Pupil premium strategy statement 2018-19

The Rose Learning Trust
TRANSFORMING FUTURES COLLABORATIVELY

Crowle Primary Academy

Pupil Premium Policy Rationale	• We define disadvantaged pupils in the Rose Learning Trust as any that are underachieving academically, socially or emotionally. The trust has the expectation that the schools know their families well, hold all the children in high regard and are accountable to them.
	• We are approaching the needs of our underachievers in two areas
	    o developing strategies and support for emotional health and wellbeing
	    o targeted intervention support designed to be specific and short term to address gaps in learning
	• **School vision - An inclusive community where all children enjoy their learning and achieve their full potential**
		Amount of funding received 2018-2019

		£78,100
School specific barriers to educational achievement	• 26% pupil premium children are SEND/SEMH • Self-esteem and emotional wellbeing are barriers for many of our pupil premium children • Teaching in maths is not yet good and children are therefore not making adequate progress • Tracking of progress and attainment for pupil premium children	

Goals *What do we want to accomplish?*	Strategy *How will we achieve it? Clear implementation plan*	By when?	Measures *What will we measure as an indicator of our ongoing process?*
School lead on disadvantaged has a research based knowledge of how best to meet the needs of vulnerable learners in our school community.	Reading of research papers on meeting the needs of disadvantaged learners Engage in Trust network group for disadvantaged leads Work on Trust approach to meeting the needs of vulnerable pupils with Marc Rowland. Engage in Trust disadvantaged reviews Actions recommendations of the academy's disadvantaged review by the Trust Formulate whole school disadvantaged provision map	*Ongoing* *Ongoing* *September and* *Nov 18* *Nov 18* *Jan 19*	Provision maps show needs are met Identified children make good or better progress (evidence from data drops and books)
Data is used to identify tightly focussed improvement priorities	Disadvantaged three year trends are analysed Disadvantaged children tracked at data drop points Actions in place in response to data findings NFER tests are used to inform gaps analysis and identify children who are below or above and need specific intervention to support their needs	*Oct 18* *Ongoing* *Ongoing* *Ongoing*	Action points are based around data analysis Data analysis of test outcomes

Goals *What do we want to accomplish?*	Strategy *How will we achieve it? Clear implementation plan*	By when?	Measures *What will we measure as an indicator of our ongoing process?*
All staff have a good knowledge of the vulnerable pupils in the school community and how best to meet their needs.	Engage in whole trust CPD led by Marc Rowland Complete benchmarking and reflection tool as phase teams and SLT Identify vulnerable pupils across school Ensure vulnerable pupils are identified on provision maps Pupil progress meeting format reviewed to ensure that staff have high expectations for all and hold children in high regard. Ethos is sustained throughout school. Data drop assessment focuses on 'point in time assessment' so that attainment can be accurately tracked and interventions planned. Pupil progress meetings focus on the needs of vulnerable pupils. 'Yet' sessions are run to ensure that children reach their full potential	*Sept 18* *Oct 18* *Oct 18* *Jan 19* *Autumn 2* *Autumn 2* *Ongoing* *Spring/ summer*	Provision maps show needs are being met Identified children make good or better progress (evidence from data drops and books) Identified children working at ARE+ by end of academic year
Teaching assistants are well used to meet the needs of vulnerable learners	Research completed by disadvantaged lead on best use of teaching assistants TAs trained on pre teaching methods Vulnerable pupils are highlighted and targeted to receive pre teaching across school.	*Spring* *Spring* *Ongoing*	Identified children making good or better progress (evidence from data drops and books)
Staff are trained and supported to deliver and sustain quality first learning for all	Quality CPD planned and delivered throughout the academic year Staff access mastery maths training Mastery maths strategy implemented in classrooms Learning monitored to ensure high standards are consistent Maths lead to support staff to ensure quality first teaching Teaching assistant CPD is prioritised and takes place weekly (when appropriate and feasible) TA CPD is high quality and planned around the needs of the children TAs are involved in whole staff training when appropriate Peer reviews of teaching and learning focus on the impact of strategies on pupil premium children Staff trained on dialogic learning	*Ongoing* *Sept 18* *Ongoing* *Ongoing* *Autumn 2* *Ongoing* *Ongoing* *Autumn 2* *Autumn 2*	All teaching is good or better Identified children making good or better progress (evidence from data drops and books) Gaps between disadvantaged and all/ non-disadvantaged have diminished.

