

# Endeavour Academy Pupil Premium Strategy 2020-21

## Pupil premium spending 2020-21

1. SUMMARY INFORMATION			
Date of most recent pupil premium review:	September 2019	Date of next pupil premium review:	January 2020
Total number of pupils:	287	Total pupil premium budget:	£89,770
Number of pupils eligible for pupil premium:	66	Amount of pupil premium received per child:	£1345 (£2345 PP+)

OVERALL AIMS
<ul style="list-style-type: none"> <li>• <b>Quality teaching for all</b> – To support pupils in making explicit their thinking and learning so that they are better able to take greater responsibility for their learning and develop their understanding of what is required to succeed.</li> <li>• <b>Targeted support</b> – Implement with fidelity school progressions in learning in order to identify early those falling behind and linking structured support to classroom teaching to reduce gaps in attainment and progress</li> <li>• <b>Curriculum enrichment</b> - To enhance the curriculum and widen opportunities to meet the needs of our pupils physically, socially and emotionally.</li> </ul>

2. CURRENT ATTAINMENT On track to achieve end points in March 2020		Pupils eligible for pupil premium (PP)	Pupils not eligible for PP	
			School	National (2019 data)
EYFS (2020)	Good level of development (GLD) (Mar 20)	100%	75%	74.7%
	Reading	100%	88%	79.2%
	Writing	100%	83%	76.2%
	Number	100%	85%	81.9%
	Shape	100%	93%	83.5%
Y1	% on track to achieve expected standard in phonics (Mar 20)	87.5%	78%	84.3%
END OF KS1 (2020)	% achieving expected standard or above in RWM	57%	73%	68.8%
	% achieving expected standard in reading	57%	76%	78.2%
	% achieving expected standard in writing	57%	76%	72.9%
	% achieving expected standard in maths	71%	76%	79.1%
END OF KS2 (2020)	% achieving expected standard or above in RWM	56%	67%	70.7%
	% achieving expected standard or above reading	56%	83%	77.9%
	% achieving expected standard or above writing	67%	71%	83.1%
	% achieving expected standard or above maths	67%	79%	83.6%
ATTENDANCE (2020)	Overall attendance average (Sept 2019-Mar 2020)	93.44%	95.43%	
	% Persistent Absentees (Sept 2019-Mar 2020)	28.57%	20.79%	

### 3. BARRIERS TO FUTURE ATTAINMENT FOR PP PUPILS

Academic Barriers:	
A	Low numbers engaging with reading for pleasure impacting on outcomes in reading and writing
B	Children entering the school below ARE not making sufficient accelerated progress to close the attainment gap.
C	Poor learning skills e.g. organisation, motivation, toolbox of learning strategies to draw on, prior learning to build new learning on.
External Barriers	
D	PP children with high numbers of persistence absence. 66% currently are PP children.
E	Availability and/or ability of parents to support with learning away from school leading to low levels of completion of homework and reading away from school. Ambivalent feelings about school.

### 4. INTENDED OUTCOMES

Specific outcomes		Success criteria
A	Diminish the difference in reading, writing and mathematics for PP pupils in KS1 and KS2	<ul style="list-style-type: none"> <li>The attainment gap between PP and NPP pupils will decrease in all year groups</li> <li>Development and application of self-regulatory and metacognition strategies (EEF research)</li> <li>Assessment used accurately to target teaching and support</li> </ul>
B.	To engage PP pupils in academic and enrichment/aspirational opportunities	<ul style="list-style-type: none"> <li>Increased number of PP pupils participating in activities;</li> <li>Improved levels of engagement and motivation</li> <li>Positive pupil voice in extra curriculum e.g.: Pupil Leadership Team/Pupil Forum/Play Leadership/Sports teams/School Sports Organising Crew and trips.</li> </ul>

