

Pupil premium strategy statement 2020-21



1. Summary information					
School	Farringdon Academy				
Academic Year	2020-21	Estimated PP allocation (incl LAC/ post LAC PP allocation / service children)	£251,375	Date of most recent PP Review	Sept 2020
Total number of pupils	408	Number of pupils eligible for PP (Based on January 2018 census)	184	Date for next internal review of this strategy	Sept 2021

2a. KS2 Exit Data July 2019 (There is no available exit data for July 2020)				
	PP	PP (National Average)	Non PP	Non PP (National Average)
% achieving Are related Expectations (ARE) in Reading, Writing and Maths (combined)	60%	71%	68%	71%
% achieving ARE in reading	75%	78%	80%	78%
% achieving ARE in writing	85%	83%	72%	83%
% achieving ARE in maths	70%	84%	80%	84%
2b. KS1 Exit Data July 2019 (There is no available exit data for July 2020)				
	PP	PP (National Average)	Non PP	Non PP (National Average)
% achieving Are related Expectations (ARE) in Reading, Writing and Maths (combined)	52%		90%	
% achieving ARE in reading	59%	78%	90%	78%
% achieving ARE in writing	52%	73%	90%	73%
% achieving ARE in maths	59%	79%	90%	79%

% achieving expected standard in phonics	75%	84%	81%	84%
2c. Progress from End of Reception to End of KS1 July 2019 (There is no available exit data for July 2020)				
% making expected progress in reading	64%		88%	
% making expected progress in writing	60%		85%	
% making expected progress in maths	64%		84%	
2d. Progress from End of KS1 to End of KS2 July 2019 (There is no available exit data for July 2020)				
% making expected progress in reading	75%		80%	
% making expected progress in writing	85%		72%	
% making expected progress in maths	70%		80%	
2e. EYFS Achieved Good Level of Development (GLD) July 2019 (There is no available exit data for July 2020)	56%	74%	79%	74%

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	Many children (in particular disadvantaged lower ability boys) enter school with poor oral language skills as a result of limited life experiences. This is reflected in the low language skills and a poor range of vocabulary which children demonstrate in their speaking and listening, reading inference comprehension and writing elements of the curriculum.
B.	Internal data across school shows the gap between pupil premium and non-pupil premium children is variable in different year groups for different subjects. Every year group has a particular gap in reading, writing and maths which shows their disadvantaged children are underperforming when compared with their non-disadvantaged peers.
C.	More able children entitled to pupil premium in all year groups need specific challenge in all areas of the curriculum to ensure they achieve greater depth in their learning.
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
D.	Due to the Covid 19 pandemic and national lockdown which followed, 97% of children were not in school from March 2020. Following the reopening of schools to some year groups in June 2020, 75% of children have still not attended school since June 2020.
E.	The number of disadvantaged children, who's family are receiving Early Help or are open to child in need, child protection plans or LAC plans, has increased further. These children with a very high emotional and social need have reduced resilience and ability to persevere. This impacts on attainment and progress and is reflected in outcomes for children.
F.	A significant number of pupils with attendance issues are entitled to pupil premium. This also impacts on attainment and progress and is reflected in outcomes for children.

4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	Target children (Lower ability boys and boys with SEND) entitled to pupil premium in all year groups will improve oral language and personal safety skills as a result of increased life experiences and improved life skills. This will be reflected in the improved language skills and increased wider range of vocabulary children demonstrate in their speaking and listening, reading inference comprehension and writing elements of the curriculum. This will also be evidenced in target PP group display within school.	<p>Lower ability boys eligible for PP increase their understanding of a wider range of vocabulary and complex language evidenced in high quality language used in reading comprehension and extended writing.</p> <p>Boys with SEND entitled to pupil premium will be able to verbalise improved personal safety and life skills.</p>
B.	Children entitled to pupil premium make good or better progress to perform as well as other children when exiting all year groups, achieving age related expectations in all subjects.	<p>Children eligible for PP in Year 1, 2 and year 6 make good or better progress in reading, writing and maths achieving EXS or better, and as a group achieving similarly to non PP children.</p> <p>Children eligible for PP in all year groups make good or better progress, achieving similarly to non PP children.</p>
C.	More able children who are also entitled to pupil premium will be specifically challenged in all areas of the curriculum and 100% of them will achieve greater depth in their learning. This will improve upon last year's evidence base which demonstrated they were working at age related expectations.	<p>More able children entitled to pupil premium will be specifically challenged in reading, writing and maths which will be evidenced in planning and books. 100% of PP MA will achieve GDS.</p> <p>More able children entitled to pupil premium will be specifically challenged in the wider curriculum which will be evidenced in clearly differentiated planning and books.</p>

