



## Pupil premium strategy statement: Abbey Mead Primary Academy

1. Summary information					
<b>School</b>	Abbey Mead Primary Academy				
<b>Academic Year</b>	2019/20	<b>Total PP budget</b>	£134,650	<b>Date of most recent PP Review</b>	5 <sup>th</sup> Jan 2019
<b>Total number of pupils</b>	744	<b>Number of pupils eligible for PP</b>	102	<b>Date for next internal review of this strategy</b>	March 2020

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (2019 provisional national average, except * 2018 final national average)</i>
<b>% achieving expected or above in reading, writing and maths</b>	69	71
<b>% making at least 0.0 progress in reading</b>	1.3	0.3
<b>% making at least 0.0 in writing</b>	-4.5	0.2
<b>% making at least 0.0 in maths</b>	1.7	0.3

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

#### In-school barriers

- A. Communication and Language Development**  
Many of our PP eligible pupils begin school at starting points in both Nursery and Reception in need of support with communication through talking, verbal expression, modelling language and reasoning. Early Years practitioners will identify PP eligible pupils to work alongside in order to explicitly extend the child's spoken vocabulary, introducing them to new words in context and drawing attention to letters and sounds. They will adopt approaches aimed at developing thinking and understanding through language. However, this is not solely a barrier for our younger pupils as a significant number of children enter the school at starting points other than usual intakes. In addition to communication difficulties, these children often lack quality first-hand experiences which further prevent the development of vocabulary and knowledge – this directly effects speaking and listening, reading and writing attainment and progress. We wish to further build upon the success of last year in ensuring all pupils have access to the best possible start to their education through broadening our children's experiences in order to develop the cultural capital they do not necessarily receive outside of school (galleries, theatres, history, literature, arts).
- B. Boys Achievement**  
More disadvantaged pupils and boys are working below ARE in reading and writing in Yrs 3 & 4 and there is a disadvantaged gap for maths across the school. In addition, last year's cohort made less than expected progress in writing due to a previous lack of tracking mechanisms.
- Higher Ability Groups**  
The numbers of higher ability PP eligible pupils is less than that of the non-PP group and does not appear to greatly increase as the pupils move through the school in the same way that the non-PP higher ability groups increase. For example, the numbers of PP pupils in Reading 'above typical' or GD at the end of 2018/19 is similar to the beginning of the year. We will therefore identify pupils with the potential to achieve this depth of learning and focus our efforts upon quality feedback for these learners regarding their performance relative to their learning goals.
- C.** Whilst overall attainment at the end of KS2 has risen in all subjects to be in line or above national figures, the progress of pupils is lower than that found nationally; specifically in respect to writing ARE and GDS. It is vital that the progress of all pupils is tracked accurately across the Key Stage to ensure that timely and effective QFT and intervention is deployed. Where, poor provision and inaccurate assessments have existed previously, this has been tackled to ensure that no child is adversely affected.

#### External barriers

- D.** Anecdotal evidence suggests that parents of PP eligible pupils are less inclined to engage with school staff in promoting learning within different aspects of school life. This includes the attendance of PP children at school; alongside their engagement in performances and events; homework activities; home reading; attending parents' evenings and celebrations of learning.
- E.** The large majority of pupils requiring support for emotional deficits or family support are PP eligible pupils with family concerns and parenting

