



Archbishop Cranmer CE Primary Academy Pupil Premium Strategy 2020-21

1. Summary Information			
Academic Year	2020-21	Total Pupil Premium budget	£26,900
Total number of pupils	157	Number of pupils eligible for Pupil Premium Grant	20 PP (13%) 3 x service = 19 (12%)

Current Context

Due to COVID19, data is based on teacher assessment which has encompassed pre-lockdown testing, teacher judgements, predictions and forecasts and evidence shown within home learning.

Home learning has been carried out throughout lockdown and provision for disadvantaged pupils (DP) has been made through weekly telephone calls, vulnerable and key worker groups in school, individual, personalised video lessons and personalised marking and feedback.

Due to COVID19, this strategy is only reporting data for statutory assessment points and funding was not spent as usual due to school closure.



Review of expenditure for academic year: 2019/20				
	Item/Project	Cost	Impact	Lessons Learned
1	Targeted intervention (Target Group and Grab & Grow Focus Group inc Literacy Volunteer)	£23,378.96	<p>Teacher pre-teaching and post-teaching as well as Teaching Partner interventions contributed to the increased attainment of the DP pupils and the closing of attainment gaps in Y6.</p> <p>Y1 PHONICS SCREENING 72% 16/22 33% DP 1/3</p>	<p>Y1: two DP didn't 'pass' phonics screening due to low attendance pre lockdown and lack of parental engagement through lockdown and entering Y1 with just set 1 of phonics stage 3.</p> <p>Intervention for 6 children (inc 2 x DP) when move to Y2: dancing bears, Flashcards focusing on segmenting and blending and 1:6 phonic group.</p>
			<p>EYFS 96% were predicted to achieve Good Level of Development 89% GLD due to COVID 19 – lacking sufficient evidence 50% DP GLD 100% of DP achieved expected ELG across 13 out of the 17 areas including in maths.</p>	<p>1x DP not made GLD. Focussed intervention Y1. Late summer born with physical development, speaking and literacy as area of development. Cognition & Learning and Social Emotional Mental Health needs.</p> <p>1:1 support for literacy and to support SEMH needs.</p>
			<p>END KS1 0% DP achieved EXS or above vs 63% Non DP in reading, writing, maths.</p>	<p>2 x children: 1 is on additional needs register (ASD) 1 is on vulnerable register as not meeting EXS in 2 or more areas.</p> <p>Provide 1:2 tuition for DP pupils where</p>



		<p>END KS2 (NDP = Non-disadvantaged pupils)</p> <p>Expected Standard</p> <p>Reading DP 100.00% (4/4) vs NDP 89.47% (17/19) (GAP DIS +10.53%)</p> <p>Writing DP 100% (4/4) vs NDP 89.47% (17/19) (GAP DIS + 10.53%)</p> <p>Maths DP 100% (4/4) vs NDP 84.21% (16/19) (GAP DIS +15.79%)</p> <p>Combined DP 100% (4/4) vs NDP 84.21% (16/19) (GAP DIS +15.97%)</p> <p>Greater Depth Standard</p> <p>Reading DP 25% (1/4) vs NDP 63.16% (12/19) (GAP NON-DIS +38.16%)</p> <p>Writing DP 25% (1/4) vs NDP 47.37% (9/19) (GAP NON-DIS +22.37%)</p> <p>Maths DP 50% (2/4) vs NDP 42.11% (8/19) (GAP DIS +7.89%)</p> <p>Combined</p>	<p>necessary. Targeted intervention TPs/in class support will ensure that the attainment of PP pupils is accelerated (particularly in Years 3-6). Effective use of AfL marking will inform future teaching/targeted support. Quality-first teaching targets PP pupils to ensure they make more rapid. Incorporate pre-teaching and post-teaching strategies into Year 3-5 classes.</p> <p>No areas of development for EXS at end KS2. Continue whole school provision to ensure gaps continue to narrowed and close by end KS2.</p> <p>GDS Developments: Target HA/DP for additional challenge within lessons. HA/DP pupils to become mentors in Year 6 for coaching and support. Provide one-to-one tuition where necessary. Monitor the provision for HA/DP pupils through book looks and lesson drop ins to ensure EXS pupils regularly being supported and challenged. Ensure all DP are encouraged to and are accessing boosting and targeted interventions.</p>
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			DP 25% (1/4) vs NDP 36.84% (7/19) (GAP NON-DIS +11.84%)	<p>In maths, the disadvantaged pupils outperformed non-disadvantaged pupils.</p> <p>Whole School Actions Ensure flexible grouping is carried out and teaching partners are being used effectively in class.</p> <p>Continue with the 'Focus Group strategy to ensure no gap arises. A 'keep up' intervention for pupils identified at point of teach/ marking.</p>
2	Residential, trips, extra-curricular opportunities (inc. music etc.)	£1,123.90	<p>A variety of visits were provided and subsidised for DP which ensured that 100% of PP had the opportunity to attend. This allowed them to access wider opportunities (such as team building and problem solving) and offered experiences which they are subsequently able to draw on in their academic and social learning.</p> <p>Wider curriculum opportunities (instruments/music lessons and other opportunities to perform) from external as well as in-house providers means that a greater proportion of children have been able to extend their success beyond the classroom. More children were enabled to achieve academically through improved self-esteem and confidence. Children accessing music interventions are showing greater self-esteem and resilience and readiness-to-learn.</p>	<p>Continue to target PP and offer all pupils varied opportunities which offer progression through the key stage.</p> <p>Continue with Young Voices and other music provision.</p>
3	PP Lead (staff CPD, Leadership & Management time)	£2,270	Pupil Premium Lead has implemented tracking and monitoring of DP to ensure provision is carried out to narrow gaps. Year 6 data highlights the effectiveness of this and the positive impact it has had.	Pupil Premium Lead to ensure that intervention is prioritised and targeted towards Year 2 (phonics) and 3 (in academic year 20/21). This is to ensure the gap narrows in these year groups.



