

## Pupil premium strategy / self-evaluation (primary)

| 1. Summary information |                          |                                  |                      |  |                 |
|------------------------|--------------------------|----------------------------------|----------------------|--|-----------------|
| School                 | Akroydon Primary Academy |                                  |                      |  |                 |
| Academic Year          | 2019-20<br>2018-19       | Total PP budget<br>2018-19       | £168,960<br>£192,720 | Date of most recent PP Review                  | January<br>2020 |
| Total number of pupils | 333<br>341               | Number of pupils eligible for PP | 128<br>146           | Date for next internal review of this strategy | March<br>2020   |

| 2a. Current attainment – end of KS2 (2019)   |                 |                |                                   |  |
|--|-----------------|----------------|-----------------------------------|--|
|  | Academy (PP)    | National (PP)  | National (Non-PP)                 |  |
| % achieving expected standard or above in reading, writing & maths   | 63 (52 in 2018) | 52             | 71                                |  |
| % achieving expected standard or above in reading  | 81 (67)         | 62             | 78                                |  |
| % achieving greater depth in reading   | 25 (24)         | 17             | 31                                |  |
| % achieving expected standard or above in writing  | 69 (62)         | 68             | 83                                |  |
| % achieving greater depth in writing   | 13 (0)          | 11             | 24                                |  |
| % achieving expected standard or above in maths  | 69 (67)         | 68             | 84                                |  |
| % achieving greater depth in maths   | 13 (10)         | 16             | 31                                |  |
| 2b. Current progress – end of KS2 (2019)   |                 |                |                                   |  |
| *there are two measures reported – the first is the percentage of PP pupils making expected progress from KS1 to KS2; the second is the average progress score of all PP pupils. | % of cohort*    | Progress Score | National (Non-PP) Progress Scores |  |
| % making expected progress in reading (as measured in the school)  | 47 (53)         | 0.0 (-1.1)     | 0.3                               |  |
| % making expected progress in writing (as measured in the school)  | 53 (37)         | 0.3 (-4.1)     | 0.3                               |  |
| % making expected progress in mathematics (as measured in the school)  | 53 (37)         | 0.4 (-3.3)     | 0.3                               |  |

**Narrative:**

1. **Significant improvements in the overall attainment outcomes of PP pupils** (combined score increased by 11% - from 52% to 63%). Whilst this remains below the N/A figure for non-PP pupils, PP pupils achieved above the national average of non-PP pupils for Reading (3% above) and improvements for PP pupils were also made in writing and maths (writing up 7% and maths up 2%).
2. Progress measures were an improvement on the previous year and were broadly in-line with national averages in writing and mathematics. The percentage of PP pupils making expected progress from KS1 to KS2 was up by 16% in writing and maths on the previous year.
3. **Greater depth PP pupil outcomes improved on previous year**, most noticeably in writing (an increase of 13%) where no pupils achieved this standard the previous year.

**2. c) Current attainment – end of KS1 (2019)**

|  | Academy (PP)    | National (PP) | National (Non-PP) |
|--|-----------------|---------------|-------------------|
| % achieving expected standard or above in reading, writing & maths | 52 (15 in 2018) | 50            | 69                |
| % achieving expected standard or above in reading                  | 76 (29)         | 62            | 78                |
| % achieving greater depth in reading                               | 10 (0)          | 14            | 28                |
| % achieving expected standard or above in writing                  | 62 (19)         | 55            | 73                |
| % achieving greater depth in writing                               | 0 (0)           | 7             | 17                |
| % achieving expected standard or above in maths                    | 71 (38)         | 63            | 79                |
| % achieving greater depth in maths                                 | 10 (0)          | 12            | 24                |

**Narrative:**

1. **Significant improvements in the overall attainment outcomes of PP pupils** (combined score increased by 37% - from 15% to 52%). This is lower than non-PP pupils nationally, but is slightly above the national average for PP pupils. Attainment for PP pupils in reading increased by 47% (from 29% - 76%), in writing attainment increased by 43% (from 19% to 62%) and the increase in Maths was 33% (from 38% to 71%).
2. **Greater depth PP outcomes increased in reading and maths**, moving from none of the previous cohort meeting the standard to 10% of pupils reaching this standard in AY2018-19.
3. Greater depth writing didn't show improvement in AY2018-19, and will continue to be a focus for AY2019-20. However, a 43% increase in PP pupils meeting the expected standard in writing demonstrates significant improvements in the teaching of writing.