<p>issues impacting upon achievement over the longer term. Parental engagement for some of these families also impacts upon the achievement of PP eligible pupils. These families benefit from the support school can offer to enable them to become more active in their child's education which has a direct impact on outcomes for pupils.</p>
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4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	<p><b>Communication and Language Development</b></p> <p>Early intervention and precision first wave quality teaching is administered in Nursery, EYFS and KS1 and KS2 to close gaps. - Gaps are identified quickly, addressed and closed. Enhanced opportunities for children to be immersed in curriculum experiences through introducing free enrichment opportunities for all PP pupils.</p>	<p>Improved data – at the end of Nursery, Reception and KS1 Data is in line with other pupils nationally for reading, writing and maths for KS1/2 2019 SATs. Writing gap with non PP closes with assistance of first-hand experiences/visits. PP pupils take up the varied enrichment opportunities offered across the academy.</p>
<b>B.</b>	<p>To ensure that the number of PP children achieving GDS is accelerated and ensure there is no discernible gap in progress for PP children and the rest of the cohort.</p>	<p>GDS figures both in external and internal data are in line with GDS achieved by other pupils nationally and progress is on a par. Teachers appraisals targets specifically target this need through named pupils. Pupil progress meetings hold teachers to account for this. Progress in books demonstrates rapid improvement. PP monitoring through learning walks/lesson obs. show quality first teaching.</p>
<b>C.</b>	<p>For the progress of PP pupils, from different starting points, to be at least in line with national.</p>	<p>Progress measures for PP pupils both internally and externally match that of other pupils nationally.</p>
<b>D.</b>	<p>As academy wide attendance improves, the attendance of pupils eligible for PP to increase proportionately to be inline or above the academy wide percentage</p>	<p>Overall attendance for PP pupils improves and closes the gap on the cohort. For pupils, who have previously had exceptionally high rates of absence, attendance is rising quickly towards the national average.</p>
<b>E.</b>	<p>Early engagement and support from our Removing Barriers to Learning Team leads to a reduced impact on life chances as evidenced through minimal exclusion figures, shorter term CP plans and increased parental engagement. Through work with external agencies, families are supported to improve parenting capacity.</p>	<p>Improved identification of children needing internal family support leading to fewer children needing long term Child Protection plans. Continued work with external agencies to provide additional support where needs cannot be catered for within school.</p>

5. Planned expenditure					
Academic year	2019/20				
i. 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?
A - Communication and Language Development	<p>Early language development and real life experiences will be enhanced through the EYFS provision and use of the outdoor facilities. Adults are astutely trained to promote rich language experiences and staffing levels allow for personalised provision where necessary.</p> <p>Subsidised after school clubs will provide pupils with enhanced life chances which they would otherwise be unable to attend. These will focus upon developing pupils' social skills and communication.</p> <p>School facilities are provided for use to local community groups at a nominal rate. These include: Madrasa classes, Indian Education, Divine Youth.</p> <p>Development of outdoor junior provision and roles to provide pupils with opportunities to contribute to the school community and build communication skills alongside strengthening character.</p> <p>Staffing structure and ratio in the EYFS is higher than the rest of the academy to ensure ample opportunities to provide language opportunities.</p> <p>Through committing to character education, ensure</p>	<p>Maximising the opportunities within the school days for children to develop their spoken English will enable them to access the wider curriculum.</p> <p>Provision implemented, demonstrated improvements in confidence and application.</p> <p>Developing the character of the whole child supports social functioning and academic performance</p>	<p>Boxall profiles will show increased percentiles for identified pupils</p> <p>Accountability of varying stakeholders</p> <p>Individual tracking data for each child shared with class teacher</p> <p>Be an interwoven theme across SIP which is reviewed by Local Academy Council and Trust.</p>	<p>Principal</p> <p>Pastoral Support Lead</p> <p>EVC</p> <p>EYFS leader</p>	<p>Jan 2020</p> <p>&amp;</p> <p>Sep 2020</p>

	<p>that pupils develop a well-grounded and conscious understanding of their strengths and areas for development.</p> <p>Year 6 residential will be subsidised for all PP pupils with opportunities to work outside of their comfort zone in a safe environment.</p> <p>School visits will be 50% subsidised to all pupils and 100% subsidised for PP pupils so to reduce pupils' likelihood of being disadvantaged by their circumstances.</p> <p>Whole school events and productions will encourage the children to build spoken literacy skills through performance (Diwali, Eid, Navratri)</p> <p>Embed new Novel Led Curriculum which exposes children to high quality and inspiring texts.</p>				
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<p><b>B</b> - To ensure that the number of PP children achieving GDS is accelerated and ensure there is no discernible gap in progress for PP children and the rest of the cohort.</p>	<p>Staff led professional development through phase structures (specific to year groups)</p> <p>External support for staff on developing our GDS writers which is devised to fit the context of our school.</p> <p>Sourcing and establishment of cross Trust working parties and year group support.</p> <p>Performance management will empower staff to actively find areas for development</p> <p>Highly skilled subject leaders will effectively deploy support to improve the capacity of teachers to meet highest attaining pupils' needs through building consistency of White Rose Resources and problem solving. The development of the APE approach will further promote reasoning.</p> <p>Improved data tracking and analysis will enable interventions to be deployed effectively.</p> <p>feedback on performance of sub-groups. Data tracking will allow for intervention and focus to be directed accordingly to raise expectations.</p> <p>Peer observations and mentoring to further QFT and NQT provision.</p>	<p>Astutely focussed CPD to improve the teaching of reading, writing and maths through coaching and peer to peer support to improve Quality First Teaching and the deployment of support staff.</p>	<p>3 Data Points to analyse data</p> <p>Lesson observations/learning walks/work scrutiny</p>	<p>Literacy Leader</p> <p>Maths Leader</p> <p>Principal</p>	<p>Jan 2020</p> <p>&amp;</p> <p>Sep 2020</p>
<b>Total budgeted cost</b>					£46,500

