

Pupil Premium Strategy Statement: Balby Central Primary Academy

1. Summary Information					
School	Balby Central Primary				
Academic Year	2019/20	Total PP Budget	£179,520	Date of most recent PP review	March 2019
Total number of pupils	427	Number of eligible PP pupils	136	Date for next external review of this strategy	

1. Attainment (Based on Outcomes at Y6)			
<i>figures for pupils eligible for PP</i>		<i>National figures for pupils not eligible for PP</i>	
% achieving expectation in reading	50%	% achieving expectation in reading	45%
% achieving expectation in writing	61%	% achieving expectation in writing	62%
% achieving expectation in maths	56%	% achieving expectation in maths	60%
Progress measure in reading	-6.5	Progress measure in reading	-3
Progress measure in writing	-5.1	Progress measure in writing	-1.3
Progress measure in maths	-5.7	Progress measure in maths	-2.2
Attainment (Based on Outcomes at Y2)			
<i>figures for pupils eligible for PP</i>		<i>National figures for pupils not eligible for PP</i>	
% achieving expectation in reading	67%	% achieving expectation in reading	61%
% achieving expectation in writing	50%	% achieving expectation in writing	55%
% achieving expectation in maths	58%	% achieving expectation in maths	59%

2. Barriers to future attainment for pupils eligible for PP (including more confident learners)	
In-school barriers	
A.	Some pupils may not be working at an age-related level and have conceptual gaps or misconceptions
B.	Limited speech and language skills which can impact upon learning.
C.	In some cases, learning skills may need developing, e.g. organisation, commitment, resilience and self-regulation and personal aspiration.
External Barriers	
D.	In some cases, consistent attendance and punctuality.
E.	In some cases parental reticence to engage
F.	In some cases, access to resources, such as books, libraries and life experiences

G.	In some cases, a lack of regular routines that impact on social, emotional or physical well-being.
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3. Planned Expenditure							
i- Quality Teaching for All							
Barrier (A,B,C,D,E,F)	Desired outcome	Chosen approach/approaches	Evidence & Rationale	How will you ensure it is implemented well?	Staff lead	Milestone Indicators	Review
Some pupils may not be working at an age-related level and have conceptual gaps or misconceptions	Teaching is high quality across school resulting in improved outcomes for all disadvantaged pupils. Access to high quality teaching is maximised.	<ul style="list-style-type: none"> - English and Maths lead to provide planning support, training and sharing of resources. 1x per week covered by HLTA - Coaching and mentoring by T&L lead for staff - Mastery maths approach in all year groups – embedded for 2nd year - High quality CPD sessions - PDM focus on T&L approaches. - Clear expectations/roles and responsibilities shared with all. - Policy for feedback and marking implemented. - Immersive classroom environments - Collaborative learning approaches. - Use of cooperative learning approaches including Kagan - Staff training and CPD based on the new curriculum - Individual cohort action plans generated that are bespoke to each class. To identify gaps in learning by using QLA. - Post and pre – teaching opportunities in all subjects - HLTA cover to release teachers for targeted support. 	<p>Peer tutoring having an impact of + 5 months (EEF) Feedback having a positive impact of +8 months (EEF) Collaborative learning approaches having an impact by +5 months (EEF) Mastery learning has moderate impact for very low cost with + 5 month gains (EEF)</p> <p>Sutton Trust- ‘The effects of high quality teaching are especially significant for high quality backgrounds: over the school year, these pupils gain 1.5 years’ worth of learning with very effective teachers.</p> <p>Progress and attainment of PP children in specific year groups (y5/6) show a gap that is not diminishing quickly enough.</p> <p>Meta-Analysis of research by John Hattie breaks down quality teaching into: Pupils having clear goals/objectives. Teachers providing pupils with modelling/scaffolding/appropriate steps to achieve them.</p> <p>Gaps identified in formative assessment allow for precisely targeted teaching to remedy these-</p>	<p>The monitoring cycle with continuously evaluate provision- e.g</p> <ul style="list-style-type: none"> - Pupil progress meetings - Teacher Performance reviews - Book scrutinies - Learning walks - Curriculum leadership and review 	KA LT AM RP EC	Does the attainment and progress gap diminish leading to improve outcomes at the end of KS2?	Termly assessments
						<p>Do Classrooms and corridors showcase and celebrate the achievements of all pupils?</p> <p>Do teachers demonstrate data literacy?</p> <p>Are aspirational targets set using FFT?</p> <p>Can pupils judge accurately how effectively they are learning?</p> <p>Do all staff complete action plans for their class which addresses the needs and barriers?</p> <p>Do pupil progress meetings show high aspirations and how data is tracked and monitored over the year?</p> <p>Are pre teach sessions evident in order to allow PP children to keep up with the learning?</p>	July 2020 Outcomes