<p>D.</p>	<p>Observations and teacher feedback will indicate that the children identified with a high emotional and social need, who are subject to EH, CIN, CP or LAC plans have improved resilience and ability to persevere. This will impact on attainment and progress and reflected in improved outcomes for these children.</p>	<p>Children eligible for PP who are open to Early Help successfully complete the nurture programmes 'fun friends' in EYFS and KS1 and 'friends for life' in KS2.</p> <p>Children eligible for PP who are CIN, CP or LAC complete an intensive nurture group for 12 weeks using Kidsafe.</p> <p>Observations and teacher feedback will record children's improved resilience and perseverance in lessons.</p> <p>Children eligible for PP who are CIN, CP or LAC and have completed Nurture programmes make good or better progress in reading, writing and maths.</p>
<p>E.</p>	<p>Improved attendance rates of 96% or better for all children eligible for PP.</p>	<p>Reduce the number of persistent absentees among pupils eligible for PP.</p> <p>Overall PP attendance improves to 96% or better.</p>

5. Planned expenditure					
Academic year		2020-21			
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies					
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?
Children eligible for PP in Year 1, 2 and year 6 make good or better progress in reading, writing and maths achieving EXS or better, and as a group achieving similarly to non PP children.	Additional Y1 teacher for 3 days a week, and increased TA support within school to ensure good or better pupil progress and attainment.	Additional quality first teaching has demonstrated improvements in narrowing the gaps in previous year groups. We want to invest some of the PP in longer term change which will help all pupils. Increased targeted staffing is an effective way to improve attainment and progress, and it is suitable as an approach that we can embed across the school.	Trust and whole school monitoring of assessment information and data analysis, through the robust and rigorous moderation systems will clearly indicate the impact of this approach.	DHT	Year group joint scrutiny feedback with particular focus upon disadvantaged children.
Children eligible for PP in all year groups make good or better progress, achieving similarly to non PP children.	Additional year 2 teacher for 1 day a week, and increased TA support within school to ensure good or better pupil progress and attainment. Additional Y6 teacher as AHT, and increased TA support within school to ensure good or better pupil progress and attainment.			HT / DHT / Literacy leader	Termly moderation as part of trust assessment cycle.
Total budgeted cost: Cross over day Y2 (PP focus) £8,000 3 day additional Y1 teacher (PP focus) £24,000 AHT (Y6 1/2 weekly timetable and RWI intervention support PP focus) £40, 800					<u>Total £72,800</u>