<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<p><b>C</b> - For the progress of PP pupils, from different starting points, to be at least in line with national.</p>	<p>Deployment of additional teacher time to focus on PP pupils across the academy and in Year 6 to decrease class size and provide bespoke provision (RR &amp; NK)</p> <p>NQT and RQT release time; alongside additional release time for assistant principal to coach and mentor.</p> <p>Phase structure and interventions to focus upon identified sub groups of PP pupils in order to ensure personalised and focused interventions; particularly boys.</p> <p>Specialist and bespoke training for teaching assistants to provide BRWP, maths interventions and EAL support across the juniors.</p>	<p>Focussed and personalised CPD through coaching and peer to peer support is a proven method to improve quality First Teaching.</p> <p>Focussed interventions from highly trained members of staff to ensure that pupils make better than expected progress.</p>	<p>3 Data Points to analyse progress and attainment data</p> <p>Pupil Progress meetings</p> <p>Challenge Partner Review February 2020</p> <p>TMET Academy Improvement Forum</p> <p>Lesson observations/learning walks/work scrutiny by maths/English specialists</p>	<p>Principal</p> <p>Vice Principal/Phase leaders</p> <p>Subject leaders</p>	<p>Jan 2020</p> <p>&amp;</p> <p>Sep 2020</p>
<b>Total budgeted cost</b>					<b>£39,000</b>

<p><b>E - Early engagement and support from our Removing Barriers to Learning Team leads to a reduced impact on life chances as evidenced through minimal exclusion figures, shorter term CP plans and increased parental engagement. Through work with external agencies, families are supported to improve parenting capacity.</b></p>	<p>Pastoral Support Lead</p> <p>Removing Barriers to Learning Team aims to empower pupils and parents/carers to make positive changes in their lives for the wellbeing of the entire family.</p> <p>We build ‘non-judgemental’ relationships with families to ensure we get the best out of everyone and that their voices are heard.</p> <p>We support parents / carers with housing, Visa and school applications, write reports for medical appointments, signpost to debt management agencies and charity support.</p> <p>We offer pupils in house support in regard to bereavement counselling, friendship concerns and conflict resolution.</p> <p>Through effective liaison with external agencies, we source and ensure pupils receive specific support/interventions to meet their individualised needs which are often funded by the academy (play therapy, Relate Counselling, SEMH advice and support)</p> <p>Offer tools for parents / carers to improve routines and boundaries at home.</p>	<p>Families that receive help and support prior to a crisis point are more able to cope with the many challenges that some families face – housing, drug abuse, parenting, etc.</p> <p>Pupils who have strength of character and are resilient to failure are more likely to succeed.</p>	<p>Termly RB2L meetings</p> <p>Ongoing CPD through external training offered by LCC.</p> <p>Attend DSL forum three times a year.</p> <p>Multi agency information sharing.</p> <p>Bi-annual joint planning meeting</p>	<p>Principal</p> <p>SENCO</p> <p>RB2L Team</p>	<p>Jan 2020</p> <p>&amp;</p> <p>Sep 2020</p>
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<p><b>E</b> - Early engagement and support from our Removing Barriers to Learning Team leads to a reduced impact on life chances as evidenced through falling exclusion figures, shorter term CP plans and increased parental engagement</p>	<p>Offer parenting workshops through liaison with Family Learning Service to best support pupils development.</p> <p>Strengthen character of pupils to build positive outlook and resilience to failure through continuing to develop Route 2 Resilience approach and sharing with other city schools to support pupils across the city.</p> <p>Access additional support, advice and workshops through Special Needs Learning Service.</p> <p>Work closely with and deploy staff to support transition between schools.</p>				
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	<p><b>Total budgeted cost</b> £27,000</p>
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<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<p><b>D:</b> As academy wide attendance improves, the attendance of pupils eligible for PP to increase proportionately to be inline or above the academy wide percentage</p>	<p>Half-termly analysis of attendance data and identification of vulnerable pupils and those identified as Persistent Absentees.</p> <p>First day response provision to aid pupils in coming to school; establishing positive routines and supporting vulnerable families in the mornings to assist in getting children to school</p> <p>Attendance incentives to motivate and sustain improvements.</p> <p>Buy-back into Education Welfare Service provision.</p> <p>Establish Cross Trust network and working party to focus upon Attendance.</p>	<p>We can't improve attainment for children if they aren't actually attending school. NFER briefing for school leaders identifies addressing attendance as a key step.</p>	<p>Termly RB2L meetings where attendance is discussed.</p> <p>Dissemination of relevant information to those best placed to offer support (Pastoral Support Lead, class teachers, School Nurse, etc.).</p> <p>All phase leaders will collaborate to ensure new provision and standard school processes work smoothly together.</p> <p>Coaching &amp; mentoring offered to Attendance &amp; Welfare Officer by Principal.</p>	<p>Pastoral Support Lead</p>	<p>Jan 2020 &amp; Sep 2020</p>
<b>Total budgeted cost</b>					<b>£32,000</b>

