Malvin's Close Academy Pupil premium strategy statement 2020-2021 (primary)

1. Summary information					
School	Malvin's Close Academy				
Academic Year	2020-2021	**Total PP budget**	£154,440	**Date of most recent PP Review**	Jan 2020
Total number of pupils	431	**Number of pupils eligible for PP**	142	**Date for next internal review of this strategy**	Jan 2021

1. Current KS2 attainment (from September Baseline)		
	Pupils eligible for PP (your school)	*Pupils not eligible for PP (national average)*
% achieving in reading, writing and maths	18%	65%
% achieving EXS+ in reading	57%	73%
% achieving EXS+ in writing	55%	78%
% achieving EXS+ in maths	56%	79%

1. 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)* **Absence occured through COVID-19**	
A	A significant number of pupils join EYFS Nursery below age related expectations (71% of Nursery children are below/significantly below on entry to nursery)
B	Large % of our disadvantaged pupils cohort have additional needs such as SEND **(18%)** **43%** of the SEND cohort are disadvantaged **10%** of the disadvantaged cohort have additional speech and language needs
C	Higher percentages of disadvantaged pupils are below age-related expectations for phonics by the end of Year 1 and Year 2 **NO PHONICS SCREEN 2020 - COVID** 24 Chd from Y3-Y6 not passed Phonics screen = 11% of KS 2 children - 75% of these children are disadvantaged
D	Fewer disadvantaged pupils in KS1 reach the expected standard in reading, writing and maths
E	Fewer disadvantaged pupils in KS1 reach the higher standard in reading, writing and maths

F	Fewer disadvantaged pupils in KS2 reached the expected standard in reading and writing
G	Fewer disadvantaged pupils in KS2 reach the higher standard in reading, writing and maths
External barriers *(issues which also require action outside school, such as low attendance rates)*	
H	The attendance of disadvantaged pupils requires targeted support so that it does not fall below the school target of 96%
I	Large % of our disadvantaged pupils cohort have additional barriers to learning such as external agency input through Children's Services, Early Help, Social, emotional and mental health difficulties, Operation Encompass
J	Additional Impact of COVID-19 on attendance, progress, of disadvantaged pupils
K	Deterioration of children's mental health as a result of COVID-19

	1. Desired outcomes	
	Desired outcomes and how they will be measured	*Success criteria*
A.	Chn will continue to make accelerated progress in EYFS to account for the low entry points of many children so that attainment is in line with National at the end of EYFS	Disadvantaged children will attain in line with national EYFS standards in writing (this is the only area where they are below national 2018) Higher percentages of children will reach expected attainment in the synthetic phonics programme (RWI) so that higher (+70%) % of chn , including disadvantaged children pass the phonics screening check at the end of Year 1 Nuffield Early Language programme applied for
B	All disadvantaged pupils with SEND will make good progress from their own individual starting point.	Progress of disadvantaged students with SEND will increase. The Whole School Progress Scores will ideally be 6 or more SP steps progress but no less than 5.5 Where individual children's progress is not clearly reflected within assessment data, progress deemed 'good' by school SENDCO for individual needs will be evident in pupil progress books and other school monitoring systems.
C	Higher percentages of disadvantaged pupils will pass the phonics screening by the end of Year 1	The pass rate for Y1 disadvantaged pupils passing the phonics screening will be within 10% of national other Children who do not pass will show that their score has increased by at least 3 times their baseline score at the end of Aut 1.
D	Higher percentages of disadvantaged pupils will attain at ARE by the end of Year 2 (to be at least in line with national)	The % of disadvantaged pupils attaining at ARE standard will be within at least 20% of National Other
E	Higher percentages of KS1 children will attain at the higher standard	The % of disadvantaged pupils attaining at GDS standard will be within at least 10% of National Other