C	Reduce the number of PP pupils who are persistent absentees	<ul style="list-style-type: none"> <li>Improved attendance for PP pupils</li> <li>Reduced number of persistent absentees</li> <li>The gap between PP and NPP attendance will be narrowed.</li> <li>PP children access free breakfast club to support improving attendance and punctuality and meeting the basic needs of pupils.</li> </ul>
D	Parents and carers are fully engaged with their child(ren)'s learning	<ul style="list-style-type: none"> <li>Parents understand what their child is learning and how they can support them with this.</li> </ul>

## Planned expenditure 2019-20 Academic Year

Quality of teaching for all					
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Use of metacognitive and self-regulatory learning skills. Staff to be trained on how to develop and use these techniques with children	Pupils are more aware of their own strengths and weaknesses (are self-regulating) and can motivate themselves to engage in and improve their own learning as a result	EEF evidence suggests that getting pupils to think about their own learning can accelerate progress and is particularly effective for improving outcomes for disadvantaged learners.	CPD for staff Collaborative to planning time to allow all staff to be supported to develop classroom practice. Assessment of pupils use of skills by teachers e.g. traces, observation etc. Monitoring of planning and lessons.	CR and KS M'gers	Half-termly
Use TA's to help pupils to develop independent learning skills and manage their own learning	Learners are aware of their strengths and weaknesses, and can motivate themselves to engage in, and improve, their learning	EEF TA research evidences that noticeable improvements in pupil outcomes can be made through making the best use of TA's to add value to what teachers do.	CPD- scaffolding learning Formation of learning trios to support in understanding and implementation of strategies to support learners Lesson obs	CR	Half-termly

					Total budgeted cost:	£11,500
<b>Targeted support</b>						
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?	
Develop 8 strategies for effective reading in pupils	Pupils use a range of explicitly taught strategies in combination to improve comprehension and reading pleasure through improved understanding	Expert readers use a combination of 8 strategies to increase understanding of and enjoyment of texts. Novice readers need support in using and applying these strategies in order to become expert readers over time.	CPD – reading comprehension focusing on ways to develop key strategies in targeted learners Progress plans evidence use and impact of teaching of strategies Timetabled slots for reading comprehension support for pupils falling behind expected stages Analysis and discussion of tracking data at PPM Monitoring by Reading Lead and KS managers	Reading Team AG (KS1 lead)	Half-termly	
1:1 reading support for children falling behind or where support from home is inconsistent	Pupils supported to develop fluent reading capabilities and develop reading and comprehension strategies through modelling and support. Attainment and progress in reading is kept on track	EEF- improving literacy at KS2 recommendations Successful strategy for learners from previous academic year.	Timetabled sessions throughout week. Monitoring of reading records and progress information (e.g. reading trackers; summative assessments)	SLT	Half-termly	

<p>Progress plans in place in all classes to 'diminish the difference' and 'stretch and challenge learners'</p>	<p>Attainment and progress for PPG pupils at end of KS2 will be in line with national at ARE and GDS</p>	<p>EEF- small group tuition Success of strategy in previous academic year for learners</p>	<p>Monitoring including learning walks and observations Monitoring progress plans to ensure consistent application and provision in 'daily activities' is identified and being used as learning from last year evidenced this is where impact on learning is greatest.</p>	<p>SLT</p>	<p>Half-termly</p>
<p>Targeted emotional regulation interventions for those pupils identified as benefitting from input around social and emotional development.</p>	<p>Behaviour no longer significant barrier to learning  Reduction in number of time out sessions for pupils during teaching time and break times  Pupils learn and apply skills and knowledge which will help them to self – regulate.</p>	<p>EEF- behaviour interventions Pupils are at risk of developing gaps in learning due to being absent from class following breaktimes or time outs where they require support for emotional regulation.  Programme recommendation by EdPsych based on working knowledge of our pupils and their emotional difficulties</p>	<p>Training for identified staff by Applied Psychologies (additional days) Timetabled sessions with Learning Mentor and/or SENDCo (Emotion Coaching/Zones of regulation) Identify intended outcomes for individuals and monitor progress towards these  Audit of lunchtime provision to ensure it continues to address emerging needs</p>	<p>Ed Psych Learning Mentor SENDCo</p>	<p>Half-termly</p>

