# -Linden Road Academy Pupil Premium Strategy *Academic Year 2020 - 21*

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| 1. **Summary information** | | | | | | | | | | | |
| **School** | | | Linden Road Academy | | | | | | | | |
| **Academic Year** | | | 2019-20 | **Total PP budget** | £107,910 | | | **Date of most recent PP Review** | | | Spring 2021 |
| **Total number of pupils** | | | 248 | **Number of pupils eligible for PP** | 78 (y1-6) | | | **Date for next internal review of this strategy** | | | Summer 2021 |
| 1. **Current achievement** | | | | | | | | | | | |
| **End of KS2 2019 pupils\* (Due to school closure Summer term 2020)** | | | | | | *Pupils eligible for PP in your school (2019)* | | | | *Pupils not eligible for PP (national average 2019)* | |
| **% achieving ARE +/ GD in reading** | | | | | | ***40% ARE*** | | | ***0% GD*** | ***73%*** | |
| **% achieving ARE +/ GD in writing** | | | | | | **40% ARE** | | | **7% GD** | ***78%*** | |
| **% achieving ARE +/ GD in maths** | | | | | | **20% ARE** | | | **0% GD** | ***79%*** | |
| **% achieving ARE+/ GD in reading, writing & maths combined** | | | | | | **20% ARE** | | | **0% GD** | ***65%*** | |
| **Progress score for reading** | | | | | | **-9.23** | | | | ***TBC*** | |
| **Progress score for writing** | | | | | | **-7.92** | | | | ***TBC*** | |
| **Progress score for maths** | | | | | | **-8.0** | | | | ***TBC*** | |
| 1. **Barriers to future attainment (for pupils eligible for PP)** | | | | | | | | | | | |
| **In-school barriers** *(issues to be addressed in school, such as poor oral language skills)* | | | | | | | | | | | |
|  | | Effect of the school closure and the gaps in learning for this group. | | | | | | | | | |
|  | | The low proportion of pupils in receipt of PPG achieving an understanding with greater depth in all subjects across the school. | | | | | | | | | |
|  | | Below average communication and language skills on entry into FS. | | | | | | | | | |
| **External barriers** *(issues which also require action outside school, such as low attendance rates)* | | | | | | | | | | | |
| **D.** | | Pupils in receipt of the PPG and with SEND are disproportionately represented in groups of children who require additional support for their health and wellbeingmental or emotional challenges. | | | | | | | | | |
| **E.** | | Pupils in receipt of the PPG who have English as an additional language is disproportionate to their peers. 17% of children eligible are EAL compared to 4%. | | | | | | | | | |
| 1. **Desired outcomes** *(Desired outcomes and how they will be measured)* | | | | | | | **Success criteria** | | | | |
|  | Internal and external data will show gap narrowing between PP and non-PP in all subjects. | | | | | | Progress across school > 2018-19 | | | | |
|  | Internal and external data will show PP GD numbers increasing for each year group. | | | | | | % PPC higher attainers > 12% in individual subjects, R, W, M at KS2 and KS1 2021 | | | | |
|  | Further improvements in attendance and wellbeing. | | | | | | PA < 10% of PPC Overall PP attendance % will increase - close to national expectations and in line with non PP pupils. | | | | |

