

## Old Bank Academy Pupil Premium Strategy Statement

1. Summary Information				
<b>Academic Year:</b>	2020-21	<b>Total PP budget:</b>	£99,530	
<b>Total number of pupils:</b>	117	<b>Number of pupils eligible for PP:</b>	74 (53%)	<b>Date for next internal review of this strategy:</b> Spring 2021

2. Current attainment at KS2		
	<i>Pupils eligible for PP (Nat for PP pupils)</i>	<i>Pupils not eligible for PP (national average)</i>
<b>% achieving expected standard or above in reading, writing and maths</b>	42% (Nat 51%)	70%
<b>% making expected standard or above in reading</b>	50% (Nat 62%)	80%
<b>% making expected standard or above in writing</b>	58% (Nat 68%)	83%
<b>% making expected standard or above in maths</b>	50% (Nat 67%)	81%

### 3. Barriers to future attainment (for pupils eligible for PP including high ability)

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

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|----------|--|
| <b>A</b> | Below typical language and communication skills on entry to school inhibit the progress of a large number of pupil premium eligible pupils in all areas of the curriculum. This is often compounded by the lack of engagement of some pupil premium children's parents in education, for example; children do not experience story or books or read at home often with an adult outside of school and do not receive parental support with homework tasks. |
| <b>B</b> | Special educational needs and low ability of many of our PP pupils.  |
| <b>C</b> | Attainment at the end of KS1 for pupils is below the national average in Reading, Writing and Maths for pupils who are eligible for the pupil premium.   |
| <b>D</b> | Attainment at the end of KS2 for pupils is below the national average in Reading and Writing for pupils who are eligible for the pupil premium.  |

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

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|----------|---|
| <b>E</b> | Improve attendance rate for PP pupils so it is in line with national average for all pupils.                                    |
| <b>F</b> | Parent engagement and lack of financial resource to provide children with broad opportunity and life experiences.               |
| <b>G</b> | Low adult literacy and numeracy levels leading to poor parental education   |
| <b>H</b> | Not all children access pre-school settings such as nursery, so children often enter school well below age-related expectations |

	<i>Desired outcomes and how they will be measured</i>	<i>Evaluation of impact – end of academic year</i>
<b>A</b>	The communication, language and literacy skills of PP children on exit to reception to be in line with their peers – a result of a language rich environment.	
<b>B</b>	Parents of EYFS pupils to be more engaged with their pupils learning, attend regular events within school to support them in helping their children in the early years of their education.	
<b>C</b>	In all year groups, SEND/PP pupils make progress that is in line with their peers – a result of quality first teaching and targeted SEND support intervention.	
<b>D</b>	Progress rates for PP pupils to be sustained, in line with non-PP pupils across school, in Reading, Writing and Maths.	
<b>E</b>	Attainment to be in line with national average for PP children. This will be measured via whole school attainment data using our internal tracking system.	
<b>F</b>	Increased attendance rates of PP children across school and a reduced gap between PP and non-PP pupils relating to their attendance. The outcomes will be measured via the attendance data and the attainment and progress data.	
<b>G</b>	PP parents will engage more positively with the school and will be better at supporting their children at home with their learning	

The EEF (Education Endowment) Toolkit was used alongside what has worked previously in school when deciding the evidence or rationale of the school's action. Red shows the impact in months from research of our chosen activity.

See link for further information <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/>

**Planned Expenditure**

ACADEMIC YEAR	2020-21				
QUALITY FIRST TEACHING - this will be provided to all pupils in school by teachers and support staff to ensure that the progress and attainment of PP pupils is in line with non-PP pupils and that progress rates in Reading, Writing and Maths are sustained across school for PP pupils					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To raise attainment by ensuring that all pupils receive challenging and engaging quality first teaching to meet their needs.	<p>Ensure teaching in all subjects is of the highest quality and PP pupils make most progress as a result of quality first teaching.</p> <p>Staff development and quality CPD</p> <p>Continue to develop the following teaching strategies in all classes within school:</p> <p>Feedback - to ensure that the feedback provided to all pupils is instant and effective.</p> <p>Pre-teaching – to begin September 2020</p>	<p><i>DFE report: supporting the attainment of disadvantaged pupils: articulating success and good practice. Nov 2015 identifies QFT as the key to ensuring PP pupils make progress.</i></p> <p>School is supporting teachers through the DFE Early Career teacher’s framework – staff are supported by colleagues across the trust.</p> <p><b>Feedback (+8 months – EEF Toolkit)</b></p> <p><b>Phonics (+4 months)</b></p> <p><b>Reading comprehension strategies (+6 months)</b></p>	<p>Impact of CPD in lesson visits, book scrutiny and pupil interviews and data drops</p> <p>Data to be tracked using Tracker and discussed at termly progress meeting with SLT.</p> <p>Children who are not on track will receive immediate extra input and they will be closely monitored</p>	<p>SMT (HT/AHT)</p> <p>Maths/English subject leads</p>	Half - termly