F	Higher percentages of disadvantaged pupils will attain at ARE in writing by the end of Year 6	The % of disadvantaged pupils attaining at ARE in reading will be within at least 5% of National Other and in writing will be in line with national other
G	Higher % of disadvantaged pupils in KS2 will reach the higher standard in reading, writing and maths	The % of disadvantaged pupils attaining at GDS in reading, writing and maths will be in line with National Other
H	The attendance rates for disadvantaged pupils will continue to be in line with national expectations and will increase to be in line with school attendance rates for non-disadvantaged pupils	The school's attendance rate will be above 96% The school attendance rate for disadvantaged pupils will match that of non-disadvantaged pupils currently a 2% difference
I	School support systems will continue to identify additional barriers for disadvantaged pupils and provide appropriate support for these chn and their families	School CPOM audits will show that genuine concerns are documented by staff and that appropriate actions are implemented in a timely manner. Safeguarding review identifies the school is compliant at Safeguarding and is working to be even better.
J	All children who attend school from September 2020 will have access to a recovery curriculum which will enable them to make progress in line with ARE.	Implementation of COVID reintegration plan Recovery curriculum designed to fill gaps in children's missed learning Academic mentor schemes to be applied for to increase teaching capacity
K	Children's mental health needs will be identified and appropriate interventions will be provided to support their individual needs. The number of children who need to access this additional provision will decrease as the year continues.	Address Mental Health needs as a result of Covid-19 using Nurture provision where possible Nominate a Mental Health Lead in school Holding Hearts boxes for children in need Online Boxall profile After school nurture provision delivered by nurture TA Family team lead to enable specific family team leads

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.

Evidence is taken from THE EEF GUIDE TO THE PUPIL PREMIUM- https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf

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?
A, B, C, D, E, F, G	Children are taught by experienced staff members who have the experience, knowledge and skills to teach to a high standard and also to coach other staff and share expertise They also have the expertise to positively influence the wider curriculum	**3. Quality teaching helps every child** Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium. While the Pupil Premium is provided as a different grant from core funding, this financial split shouldn't create an artificial separation	**Careful recruitment** **Well-planned opportunities for coaching** in key areas such as EYFS assessment, teaching reading, teaching RE and music **School monitoring systems** to establish key areas of development for staff and also review carefully for impact with regards to progress for all pupils, including disadvantaged pupils	HoS	**Jan 2021 impact**
A, B, C, D, E, F, G	**Enhance the ability of the school's SLT to lead and evaluate school improvement effectively**		School SEF to inform CPD needs of leadership team Liaison with WISE about CPD provision	EHT HoS SLT	**Jan 2021 impact**

	through carefully considered CPD in the following areas: Curriculum, school inspection, effective use of school data, assessment strategies and school leadership CPD such as through the Future Leaders Ambition Institute and EHT providers	from whole class teaching. Teaching Spending on improving teaching might include **professional development, training and support for early career teachers** and **recruitment and retention**. Ensuring an effective teacher is in every class (QFT), and that every teacher is supported to keep improving, is the key ingredient of a successful school and **should rightly be the top priority for Pupil Premium spending.** **The EEF suggests that approx half of the PP spending is allocated to Quality Teaching for all**	Regular evaluation of school systems Collaboration with school leaders around impact and further CPD needs		
A, B, C, D, E, F, G	All teachers/ TAs receive appropriate CPD and coaching to ensure that their pedagogical knowledge and skills continue to improve and so that they provide at least a 'good' education for all pupils Teachers/ TAs who are already good or better are given opportunities to further develop their skills and knowledge through external CPD such as moderator training		School monitoring systems are regular and linked to appropriate areas of school development Areas where teaching could be improved are identified and appropriate CPD and coaching is organised to develop this further Impact is measured through monitoring and further actions are taken if necessary NQTs have a structured programme of support following the new Early Careers Framework and an experienced mentor who is knowledgeable about the appropriate teaching phase	EHT HoS SLT Teachers TAs	**Jan 2021 impact**
A, B, C, D, E, F, G	**To support quality teaching for all through enhanced curriculum resources e.g.** Read Write Inc home reading books to ensure that reading books, bridging books are carefully matched to chn's		Purchase quality resources which are proven to have a positive impact on progress and attainment for all such as Accelerated Reader Carefully evaluate products to ensure that they match	HoS SLT English/ Maths/ Science Leads	**Jan 2021 impact**

	phonic ability, ipads to allow regular access to TTRS, AR, Spelling Shed and wider curriculum resources, History Association, STEM and Accelerated Reader subscriptions, FFT for pupil attainment tracking		the school's curriculum intent and implementation vision Use assessment tools which come with these resources to monitor impact on attainment and progress		
A, B, C, D, E, F, G	**To enhance attainment and progress for all chn by broadening knowledge of the wider world and increasing aspirations through visitors and educational visits - restricted due to Covid-19, more focus on online experiences**		Pupil Progress Meetings, data analysis, termly moderation, Accelerated Reader tracking, Spelling Shed tracking and TTRS tracking will carefully monitor chn's progress and will track/ evaluate effective use of teacher release time. Engagement of children with Careers and aspiration using the Future Careers online programme and a job fair when covid allows.	HoS SLT Teachers TAs	**Jan 2021 impact**
				Total budgeted cost	**£ 105,000**
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?**