## 6. Review of expenditure - Review of 2019 - 2020

Previous Academic Year		2019/20	
i. Quality of teaching for all			
Desired outcome	Chosen action / approach	Review of impact	Lessons learned
A - Communication and Language Development	<p>Early language development and real-life experiences will be enhanced through the EYFS provision and use of the outdoor facilities. Adults are astutely trained to promote rich language experiences and staffing levels allow for personalised provision where necessary.</p> <p>Subsidised after school clubs will provide pupils with enhanced life chances which they would otherwise be unable to attend. These will focus upon developing pupils' social skills and communication.</p> <p>School facilities are provided for use to local community groups at a nominal rate. These include: Madrasa classes, Indian Education, Divine Youth.</p> <p>Development of outdoor junior provision and roles to provide pupils with opportunities to contribute to the school community and build communication skills alongside strengthening character.</p> <p>Staffing structure and ratio in the EYFS is higher than the rest of the academy to ensure ample opportunities to provide language opportunities.</p>	<p>Investment and development of the EYFS provision led to an enriched curriculum offer which provided experiences to enhance progress in academic, social and emotional development (Expenditure of £4208)</p> <p>To enrich the curriculum and provide experiences to enhance progress in academic, social and emotional development. (Expenditure of £3621)</p> <p>Lettings were ceased in March due to the National Lockdown.</p> <p>Children developed 6Rs and character muscles through taking on leadership responsibilities for peers.</p> <p>Appointment of additional EYFS teaching assistant (HK) facilitated greater opportunities for language development within the early years. This had a positive impact on the communication</p>	<p>Further development and utilization of the wider school grounds will further promote language and communication – spinney/edible playground</p> <p>Significant funding will be set aside to provide enrichment opportunities for pupils in order to promote cultural capital in the Arts (appointment of music teacher, in school enrichment).</p> <p>Lettings will not recommence until we know it is safe to do so.</p> <p>The school grounds will be developed to promote rich language acquisition.</p> <p>Higher levels of staffing within the EYFS will continue to be prioritised next year to support early language development.</p>

