

**Pupil Premium Strategy and Impact Report 2018-19**

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| Total number of pupils 2018-19 | 239 | Year groups | Y1-Y6 |
| Number of pupils eligible for PP | 57 | Total PP Budget (£1320) | £95,380 |
| Number of pupils eligible for PP Services | 0 | Total PP services budget (£300) | 0 |
| Number of pupils eligible for PP LAC | 1 | Total PP LAC budget (£2300) | £2300 |
| Number of pupils eligible for EYPP | 0 | Total EYPP budget (£302.10) | 0 |
|  |  | **TOTAL PLANNED BUDGET** | £97,680 |

Objectives:

* **Learning** - To diminish the gap between disadvantaged and non-disadvantaged pupils across school in reading, writing and maths.
* **Engagement (family)** - To strengthen engagement with PP families to enable them to focus on learning and their child’s educational needs.
* **Curriculum enrichment** - To enhance the curriculum and widen opportunities to meet the needs of our pupils physically, socially and emotionally.

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| **Barriers to learning for PP pupils at Endeavour Academy** |
| **A:** | Punctuality and attendance for PP pupils |
| **B:** | Family Engagement. For many PP pupils, reading and homework is not supported meaning they miss out on a variety of rich literature which affects language learning and limits their reading and writing progress.  |
| **C** | PP children do not always make expected progress from their starting points leading to an attainment gap in all year groups. |
| **D** | A high proportion of PP children rely solely or predominantly on the experiences and trips provided through school. Children do not often have access to positive, personal experiences to draw upon to feed into their speaking and conversation skills, writing and wider learning. |
| **E** | Significant gap in ‘Communication and Language’ attainment and ability between those children who are Pupil Premium and those who are non-Pupil Premium. Many pupils start school below the national expectation in particular in the area of ‘Communication and Language’ and understanding, speaking and listening |

