistic pastoral support for families and vulnerable children Parenting Support including delivering bespoke courses CPD for subject lead (new PSHCE curriculum) **EEF says:-** *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.* *Three broad categories of SEL interventions can be identified:* • *universal programmes which generally take place in the classroom;* • *more specialised programmes which are targeted at students with particular social or emotional needs; and* • *school-level approaches to developing a positive school ethos, which also aim to support greater engagement in* *On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment learning.*	EBD support Art Therapy support HSSW support Remote Pastoral Offer Key Worker and Vulnerable Pupils Lockdown School Offer PSHE/SRE Early Adopter Partnership with DFE SRE scheme implemented PSHE scheme implemented

Sports Participation	+2	Planned competitive sports opportunities Forest School Healthy Living Programme Lodge Hill Experience Offer **EEF says:-** *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.*	Extensive PE/sports offer with additional focus on equality of opportunity/accessibility Inclusion offer for pupils – personalised plans Extensive Virtual PE Offer PE Virtual Award
Within-class Attainment Grouping	+3	School Pedagogical Approach **EEF says:-** *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.* *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.* *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.*	CPD for staff to further develop QFTL Coaching & Mentoring peer to peer programme Remote CPD programme for all staff

Action Research 2019/20

Toolkit Strand	Pupil Progress Months	Evidence of Engagement and Impact in School
Oral Language Interventions	+5	Oral Literacy links within Literacy and Topic to develop vocabulary choices and technical language used by teachers and children confidently
EEF Science Project		Application successful; the school worked with EEF on the Science QM framework, which has impacted positively on progression, subject knowledge and teacher confidence
Social Emotional Learning	+4	Mental Health ethos embedded in the school combining core values, PE offer, PSHCE/SRE new curriculum and EBD offer and the introduction of Yoga as a whole school well-being activity
Peer tutoring	+5	Action Research in School 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.
Mathematics Mastery	+5	Continuing to develop the mastery approach for Mathematics, to improve outcomes for pupils, as part of a professional hub
Reading Development		Reading project continued to develop skills across the school for pupils, parents and staff