ii. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Provide effective and personalised support for LAC pupils.	Needs identified and met through new EPEP in liaison with virtual HT	LAC pupils are not attaining as well as peers. Pupils are affected emotionally.	LAC and PEP reviews.	DHT / HT	Termly
Children eligible for PP in Year 1, 2 and year 6 make good or better progress in reading, writing and maths achieving EXS or better, and as a group achieving similarly to non PP children.	Daily and weekly intervention programmes devised as a result of high quality data analysis.	Intervention programmes have clearly evidenced impact when based on high quality data analysis.	Monitor timetables and observe interventions to ensure staff delivering provision have sufficient preparation and delivery time.	DHT / MLT	Joint disadvantaged focus scrutiny feedback. Half termly review of impact of teaching assistant led interventions as part of pupil progress meetings.
Children eligible for PP in all year groups make good or better progress, achieving similarly to non PP children in all subjects.	Access to laptops for home learning if needed for partial school closure due to Covid 19.	Access to actual teaching clips from virtual learning sites enhances children's home learning.	Staff will monitor access to Education City learning by feeding back on children's work.	DHT	Termly trust assessment cycle.
More able children entitled to pupil premium will be specifically challenged in reading, writing and maths which will be evidenced in planning and books. 100% of PP MA will achieve GDS.	Reading gladiators programme for more able	Access to reading gladiators is a research based intervention which will further improve learning for more able readers.	Literacy leader will monitor impact of Gladiator programme. Cross trust and in school moderation of intervention programmes for demonstrable impact.	Literacy leader	Termly review of impact of intervention as part of trust assessment cycle.
Children eligible for PP who are open to Early Help successfully complete the nurture programmes 'fun friends' in EYFS and KS1 and 'friends for life' in KS2.	Computer licensing and staffing for Sam learning, Education City and Purple Mash programmes.	Based on previous use this programme highly engages Year 6 children.	Ensure specific training and updated CPD is accessed from CAMHS linked to the Fun Friends and Friends for Life programmes and are disseminated effectively in school. following current year group bubble guidelines.	DHT / AHT	Termly review of whole school nurture programme in staff meeting CPD time.
Children eligible for PP who are CIN, CP or LAC complete an intensive nurture group for 12 weeks using Kidsafe.	Targeted children complete the nurture programmes 'fun friends' in EYFS and KS1 and 'friends for life' in KS2 following current year group bubble guidelines.	The CAMHS intervention programmes have evidence based research from Australia and in the UK demonstrating clear impact on resilience.		AHT	12 weekly review of nurture group programme in staff meeting CPD time.
Total budgeted cost: TA staffing and training £138,601.94 Suite of laptops for 30 children plus licensing agreements £7822.44 + £15.12 Sam learning computer licencing and staffing (for PP children) £2347 Education City licensing for PP children £1752.00 Purple Mash licensing for PP children £575.00					Total £151,113.50

iii. Other approaches

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Wider experiences through virtual technology impact on 100% of more able pupil premium children who will be specifically challenged in all areas of the curriculum and will achieve greater depth in their learning.</p> <p>Target children (Lower ability boys and boys with SEND) entitled to pupil premium in all year groups will improve oral language and personal safety skills as a result of increased life experiences and improved life skills.</p>	<p>Subsidised virtual experiences in school within school time for all children entitled to pupil premium.</p> <p>Target PP boys with SEND group from Y6 access further life skill experiences and focused learning with HLTA and TA fortnightly.</p>	<p>Cross trust moderation supports the valued contribution of enhanced experiences in improving outcomes for children.</p> <p>Children with disadvantaged backgrounds with ASD have accessed a similar 'Connections course' in year 6 which has had demonstrable impact on their personal life skills in the wider world.</p>	<p>Half termly scrutiny of medium term planning evidencing enhanced virtual experiences for children.</p> <p>In school moderation of outcomes for PP children.</p> <p>Joint in school scrutiny of outcomes for MA PP children.</p>	<p>DHT / MLT</p> <p>DHT / AHT / HLTA</p>	<p>Half termly as part of medium term plan scrutiny.</p> <p>Termly moderation as part of trust assessment cycle.</p> <p>Half termly meeting with PP focus group leads to evaluate effectiveness and impact.</p>
<p>Increased attendance rates to 96% or better for all children eligible for PP.</p>	<p>Employ our own attendance officer for a further year to work in school. Target some of her time towards PA children in receipt of pupil premium and support through early help support services as well as wrap around care for isolating children and families. Specific motivational rewards.</p>	<p>Previous year's evidence demonstrated attendance officer having impact on core family's attendance. Therefore continuing to have a school based attendance officer for 5 days a week will enable her to work closer with targeted families and provide whole family support.</p>	<p>DHT will liaise with the attendance officer weekly and working through a specific action plan for children entitled to PP with poor attendance.</p>	<p>DHT</p>	<p>Termly reporting by DHT to HT.</p>