	<p>Through committing to character education, ensure that pupils develop a well-grounded and conscious understanding of their strengths and areas for development.</p> <p>Year 6 residential will be subsidised for all PP pupils with opportunities to work outside of their comfort zone in a safe environment.</p> <p>School visits will be 50% subsidised to all pupils and 100% subsidised for PP pupils so to reduce pupils' likelihood of being disadvantaged by their circumstances.</p> <p>Whole school events and productions will encourage the children to build spoken literacy skills through performance (Diwali, Eid, Navratri)</p> <p>Embed new Novel Led Curriculum which exposes children to high quality and inspiring texts.</p>	<p>and language prior to lockdown (Expenditure of £15,018)</p> <p>Unable to go ahead due to COVID-19</p> <p>Fully subsidised educational visits provided pupils with additional enrichment opportunities to develop cultural capital (Expenditure to £3172)</p> <p>Navratri, Diwali and Christmas performances provided pupils will opportunities to develop oracy.</p> <p>Further investment in high quality novels and exposure to literature for PP pupils; provision of books. To ensure that there are no barriers to DA children accessing the full range of learning that the curriculum offers; particularly those that enhance standards in Reading and Writing. (Expenditure of £519)</p>	<p>Opportunities afforded to the children had a positive impact upon academic, social and emotional development.</p> <p>Unfortunately, due to COVID-19 lockdown, some year groups were unable to participate in events as planned. In preparation for next year, events will move to a digital platform to ensure continuity.</p>
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<p><b>B - To ensure that the number of PP children achieving GDS is accelerated and ensure there is no discernible gap in progress for PP children and the rest of the cohort.</b></p>	<p>Staff led professional development through phase structures (specific to year groups)</p> <p>External support for staff on developing our GDS writers which is devised to fit the context of our school.</p> <p>Sourcing and establishment of cross Trust working parties and year group support.</p> <p>Performance management will empower staff to actively find areas for development</p> <p>Highly skilled subject leaders will effectively deploy support to improve the capacity of teachers to meet highest attaining pupils' needs through building consistency of White Rose Resources and problem solving. The development of the APE approach will further promote reasoning.</p> <p>Improved data tracking and analysis will enable interventions to be deployed effectively.</p> <p>Feedback on performance of sub-groups. Data tracking will allow for intervention and focus to be directed accordingly to raise expectations.</p> <p>Peer observations and mentoring to further QFT and NQT provision.</p>	<p>For children in years 5 &amp; 6, additional staffing were deployed to support and provide bespoke provision through interventions and smaller class sizes</p> <ul style="list-style-type: none"> <li>• HA – 3 days a week (£18,056)</li> <li>• ZE – 5 days a week (£17,540)</li> </ul> <p>This resulted in an increase in the percentage of pupils predicted to achieve GDS prior to the national and extended local lockdown</p> <p>Providing additional time for coaching and additional professional development in order to meet the individual needs of vulnerable pupils, ensuring enough time for maths and English leads to develop and support colleagues to in delivery of QFT and targeting specific groups of children (Expenditure £1800)</p> <p>Accurate monitoring and analysis of pupil progress to enable interventions to be deployed (Expenditure of £1827). Alongside this additional capacity sought to provide monitoring and analysis of pupil progress to enable interventions to be deployed most effectively (£600)</p> <p>Focused CPD and release time to improve maths and writing teaching, through attendance at courses and dissemination to colleagues through coaching to improve quality first teaching (Expenditure of £1400)</p>	<p>Additional staff will once again be deployed to key year groups and be funded through a mix of Pupil Premium Funding and Catch up Premium funding depending upon the purpose and intended outcomes.</p> <p>Additional TAs will be employed on a temporary basis to focus on reducing group sizes so to provide more tailored support to pupils.</p> <p>Appointment of internal HLTAs and paying up of existing TAs will release subject leaders to work alongside less confident and less experienced colleagues.</p> <p>We will continue to utilize existing assessments alongside seeking new assessments to provide specific data around PP pupils progress and tracking.</p>
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**i. Targeted support**

