

Endeavour Academy Pupil Premium Strategy 2019-20

Pupil premium spending 2019-20

| 1. SUMMARY INFORMATION | | | |
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| Date of most recent pupil premium review: | September 2019 | Date of next pupil premium review: | January 2020 |
| Total number of pupils: | 279 | Total pupil premium budget: | £90,740 |
| Number of pupils eligible for pupil premium: | 68 | Amount of pupil premium received per child: | £1320 (£2300 PP+) |

OVERALL AIMS

- **Quality teaching for all** – To reduce the attainment gap between school's disadvantaged pupils and others nationally in RWM by 20%; to raise the in-school attainment of both disadvantaged pupils and their peers to within 10% of national
- **Targeted support** – Identify early those falling behind and linking structured support to classroom teaching to reduce gaps in attainment and progress
- **Curriculum enrichment** - To enhance the curriculum and widen opportunities to meet the needs of our pupils physically, socially and emotionally.

| 2. CURRENT ATTAINMENT | | Pupils eligible for pupil premium (PP) | Pupils not eligible for PP | |
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| | | | School | National |
| EYFS (2019) | Good level of development (GLD) | 100% | 72.5% | 74.7% |
| | Reading | 100% | 75% | 79.2% |
| | Writing | 100% | 72.5% | 76.2% |
| | Number | 100% | 75% | 81.9% |
| | Shape | 100% | 75% | 83.5% |
| Y1 | % achieving expected standard in phonics | 57.2% | 76.5% | 84.3% |
| END OF KS1 (2019) | % achieving expected standard or above in RWM | 75% | 61% | 68.8% |
| | % achieving expected standard in reading | 75% | 61% | 78.2% |
| | % achieving expected standard in writing | 75% | 63.4% | 72.9% |
| | % achieving expected standard in maths | 75% | 70.7% | 79.1% |
| END OF KS2 (2019) | % achieving expected standard or above in RWM | 35.7% | 48.3% | 70.7% |
| | % achieving expected standard or above reading | 64.3% | 48.3% | 77.9% |
| | % achieving expected standard or above writing | 50% | 75.9% | 83.1% |
| | % achieving expected standard or above maths | 57.1% | 65.5% | 83.6% |
| ATTENDANCE (2019) | Overall attendance average | 93.91% | 96% | |
| | % Persistent Absentees | 20% | 12.5% | |
| | Average minutes late | | | |

3. BARRIERS TO FUTURE ATTAINMENT FOR PP PUPILS

| Academic Barriers: | |
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| A | Attainment in Phonics |
| B | Expected progress from starting points, particularly in KS2 |
| C | Access to wider learning opportunities |
| External Barriers | |
| D | Punctuality and attendance of PP learners |

4. INTENDED OUTCOMES

| Specific outcomes | | Success criteria |
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| A | %PP pupils achieving expected standards in phonics in line with national | <ul style="list-style-type: none"> Min 83% (i.e. 5 out of the 6 learners min) achieve expected standard in June '20 check |
| B | <p>The attainment gap between PP and NPP pupils will decrease in all year groups</p> <p>Progress of PP pupils will be in line with NPP pupils</p> | <ul style="list-style-type: none"> Signature pedagogy applied consistently in all classes resulting in good/outstanding teaching throughout school. Assessment used accurately to target teaching and support Agreed practices for RWM applied consistently in all classes Attainment and progress gap between PP and NPP narrows/closes |
| C | Pupils build cultural capital through experiential learning opportunities which impacts on reading and writing | <ul style="list-style-type: none"> PP pupils have full access to experiential learning Increase in PP pupils engagement in extra-curricular opportunities Evidence of learning in writing including across wider curriculum Reading assessments evidence increase in vocabulary |

