Pupil Premium Strategy Statement Sparken Hill Academy

SPARKEN HILL
ACADEMY

1. Summary information					
School	Sparken Hill Academy				
Academic Year	2019-20	**Total PP budget**	£249,480.00	**Date of most recent PP Review**	Sept 19
Total number of pupils	555	**Number of pupils eligible for PP**	189	**Date for next internal review of this strategy**	Sept 20

2. National Tests Y6 2019 Cohort of 50 (2x EAL disapplied)			
	Pupils eligible for PP (your school)	*Pupils not eligible for PP (national average)*	*Pupils not eligible for PP (national average)*
% achieving in reading, writing and maths	**50%**	**56.5%**	70%
% achieving national standard in reading	**57.1%**	**69.6.%**	
% achieving national standard in writing	**57.1%**	**65.2%**	
% achieving national standard in maths	**78.6%**	**87%**	

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers *(issues to be addressed in school, such as poor oral language skills)*	
A.	High levels of social care/early help intervention
B.	Richness of language is often limited due to lack of first hand experiences. This results in reading and writing comprehension at a higher order being challenging.
C.	Oral language skills in EYFS are low. This slows phonics development and then reading progress in subsequent
External barriers *(issues which also require action outside school, such as low attendance rates)*	
D.	High levels of deprivation - Serving an area recognised as the most deprived nationally – poor home conditions
E.	Negative parental impressions/associations with education (often based on own experience).
F.	Socio-economic background and experiences
G.	Out of school guidance and support for learning
H.	Limited experiences outside of the immediate community
H.	Promotion and priority of reading, writing and maths skills outside of school

4. Desired outcomes		
	Desired outcomes and how they will be measured	*Success criteria*

A.	Equal proportion of PP children/v non-PP chn will achieve ARE in R W M in Y2 and Y6	PP children in Y2 and Y6 obtain at least national average in RWM
B.	Speech and language issues will be identified and addressed early	SI will have responsibility for oracy (supported by investment in a MA qualification) to support pupils, families and staff. The number of children achieving a GLD in Speaking and Listening at the end of F2 will increase.
C.	All children will participate in a rich variety of cultural experiences	Opportunities provided for **all** chn to access cultures and religions other than their own. Wide range of visits open to all chn to prepare them for life in modern Britain. (NS)
D.	Maintain attendance of +96% Children have a calm and appropriate start to the school day Improved parental engagement in breadth of school activities	Equal proportion of PP children achieve 100% attendance at the end of the school year, Children attend breakfast club Parents regularly spend time in school with their children
E.	Social and emotional needs are met	Pupils will receive ‘good enough’ parenting following support from the in-house Community Team, meaning that pupils will attend school regularly and be ‘school ready’. SEMH pupils will not be excluded (Fixed Term or Permanently) 100% children in receipt of PP have the same clothing and equipment as their peers

5. Planned expenditure					
Academic year	2019-20				
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?**
Pupils eligible for PP will make at least sufficient progress in R W M	Additional in class support in Y6, employ booster teachers to oversee specialist areas of provision (AF / MF)	High quality teaching results in good progress for pupils. Curriculum provision enhanced and broadened.	Monitoring and evaluation Appraisal	RTL	Spring 2020
Improved oral language skills in Reception	Identification of CT to undertake MA study to focus on additional communication and language support – Listening Group/ Circle Time/ Talking Tables	Internal tracking identifies communication and language to be poor for PP and other pupils in FS. Children enter with significantly lower than average baselines in C+L. This affects initial progress as well as subsequent attainment.	Data tracking of pupil progress. Drop in observation of groups. QA by SLT.	SI / KP	Summer 2020
Improved oral language skills in Reception	Enrich outdoor learning environment to promote language and parental involvement.	F2 and 1 outdoor play area does not currently reflect the indoor learning environment – opportunity not maximised for parents to engage with pupils to develop language in this setting. Consultation with parents and children to improve outdoor learning environment.	Review/ audit of existing space. Parents/ pupil questionnaire to suggest improvements. Visit other schools to review provision. Consider alternative methods of improving home school communication with parents.	KP/ SI	Summer 2020
Increased proportion achieving ARE at Y6 in RWM by end of 2020	CPD for all staff particularly in GPS Involvement in EEF research trials Accelerated Reader subscription Lit Volunteers	All staff are aware of current best practice and research Consistency in teaching of comprehension	Appraisal Data tracking	RTL / ER	Spring 2020
To provide intensive family support / team around the child support for most vulnerable learners.	Investment in Community Team to incl Behaviour & Attendance Salaries (Inc on costs) 100%	Average of 3 month waiting list for current LA support mechanisms (Family Service). This approach provides an immediate and tiered support service at the point of need	Continuation of service provided since 2009. Effectiveness monitored by Community Team Lead KG	KG	Summer 2020