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| **Barrier** | **Desired outcome** | **Success criteria** | **Commentary**  |
| A | That all PP pupils will have at least 95% attendance | * Improved attendance for PP pupils
* Reduced number of PP 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.
 | Attendance is monitored and addressed rigorously. Daily calls to parents of any absentees are in place for all children. Particular attention is given to supporting parents of PP children with the aim of increasing and ensuring attendance and good punctuality so that educational experience and success is not impacted upon. Informal verbal reminders and more formal attendance meetings are held with parents and the EWO with attendance plans in place to clarify responsibilities and expectations. Where 10 unauthorised sessions of absence are accrued or term time holiday is taken (not granted), the local authority are notified to issue a penalty notice.Put in attendance |
| B | Pastoral provision will strengthen engagement with PP families to enable them to focus on learning and the child’s educational needs.  | * PP families will develop good relationships with the school to support their child
* Breakfast club will be provided in order to support improving attendance and punctuality and meeting the basic needs of PP pupils
* PP families’ engagement with school events such as parents’ evenings and workshops will improve
* Attendance officer/Learning mentor and Principal will prioritise interactions with PP families to support improvements in attendance, punctuality, learning support and overall wellbeing
* Homework will be regularly completed by PP pupils
* PP children will receive personalised pastoral support in 1:1 and small group interventions
 | Pastoral provision for all pupils has strengthened throughout the school. Children are given personalised support through our Learning Mentor. Parents of PP children in particular, are supported by the school leadership, SEND team and Learning Mentor/Attendance Officer. The aim of such high level support being that parents then support their child’s learning and development because they are more equipped to do so. Breakfast club is established and available free of charge to all pupils %PP attending. Parent engagement in workshops and events is continually improving. Children are supported in all areas of the curriculum and in particular areas where support from home is inconsistent such as homework and reading.Going forward:Link LM support to Tiers of attendance going forward.Homework club provision for PP children |
| C | The attainment gap between NPP and PP will decrease in all year groups Progress of PP pupils will be in line with NPP pupils  | * Good/outstanding teaching and learning inc. educational visits and experiences
* Attainment in reading and writing and maths will be at least at national average and progress will be at least expected – the desire being that it will be accelerated
* Pupils eligible for PP in Year 1 and 2 make good progress so that all pupils eligible for PP achieve the phonics standard.
* PP children access specifically targeted interventions that address gaps and needs in reading and writing and maths
* Internal tracking systems support the identification of disadvantaged pupils who require additional support to maintain good progress
* All PP children read 1:1 with an adult at school at least twice per week
* The overall profile of reading has been raised throughout school and this is evident through observation, pupil voice, displays, available resources and reading enrichment, communications with parents, social media
 | Lesson observations, learning walks, hub enquiries and scrutiny demonstrated that teaching was good or outstanding in the majority of classes throughout the school (N-Y6). At the end of Reception and KS1, PP pupils achieve better than NPP pupils in all subjects and PP pupils at Endeavour achieved higher than the same cohort of pupils both locally and nationally. At KS2, the gap for PP in reading has closed and pupils outperform NPP pupils. Progress and attainment across KS2 in writing and maths will be a focus for PP pupils going forwards. Five of the six (83.3%) PP children who have attended school throughout Reception and Y1 achieved the phonics standard which was the same proportion as NPP pupils who had attended for the same period. The figures are 57.1% for PP and 76.5% for NPP when all children are considered. Early identification next yearInternal tracking enabled accurate targeting of PP pupils and pupil progress plans evidence that children accessed specifically targeted interventions to boost attainment. Data evidences there has been accelerated progress for PP children as a result. Additional 1:1 reading with an adult impacted on pupil outcomes with PP pupils outperforming NPP in reading at end of EYFS, KS1 and KS2.School achieved the reading award which evidences in its criteria the ways school has adapted practice to raise the profile of reading throughout school. Love of reading at homeIntervention scrutiny continues to demonstrate a relentless drive to improve attainment and progress for all PP children. |
| D | PP children will be provided with enriching experiences and opportunities that impact on wellbeing and all areas of learning, in particular writing.  | * Each key stage will be allocated a budget in order to subsidise/fund trips for PP children
* All PP children will access a number of enrichment opportunities – e.g. author and scientist visits, workshops and resources for trips and events – impacting on overall wellbeing and giving them experiential reference points to support conversation/ speaking and listening and writing.
 | There have been experiential learning opportunities in school and off site for each of the 5 topics studied for all key stages. These have been fully funded for PP learners ensuring full involvement of all PP children. Additional whole school enrichment days were also provided e.g. Science day, visiting author, Wellbeing-NSPCC Speak out stay safe; Maths challenge day; Outdoor learning day, theatre production; Zulu Nation, Adventurous activities (Y5).The trips and experiences enabled children to engage in valuable speaking and listening activities which developed vocabulary and enabled deeper understanding and building of cultural capital. The experiences enhanced all areas of learning. Writing around each topic was enhanced as a result as learners had real experiences and knowledge to draw on. In EYFS, enrichment trips and activities impacted on vocabulary and outcomes in KUW, PSED and CLL |
| E | The gap between EYFS NPP and PP pupils will decrease (specifically in the area of Communication and Language). GLD will be at least National Average or better.  | * Good or outstanding teaching and learning evident throughout EYFS.
* GLD will be at least at national average
* All PP children access specifically targeted interventions that address gaps and needs in Communication and Language
* Scrutiny, teaching observations, assessment and data demonstrate an improvement in the speech and language of PP pupils from their start-points.
* Nursery Rhyme Time is set up, resourced and working effectively to introduce new and traditional rhymes to children and parents.
* Nursery Story Time sessions set up and resourced and working effectively to introduce new and traditional stories/ tales to children and parents.
 | Only one child received PP funding but a wider group of vulnerable learners was identified and target through ‘Diminish the difference’ interventions half-termly. As a result, 100% PP children (and the majority targeted through the intervention group) met the ELG’s and achieved GLD at the end of Reception.  |