Desired outcome	Chosen action/approach	Review of impact	Lessons learned
<p><b>C</b> - For the progress of PP pupils, from different starting points, to be at least in line with national.</p>	<p>Deployment of additional teacher time to focus on PP pupils across the academy and in Year 6 to decrease class size and provide bespoke provision (RR &amp; NK)</p> <p>NQT and RQT release time; alongside additional release time for assistant principal to coach and mentor.</p> <p>Phase structure and interventions to focus upon identified sub groups of PP pupils in order to ensure personalised and focused interventions; particularly boys.</p> <p>Specialist and bespoke training for teaching assistants to provide BRWP, maths interventions and EAL support across the juniors.</p>	<p>Upon a return from maternity leave, RR was deployed to work alongside small groups of pupils to accelerate the progress of identified pupils by reducing class sizes. NK was used to back fill a class in order to release SA time to work alongside identified pupils in Years 5 &amp; 6 to provide acceleration. Both were halted due to COVID-19.</p> <p>Utilization of phase structure had a more direct impact upon pupils' performance as was integrated with class teachers more readily.</p> <p>TAs across the school were upskilled in the delivery of BRP and other identified interventions. Work was undertaken to set clear entry and exit criteria for each of these interventions.</p>	<p>Smaller groups sizes proved effective in targeting pupils requiring acceleration. Additional colleagues will be deployed to the Year 5 &amp; 6 bubbles where data indicates the greatest gap.</p> <p>Appointment of new PP lead as a senior leader to ensure PP continues to have a high profile. Leader will be better placed to track implementation of approaches from a class teacher perspective.</p> <p>Wider role out of BRP to newly appointed staff.</p>

<p><b>E - Early engagement and support from our Removing Barriers to Learning Team leads to a reduced impact on life chances as evidenced through minimal exclusion figures, shorter term CP plans and increased parental engagement. Through work with external agencies, families are supported to improve parenting capacity.</b></p>	<p>Pastoral Support Lead</p> <p>Removing Barriers to Learning Team aims to empower pupils and parents/carers to make positive changes in their lives for the wellbeing of the entire family.</p> <p>We build ‘non-judgemental’ relationships with families to ensure we get the best out of everyone and that their voices are heard.</p> <p>We support parents / carers with housing, Visa and school applications, write reports for medical appointments, signpost to debt management agencies and charity support.</p> <p>We offer pupils in house support in regard to bereavement counselling, friendship concerns and conflict resolution.</p> <p>Through effective liaison with external agencies, we source and ensure pupils receive specific support/interventions to meet their individualised needs which are often funded by the academy (play therapy, Relate Counselling, SEMH advice and support)</p> <p>Offer tools for parents / carers to improve routines and boundaries at home.</p>	<p>Continuation of pastoral lead appointment to empower pupils/parents/carers to make positive changes in their children’s lives (Expenditure of £32,536)</p> <p>Relationships with families have continued to thrive; these have been promoted by close relationships across the school. Throughout lockdown, teachers made regular phone calls to connect with pupils and families; filmed introductory and transition clips for their new classes and recorded story time clips. This promoted the school community and connectedness’. The wellbeing of vulnerable pupils was regularly checked through contact and discussion with pupils; with concerns continuing to be addressed.</p> <p>Alongside internal support systems, we bought in additional LA support for most vulnerable pupils through SEMH work (Expenditure of £1,646)</p> <p>Ensuring that all children are ready to learn and mental health and wellbeing barriers are reduced (Expenditure of £269)</p>	<p>Continuation of contract to support our most in need pupils.</p> <p>Invest further in appropriate technology to allow PP pupils to be loaned devices where necessary to support with school life where pupils need to self-isolate. Work with the Trust to source additional devices and revenue streams to support this.</p> <p>Work alongside the LA and Trust to put into place bespoke provision for our most vulnerable pupils &amp; families; through consideration of DSP.</p>
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<p><b>E</b> - Early engagement and support from our Removing Barriers to Learning Team leads to a reduced impact on life chances as evidenced through falling exclusion figures, shorter term CP plans and increased parental engagement</p>	<p>Offer parenting workshops through liaison with Family Learning Service to best support pupil's development.</p> <p>Strengthen character of pupils to build positive outlook and resilience to failure through continuing to develop Route 2 Resilience approach and sharing with other city schools to support pupils across the city.</p> <p>Access additional support, advice and workshops through Special Needs Learning Service.</p> <p>Work closely with and deploy staff to support transition between schools.</p>	<p>Family Learning workshops were sourced and run from the school. Despite initial uptake being good, this decreased significantly overtime, potentially due to a lack of familiarity with staff and language barriers.</p> <p>Staff have been released to attend regular sessions in Route 2 Resilience so to drive character and personal development in children in school. They have then received additional release time in school to deliver coaching and sessions to colleagues. (Expenditure of £1800)</p>	<p>We are aware that many parents are in need of parenting support and techniques at home. To further support this, we will train in house staff in the Solihull Parenting Approach next year to offer continuity of provision and translation.</p> <p>We will use HLTAs in school to release staff to continue to deliver and promote the development of character.</p>
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## ii. Other approaches