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| 1. **Planned expenditure** | | | | | | | | | | | |
| * **Academic year** | | | **2020-21** | | | | | | | | |
| 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 | | | | | | | | | | | |
| 1. **Quality of teaching for all** | | | | | | | | | | | |
| **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?** | |
| Internal and external data will show gap narrowing between  PPC and non-PPC in all subjects.  End of KS2 results for this cohort, 2021,  RWM combined is 68% ARE | | Improving pedagogical implementation  Support for teachers in refining task design for learners to make at least good progress. | | The EEF guide to The Pupil Premium, research paper highlights Quality first teaching as one of the 5 key principles of best practice in using the Pupil Premium funding to raise attainment for this group of pupils.  In school data shows that this group of pupils does make up a large proportion of low attaining pupils. | 1. SLT will quality assure the implementation, alongside external assurance from the Enquire Learning Trust. 2. SLT will use the EEF ‘School’s Guide to Implementation’ to support the implementation process. 3. All teachers will receive support from SLT to implement Rosenshine’s Principles of Instruction to underpin great learning in every lesson, in every classroom. Teachers will use enquiry processes to observe colleagues in Linden Road and in other schools in the Enquire Learning Trust. | | | Vice Principal and Assistant Vice Principal,  Principal  English lead teacher  EYFS lead | | Baseline established: September 2021  PPC Pupil Progress updates: Half termly  6 week monitoring cycles in all subject areas to have a focus on disadvantaged pupils’ attainment and progress. | |
| **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?** | |
| Internal and external data will show that proportion of pupils eligible for the Pupil Premium with an Understanding at Greater Depth is increasing. | Task design will enable all pupils to develop their understanding with greater depth across the curriculum. | | | High expectations for all pupils is shown to raise standards in attainment and progress.  Improved task design will enable all pupils to achieve a level of understanding with greater depth, linked to AIP and whole school curriculum development.  As the EEF explains in the fifth of the key principles, ‘Tackling disadvantage is not only about supporting low attainers’. | | Books will be analysed regularly by SLT and area leaders to ensure high expectations and quality task design.  The wider curriculum will be strengthened to enable all pupils to build their experience which has been shown to raise the quality of learning and engagement in education. Progress in year groups across the curriculum is carefully planned for | Vice Principal  SLT | | Rolling cycle of book monitoring with timely feedback to individual teachers that is followed up:  Learning walks  Book looks  QoPs  Learning walk with JH (Director of Development for ELT)  Termly Enquiry | |
| **Total budgeted cost** | | | | | | | | | **£55,000** | |

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| 1. **Targeted support** | | | | | |
| **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?** |
| Children in receipt of the Pupil premium grant have good mental health throughout their time at Linden Road Academy. External factors from outside of the Academy that affects the mental health and well being of this group of pupils (and all pupils) is mitigated by a joined up approach between teaching staff, our pastoral lead, parents and extrernal professionals. | Part of the Pupil premium grant will be spent on the Pastoral lead’s salary and the cost of a professional counsellor to come into school to provide specific 1:1 and small group intervention. | Research shows that half of all pupils will experience episodes of poor mental health before they reach adulthood. (CAMHs)*.*  In school data from 2018/19 and 2019/20 shows that the group of children that qualify for the Pupil premium grant require disproportionately more support for their mental health, wellbeing and behaviour in school and home than their peers:  41% compared to 18% of their peers. In school data also shows that this group require proportionally more support in KS2 than in KS1. | QoP meeting agendas to include the opportunity for teachers to make timely and accurate referrals. (Clear systems in place so that pupils can be referred at any time for support if necessary)  Training for key staff on attachment for children. Revision of Linden Road’s Behaviour Policy to account for new learning and approaches to attachment. | Pastoral lead  Principal  Assistant Vice Principal  Vice Principal  SENDco | Half Termly monitoring by SENDco and Pastoral lead and analysis of incidents, referrals and work done internally by the Pastoral lead. 6 weekly Quality of Provision meetings will monitor the learning and progress of this group of pupils as well discuss outcomes of pastoral and wellbeing support. |
| **Total budgeted cost** | | | | | **£25,000** |