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| Objective  | Action | Resources | Cost | Evaluation |
| To ensure that all pupils have access to a healthy breakfast each morning at a subsidised/ no cost [A/B] | Breakfast Club  | 3 staff to set up, run, feed and work with children each day. Subsidised breakfast club places.  | £10,000 | All PP pupils were enabled free access to breakfast club to ensure that the child basic needs were provided for and punctuality increased.Numbers attending increased across the year and at the end of the summer term fromx at the start of the year to Y at the end of PP pupils attended regularly or on an ad hoc basis. ***(Continue initiative moving forward.)*** 7/10 reception PP pupils accessed Breakfast club regularly. |
| To ensure that all children can access high quality real life and enrichment experiences/ opportunities to impact on teaching and learning in the curriculum and in particular, writing, and to overall wellbeing. [D] | Each class/key stage takes part in one experience/ trip per term to enhance and enrichIdentified children invited to homework and after school clubs.  | Per key-stage enrichment budget to subsidise trips and experiences  | £12,000 | There have been experiential learning opportunities in school and off site for each of the 5 topics studied for all key stages plus additional focus days. Class trip budgets ensured that these have been funded for PP learners enabling full involvement of all PP children. Trips, workshops and experiential days allowed children to access a bank of experiences, feelings and vocabulary which formed the basis of class speaking and listening work as well as material to draw upon for writing. EYFS data shows that PP learners out performed Non PP learners in writing attainment in school and also at a local and national level.Reflecting the national picture, attainment for PP writers remains lower than their NPP peers in all other year groups however data evidences that in 6 out of the 7 cohorts within school, PP learners made greater rates of progress than NPP pupils enabling the gap to narrow. Take up of support for homework and after school clubs outside of the school day has been low for this group. Pupil forum asking for views on after school clubs has been taken into account going forward and a new outline of clubs will be offered next year and homework support will be available at lunchtime.***(Continue initiative adapting timing of homework club and provision of after school clubs to increase take up by children)*** |
| To ensure that pastoral provision is effective and robust in supporting children and families with attendance, punctuality and learning support so that learning progress and attainment is not disrupted/ adversely affected. [A/B] | Attendance and punctuality are monitored and supported relentlessly. Parents access Attendance officer/Learning Mentor support (and HT as required)Children access learning mentor support in 1:1/small groups. Initiative to improve identification of children with FSM entitlement establishedDevelop parent sessions to support their learning and that of their children eg e-safety, curriculum workshops, | Attendance and punctuality addressed daily by AO &Principal. Access to pastoral interventions with Learning mentor. Outside agencies involved for specific support and guidance (E.g. EWO, BLIS)Business manager for initial set up and monitoringShopping vouchers | £44,875 | Rigorous systems to identify and address negative patterns in punctuality and attendance in place. Intervention escalation applied consistentlyWhole school (Rec/Y1) PP attendance improved by 3.63% (91.27% - 94.9%)  PP pupils met target  Differential of PP to NPP is -1.2% which is reducedAll children who are in the social care arena at EHA/CIN or CP level are also PP children allowing regular discussion relating to the performance and attainment of children as well as any social/ pastoral need so these could be addressed effectively. Learning Mentor/Attendance officer, SENDCo, classteachers and Headteacher offered extensive organised and ad-hoc support (as required) to children, parents and families particularly though not exclusively PP. E.g. attendance meetings, reading workshops, SATs workshops, phonics workshops, open-door policy, home-school communication books, homework support etc. PP children are targeted for intervention and outcomes and needs are communicated to parents to allow an integrated approach. This ensured that children’s outcomes in learning were maximised (as shown through improved rates of progress) and personalised to their pastoral needs.Initiative encouraged parents to investigate eligibility to FSM and resulted in increased number of children being identified for PP funding.***(Continue and adapt initiative to link support to attendance escalation for more impact of pastoral provision)*** |
| To ensure that all PP pupils who achieved expected attainment at the end of EYFS continue to make good progress and achieve equally well or better at the end of Key Stage 1.[C] | Raising standards of teaching through training, mentoring and coaching with a focus on reading, writing, maths and feedbackDaily targeted support and individual feedback from CT/TA’s in core lessons.Close monitoring of disadvantaged children by IncCo/KS Leaders/CT/SLTSpecific intervention programmes to support English (including phonics) and maths | Volunteer Reading (Y2/3)5 min box (ma)5 Min box (En) | £4,000£14,805£2,000£1,000 | * Attainment for PP pupils at end Y2 matched that for same cohort at end of EYFS for writing and maths.
* All but one child achieved target for reading.
* Interventions have been effective in maintaining attainment and progress

***Lessons learned:******Continue initiative and adapt to include improved transition support for learners*** |
| To ensure that all PP pupils who achieved expected attainment at the end of Key Stage 1 continue to make good progress and achieve equally well or better at the end of Key Stage 2.{C] | Raising standards of teaching through training, mentoring and coaching with a focus on reading, writing, maths and feedbackDaily targeted support and individual feedback from CT/TA’s in core lessons.Close monitoring of disadvantaged children by IncCo/KS LeadersSpecific intervention programmes to support English and maths | Reading Plus (Y4+)Volunteer Reading (Y2/3)3rd Space learning (Ma Y6/y5?)EY2P Reading (Ks2) | £9,000 | * External and internal training for staff in specific subject areas and interventions.
* Reading Plus intervention engaging pupils including those difficult to reach and enabling deep delve into reading by teachers to inform teaching and learning.

Lessons learned:Limited impact of interventions when not linked to learning in class***(Continue initiative and adapt to link to in class learning (progress plans) and include improved transition support for learners)*** |
| To ensure that all PP pupils achieve a good level of development regardless of their start points[E} | Diminish the difference/Stretch and challenge interventions throughout year addressing individual needs. | School designed interventions |  | * Disadvantaged pupils performed better that non disadvantaged in GLD
* Disadvantaged performed better than those locally and nationally
* Disadvantaged pupils exceeded National expectations of non-disadvantaged

***Lessons learned: Targeted intervention through progress plans effective - continue initiative moving forward)*** |

Review of impact of PP expenditure will occur in December 2018, April 2019, July 2019