A, B, C, D, E, F, G	Provide opportunity for staff to be released to assess and consider the progress and gaps of all pupils, including disadvantaged pupils and to plan appropriate intervention to accelerate progress such as Accelerated Reader progress, new to school baseline, termly writing assessment, pupil progress meetings and intervention planning	Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers, academic mentors and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy. The causes and consequences of disadvantage are varied: Pupil Premium students are not a homogeneous group. Students eligible for the Pupil Premium are more likely to be low-attaining than other children. However, tackling disadvantage is not only about supporting low attainers. For example, disadvantaged	Pupil Progress Meetings, data analysis, termly moderation, Accelerated Reader tracking, Spelling Shed tracking and TTRS tracking will carefully monitor chn's progress and will track/ evaluate effective use of teacher release time		**Jan 2021 impact**
A, B, C, D, E, F, G	To release SLT members, subject leaders and school SENDCO to ensure that teaching and learning is high quality, to track attainment of all pupils and to help plan appropriate intervention where necessary, including the purchase of an intervention tracking tool to review the impact of interventions. Fortnightly release time for all Subject leaders to ensure high quality learning for all.		Pupil Progress Meetings, data analysis, termly moderation, Accelerated Reader tracking, Spelling Shed tracking and TTRS tracking will carefully monitor chn's progress and will track/ evaluate effective use of teacher release time	HoS	**Jan 2021 impact**
A, B, C, D, E	To provide appropriate and timely speech, language and communication intervention		SEND reviews Data analysis Tracking of sessions accessed by pupils	HoS SENDCO	**Jan 2021 impact**

		students who achieve highly in primary school are much less likely than their peers to receive top grades at GCSE.			
				Total budgeted cost	**£ 39,000**

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?**
A, B, C, D, E, F, G, H, I, J	Family team to meet regularly to review attendance data and provide targeted support for persistent absentees and review covid related attendance issues	Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support. Additional impact of COVID-19. While many barriers may be common between schools, it is also likely that the specific features of the community each school serves will affect spending in this category	Regularly tracking whole school attendance Ensuring that attendance incentives are implemented well. Review and renew incentives. Ensure that parents of chn with lower attendance are held accountable through school systems. Monitor non COVID-19 related attendance. Monitor attendance of key pupil groups such as disadvantaged as well as attendance of individual pupils Regular home visits/phone calls for students absent due to COVID-19.	HR/LF/GD	**Jan 2021 impact**

A, B, C, D, E, F, G, H, I, J, K	To employ a Family Team Lead Manager/ nurture support to ensure that external barriers such as SEMH needs, children's services involvement, etc are identified quickly and appropriate actions/ intervention are put in place To quickly identify children presenting with Social, emotional and mental health difficulties and identify appropriate support/intervention provided.		Regular auditing of school safeguarding systems including actions recorded on CPOMS Staff Safeguarding survey. School tracking systems monitor the impact of nurture sessions Regular Family Team meetings to ensure barriers are met. Regularly review provision. Tracking document for disadvantaged pupils accessing; Free school meals - packed lunches to home,Food bank and Clothing Data analysis shows progress in core subjects. Attendance improved Reduction of concerns/incidents logged on CPOMS Boxall records show clear identification and external support input where appropriate.	EHT Hos HR FTeam members SENDCo	**Jan 2021 impact**
A, B, C, D, E, F, G, H, I, J, K	To continue the use of an effective school communication system for recording behaviour, child protection, social and emotional, LAC to ensure earlier identification of issues Buy into Family Gateway to support communication with families		CPOMs audit completed across 3 schools to ensure appropriate use of the system and also appropriate actions taken. Continuous tracking of low-level concerns enables chronologies to eb created to track need for child	EHT Hos HR FTeam members	**Jan 2021 impact**

			protection referrals, SEND support and behaviour support		
A, B, C, D, E, F, G, H. I J, K	To increase parental engagement in chn's learning through LID, school events, information leaflets and home reading incentives, use of facebook to share learning, new website to be developed to improve engagement with children's learning		School Tracking systems will show an increase in parent attendance at school events Reading tracking systems will show an increase in home reading frequency and parent comments Attendance at Online parent evenings Increased numbers of parents accessing information on School Facebook Page and Twitter. Online Parents forum to be trialled with FT - attendance numbers tracked. Parents & pupils will access Google Classroom - monitored Electronic equipment available to loan for students who are absent due to COVID-19.	HoS English Leads FT SENDCo LJC	**Jan 2021 impact**
				Total budgeted cost	**£ 10,000**