Total budgeted cost:	<u>Total £27,461.50</u>
Subsidised virtual experiences £2295.20	
Additional life skills sessions led by HLTA and TA £2,346.30	
Attendance officer £21,820	
Rewards £1000	

6. Review of expenditure 2020-21				
Previous Academic Year				
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p>Children eligible for PP in Year 1, 2 and year 6 make good or better progress in reading, writing and maths achieving EXS or better, and as a group achieving similarly to non PP children.</p> <p>Children eligible for PP in all year groups make good or better progress, achieving similarly to non PP children.</p>	<p>Additional Y1 teacher for 3 days a week, and increased TA support within school to ensure good or better pupil progress and attainment.</p> <p>Additional year 2 teacher for 1 day a week, and increased TA support within school to ensure good or better pupil progress and attainment.</p> <p>Additional Y6 teacher as AHT, and increased TA support within school to ensure good or better pupil progress and attainment.</p>	<p>In year 1 children entitled to pupil premium have narrowed the gap in reading, writing and in maths since baseline entry in September 2020.</p> <p>In year 2 children entitled to pupil premium have narrowed the gap in reading, writing and in maths since baseline entry in September 2020.</p> <p>In year 6 children entitled to pupil premium have narrowed the gap in maths since baseline entry in September 2020.</p> <p>Despite the additional lockdown this year, clear impact on catch up from September baseline has been demonstrated in the percentage of children at ARE in some year groups in some subjects as described above.</p>	<p>Additional teachers will continue to be used as an approach to narrowing the gap in a targeted way using available data to select specific year groups. This will be used in year 6, year 5 and year 2 next year.</p> <p>The additional year 6 teacher will remain in year 6 every morning for the next academic year to ensure high quality small group teaching continues as clear impact has been demonstrated in this key year group.</p> <p>The data indicates that an additional year 5 teacher for 1 day a week will ensure additional high-quality small group teaching and intervention is delivered impacting on outcomes.</p> <p>The additional year 2 teacher will remain in year 2 for 1 day a week for the next academic year to ensure high quality small group teaching continues as this needs to continue from year 1.</p>	<p>Cross over day Y2 (PP focus) £8,000</p> <p>3 day additional Y1 teacher (PP focus) £24,000</p> <p>AHT (Y6 1/2 weekly timetable and RWI intervention support PP focus) £40, 800</p> <p><u>Total £72,800</u></p>

