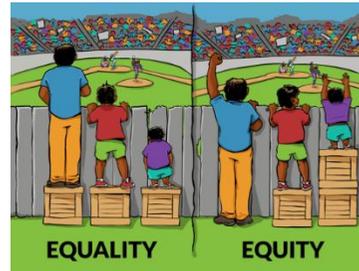




Abbot Alphege Academy



Pupil Premium Strategy 2020 – 21

What is pupil premium funding?

The Secretary of State for Education lays down the following terms and conditions on which assistance is given in relation to the pupil premium grant (PPG) payable to:

- Schools and local authorities for the financial year beginning 1 April 2020. PPG provides funding for two policies:
 1. Raising the attainment of disadvantaged pupils of all abilities to reach their potential;
 2. Supporting children and young people with parents in the regular armed forces.

Pupil premium provides funding for pupils in the following categories

Pupils in year groups reception to Year 6 recorded as Ever 6 free school meals

Pupil premium per pupil

£1,320

Looked after children (LAC) defined in the Children Act 1989 as one who is in the Care of, or provided with accommodation by, and English Local Authority

£2,300 (subject to LA Top Slice for Virtual School)

Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order

£2,300

1. Summary Information					
School	Abbot Alphege Academy				
Academic Year	2020 - 21	Carry forward FSM/Ever 6 LAC PLAC Total Budget In year adjustment	£0 £17,160 £0 £0 £17,160	Date of most recent PP review	N/A No PP review carried out to date
Total number of pupils	78	Number of pupils eligible for PPG	13 (17%)	Date for next internal review of this strategy	January 2021

2. Current attainment at end of July 2020 (attainment is based on TA in April 2020 before school partial closure due to COVID)						
	Pupils eligible for PP			All pupils at Abbot Alphege Academy (no national comparisons this year)		
	EYFS 0 pupils	KS1 5 pupils	KS2	EYFS 9 pupils	End of KS1 19 pupils	End of KS2
% achieving GLD	N/A			44%		
% at EXS + in reading		40%			63%	
% at EXS + in writing		40%			63%	
% at EXS + in maths		40%			63%	
Progress in reading						
Progress in writing						
Progress in maths						

3. Barriers to future attainment	
In school barriers	
A	SEAL Not all disadvantaged learners are ready to learn and need additional social and emotional support to successfully access the school curriculum.
B	Quality of teaching Quality of teaching must focus more on vulnerable pupil groups and individuals in order for them to make excellent progress in reading, writing and maths, which is at least in line with their peers.

C	Interventions All intervention work must be carefully planned and evaluated to ensure impact. There must be a clear rational for ANY intervention work that takes place outside of the classroom.		
D	Leadership Sufficient leadership time needs to be given to the monitoring and evaluation of the PP Strategy to ensure its impact, and to change approaches where impact is not shown		
E	Enrichment Regular and effective monitoring on pupil engagement with enrichment activities needs to be in place so that PP children have access to the same extracurricular opportunities as their peers.		
External barriers			
F	Attendance Average attendance of this pupil group is higher than that of their peers, but there remains a small number of PP children who are close to being persistent absentees (10% or more absence) and this impacts on their ability to succeed at school.		
4. Desired Outcomes			
	Desired outcomes and how they will be measured	Success Criteria	Outcome 2020 - 21
A	All PP children will have effective and appropriate targeted support to ensure that they are ready to learn (Nurture Time for Year 3, Boxall Assessments) Behaviour incidents are low level disruption from this pupil group will be effectively monitored, managed and decreased.	Nurture time is established for Year 3 children (this year group have the highest number of PP children at 46%). No FTEs for any PP children. Analysis of behaviour incidents shows that there is no difference between PP children and other children, and the overall number of incidents is low.	Analysis of behaviour incidents shows that, overall, 47% of behaviour incidents involved a pupil entitled to PP funding. This is a relatively high number, however, the number of incidents is relatively low overall (30), and one PP child accounts for nearly 50% of the PP incidents. This child has multiple needs and is receiving a considerable amount of pastoral and academic support. Overall, the impact of the nurture provision, alongside the emotion coaching that we provide through MITOS, is having a positive impact for the majority of PP children.
B	Quality of teaching will be highly effective in ensuring the good progress of every PP child in the school. Our highly effective curriculum will support this for all pupils and have a clear impact on our PP children. All PP children (including SEND PP) will make at least good progress from their starting points in reading, writing and maths. At the end of KS2, PP	Coaching 15 will show excellent development in the quality of teaching for all teachers. Our curriculum is excellent, broad, inspiring and creative, and develops cultural capital in all of our children, with a particular focus on those who are disadvantaged. End of 2021 assessment outcomes show excellent progress for all PP learners, and end	Coaching 15 was somewhat curtailed during the academic year, especially during school closures and periods of time where it was unwise for the Head teacher to visit multiple classes, due to concerns about infection.