		<ul style="list-style-type: none"> - Precision teaching opportunities to address specific areas/gaps in understanding. - 	Small group tuition having an impact of +4 months (EEF)				
B- Limited speech and language skills which can impact upon learning.	<p>Improve the accuracy and rates of reading for PP in KS2.</p> <p>Develop the Tier 2 vocabulary of PP children</p>	<ul style="list-style-type: none"> - Pre-teach sessions - Timetable review to embed pre-teach sessions during assemblies – Teachers to lead. - Immersive environments linked to book study approach. - Reading sessions developing Tier 2 vocabulary daily. - Teacher modelling of language and oracy. - Vocabulary sessions and high profile of new words for children to make links across all areas of the curriculum. 	<p>The Early Catastrophe Paper (Hart and Risley, 2003) reports:</p> <p>Vocabulary (at age 3) of a child from a disadvantaged family: 500 words Vocabulary (at age 3) of a child from a professional family: 1,100 words</p> <p>It is important to develop and increase all pupils vocabularies.</p> <p>EEF- Disadvantaged pupils can be make +5 months progress using Accelerated Reader.</p> <p><i>Good literacy skills underpin academic success in every subject. 'In my view, the most important thing a school can do for its pupils—and for society—is to teach them to read and write well.'</i> Sir Kevan Collins, Chief Executive Education Endowment Foundation</p>	The monitoring cycle with continuously evaluate provision See above	RP KA	<p>Does planning and outcomes in books show an emphasis on language and understanding in reading?</p> <p>Are book study approaches embedded into the whole curriculum?</p> <p>Do pupils use higher tier 2 vocabulary when talking and explaining their learning?</p> <p>Do pupils have a wealth of language which they use to construct meaningful conversations using appropriate vocabulary?</p>	<p>Termly assessments</p> <p>July 2020 Outcomes</p>