Pupils eligible for PP will make at least sufficient progress in R W M	Additional VP Salary (Inc on costs) 100%	As a direct result of SLT structures within the school offering support / advice / critical friend support across all year groups The attainment gap between SHA and the LA is already smaller than county levels but aim to decrease this further.	Continuation of current staffing structure.	ER DM	Summer 2020
				Total budgeted cost	£206,200

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?
Pupils eligible for PP will make accelerated progress in R W and M	Small group tuition	To help children reach their full potential in English and maths	Pupil progress meetings Data tracking Work scrutiny	ER / AF	Summer 2020
Increased proportion achieve ARE in RWM	Small group tuition	To help children reach their full potential in English and maths	Pupil progress meetings Data tracking	ER / AF	Summer 2020
To offer therapeutic support for SEMH pupils	Therapeutic Play Therapy Bright Start Think Children	73% pupils accessing Thin Children 2018-19 were PP 73% pupils accessing Bright Start Therapeutic Play therapy were PP	Termly monitoring reports to GB Pupil Pen Portraits / case studies implemented Augment costs with Troubled Families Claims	KG	Summer 2020
To offer wider curriculum support for SEMH pupils	Improved provision for SEMH pupils: Investment in additional PSHE - Behaviour Resources SEN support resources Additional TA support Investment in school Farm	School continues to be successful with SEMH pupils in particular Managed Moves from other local schools. 4x EHCs in Y56 – all for SEMH. These are manageable in school with resources allocated	Continue to work closely in advisory capacity / being advised by BPBP (symbiotic)	RTL	Summer 2020
				Total budgeted cost	£40,000

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?**
Target effects of disrupted home life and low attendance rates of specific groups of PP pupils	Funding activities, breakfast and afterschool clubs, places on school visits, equipment and resources.	Children are provided with the same opportunities as their peers and are dressed in the same clothes. They will look and feel the same as their non PP classmates. They eat a healthy breakfast and will be ready to start to the school day.	Pupil survey Parent consultations + questionnaires	VMD	Summer 2020
				Total budgeted cost	£5000

6. Review of expenditure Previous Academic Year 2018-19			
Total PP budget (incl SC and EYPP)	**£270,225**	**Number of pupils eligible for PP**	**204**