	children will achieve in line with their peers and will have made excellent progress.	of KS1 and 2 outcomes show that these children are achieving in line with their peers.	During the academic year 2021 22, Coaching 15 will, again, have a particular focus on PP children. Outcomes for PP children show that there is variability across the school in terms of attainment gap. This is most notable in: Year 1 maths; Year 2 writing; Year 3 writing; and Year 5 maths.
C	All interventions are carefully planned, well taught and can clearly show impact. Where impact is not clear or sufficient, interventions are changed using research to inform.	Support staff and teachers work effectively in supporting the progress of PP children through the right interventions at the right time. Interventions are time constrained and show positive impact from a baseline.	Interventions were not consistent throughout the year due to school closure. For example, there were not sufficient weeks to complete the NELI programme for YR, and so this has continued in the academic year 2021 22. Phonics interventions showed positive impact, however, with no children starting KS2 without having reached the expected standard.
D	Leaders in the school effectively implement the strategy, including its monitoring and evaluation. Sufficient leadership time is dedicated to this.	HT and SENDCo have a clear view of all interventions in the school, and are monitoring these effectively. PPMs have a focus on disadvantaged children, their progress and their next steps.	SENDCo is heavily involved in setting and monitoring the impact of interventions, and managing the deployment of our modest number of support staff hours. PPMs took place and focused progress of our disadvantaged learners. Appraisal objectives also had this as a focus and this will continue into the coming academic year. Impact – all staff know their disadvantaged pupils well and ensure that they have a priority when planning, teaching and delivering keep up and catch up.
E	All PP children have access to extracurricular activities, including residential visits. PP	All PP children attend residential trips. All PP children attend at least one after school club during the year.	There were limited extracurricular opportunities on offer over the past year, due to COVID restrictions.

	children not engaging are targeted to ensure opportunities to participate are offered.	PP children's participation in sporting activities and events is in line with all children.	
F	All PP children are attending school regularly and on time	100% of PP children achieve a 96%+ attendance rate during the academic year.	Of our 22 current Free School Meal pupils, 17 have attendance between 95 and 100%; 2 have attendance between 90 and 94.9%. 3 children have attendance below 90% and this is due to them being classed as vulnerable during partial school closure, and so their absences were recorded, and they all had significant amounts of time absent due to parental anxiety around infection rates. All three have been attending very well since school reopened for all children (between 95 and 100%) and this means that their overall attendance rate is gradually increasing.

Planned Expenditure						
i) Quality of teaching for all – if we can improve provision and outcomes for all, we will improve provision and outcomes for disadvantaged learners						
Desired Outcomes	Chosen action/approach	What is the evident and rationale for this choice?	How will you ensure that it is implemented well?	Staff lead	Cost charged to PP Budget	Review at end of 2021
All teaching extremely high quality and developed through a coaching programme. OUTCOME B	Coaching 15 (fifteen minute regular visits to classes followed by a short coaching conversation focused on small actionable steps)	Improving the quality of teaching for all pupils shows to have a great effect on outcomes.	Head teacher will implement a coaching programme with teachers initially and then TAs later in the year. HT will work alongside leadership partner to ensure that this is being	VLD	Head teacher time to implement = 5% of PP budget/ 20% of pupils = £50	Coaching programme implemented with all teachers. Fewer coaching visits carried out due to COVID restrictions. PDMs held for to develop teacher knowledge and understanding of our

			implemented effectively and is having impact.			core principles of pedagogy.
All teaching is supported by well trained, experienced and highly effective TAs and HLTAs, who have a focus on our disadvantaged learners in every lesson. OUTCOME B	TAs and HLTA focus on PP children in all lessons (all levels of prior attainment) to ensure that ALL PP children make maximum progress and are very well supported to achieve.	EEF identifies that: <i>Evidence suggests that TAs can have a positive impact on academic achievement.</i> TAs are most effective when they are well trained and clear about the work that they are doing with children.	Head teacher will include TAs and HLTAs in coaching programme from January 2021, once it is established with teachers. Teachers will work closely with TAs and HLTAs to ensure that delivery is high quality.	VLD	TA/HLTA total cost = £4223	Unable to include TAs in coaching this year due to restrictions and capacity.
Attendance monitoring and follow up procedures are in place for all children. OUTCOME F	Attendance Policy is revisited and a clear approach to monitoring is identified. Monthly attendance monitoring is in place. Attendance meetings with parents are in place where there is a concern – early intervention.	There is a clear link between high levels of attainment and good outcomes in learning.	Head teacher and Office Manager will work together to develop policy and procedures. Monthly monitoring will focus on all PP children as a matter of course. Early intervention with families where attendance is beginning to dip will be in place and be effective.	VLD SD	1 hour per term meetings = approx. £50 x 6 terms = £300	All attendance meetings held and attendance monitored effectively. During school closure, Head teacher monitored engagement of all children daily and spent a considerable amount of time, alongside the Office Manager, following up on any concerns.
Our school environment will be excellent, inviting, inclusive	Identify and purchase high quality resources to enhance our physical space	Although the EEF identifies that the built environment has very little direct impact on outcomes, this	VLD working alongside the staff and school community is gradually implementing this.	VLD	Resource costs = £3250	Resourcing continues, in order to further develop our school environment. A new