Attendance Officer and EWO intervention to improve attendance and punctuality for identified pupils	Improve attendance and reduce number of PA pupils	For a child to reach their full educational achievement a high level of school attendance is essential. Statistics show a direct link between under-achievement and absence below 95%	Follow up attendance immediately once registers have been completed Target families of pupils who are persistently late/Attendance below 92% Action plans in place for pupils with attendance below 90% Monitoring spreadsheet detailing actions and impact. Discussion of pupils at vulnerable group meeting Identification of pupils with tend of PA for early monitoring and intervention (identified and discussed and VP group) Texting parents to inform of improvement/emerging concerns about attendance and punctuality	Attendance Officer	Fort-nightly
Total budgeted cost:					£57,240
<b>Other approaches</b>					
<b>Action</b>	<b>Intended outcome</b>	<b>What's the evidence and rationale for this choice?</b>	<b>How will you make sure it's implemented well?</b>	<b>Staff lead</b>	<b>When will you review this?</b>
Enable all pupils to have access to breakfast club each morning (funded for those with PP).	Pupils attend school on time and are settled and ready to access their classroom and learning	Establishing a routine Time to settle and talk with friends Relaxed start to day Effective strategy from previous academic year	Advertising breakfast club through newsletter Targeted approach to pupils struggling with attendance and punctuality	JC(ABM)	Ongoing

<p>Provide experiential learning opportunities linked to topics and whole school experiential days</p>	<p>PP pupils have prior learning opportunities on which to build new learning allowing them to develop skills in line with their peers across a range of subjects – ensuring they are ready for their next steps.</p>	<p>Experiential learning opportunities have been successful in providing pupils with similar prior knowledge from which to build further learning which is not there without such opportunities.</p>	<p>KS Managers monitor that their teams have planned in or experiential learning opportunities in advance throughout the year. Subject leaders can evidence impact of learning experiences in pupils work (e.g. through book looks, pupil voice etc).</p>	<p>KS Leads Subject leaders</p>	<p>Half-termly</p>
<p>Provide opportunities for PP children to access extra activities, fund transport and equipment where needed. Encourage PP children to take on roles in school and to try new experiences that we can help fund if required.</p>	<p>Increase in number of PP pupils engaged in academic and enrichment/aspirational opportunities e.g: Pupil Leadership Team/Pupil Forum/Play Leadership/Sports teams/School Sports Organising Crew and trips</p>	<p>Pupils have limited life experiences. Raise aspirations and provide opportunities for them to fulfil potential. PP pupils need some opportunities within the school day rather than after school for them to be able to access opportunities.</p>	<p>SLT and PECO to keep a register of all children that take part in any activity, ensuring that 100% of PP children are provided with the opportunity to take part in as many activities and extra-curricular and enrichment activities as possible.</p>	<p>SLT Class teachers PECo</p>	<p>Half termly</p>
<p>VP team to monitor and work with PP families and children, arrange meetings and monitoring of these children. Provide support programmes as required.</p>	<p>Reduction in the amount of PP children on the persistence absence list. Support emotional wellbeing and support of children and families. Children in school engaged in learning and engaging fully in all aspects of school life, academically and socially.</p>	<p>Intervening early with families can improve outcomes and prevent ‘bad habits’ becoming established and having a negative impact on pupil outcomes.</p>	<p>Weekly attendance meeting with Vulnerable Pupil team.  Weekly supervision meetings with Vulnerable Pupil team and resulting actions.  Monitoring of impact of actions as part of weekly meetings.</p>	<p>DSL SENDCo LM</p>	<p>Half termly.  £10000</p>



Provide workshops for parents, meetings to inform parents, use of electronic communication to inform parents.	Parents and carers are fully engaged with their child's learning. Parents understand what their child is learning and how they can support them with this.	Disengagement with homework due to lack parental support and ambivalent feelings about school work away from school.	Sessions planned into school calendar invites and information shared with parents in multi platforms. Record participation levels, ensure PP children and families are targeted for support.	AHT SLT	Half termly. £2000
				Total budgeted cost:	£21,000