Link to Malvin's Close Academy's 2019-2020 Pupil Premium Expenditure Review
https://docs.google.com/document/d/1h1d-Q6qgMMfvxbet_HdqGumbPjxzqEk3jiJEe6WnXFQ/edit?ts=5fa279f8

1. Review of expenditure 2020-2021	
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**
A, B, C, D, E, F, G	Children are taught by experienced staff members who have the experience, knowledge and skills to teach to a high standard and also to coach other staff and share expertise They also have the expertise to positively influence the wider curriculum	**Careful recruitment** **Well-planned opportunities for coaching** in key areas such as EYFS assessment, teaching reading, teaching RE and music **School monitoring systems** to establish key areas of development for staff and also review carefully for impact with regards to progress for all pupils, including disadvantaged pupils	Shortlist with colleagues in school and scores Blyth WISE. Interviews and observations in person where possible. Curriculum adapted due to additional CPD. Cochin opportunities planned for needs to =be implemented and reviewed. Thorough monitoring by MLT and SLT throughout the year. To become more embedded in the coaching process.	
A, B, C, D, E, F, G	**Enhance the ability of the school's SLT to lead and evaluate school improvement effectively through carefully considered CPD in the following areas:** Curriculum, school inspection, effective use of school data, assessment strategies and school leadership CPD such as through the Future Leaders Ambition Institute and EHT providers	School SEF to inform CPD needs of leadership team Liaison with WISE about CPD provision Regular evaluation of school systems Collaboration with school leaders around impact and further CPD needs Retrieval training for staff to improve recall of knowledge	System updates have been largely added by Covid-19. Evaluation process to continue with the wider school systems in mind. Thorough subject lead training schedule planned. Interrupted due to Covid-19; therefore, further evaluation of impact needs to be implemented. Retrieval training occurred, further time needed to assess full impact of retrieval due to multiple bubble closures	
A, B, C, D, E, F, G	All teachers/ TAs receive appropriate CPD and coaching to ensure that their pedagogical knowledge and skills continue to improve and so that they provide at least a 'good' education for all pupils	School monitoring systems are regular and linked to appropriate areas of school development Areas where teaching could be improved are identified and appropriate CPD and coaching is organised to develop this further Impact is measured through monitoring and further actions are taken if necessary	Monitoring linked to PP strategy and SEF Because of online delivery has made it difficult to identify individual needs . Further coaching opportunities for individuals to be organised.	

	Teachers/ TAs who are already good or better are given opportunities to further develop their skills and knowledge through external CPD such as moderator training	NQTs have a structured programme of support following the new Early Careers Framework and an experienced mentor who is knowledgeable about the appropriate teaching phase		
A, B, C, D, E, F, G	**To support quality teaching for all through enhanced curriculum resources e.g.** Read Write Inc home reading books to ensure that reading books, bridging books are carefully matched to chn's phonic ability, ipads to allow regular access to TTRS, AR, Spelling Shed and wider curriculum resources, History Association, STEM and Accelerated Reader subscriptions, FFT for pupil attainment tracking	Purchase quality resources which are proven to have a positive impact on progress and attainment for all such as Accelerated Reader Carefully evaluate products to ensure that they match the school's curriculum intent and implementation vision Use assessment tools which come with these resources to monitor impact on attainment and progress	AR, MyOn, TTRS and Spelling Shed to be used as online resources. Impact to be monitored. Where products have been purchased and then evaluated were not renewed if impact was not evident. Continue to use FFT	
A, B, C, D, E, F, G	**To enhance attainment and progress for all chn by broadening knowledge of the wider world and increasing aspirations through visitors and educational visits - restricted due to Covid-19, more focus on online experiences**	Pupil Progress Meetings, data analysis, termly moderation, Accelerated Reader tracking, Spelling Shed tracking and TTRS tracking will carefully monitor chn's progress and will track/ evaluate effective use of teacher release time. Engagement of children with Careers and aspiration using the Future Careers online programme and a job fair when covid allows.	Increased regularity of Pupil Progress meetings is needed . This will be possible once Covid-19 restrictions have been lifted further to allow for face to face meetings.	
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**