			All staff were aware of where the gaps are and were able to put the appropriate provision in place.	
4	Wellbeing and therapeutic support	£800.14	ELSA Pastoral/wellbeing support within this has allowed children to have a more positive outlook towards school. This has allowed them to take part in clubs, sporting competitions and other activities in the wider school as well as improved attendance and punctuality.	Continue using provision to ensure that all pupils are able to access the curriculum.
5	Misc (uniform, milk)	£74	FSM/PP pupils receive free milk which increased engagement and focus in morning lessons. Attitudes of pupils were positive which helped to create positive relationships between pupils and staff.	Continue to provide children with food and clothing to enable focus and engagement and inclusion.
6	Home Learning during COVID19		Weekly phone calls In-school provision Personalised teaching videos Effective marking and feedback through structured home learning packs and learning platforms Paper home learning packs	Ensured the positive wellbeing of all DP. Continued provision to support the continuation of narrowing the gap.
		£27,647		



1.	Barriers to learning: 2020/2021 (heightened by Covid-19 school closure)	<i>Success Criteria</i>
A	Poor retention of curriculum knowledge and skills	Pupil progress for pupil premium children will be equal to other children or better throughout the year. The average point score of this group will be equal to or above other school groups. Impact reports will show progress for pupil premium children and their targets being consistently met on the PLE. Pupil Progress meetings will show that pupil premium children are performing well. Targeted interventions being held effectively through rigorous gap analysis as well as effective.
B	Gaps in knowledge including non-negotiables.	Pupil premium children's social, emotional and behavioural needs are being met through carefully planned intervention by the school's Take Care Team. Compensating for external factors through increased learning opportunities. AfL to inform 'grab and grow' in response to marking (within the week- APOT). DP being targeted for consolidation or progression through questioning during/after lesson as part of effective marking and quality teaching.
C	Parents with low literacy and numeracy skills so children not able to be supported at home with reading/spelling/homework etc	Families of children who qualify for pupil premium are supported by school. Building capacity through structured intervention and by providing a rich and balanced curriculum with a wealth of opportunities both inside and outside school. Provide a culture of opportunity for DP by offering greater opportunities within extra-curricular events such as residential and performance opportunities.
D	Emotional Wellbeing	Children have strategies to overcome SEMH needs so they are ready to learn. Extensive CPD for TP to ensure they have the tools and skills to support the emotional wellbeing of a child whatever the cause.
E	Attainment of HA/PP pupils	HA/PP will be targeted for additional challenge within lessons utilising the stretch and challenge maths and reading documents available to them. HA/PP pupils will receive or become learning mentors to enhance the deeper learning or to receive coaching and support. One-to-one tuition will be provided where necessary to push the EXS to GDS.