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| D | Attendance for PP pupils in line with National | <ul style="list-style-type: none"> • Improved attendance for PP pupils • Reduced number of persistent absentees • The gap between PP and NPP attendance will be narrowed. • PP children access free breakfast club to support improving attendance and punctuality and meeting the basic needs of pupils. |
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Planned expenditure 2019-20 Academic Year

| Quality of teaching for all | | | | | |
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| 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? |
| Review teaching of phonics and align teaching with fidelity to Floppy Phonics Sounds and Letters | [B] Improved outcomes for all pupils in phonics check June 2020 | Importance of following a synthetic phonics programme systematically to build knowledge that sticks DfE approved list | Milestones identified to keep learning on track Reading team to implement and monitor for impact Robust use of tracker | Reading Team | Termly |
| Consistent implementation of signature pedagogies | [B] Ensure an effective teacher is in front of every class and every teacher is supported to keep improving | EEF – Effective feedback, peer review, task design, questioning. Principles of instruction (task design) | Observations Enquiries/learning walks Monitoring Re-visit training if required | SLT | Ongoing |
| Classroom interventions and CPD initiatives to address existing gaps | [B] Agreed practices for teaching RWM established and impacting on outcomes | Develop receptive and expressive vocabulary; align practices for teaching of reading and writing to build consistent approach. | Observations Enquiries/learning walks Monitoring Data analysis evidencing improvements | SLT | Ongoing |

| Support for early career teachers | [B]Ensure an effective teacher is in front of every class and every teacher is supported to keep improving | Quality teaching helps every child | Timetabled support for RQTs and identified staff with teaching and learning lead. Collaborative phase planning to support collaborative development | TP | |
|--|---|--|---|----------------------------|----------------------------|
| Total budgeted cost: | | | | | £11,500 |
| Targeted support | | | | | |
| 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? |
| Early identification and additional support for pupils falling behind in phonics (purchasing resources to support) | [A]Pupils will have access to 1:1 adult and additional reading resources targeted at phonics phase to enable them to catch up | EEF teacher toolkit – 1:1 targeted support for reading and oral language | Formation of reading team to track progress Use of robust tracking system Baselining of new arrivals Timetabled slots for 1:1 reading support Analysis and discussion of tracking data at PPM | Reading Team AG (KS1 lead) | Half-termly |
| Provide bespoke support for identified Y5 and Y6 PPG pupils | [B]Attainment and progress for PPG pupils at end of KS2 will be in line with national at ARE and GDS | EEF toolkit – small group tuition and opportunities for collaborative learning | Timetabled HLTA support 1 morning per week (all classes) Progression plans implemented and monitored Timetabled support of AHT/ additional teacher | SLT | Half-termly |

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| 1:1 reading support for children falling behind or where support from home is inconsistent | [B] 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 | Timetabled sessions throughout week. Monitoring of reading records and progress information (e.g. reading trackers; summative assessments) | SLT | Half-termly |
| Progress plans in place in all classes to 'diminish the difference' and 'stretch and challenge learners' | [B] Attainment and progress for PPG pupils at end of KS2 will be in line with national at ARE and GDS | EEF- small group tuition | Monitoring including learning walks and observations | SLT | Half-termly |
| Attendance Officer and EWO intervention to improve attendance and punctuality for identified pupils | [D] 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% | Fortnightly meetings with Attendance officer Robust monitoring of registers and application of agreed practices for attendance | SLT | Fort-nightly |
| Total budgeted cost: | | | | | £57,240 |
| Other approaches | | | | | |
| 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? |

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| Enable all pupils to have access to breakfast club each morning (funded for those with PP). | [D]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 | Advertising breakfast club through newsletter Targeted approach to pupils struggling with attendance and punctuality | JC(ABM) | Ongoing |
| Provide experiential learning opportunities linked to topics and whole school experiential days | [C]Pupils have language and experience to draw on to support writing and learning in wider curriculum | EEF- opportunities for oral language intervention and collaborative learning approaches Building cultural capital | | KS Leads | Half-termly |
| Provide range of extra-curricular activities to broaden experiences | [C] increase in participation rates at after school clubs particularly for PP pupils | After School Clubs can help to enhance a child's learning and enjoyment at school. It can help children to acquire and develop new and existing skills, and can expose children to activities that they may not otherwise encounter. | Advertising and explanation of clubs Regular provision with cover for if staff member away Clubs linked to pupil interests Registers monitored to show take up rates and | SLT All staff | Termly |
| Total budgeted cost: | | | | | £22,000 |