		EEF Toolkit and research shows that all the approaches which we will focus on make positive differences to the attainment and progress made by all children.															
Raise attainment in Reading, Writing (including Phonics) and Maths for pupils by diminishing the gap.	<p>Continue to teach reading comprehension to all pupils on a daily basis in smaller groups.</p> <p>Phonics teaching in EYFS/Y1 in smaller groups</p> <p>Same day Maths interventions??</p> <p>Daily arithmetic/times table sessions in all classes</p>	<p>The vast majority of children (including PP) are not making at least expected Progress across RWM.</p> <p>Attainment of PP children significantly below LA and National average</p> <table border="1"> <thead> <tr> <th></th> <th>OB</th> <th>LA</th> <th>National</th> </tr> </thead> <tbody> <tr> <td>Read</td> <td>101</td> <td>105</td> <td>105</td> </tr> <tr> <td>Maths</td> <td>97</td> <td>106</td> <td>106</td> </tr> </tbody> </table>		OB	LA	National	Read	101	105	105	Maths	97	106	106	Triangulation of data, lesson visits and work scrutinies by SLT.	SMT, Maths/English subject leads	Half termly
	OB	LA	National														
Read	101	105	105														
Maths	97	106	106														
To raise attainment through providing enriching experiences across the curriculum.	<p>Entry and exit points for topics to create enriching experiences</p> <p>Theme days (both internally and externally) to enhance the experiences of children</p> <p>Ensure pupil receive high quality dance and art provision</p> <p>Promotion of The Arts within school.</p>	<p>Social deprivation indicator of the local area suggests children, including PP, do not have the same enriching experiences compared to their peers in other areas of Mirfield</p> <p>Arts participation (+3 months – EEF Toolkit)</p> <p>Sports participation (+3 months – EEF Toolkit)</p>	<p>Regular monitoring of Teaching and Learning by SLT with a focus on support provided to PP and PP/SEND pupils. Feedback provided.</p> <p>Termly progress meetings led by HT/AHT.</p> <p>Theme days / enrichment activities planned into the yearly calendar</p>	SMT, Maths/English subject leads	Half termly												
<b>Total budgeted cost</b>					<b>£24,882.50</b>												

**TARGETED ACADEMIC SUPPORT - will be provided to many of our PP children in a very personalised way. Some children will benefit from one to one tuition, some from extra booster sessions and some from after school tuition. These groups will be based on ongoing assessment data and will be very fluid.**

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented?	Staff lead	When will you review implementation?
<p>PP pupils will be supported in order to make accelerated progress and a higher % will attain ARE and GD by the end of the year.</p> <p>PP/SEND pupils will be targeted through support in class/additional interventions to ensure they make expected progress across the year</p>	<p>Extra group work with teachers or TAs</p> <p>Lunchtime tuition with teachers/TAs for Y6 pupils</p> <p>Further develop and run Early Years interventions</p> <p>Oral language interventions to run in EYFS</p> <p>Extra small group support will be provided to all Rec and Year 1 pupils in phonics</p> <p>Reading intervention groups to be run for any pupils who are falling behind</p>	<p>One to one tuition +5 months (EEF Toolkit)</p> <p>Small group tuition +4 months (EEF Toolkit)</p> <p>Early Years interventions (+5 months – EEF Toolkit)</p> <p>The EEF Toolkit states that all of these strategies increase the attainment and progress rates of PP pupils.</p> <p><b>Catch up interventions: Rapid Reading Success at Arithmetic Project X CODE</b></p>	<p>Regular monitoring of T&amp;L by SLT with a focus on support provided to PP pupils. Feedback provided in response to lesson observations, scrutines, data drops</p> <p>Monitoring of PP teacher and TA intervention groups too by SLT and TA leader. Feedback provided.</p> <p>Half termly progress meetings led by phase leaders/HT with a strong focus on raising the attainment of any children whose progress and attainment is not at the expected level.</p>	<p>Head teacher/SLT</p>	<p>Half - Termly</p>
<b>Total budgeted cost</b>					<b>£44,788.50</b>