2. Planned expenditure for academic year: 2020/21					
	<i>Item/Project</i>	<i>Cost (Approx)</i>	<i>Links to barrier</i>	<i>Expected Impact</i>	<i>Evidence/Rationale for this choice.</i>
1	Wellbeing interventions and therapeutic support.	£300	D Improve social and emotional skills and wellbeing.	A higher proportion of children, across the school, will access learning. As a result, they will catch-up and achieve their potential in-line with their NDP peers. DP pupils are more focussed and positive during morning lessons through engagement in breakfast clubs and meet and greets.	The toolkit created by The Sutton and the EEF (Education Endowment Foundation) suggests that “SEL (Social and Emotional Learning) interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average)”
2	TP targeted interventions (G&G and TG)	£20,000	A,B, E Effective targeting of DP children	The attainment gap between DP and NDP pupils will be narrowed in all year groups and at the end of KS2. HA pupils make more rapid progress This will be measured by end of KS2 SATs 2021. Targeted pupils receive G&G 'keep-up' interventions to ensure gaps don't arise. Vulnerable pupils identified will be given targeted intervention to close the gap.	The toolkit created by The Sutton and the EEF (Education Endowment Foundation) shows that “teachers and TAs work together effectively, lead to increases in attainment”. Similarly, there is research which focuses on teaching assistants who provide one to one or small group support – “often support is based on a clearly specified approach which teaching assistants have been trained to deliver”. These groups show a stronger positive benefit of between three and five additional months on average. Similarly, studies show that “the



					<p>pattern is that small group tuition is effective and, as a rule of thumb, the smaller the group the better” and also “greater feedback from the teacher and more sustained engagement in smaller groups” allows for more rapid progress to occur.</p>
3	<p>Residentials, trips, extra-curricular opportunities (inc. music etc.)</p>	£4,400	<p>C Provide a culture of opportunity.</p>	<p>Aspirations are raised for HA/DP pupils through access to targeted educational visits eg NGHS Reach Out Programme</p> <p>Offer children a range of extra-curricular opportunities which enables each child to achieve their full potential and break down any barriers to learning.</p> <p>To continue to cement the intent of the Archbishop Cranmer values-based curriculum to best match the academic and personal needs of all pupils so that progress is evidenced throughout a broad and balanced provision.</p>	<p>According to the toolkit, created by The Sutton and the EEF (Education Endowment Foundation), shows that overall, studies of adventure learning interventions consistently show positive benefits on academic learning, and wider outcomes such as self-confidence. On average, pupils who participate in adventure learning interventions appear to make approximately three additional months’ progress.</p> <p>The Sutton and the EEF (Education Endowment Foundation) has found that the impact of arts participation on academic learning appears to be positive. Improved outcomes have been identified in English, mathematics and science. Benefits have been found in both primary and secondary schools, with greater effects on average for younger learners and, in some cases, for disadvantaged pupils.</p>



					<p>Some Arts activities have been linked with improvements in specific outcomes. For example, there is some evidence of a positive link between music and spatial awareness and between drama and writing.</p> <p>Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.</p>
4	PP Lead (staff CPD, TLR, L&M time)	£3,000	A, B, C, E Quality first teaching of all staff.	<p>PPG lead to continue supporting and implementing strategies to improve the quality of teaching for all staff through CPD (developing and learning, quality assurance, effective group work). Effective use of Individual Pupil Trackers and Provision and Impact Report to track individual pupils.</p> <p>Effective monitoring and evaluation to take place (book looks, provision checks, impact reporting, data analysis, learning walks) to probe analysis of the quality of teaching and its impact on progress made by different groups of pupils.</p> <p>All staff will continue to be aware of DP and therefore be targeting effectively to diminish the gaps.</p> <p>High attainers will be pushed through the</p>	<p>“Supporting the attainment of disadvantaged pupils: Briefing for School Leaders” by the DfE (2015) identifies that “More successful schools see pupils as individuals, each with their own challenges, talents and interests. Staff work to identify what might help each pupil make the next steps in their learning, whether they are performing below, at, or above expectations. They focus on providing targeted support for under-performing pupils during curriculum time (as well as providing learning support outside school hours). They seek out strategies best suited to addressing individual needs, rather than simply fitting pupils into their existing support strategies. These schools tend to provide both individual support for pupils that have</p>



				effective training and CPD of DP lead and staff members (working with high achievers) to ensure good progress through KS2.	very specific learning needs, and group support for pupils with similar needs". In order to do this, there needs to be a Pupil Premium Leader, monitoring provision and directing it appropriately to ensure the attainment gap narrows.
5	Attendance and Punctuality	£200	B Improved DP attendance and punctuality.	To continue to ensure attendance and punctuality are in-line with national and to reduce the levels of persistent absenteeism for targeted children.	We can't improve attainment for children if they aren't actually attending school. NfER briefing for school leaders identifies addressing attendance as a key step.
		£27,900			

To be reviewed: September 2021