Impact Measures

Autumn	Spring	Summer

ii- Targeted Support

<p>C-In some cases, learning skills may need developing, e.g. organisation, commitment, resilience and self-regulation and personal aspiration.</p>	<p>Early Identification of children with significant needs.</p>	<ul style="list-style-type: none"> - Inclusion Manager release x2.5 days per week. Completing follow up observations, following up on causes for concerns regarding PP children. - Providing staff with ideas and resources to scaffold learning and identify gaps in children's learning. - Outside agency involvement with appropriate referrals made. 	<p>A high % of children with SEND needs also fall into the PP group.</p> <p>Quality provision and support for these pupils will in turn allow them to make progress in all areas of the curriculum.</p>	<p>Regular meetings with inclusion lead to review and evaluate impact.</p>	<p>KA /RP LT</p>	<p>Are Pupil Progress meetings showing the evidence and impact of Inclusion Manager involvement?</p> <p>Are class teachers equipped with toolkits to support and children with specific learning needs?</p>	<p>Termly assessments</p> <p>July 2020 Outcomes</p>
<p>B- Limited speech and language skills which can impact upon learning.</p>	<p>Children to be able to speak clearly and constructed sentences without hesitation that impact on reading and writing.</p>	<ul style="list-style-type: none"> - To buy in a speech and language therapist to work with identified PP chd. - Opportunities for use 'talk' in the context of their learning imbedded into classroom practice. - Staff modelling talk and talking out loud in all areas of the curriculum. 	<p>Vocabulary gap evidence (EEF) Oral language interventions having an impact of +5 months (EEF)</p> <p>MLD needs in school having a negative impact on RWM in all key stages.</p> <p>Low level of Speech and Language having a detrimental effect on outcomes at KS1.</p> <p>The sharp focus on ensuring that younger children gain the phonics knowledge and language comprehension necessary to read, and the skills to communicate, gives them the foundations for future learning.</p>	<p>The monitoring cycle with continuously evaluate provision</p>		<p>Are their improved reading and writing outcomes across school due to children being able to clearly articulate their ideas?</p> <p>Are children communicating and answering in full sentences when in lessons?</p> <p>Is there an increase % of language and oracy in the EYFS?</p> <p>Is there evidence of language development and vocabulary in all areas of school?</p>	<p>Termly assessments</p> <p>July 2020 Outcomes</p>
<p>G- In some cases, a lack of regular routines that impact on social, emotional or physical well – being.</p>	<p>Children with social and emotional barriers to learning are identified and provided with targeted support.</p> <p>Raise levels of children's self-confidence, develop a growth mind set and</p>	<ul style="list-style-type: none"> - To continue implementing and developing the Thrive provision in school to ensure class, group and 1:1 provision is ongoing/effective - Therapeutic interventions for children with SEMH needs. - Class Thrive in place, assessment completed and focus groups- links to Jigsaw and PSHE provisions. - Lunch times Thrive worker on playground modelling play etc. 	<p>The EEF found that breakfast clubs that offer a free and nutritious meal before school can boost reading, writing and maths results by the equivalent of two months progress per year.</p> <p>For behaviour management, as much as for effective teaching, consistency is vital. Consistency across practices is important for pupils, who benefit from clear expectations of what is typically going to happen in lessons</p>	<p>The monitoring cycle with continuously evaluate provision</p>	<p>All SLT</p>	<p>Do Thrive assessments show progress in/.....?</p> <p>Is there increased capacity to engage with learning, leading to increased progress at KS2?</p> <p>Are more pupils are able to recognise and manage their emotional state when they become dysregulated?</p>	<p>July 2020 outcomes</p>

	ensure provision of children's mental health is in place and effective.	<ul style="list-style-type: none"> - Afternoon break Thrive worker targeting PP on Thrive. - To achieve the mental health award (Leeds Beckett University) at a minimum of Bronze Status. - Key Adults and those that work with the most vulnerable pupils are supported in being effective within their role - Increased pupil voice - Junior Leadership Team to be present in school and inform decision making. - Ensure staff explicitly demonstrate 'thinking aloud' modelling cognitive and metacognitive strategies and verbalise metacognitive thinking - Pivotal approaches for behaviour (Ready, Respectful and Safe) - Understanding of good mental health developed through the PSHE - Breakfast club for KS1 and KS2 	<p>and of what is expected of them behaviourally</p> <p>Character, resilience and British values such as tolerance are important characteristics, which we want to develop in children and young people. Education should help prepare learners to lead ethical, productive and fulfilling lives and to contribute positively to society.</p> <p>Outside of the home, school provides the most consistent influence on pupils' development.</p> <p>10% of all children and young people aged 5 to 16 have a clinically diagnosable mental health problem EEF toolkit states social and emotional strategies has a +4 month impact on disadvantaged pupils</p>			<p>Are VRF's and pivotal approaches used to calm and re-engage children in learning?</p> <p>Is the attainment and progress of children in combined subjects improving through SEMH provision and intervention?</p> <p>Are regular routines and expectations modelled across school?</p> <p>Does pupil voice feed into the key areas of development for the school?</p> <p>Has the school demonstrated enough evidence to meet the Bronze Award for the Carnegie Mental Health in Schools?</p>	
G- In some cases, a lack of regular routines that impact on social, emotional or physical well – being.	Thrive and inclusion workers in school who can support PP children with any issues.	<ul style="list-style-type: none"> - Inclusion team in place to work with targeted PP children. - Specialist support for children who have suffered trauma and who are demonstrating SEMH concerns. 	There is evidence that resilience, along with optimism and self-control, can help explain why some pupils from highly disadvantaged backgrounds do better in terms of educational and life outcomes than others from the same background (Tough 2012).	Regular meetings with inclusion lead to review and evaluate impact. CAHMS nurse-termly meetings	RP ES	<p>Are children referred to CAHMS when they display need?</p> <p>Are children more ready to learn and feel like they have a key worker share concerns with?</p>	Weekly and termly reports
D- In some cases, consistent attendance and punctuality.	Attendance officer in place to tackle PP children's attendance- with a focus on PAs and late arrivals.	<ul style="list-style-type: none"> - Attendance officer will have a specific focus on PP each day. - Attendance incentives high profile across school. - Celebration assemblies - Trackers for attendance in each classroom. 	Addressing any attendance concerns is key step to improving progress and attainment. Pupils must be in school to access learning and avoid gaps occurring.	Regular attendance meetings with Inclusion team and EWO.	RP EC NBB	<p>Do weekly reports on % of PP show an increase in attendance and a reduction in lates and of PA?</p> <p>Do the attendance figures for PP children show they are in</p>	Weekly and termly reports