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**
Increase proportion of children achieving ARE in RWM at Y6	Additional support in class, interventions	91.6% of PP children achieved ARE in R W M	This was highly effective and will be continued	£30, 000
To provide intensive family support / team around the child support for most vulnerable learners.	Investment in Community Team to incl Behaviour & Attendance Salaries (Inc on costs) 100%	Approximately 80% of families obtaining sustained family support from the Community Team are eligible for PP.	This was highly effective and will be continued Strategies to monitor effectiveness to be reviewed in the light of Supporting Families Claims (LA / National initiative)	£119,945.97
To aid punctuality / attendance. Social Development	FST & Attendance Resources (100%)	95% PP pupils 'on-time' throughout 2018-19.	We need to begin to target PP as a % attendance as the PP pupils are still lower attendance compared to non-PP pupils.	£5,686.62
Pupils eligible for PP will make at least sufficient progress in R W M	Additional VP Salary (Inc on costs) 100%	95% lessons observed 2018-19 were deemed to be Good or Better. This is as a direct result of SLT structures within the school offering support / advice / critical friend support across all year groups The gap between the attainment of SHA and the LA in terms of PP vs non-PP was 6% (SHA) compared to 22% (LA)	This was highly effective and will be continued	£79,919.30
All children will participate fully in the curriculum, will have the necessary clothing, resources + equipment to be well and attend school.	Breakfast club, uniform, school visits, stationary	Children in receipt of PP took part in school visits and looked and felt the same as their peers. Attendance for PP children is in line with their peers. Breakfast club is extremely well attended and at least 50% of puils attending BC are PP.	These approaches were effective and will continue to be used across the age groups.	£10,921.89
Increased proportion achieve ARE in RWM	Subscriptions to Abacus, Education City, X tables Rockstars, RWI, Bug Club	Abacus is proving extremely useful to improving outcomes in Maths for all pupils, including PP. This is being augmented by Target Maths at Y6 to boost HAPs.	Following monitoring from Literacy Team, decision to investigate alternatives to RWI and cease Bug Club next year. Consider Third Space Learning investment next year.	£5409.29

All pupils are experiencing wider / extended curricular provision.	Wider curriculum investment incl Theatre Company visit, Theatre Week Horticultural & Farming (Alternative Provision) Rewards - Pupils	Pupils throughout school benefitted from Theatre Company and Rewards. Theatre week open to Y56 (PP = 55% Y6, 51% Y5). All took part. Pupils gained confidence as a result.	Need to actively develop planned wider opportunities for Y56 pupils which will support employment / adult life. Aim to introduce menu of 'self-directed study time' including animal care, budgeting, radio, TV, cooking, employability.	£7579.81
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**
Accelerated progress from Y2 to Y6	Additional teaching sessions from 1-1 teacher (AF)	91.6% of PP children achieved ARE in R W M	This was highly effective and will be continued	£4,854.76
To offer therapeutic support for SEMH pupils	Therapeutic Play Therapy Bright Start Think Children	73% pupils accessing Thin Children 2018-19 were PP 73% pupils accessing Bright Start Therapeutic Play therapy were PP	Increased Case Studies and use of pupil voice evaluations. KG to undertake Mental Health Lead and plan additional PSHE for vulnerable pupils and oversee the Mental Health Provision for all pupils and monitor impact of such. KG to work alongside CJ to plan the PSHE Curriculum in line with PSHE/RSE statutory requirements for Sept 2020.	£20,291.97
To offer wider curriculum support for SEMH pupils	Improved provision for SEMH pupils: Investment in additional PSHE - Behaviour Resources SEN support resources Additional TA support	School continues to be successful with SEMH pupils in particular Managed Moves from other local schools. 4x EHCs in Y56 – all for SEMH. These are manageable in school with resources allocated	This element has been highly effective and will be continued. Augment provision with self directed study time. Also augmented by (no cost) Take 5 programme development which develops mindfulness throughout school.	£3481.12
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**

Increased reading fluency and comprehension (linked to SIP 2019 – 2020)	Literacy Volunteers	75% of readers in this scheme are PP pupils – particularly from Y56	2nd year implementation of Accelerated Reader is aiding the comprehension skills of all pupils which in conjunction with Literacy Volunteers, is leading to upward trend of Reading Attainment.	£700
Pupils from YR to Y6 are accessing good quality music education in dedicated music room	Wider Curricular Music provision	All PP in school given access to at least 1 hour of Music tuition every week throughout the year. Free small group music tuition to all PP pupils	Integrate 'performance' aspect to the curriculum provision Need to monitor uptake of Orchestra (4x Per week) for PP pupils	£3,504.79