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| 1. **Other approaches** | | | | | |
| **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?** |
| Overall PP attendance % will increase - close to national expectations and in line with non- disadvantaged pupils.  Proportion of persistent absenteeism in this group of pupils continues to fall from 20%to <10% PA of those eligible for pupil premium grant | Daily and weekly monitoring of attendance by Attendance Officer.  Timely and tailored support for families who struggle with attendance or punctuality. | Increased attendance = increased attainment and wellbeing.  Attendance and punctuality are improving but more work needs to be done to meet the desired outcome.  Persistent absence for pupils to < than nat. PPC attendance data. | Consistent application of the behaviour policy so that good relationships abide throughout the school, engaging vulnerable children more in their education.  Strengthening of the wider Curriculum to broaden the experience and confidence of all pupils, in particular those in receipt of the PPG, which is shown to positively impact on learning outcomes.  Daily monitoring and contact with parents to ensure good attendance by all pupils.  Weekly reports to Principal of attendance and punctuality.  Weekly awards for attendance and punctuality. | Pastoral lead and Attendance officer. | * Weekly Reports. * Monthly attendance meetings with parents. * Attendance team meet every 3 weeks to review all children’s attendance including those eligible for PPG and EYPPG in FS1 and FS2 or siblings of those eligible for the PPG. |
| Improve wellbeing of this group of children. | Raise self-esteem by completing a week-long activity residential at Kingswood. Funding used to reduce costs for families. | Success from 2019/20 cohort in which raised self-esteem and positive shared experiences led to better team work and cooperation for the cohort, reduced instances of negative behaviour use of time out and isolations. Significant reduction of FTE in this cohort following the wellbeing improvement. | To see the continued pattern of reduced instances of negative behaviour, uses of Time out and isolation. | Assistant Vice Principal  Pastoral lead | Quality of provision  meetings (6 weekly) when reviewing the wellbeing needs of the Year 6 cohort 2019-20 with eligibility for the Pupil Premium Grant (currently 18/29 children. |
| **Total budgeted cost** | | | | | **£25,000** |

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| 1. **Review of expenditure** | | | | |
| **Previous Academic Year** | |  | | |
| 1. **Quality of teaching for all** | | | | |
| **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** |
| Raised standards for all students eligible for Pupil premium funding. | 0.5 TA in every class to support English and Maths | TA provides space for the teacher to teach the students with the most progress to make. | Impact evident in some classes. Attainment gap closed in KS1, and across KS2, although it wasn’t evident in Year 6. Having reviewed the progress and attainment of the children eligible for Pupil Premium in Year 6 for 2018-19 and 2019-20, the Academy has made a change. Focused additional teaching will be moved to Year 2 in the Autumn term, then Year 1 and FS2 throughout the Spring and Sumer terms. | **£64,000** |
| 1. **Targeted support** | | | | |
| **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**  **41436** |
| Improve attendance rates and decrease Persistent absenteeism in this group of pupils. | Attendance officer and pastoral lead meet every 6 weeks to review attendance, parents of children who are PA or cause for concern every 6 weeks. They offer help and seek solutions. | Significant impact. PA in this group of pupils has fallen from 20% of PPC with attendance <90% to 10% of PPC with attendance <90%. | Attendance team (Principal, Admin officer, Pastoral Lead) to meet every 3 weeks to review attendance, broaden scope out to children with attendance between 93% and 96%. Work collaboratively to follow best practice from the Enquire Learning Trust in increasing attendance for this cohort of pupils. | **£8,000** |
| 1. **Other approaches** | | | | |
| Improve wellbeing of this group of children. Reduce the incidents of behaviour that lead to fixed term exclusions | Raise self-esteem by completing a week-long activity residential at Kingswood. Funding used to reduce costs for families. | Significant positive impact of self-esteem and team building. Instances of negative and inappropriate behaviour in the 2019-20 cohort (proportionately between September 19 and March 2020) were significantly reduced from academic year 2018-19. 15 sessions of school for children eligible for PPG were lost due to fixed term exclusions in 2019, down from 42 sessions in 2018/19. Instances of ‘time out’ within the behaviour code were reduced for this cohort. Fixed term exclusions were reduced for this cohort.  Although the school went into lockdown, the SLA for counselling continued, the salary for the pastoral lead continued. Additional funding for car travel for staff to make house visits for children eligible for PPG and were vulnerable. | Continue with approach for Year 6 2019-20 cohort. Evidence shows that it does have a positive impact on self-esteem and attitudes to learning and self-management.  Further develop practice and CPD in using ‘Positive Regard’ and exclusion prevention. | **£20,000** |
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