		<ul style="list-style-type: none"> - PP lead to develop staff awareness of attendance of PP children with a focus on PA. - EWO involvement and regular meetings with PP lead and a focus on PA. 	<p>By informing parents regularly about attendance you can raise awareness of the implications of poor attendance and pre-empt possible attendance issues.</p> <p>% of persistent absentees is above national average for LA</p> <p>A significant number of PP children have Persistent Absenteeism.</p>			line with national and other pupils?	
G- In some cases, a lack of regular routines that impact on social, emotional or physical well – being. E-In some cases parental reticence to engage.	Children with social and emotional barriers to learning are identified and provided with targeted support	<ul style="list-style-type: none"> - Education Learning and Welfare mentor in place. Working in class to support potentially vulnerable PP children. - Attending TACs, CAFs etc. 	Good relationships between school and parents appear to be part of a ‘community’-oriented climate that can foster academic resilience, in particular among disadvantaged pupils (Borman & Rachuba, 2001).	Inclusion and safeguarding meetings will be held regularly to discuss and evaluate the impact and needs of specific children.	RP ES GL	<p>Is there appropriate support in place for all families?</p> <p>Are referrals to support made quickly and the appropriate support put in place?</p> <p>Are all external agencies accessed and sourced?</p>	Termly
Impact Measures							
Autumn			Spring			Summer	
iii- Other Approaches (Enrichment & Experiences)							
F- In some cases, access to resources, such as books, libraries	Children have access to a wide range of experiences.	<ul style="list-style-type: none"> - All trips and visits to be subsidised for PP to ensure expose to a wide range of opportunities and experiences. 	Ofsted Requirement: The broad and balanced curriculum inspires pupils to learn. The range of	Provision maps and tracking of attendance, parent and pupil voice.	LT LS	Do all children get access to these experiences over the year?	Termly

and life experiences			subjects and courses helps pupils acquire knowledge, understanding and skills in all aspects of their education, including the humanities and linguistic, mathematical, scientific, technical, social, physical and artistic learning.			Do pupils attend school trips, residential and after school clubs resulting in real life experiences to enrich and broaden and enhance their curriculum experiences? Do the curriculum experiences develop cultural capital for all pupils?	
E-In some cases parental reticence to engage	Parental engagement in the educational outcomes of pupils.	<ul style="list-style-type: none"> - Working with families to increase PP numbers and focus expenditure. Support with managing personal finances. - Structured conversations with identified families. - Engagement in curriculum landing points and events throughout the year. 	<p>Good relationships between school and parents appear to be part of a 'community'-oriented climate that can foster academic resilience, in particular among disadvantaged pupils (Borman & Rachuba, 2001).</p> <p>Research from the EEF states that parental engagement has a +3 month impact on disadvantaged pupil</p>	Tracking of attendance at parental events, feedback from parents, parent evening figures, parent voice and voting towers.	LT LS	<p>Does attendance at curriculum events and extra-curricular events increase?</p> <p>Is there increased engagement of parents that supports effective home learning?</p> <p>Do parents and carers feel confident in supporting pupils' progress at home?</p> <p>Is there an increased attendance at parents evening?</p> <p>Is there an increase in the % of parents engaging in coffee mornings and other meetings in school?</p>	Termly
Impact Measures							
Autumn			Spring			Summer	