A, B, C, D, E, F, G	Provide opportunity for staff to be released to assess and consider the progress and gaps of all pupils, including disadvantaged pupils and to plan appropriate intervention to accelerate progress such as Accelerated Reader progress, new to school baseline, termly writing assessment, pupil progress meetings and intervention planning	Pupil Progress Meetings, data analysis, termly moderation, Accelerated Reader tracking, Spelling Shed tracking and TTRS tracking will carefully monitor chn's progress and will track/ evaluate effective use of teacher release time	Increased regularity of Pupil Progress meetings is needed . This will be possible once Covid-19 restrictions have been lifted further to allow for face to face meetings.	
A, B, C, D, E, F, G	To release SLT members, subject leaders and school SENDCO to ensure that teaching and learning is high quality, to track attainment of all pupils and to help plan appropriate intervention where necessary, including the purchase of an intervention tracking tool to review the impact of interventions. Fortnightly release time for all Subject leaders to ensure high quality learning for all.	Pupil Progress Meetings, data analysis, termly moderation, Accelerated Reader tracking, Spelling Shed tracking and TTRS tracking will carefully monitor chn's progress and will track/ evaluate effective use of teacher release time	Increased regularity of Pupil Progress meetings is needed . This will be possible once Covid-19 restrictions have been lifted further to allow for face to face meetings. Increased capacity for SLT release time once restrictions are lifted.	
A, B, C, D, E	To provide appropriate and timely speech, language and communication intervention	SEND reviews Data analysis Tracking of sessions accessed by pupils	Tracking intermittent due to Covid-19 bubble closures and lockdowns.	
iii. Other approaches				

A, B, C, D, E, F, G, H, I, J	Family team to meet regularly to review attendance data and provide targeted support for persistent absentees and review covid related attendance issues	Regularly tracking whole school attendance Ensuring that attendance incentives are implemented well. Review and renew incentives. Ensure that parents of chn with lower attendance are held accountable through school systems. Monitor non COVID-19 related attendance. Monitor attendance of key pupil groups such as disadvantaged as well as attendance of individual pupils Regular home visits/phone calls for students absent due to COVID-19.	Impacted due to Covid-19 bubble closures and lockdowns. New procedures in place from September '21 to be regularly reviewed. New procedures in place from September '21 to be regularly reviewed.	
A, B, C, D, E, F, G, H, I, J, K	To employ a Family Team Lead Manager/ nurture support to ensure that external barriers such as SEMH needs, children's services involvement, etc are identified quickly and appropriate actions/ intervention are put in place To quickly identify children presenting with Social, emotional and mental health difficulties and identify appropriate support/intervention provided.	Regular auditing of school safeguarding systems including actions recorded on CPOMS Staff Safeguarding survey. School tracking systems monitor the impact of nurture sessions Regular Family Team meetings to ensure barriers are met. Regularly review provision. Tracking document for disadvantaged pupils accessing; Free school meals - packed lunches to home,Food bank and Clothing Data analysis shows progress in core subjects. Attendance improved Reduction of concerns/incidents logged on CPOMS Boxall records show clear identification and external support input where appropriate.	Policy to be developed and updated to reflect the need for this. More incidents logged due to increased incidents being logged and concerns raised when not being set. Operation Encompass alerts are more frequent.	

			Policy to be developed and updated to reflect the need for this.	
A, B, C, D, E, F, G, H, I, J, K	To continue the use of an effective school communication system for recording behaviour, child protection, social and emotional, LAC to ensure earlier identification of issues Buy into Family Gateway to support communication with families	CPOMs audit completed across 3 schools to ensure appropriate use of the system and also appropriate actions taken. Continuous tracking of low-level concerns enables chronologies to eb created to track need for child protection referrals, SEND support and behaviour support	Continue to use CPOMs to log all incidents..	
A, B, C, D, E, F, G, H. I J, K	To increase parental engagement in chn's learning through LID, school events, information leaflets and home reading incentives, use of facebook to share learning, new website to be developed to improve engagement with children's learning	School Tracking systems will show an increase in parent attendance at school events Reading tracking systems will show an increase in home reading frequency and parent comments Attendance at Online parent evenings Increased numbers of parents accessing information on School Facebook Page and Twitter. Online Parents forum to be trialled with FT - attendance numbers tracked. Parents & pupils will access Google Classroom - monitored Electronic equipment available to loan for students who are absent due to COVID-19.	No events for parents to attend. In future, offer both virtual and in-person options. Plans to be 'paperless' in '21-'22 Some have been held virtually. Attendance at virtual events was not as good as in person. In future, offer both.	