Desired outcome	Chosen action/approach	Review of impact	Lessons learned
<p><b>D:</b> As academy wide attendance improves, the attendance of pupils eligible for PP to increase proportionately to be inline or above the academy wide percentage</p>	<p>Half-termly analysis of attendance data and identification of vulnerable pupils and those identified as Persistent Absentees.</p> <p>First day response provision to aid pupils in coming to school; establishing positive routines and supporting vulnerable families in the mornings to assist in getting children to school</p> <p>Attendance incentives to motivate and sustain improvements.</p> <p>Buy-back into Education Welfare Service provision.</p> <p>Establish Cross Trust network and working party to focus upon Attendance.</p>	<p>School wide attendance continued to improve throughout the year. Up to the date of lockdown, there had been a significant decrease in the number of pupils classified as persistent absentees. This was due to a significant reduction in the number of families taking term time holiday due to consistent messages, clear systems and follow up from the Education Welfare Service. (Expenditure of £1,824)</p> <p>The focus from the March lockdown turned to support our most in need families through regular communication, food hampers, offer of places in school alongside key workers, supporting with housing concerns and benefits applications.</p> <p>Over the summer holidays, regular contact was maintained with vulnerable families to signpost to support agencies and ensure confidence in returning to school in September. As such, the attendance of pupils in September was high and the attendance of PP pupils was roughly inline with the wider cohort.</p>	<p>The attendance of all pupils on an individual basis has continued. Due to high levels of infection within the community, it will be essential to ensure that families feel well supported and communication is clear. We will continue to utilize established communication systems and ensure bilingual staff are able to communicate with families accordingly.</p> <p>Sporadic and unexplained absences will continue to be tackled rigorously so to ensure that no pupils are disadvantaged by poor attendance.</p> <p>We will continue to lead on cross trust attendance to ensure that consistency is key and children across our Trust are afforded the same opportunities brought about by regular attendance.</p>

## Pupil Premium Spending 2019 to 2020 (Academic Year) = £134,650.00

Item/Project	Action	Amount
Pastoral Support Lead (MS)	Removing barrier to Learning: aim to empower pupils/parents/carers to make positive change	£32,536
EWO	Support Removing Barriers to Learning by ensuring regular attendance for most vulnerable	£1,824
Additional EYFS staffing (HK)	To facilitate regular opportunities for language development	£15,018
After school clubs	To enrich the curriculum and provide experiences to enhance progress in academic, social and emotional development.	£3,621
Target Tracker	Accurate monitoring and analysis of pupil progress to enable interventions to be deployed	£1,827
Training	Focused CPD to improve maths and writing teaching, improve quality first teaching	£1,400
Teacher delivered intervention (HA)	Provide bespoke provision through bespoke interventions	£18,056
HLTA delivered Interventions (ZE)	Provide bespoke provision through bespoke interventions	£17,540
Reading books	To ensure that there are no barriers to DA children accessing the full range of learning that the curriculum offers, particularly those that enhance standards in Reading and Writing	£519
Health and Wellbeing training	Ensuring that all children are ready to learn and mental health and wellbeing barriers are reduced	£269
Cover	Providing additional time for coaching and additional professional development in order to meet the individual needs of vulnerable pupils, ensuring enough time for maths and English leads to develop and support colleagues to in delivery of QFT and targeting specific groups of children. Release time for attendance at R2R network.	£3,900
Data monitoring (10%)	Accurate monitoring and analysis of pupil progress to enable interventions to be deployed	£600
Subsidise School Trips & residentials	Provide pupils with fully subsidised enrichment opportunities	£3,172
SEMH Support	LA provision to support most vulnerable	£1,646
Development of resources in EYFS	To enrich the curriculum and provide experiences to enhance progress in academic, social and emotional development.	£4,208.00

**Total:** **£106,135.11**  
**Underspend to be carried forward due to COVID-19** **£28,514.89**