Goals *What do we want to accomplish?*	Strategy *How will we achieve it? Clear implementation plan*	By when?	Measures *What will we measure as an indicator of our ongoing process?*
The emotional health and wellbeing of vulnerable pupils is supported.	Whole staff thrive training delivered All children thrive screened Lessons planned to meet the identified needs Specific support for identified children by learning mentor	*Jan 19* *Feb 19* *Ongoing* *Ongoing*	
	Subsidising of educational trips, externally provided clubs and workshops	*Ongoing*	
	Provision in breakfast club is healthy and allows the children to have the best start to the day	*Ongoing*	Individual emotional needs identified Children better prepared to access learning
	Completion of the mental health award	*Ongoing*	
	Induction programme for new children formulated to ensure that they catch up quickly and can access all learning.	*Ongoing*	

How was the pupil premium spent in the previous academic year 2017-2018?
Quality teaching for all Targeted support for pupil premium children Social and emotional wellbeing Active/ healthy pupils

Evaluation 2018-2019
Research and CPD with Marc Rowland supported PP lead to formulate 2019-20 spending plan based on research and good practise. Disadvantaged review by Trust Headteachers completed. Some of the outcomes of the review are detailed below; *'Senior leaders have carried out an accurate and robust self-evaluation of the school's current strategy...The school is open and honest of what needs to be done to narrow the gap.* *The schools PP Strategy is directly linked to the developing excellence plan and shared with all staff and governors. Staff understand the school's emphasis on quality first teaching and that PP are the focus for pre teaching groups.* *There is a good awareness by staff of who the disadvantaged children are. Disadvantaged children are highlighted on provision maps to ensure needs are being met. This is evaluated termly and reflects good practice.*

In classes there is an expectation that all pupils will succeed, there is a culture of keep up, not catch up which reflects a significant change in staff attitudes and perceptions over the last year. The impact of this is evidenced in PP narrowing the gap in Y6.

Pedagogy informed research has been used from learning science. This was evidenced in some classrooms through retrieval practice and low stakes quizzing where there was a general acceptance by pupils that learning includes getting things wrong.

Spaced and distributive practice was also evidenced through Maths meetings to ensure that the knowledge rich maths curriculum was committed to long term memory and also supporting cognitive load theories.

Pre- learning was evidenced and where it was used successfully viewed by both GD and ARE pupils as a chance to exceed in lessons, not as an intervention.

Many staff are research literate and have looked closely at meta-analysis of educational research for the most effective strategies to support disadvantaged pupils and teaching pedagogy. This has been as a positive development over the last year that has been driven and supported by the SLT.

Staff show a commitment to improving outcomes for the most vulnerable, using positive language and demonstrating a good understanding of evidence in this area. There are a number of examples of teachers going 'above and beyond' for disadvantaged pupils.'

Monitoring of provision maps show that individual needs are being planned for, Staff engaged in professional conversations about effective provision for individual children. New data meetings in place with staff accountability for vulnerable children increased.

NFER tests used consistently throughout the academy allowing for a shared understanding of children on track/ at age related expectations.

All staff engaged in CPD ensuring greater understanding of vulnerable pupils and how best to meet their needs. Audit tool completed and used to inform CPD.

'Yet' session have taken place (post teaching). Each staff member has been involved and has supported a group of year 6 in maths. Improved results for disadvantaged pupils demonstrates the impact of this.

Teaching assistant audit tool (EEF) completed and review of how TAs are used across the academy resulted in greater amount of pre and post teaching taking place which better meet the needs of individuals.

Mastery maths used well across school. Trust review showed the strength of the approach in supporting disadvantaged pupils. TA meetings now taking place weekly, training based on EEF audit tool and needs identified by TAs.

Dialogic learning introduced, observations showed the positive impact this is having on learning.

At the end of the year all teaching was good or better.

Focus on healthy eating in breakfast club which improved the range of healthy options given

Thrive training completed and all children screened. Individual and class action plans in place. CPD developed staff mindset about how best to support vulnerable children.

Data for KS1 and KS2 attainment;

KS1

	2017	2018	2019	Trends
Reading	-40%	-6%	-18%	Three year reducing trend
Writing	-57%	-4%	-15%	Three year reducing trend
Maths	-39%	-4%	-22%	Three year reducing trend
Combined	-49%	-19%	-23%	Three year reducing trend

KS2

	2016	2017	2019	Trends
Reading	-6%	-15%	+3%	Gap has closed.
Writing	-34%	-18%	0%	Three year reducing trend
Maths	-42%	-23%	-11%	Three year reducing trend
Combined	-29%	-15%	-8%	Three year reducing trend

See below for the % of disadvantaged pupils attaining ARE and GD and three year trends;

KS1	ARE				GD			
	2017 Cohort: 8	2018 Cohort: 4	2019 Cohort: 9	Difference 2017-19	2017 Cohort: 8	2018 Cohort: 4	2019 Cohort: 9	Difference 2017-19
Reading	50%	75%	44%	Decreased 6%	13%	0%	11%	Decreased 2%
Writing	25%	75%	44%	Increased 19%	0%	0%	0%	Remains at 0%
Maths	38%	75%	33%	Decreased 5%	0%	0%	22%	Increased 22%

Disadvantaged in KS1 remains a focus area.

	ARE				GD			
KS2	2017 Cohort: 9	2018 Cohort: 17	2019 Cohort: 10	Difference 2017-19	2017 Cohort: 9	2018 Cohort: 17	2019 Cohort: 10	Difference 2017-19
Reading	33%	59%	80%	Increased by 47%.	0%	12%	30%	Increased by 30%
Writing	67%	59%	90%	Increased by 23%.	0%	6%	20%	Decreased by 20%
Maths	33%	53%	70%	Increased by 37%.	0%	12%	10%	Increased by 10%
Combined	22%	29%	60%	Increased by 38%.	0%	0%	10%	Increased by 10%