## Review of expenditure 2020-21

Quality of teaching for all				
Action	Intended outcome	Impact	Lessons learned	Cost
Use of metacognitive and self-regulatory learning skills. Staff to be trained on how to develop and use these techniques with children	Pupils are more aware of their own strengths and weaknesses (are self-regulating) and can motivate themselves to engage in and improve their own learning as a result	<p><i>Did you meet the success criteria? Give evidence to support your impact, this can be from:</i></p> <ul style="list-style-type: none"> <li>• Attainment/progress scores</li> <li>• Case studies</li> </ul> <p><i>Also include impact on pupils not eligible for pupil premium if appropriate</i></p>	<p><i>This can include lessons learned about impact or implementation.</i></p> <p><i>If your approaches didn't meet your success criteria:</i></p> <ul style="list-style-type: none"> <li>• Why not?</li> <li>• Will you continue with this approach next year? If so, then why? Will you make any changes?</li> </ul>	<p>Release time for collaborative planning.</p> <p>Release time for monitoring</p>

Use TA's to help pupils to develop independent learning skills and manage their own learning	Learners are aware of their strengths and weaknesses, and can motivate themselves to engage in, and improve, their learning			CPD time Release time to support and share good practice
<b>Targeted support</b>				
<b>Action</b>	<b>Intended outcome</b>	<b>Impact</b>	<b>Lessons learned</b>	<b>Cost</b>
Develop 8 strategies for effective reading in pupils	Pupils use a range of explicitly taught strategies in combination to improve comprehension and reading pleasure through improved understanding			CPD costs TA support
1:1 reading support for children falling behind or where support from home is inconsistent	Pupils supported to develop fluent reading capabilities and develop reading and comprehension strategies through modelling and support. Attainment and progress in reading is kept on track			HLTA x1 CM
Progress plans in place in all classes to 'diminish the difference' and 'stretch and challenge learners'	Attainment and progress for PPG pupils at end of KS2 will be in line with national at ARE and GDS			TA support

Targeted emotional regulation interventions for those pupils identified as benefitting from input around social and emotional development.	Behaviour no longer significant barrier to learning  Reduction in number of time out sessions for pupils during teaching time and break times  Pupils learn and apply skills and knowledge which will help them to self – regulate.			SENDCo LM
Attendance Officer and EWO intervention to improve attendance and punctuality for identified pupils	Improve attendance and reduce number of PA pupils			Training Costs AO EWO Text message service costs
Other approaches				
Action	Intended outcome	Impact	Lessons learned	Cost
Enable all pupils to have access to breakfast club each morning (funded for those with PP).	Pupils attend school on time and are settled and ready to access their classroom and learning			Staff & Resource costs
Provide experiential learning opportunities linked to topics and whole school experiential days	PP pupils have prior learning opportunities on which to build new learning allowing them to develop skills in line with their peers across a range of subjects – ensuring they are ready for their next steps.			Trips and workshops

<p>Provide opportunities for PP children to access extra activities, fund transport and equipment where needed. Encourage PP children to take on roles in school and to try new experiences that we can help fund if required.</p>	<p>Increase in number of PP pupils engaged in academic and enrichment/aspirational opportunities e.g: Pupil Leadership Team/Pupil Forum/Play Leadership/Sports teams/School Sports Organising Crew and trips</p>			<p>Resource costs including transport. Staffing costs</p>
<p>VP team to monitor and work with PP families and children, arrange meetings and monitoring of these children. Provide support programmes as required.</p>	<p>Reduction in the amount of PP children on the persistence absence list. Support emotional wellbeing and support of children and families. Children in school engaged in learning and engaging fully in all aspects of school life, academically and socially.</p>			<p>Staffing costs</p>
<p>Provide workshops for parents, meetings to inform parents, use of electronic communication to inform parents.</p>	<p>Parents and carers are fully engaged with their child's learning. Parents understand what their child is learning and how they can support them with this.</p>			<p>Staffing costs including release costs for preparation as required.</p>