WIDER STRATEGIES – including behaviour, attendance and social and emotional support					
Desired Outcome	Chosen action/provision	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>Children with specific behavioural and learning needs are supported through specific interventions such as Thrive</p> <p>Reduce incidents of behaviour</p> <p>Children experiencing barriers to learning will be identified) and will work alongside our Inclusion Team</p>	<p>Breakfast club provision</p> <p>Pastoral support around behaviour and social/emotional support from Inclusion Team</p> <p>Sports Provision</p> <p>Behaviour treat/rewards</p> <p>One to one work with Inclusion Team</p> <p>Social and Emotional intervention groups (Thrive)</p>	<p>Social, Emotional and Behavioural needs evident in school</p> <p>Thrive profiling highlighted children with S&amp;M needs</p> <p>Social and Emotional learning +4 months (EEF Toolkit)</p> <p>Behaviour interventions +3 months (EEF Toolkit)</p> <p>Sports Participation +2 months (EEF Toolkit)</p>	<p>Parent /Pupil questionnaires</p> <p>Analysis of termly data for these PP pupils.</p> <p>Case studies</p> <p>Baseline/End of intervention data</p>	<p>SENDCO/SMT</p> <p>Pastoral Manager/Inclusion team</p>	<p>Termly</p>
<p>Improve attendance and ensure whole school attendance remains above 96%</p> <p>Specific PP pupils have improved attendance (in</p>	<p>Attendance to be on the agenda at Parents' Evenings</p> <p>Pastoral Manager to continue with procedures in place such as:</p> <ul style="list-style-type: none"> <li>• First day calls</li> <li>• Home visits</li> </ul>	<p><i>DFE research project (2016) showed that pupils with no absence are 1.3 times more likely to achieve EXS or above, and 3.1 times more likely to achieve GD or above than pupils that missed 10-15 per cent of all sessions.</i></p>	<p>Attendance monitoring on a half-termly basis.</p> <p>Target pupils identified and interventions in place to ensure they attend school and are punctual.</p>	<p>SMT/BC</p>	<p>Half Termly</p>

comparison to last year)	<p>Penalty fines for extended holidays</p> <p>Referrals to EWO for pupils at risk of becoming 'Persistent Absentees'</p> <p>Attendance treats/ weekly attendance rewards</p>	<p>Attendance of children at OB for the academic year 2019/20 is 92% (as of 4/5/20), with attendance for PP children 91%</p>	<p>First day calls / home visits carried out by BC</p> <p>Working relationship with local Housing Officer to monitor family situations</p>		
<p>Build on our PP children's social and cultural capital and to give them access to life Enriching experiences</p>	<p>PP pupils encouraged to take part in an extra-curricular clubs and ensuring we provide wider experiences and opportunities to enrich their understanding.</p> <p>Provide wide range of extra-curricular clubs for children to access</p> <p>Ensure all PP pupils are able to engage and take part in residential and trips.</p>	<p><i>The Sutton Trust recommends that schools' pupil premium money could be used for enrichment vouchers to offer middle class experiences to those who actually need them most. Creating Cultural Capital (2015)</i></p> <p>A wider-range of extra-curricular clubs is required to increase participation of all children, including PP</p>	<p>Monitor pupils attending extra curricular activities and their attainment pupil/parent questionnaires</p>	SMT	Half-termly
<p>Parents feel more well informed and empowered to support their</p>	<p>Parental engagement programme in place</p> <p>Family Learning workshops</p> <p>Parents' Weeks</p> <p>Class / weekly assemblies</p>	<p><b>Parental engagement +2 months (EEF Toolkit)</b></p> <p>Low literacy / numeracy levels in parents</p> <p>Family break-ups</p> <p>Drug / alcohol abuse</p>		BC / SMT	Termly

children	Family theme weeks				
	Coffee mornings				
	Support families with appointments / meetings				
<b>Total budgeted cost</b>					£29,859