Review of expenditure 2019-20

| Quality of teaching for all | | | | |
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| Action | Intended outcome | Impact | Lessons learned | Cost |
| Review teaching of phonics and align teaching with fidelity to Floppy Phonics Sounds and Letters | [B] Improved outcomes for all pupils in phonics check June 2020 | February screening showed that 7/8 PP learners were achieving 25+ on phonics screening check i.e. 87.5% were on track. This is above 2019 data for non-PP pupils nationally. | <ul style="list-style-type: none"> <i>Fidelity to synthetic phonics scheme is having desired impact.</i> <i>Milestones are appropriately challenging and are keeping learners on track and enabling early identification of those off track and their specific learning needs.</i> | Resources Reading Team release time |
| Consistent implementation of signature pedagogies | [B] Ensure an effective teacher is in front of every class and every teacher is supported to keep improving | Monitoring shows sig peds are implemented and where this is most consistent, pupils are most able to discuss what they are learning and progress from starting points is greatest | <ul style="list-style-type: none"> <i>Sig ped particularly effective in improving writing. Monitoring shows opps to talk about success criteria more prevalent in these lessons i.e. there is a clear focus on intended learning and what it looks like. How can we better use reading steps to success to help improve outcomes in reading?.</i> | Release time to support and share good practice |
| Classroom interventions and CPD initiatives to address existing gaps | [B] Agreed practices for teaching RWM established and impacting on outcomes | Agreed practices have enabled consistent approaches to teaching and learning. Impact on outcomes seen in phonics (% on track above non PP national) ,KS2 writing, mathematics and combined scores where gap to non PP nationally has halved from 2019 outcomes | <ul style="list-style-type: none"> <i>Clarification of expectations and fidelity to these is effective at improving outcomes.</i> <i>Subject leaders to continue to use agreed practices as a focus for monitoring and improvement work.</i> | Release time and CPD costs HLTA weekly |
| Support for early career teachers | [B] Ensure an effective teacher is in front of every class and every teacher is supported to keep improving | Opportunities for collaborative planning with experienced colleagues has ensured a shared understanding of learning intentions and outcomes and a consistency in learning across classes. | <ul style="list-style-type: none"> <i>Discussing intended outcomes as a group has resulted in clarity of learning intention and more tightly focused task design to meet aims of lessons.</i> | T&L lead |

| Targeted support | | | | |
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| Action | Intended outcome | Impact | Lessons learned | Cost |
| Early identification and additional support for pupils falling behind in phonics (purchasing resources to support) | [A] Pupils will have access to 1:1 adult and additional reading resources targeted at phonics phase to enable them to catch up | 'Marrying-up' of books to phonics stage has ensured children are reading books that are phonically decodable for them providing with the opportunity to apply phonics to reading in order to improve fluency. Internal reading trackers evidence that 7/8 PP learners were on track or above for ARE in terms of reading stage. 1/8 PP learners working off track but able to apply phonics at appropriate level to decode so still developing fluency of reading as a result of book 'marry up'. Staff know decoding of book is within capability so encourage children to use segmenting and blending skills rather than 'telling' words to pupils struggling. | <ul style="list-style-type: none"> • Complete 'Marry-up' for any new resources purchased going forward. • Independent learning strategies are promoted when staff are | Songbirds/Project X books 1:1 HLTA/TA |
| Provide bespoke support for identified Y6 PPG pupils | [B] Attainment and progress for PPG pupils at end of KS2 will be in line with national at ARE and GDS | <p>Gap compared to national non-PP has narrowed in writing (was 33.1% difference, now 16.1%) and maths (was 26.5% difference now 16.6%) for this cohort. All Y6 PP learners scored 30+ in arithmetic from starting points in mid-teens at Aut 1.</p> <p>Impact not yet seen with reading identification of strategies of 'good' reader need to be explicitly taught to make thinking explicit.</p> | <p>The following elements are effective for intervention:</p> <ul style="list-style-type: none"> • Little and often practice e.g. maths DNA. • Clarity of learning intention shared and understood • Assessments used to identify gaps and make-up of support groups • Links made with work in class <p>Reading for pleasure and identification and explicit teaching of skills of 'good readers' needed next</p> | T&L lead CM |