and exciting. Our lessons will all be very well resourced. OUTCOME B	and provide support to quality teaching.	new building is currently in need of feeling more comfortable to be in, and it has been under resourced since opening, and this needs to be rectified.				classroom opened this year due to increasing pupil numbers, and this added approximately £2,000 to our projected spend on the environment (not from PP). All curriculum areas are well resourced.
ii) Targeted support for PP children (interventions in and out of class; in class support)						
Desired Outcomes	Chosen action/approach	What is the evident and rationale for this choice?	How will you ensure that it is implemented well?	Staff lead	Cost charged to PP budget	Review at end of 2021
Nurture Room provided for Year 3 learners with SEMH needs. OUTCOME A	Small library to be turned into a comfortable and quiet space for children in Year 3 who have SEMH needs. This space will be available to these children as a priority.	EEF Toolkit identifies that: <i>On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.</i>	Class teacher will oversee the use of the room and work alongside the SENDCo to ensure that the resources are appropriate.	CF	£500 resources Time for TA to supervise in Nurture room approx. 2 hours per week = £975	'The Roost' developed and used well over the past year. 'Upper Roost' now established for our KS2 learners.
Boxall Assessments to be carried out for specific children who have SEMH and need support OUTCOME A	Boxall Assessments and related activities and interventions from these will be written onto learning plans for these children.				£100 for Assessment tokens (approx.) Six hours of SENDCo time for assessment, six hours for	Boxall assessments carried out, enabling SENDCo and teachers to identify specific areas for support for children.

					follow up (x 3 times per year) 12 x £31 = £372 Total cost for year = £1116	
Small group work with SEMH learners to develop social skills and self-esteem (provided by TA) OUTCOME B	TA will do short, focused activities based around SEAL for children in Year 3 who have SEMH needs.			CF	Calculated time for TA support: 2 x ½ hour sessions per week for the whole academic year = approx. £490	SEAL sessions carried out when restrictions allowed. Impact not as great as hoped, due to interruption in the sessions during school closure.
Specific interventions to support phonics in Year 1 and 2, and catch up phonics in Year 3. OUTCOME C	Short, focused daily phonics support for Years 1-2 PP children who need this support.	EEF Toolkit identifies that: <i>Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read. Teaching phonics is more</i>	CF to oversee the effectiveness of this. Class teachers to monitor on an ongoing basis. CF to consider baseline and impact of this approach.	CF	Calculated time for TA support: ½ hour per day for 3 groups the whole academic year = approx. £3960	Phonics interventions had good impact – all Year 2 children achieved the expected standard before moving the KS2. Year 1 children will be checked in Autumn (statutory) and we anticipate an outcome of between 85 and 90% of children achieving the expected standard.

		<i>effective on average than other approaches to early reading (such as whole language or alphabetic approaches), though it should be emphasised that effective phonics techniques are usually embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy.</i>				Catch Up Phonics has had a good impact in reading outcomes in Year 3, with three out of five disadvantaged learners in that year group now at the expected standard.
iii) Other approaches						
Desired Outcomes	Chosen action/approach	What is the evident and rationale for this choice?	How will you ensure that it is implemented well?	Staff lead	Cost charged to PP budget	Review at end of 2021
PP children have access to the same wider curriculum opportunities as their peers. OUTCOME E	All PP children are able to attend a 'paid' club for a term a year, funded by the school.	EEF identifies that arts, sports and outdoor learning opportunities have a moderate impact on outcomes for pupils. In addition to this, in order to build cultural capital for our most disadvantaged learners, they need access to as many of the same opportunities as their peers.	SD to monitor access and participation in clubs.	SD	Allow up to £550	We paid for Bath Rugby to come and do sessions with all children and a lunchtime club, and ensured access to this for our PP children. Other after school opportunities were curtailed by restrictions.
	PP families are granted a subsidy for school trips, visits, swimming and		SD to monitor payment for these and ensure that our PP families are not dissuaded from	SD	Allow up to £2000	No school trips took place due to restrictions.

	residential visits up to 50%.		attending due to cost, but offering subsidies.			
Total budgeted cost:					£17,414	
Add leadership of strategy time (5%) OUTCOME D:					£990	
Total					£18, 404	
Planned Under/overspend:					Overspend £1244	
Planned Carry forward/deficit:					Def £1244	
End of plan					Underspend of £756	