ii. Targeted support				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p>Provide effective and personalised support for LAC pupils.</p> <p>Children eligible for PP in Year 1, 2 and year 6 make good or better progress in reading, writing and maths achieving EXS or better, and as a group achieving similarly to non PP children.</p> <p>Children eligible for PP in all year groups make good or better progress, achieving similarly to non PP children in all subjects.</p> <p>More able children entitled to pupil premium will be specifically challenged in reading, writing and maths which will be evidenced in planning and books. 100% of PP MA will achieve GDS.</p> <p>Children eligible for PP who are open to Early Help successfully complete the nurture programmes 'fun friends' in EYFS and KS1 and 'friends for life' in KS2.</p> <p>Children eligible for PP who are CIN, CP or LAC complete an intensive nurture group for 12 weeks using Kidsafe.</p>	<p>Daily and weekly intervention programmes devised as a result of high quality data analysis.</p> <p>Access to laptops for home learning if needed for partial school closure due to Covid 19.</p> <p>Reading gladiators programme for more able</p> <p>Computer licensing and staffing for Sam learning, Education City and Purple Mash programmes.</p> <p>Targeted children complete the nurture programmes 'fun friends' in EYFS and KS1 and 'friends for life' in KS2 following current year group bubble guidelines.</p>	<p>LAC children continue to make good progress in all areas of their learning and have clear support in place for targets set as demonstrated by all PEPs rated as green by the virtual school.</p> <p>In year 1 and 2 children entitled to pupil premium have narrowed the gap in reading, writing and in maths since baseline entry in September 2020. In year 6 children entitled to pupil premium have narrowed the gap in maths since baseline entry in September 2020.</p> <p>Some more able children made better progress in all subjects, however the 2021 Lockdown impacted on attainment at GDS. Writing attainment was particularly impacted upon.</p> <p>Children completed child voice tasks for LAC and CP reviews, all demonstrating increased resilience to challenges at home. Observations indicated targeted children work hard and persevere with their learning. All staff reported a noticeable improvement in resilience and perseverance for children who whose families were being supported through an EH, CIN, CP or LAC plan.</p> <p>Kidsafe was delivered to the most vulnerable children and was successful in improving their safety planning.</p>	<p>PEPs will continue to be shared between the SLT who support each other setting clear SMART targets for children.</p> <p>Disadvantaged children's progress will continue to benefit from a regular side by side subject book scrutiny to ensure consistently high expectations across all areas.</p> <p>Daily and weekly interventions will continue to be implemented alongside the wider curriculum to the depth required.</p> <p>Reading gladiators and Sam learning will continue to run next year as well trusted interventions with proven impact on learning.</p> <p>Given the continued success of these programmes, LC will again co-ordinate next years running of the successful Friends and Kidsafe intervention programmes. This will be in close liaison with the DSL and DDSLs to identify key children for these interventions and in addition to Relax Kids which will run for a second year this year.</p>	<p>TA staffing and training £138,601.94</p> <p>Suite of laptops for 30 children plus licensing agreements £7822.44 + £15.12</p> <p>Sam learning computer licensing and staffing (for PP children) £2347</p> <p>Education City licensing for PP children £1752.00</p> <p>Purple Mash licensing for PP children £575.00</p> <p><u>Total £151,113.50</u></p>

iii. Other approaches				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p>Wider experiences through virtual technology impact on 100% of more able pupil premium children who will be specifically challenged in all areas of the curriculum and will achieve greater depth in their learning.</p> <p>Target children (Lower ability boys and boys with SEND) entitled to pupil premium in all year groups will improve oral language and personal safety skills as a result of increased life experiences and improved life skills.</p> <p>Increased attendance rates to 96% or better for all children eligible for PP.</p>	<p>Subsidised virtual experiences in school within school time for all children entitled to pupil premium.</p> <p>Target PP boys with SEND group from Y6 access further life skill experiences and focused learning with HLTA and TA fortnightly.</p> <p>Employ our own attendance officer for a further year to work in school. Target some of her time towards PA children in receipt of pupil premium and support through early help support services as well as wrap around care for isolating children and families. Specific motivational rewards.</p>	<p>All disadvantaged children across school have accessed funding to experience additional virtual experiences to enhance learning in the classroom which has impacted positively on children's engagement with learning.</p> <p>Due to the partial school closure in January 2021 for the Spring term and restrictions remaining in place, this particular intervention was unable to be completed. It will be reviewed as a potential intervention next academic year.</p> <p>Absenteeism has been reduced amongst some disadvantaged children in key family groups.</p>	<p>Wider experiences clearly impact positively on our disadvantaged children, therefore subsidising these will remain a priority for the next pupil premium strategy. However restrictions will be reviewed and these experiences will be virtually if necessary.</p> <p>Life skill intervention remains a priority for school, and if risk assessments and guidance allows, this intervention will take place in the community.</p> <p>The targeted family approach works in challenging and reducing some persistent absenteeism and our attendance officer will continue this approach next year.</p>	<p>Subsidised virtual experiences £2295.20</p> <p>Additional life skills sessions led by HLTA and TA £2,346.30</p> <p>Attendance officer £21,820</p> <p>Rewards £1000</p> <p><u>Total £27,461.50</u></p>

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to support the sections above.

Summary termly reports to governors for Autumn 2020, Spring 2021, Summer 2021