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| 1:1 reading support for children falling behind or where support from home is inconsistent | [B] 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 | Get data from reading trackers | | 1:1 HLTA support |
| Progress plans in place in all classes to 'diminish the difference' and 'stretch and challenge learners' | [B] Attainment and progress for PPG pupils at end of KS2 will be in line with national at ARE and GDS | Internal data profile evidences that progress plans have been effective in preventing slippage for all PP pupils and has narrowed gap in 3 out of 4 cohorts from starting points in both attainment and progress | <ul style="list-style-type: none"> • <i>Identification of opportunities to target identified gaps during daily activities most effective.</i> | HLTA in-class support |
| Targeted interventions for those diagnosed or at risk of emotional or behavioural disorders | [B] Behaviour no longer significant barrier to learning | Majority of children have been able to return to class and make use of calming strategies | <ul style="list-style-type: none"> • <i>Further training planned to support children with high behavior needs</i> • <i>Team Teach focusing on de-escalation strategies.</i> • <i>Review and re-issue home-school agreement</i> | Training Costs Resource Costs LM |
| Attendance Officer and EWO intervention to improve attendance and punctuality for identified pupils | [D] Improve attendance and reduce number of PA pupils | Improvement in attendance for targeted pupils. Attendance plans in place for those pupils below 90%. Monitoring evidences interventions such as PWN bringing about desired improvements but early closure due to COVID-19 prevent comment on sustainability of improvements. | <ul style="list-style-type: none"> • <i>Monitor effectiveness of interventions.</i> • <i>Identify target group based on attendance trend data for individuals.</i> | AO EWO |
| Other approaches | | | | |
| Action | Intended outcome | Impact | Lessons learned | Cost |

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| <p>Enable all pupils to have access to breakfast club each morning (funded for those with PP).</p> | <p>[D]Pupils attend school on time and are settled and ready to access their classroom and learning</p> | <p>Funded places have led to regular attendance and hence improved punctuality for targeted pupils. Pupils where difficulties in settling to learn had been identified are entering class calmly and more ready to learn as a result of a more structured start to their day. This is also impacting positively on break-times where pupils now have a wider circle of friends to play with and more knowledge of what they like to play resulting in more engaged downtime shown through fewer incidents of removing targeted children from playground.</p> | <ul style="list-style-type: none"> • <i>Strategy has been found to be effective at improving learning behaviours and engagement for targeted pupils.</i> | <p>Staff & Resource costs</p> |
| <p>Provide experiential learning opportunities linked to topics and whole school experiential days</p> | <p>[C]Pupils have language and experience to draw on to support writing and learning in wider curriculum</p> | <p>Pupils have accessed real-life experiences strategically planned into the curriculum for each new topic. Through these they have been exposed to new concepts, scenarios, environments, people, vocabulary, ideas and artefacts etc. which they have then been able build upon throughout the topic or bring their prior learning to during the topic in order to know more and remember more.</p> | <ul style="list-style-type: none"> • <i>Experiential learning opportunities can help ensure children have similar prior knowledge from which to build further learning.</i> | <p>Trips and workshops</p> |

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| <p>Provide range of extra-curricular activities to broaden experiences</p> | <p>[C] increase in participation rates at after school clubs particularly for PP pupils</p> | <p>Registers indicate 21% PP pupils regularly access after school clubs which is an increase from 13% previously. Pupils were involved in identifying the types of clubs they would like in school and this has impacted positively on take-up. Staff report gains for children such as enjoyment of working collaboratively, more willing to 'have a go' at unfamiliar situations and 'sticking at things' e.g. continuing to attend a club for the full duration.</p> | <ul style="list-style-type: none"> <i>Pupil voice has shown that there are pupils who want to attend after school activities but family circumstances prevent this. School need to identify opportunities in school day to reap same benefits e.g. play leader, leadership team etc.</i> | <p>Resource costs Staffing costs</p> |
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