| 2. d) Current attainment – Y1 phonics (2019)  |   |               |                   |
|---|---|---------------|-------------------|
|   | Academy PP  | National (PP) | National (Non-PP) |
| % achieving expected standard   | 48 (67)   | 71            | 84                |
| <b>Narrative:</b> <ol style="list-style-type: none"> <li>Phonics outcomes decreased 19% for PP pupils, from 67% to 48%. Outcomes in phonics are below the national average for PP pupils. An improvement strategy for phonics is a key area identified on the academy's improvement plan.</li> </ol>  |   |               |                   |
| 2. e) Current attainment – Early Years Foundation Stage (2019)  |   |               |                   |
|   | Academy PP  | National (PP) | National (Non-PP) |
| % achieving Good Level of Development   | 33 (52)   | 57            | 74                |
| <b>Narrative:</b> <ol style="list-style-type: none"> <li>PP pupils achieving a Good Level of Development dropped 19% in AY108-19. This figure remains well below (41%) the national average for non-PP pupils. It should be noted that the vast majority of APA pupils enter the academy well below the national expectation for children their age (both academically and socially). The Trust is looking to employ an Early Years specialist in AY2019-20, who will support APA in developing the EYFS curriculum.</li> </ol> |   |               |                   |
| 2. Barriers to future attainment (for pupils eligible for PP)   |   |               |                   |
| Academic barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>  |   |               |                   |
| A.  | <b>Lower than expected levels of development on entry to the EYFS</b> (particularly in relation to Communication and Language, as well as Social and Emotional Development). Without early intervention these key areas have the potential to significantly limit educational progress across the curriculum. |               |                   |
| B.  | <b>Emotional and social factors</b> – some children experience chaotic home lives, which acts as a significant barriers to learning. This also manifests itself in a lack of parental engagement with school, as well as limited support with activities such as reading, homework etc.                       |               |                   |
| C.  | <b>Low aspirations and a lack of confidence and belief</b> – a lack of boundaries and support at home results in an increased likelihood of a passive learner who lacks resilience.   |               |                   |
| Additional barriers <i>(including issues which also require action outside school, such as low attendance rates)</i>  |   |               |                   |
| D.  | <b>Behaviour and attendance</b> – behavioural issues within the classroom and poor attendance/punctuality have the potential to minimise the impact of regular, high-quality teaching.  |               |                   |

|  |   |   |
|--|---|---|
| E.   | A lack of cultural capital – a significant number of our pupils have limited (or no) experience of the wider world outside of their particular part of Halifax. |   |
| <b>3. Intended outcomes</b> ( <i>specific outcomes and how they will be measured</i> ) |   | <b>Success criteria</b>   |
| A.   | Teacher performance is consistently good or better.   | PP pupils experience good or better teaching on a daily basis.                            |
| B.   | Literacy and numeracy barriers are relentlessly and effectively addressed as any PP pupils move through the academy.  | Improved teaching/specific interventions show improved performance via assessment data.   |
| C.   | Behavioural issues are dealt with effectively and reduced accordingly.  | A reduction in days lost to FTE compared to AY2018-19.                                    |
| D.   | Attendance and punctuality of PP pupils improves in line with academy targets.  | A reduction in days lost to pupil absence compared to AY2018-19 and improved punctuality. |
| E.   | PP pupils are offered any and all relevant cultural capital experiences within and outside of the academy.  | An increase in the number of CC events/opportunities available to PP pupils.              |

| 4. Review of expenditure  |   |  |   |                |
|---|---|--|---|----------------|
| Previous Academic Year  |   | 2018-19  |   |                |
| i. Quality of teaching for all  |   |  |   |                |
| Action  | Intended outcome  | 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           |
| <b>To invest further in order to increase the capacity of the senior leadership team.</b> | Additional Assistant Principal helps to embed Trust QA systems and also deliver a significant proportion of the weekly CPD to all staff | <p>To an extent - the senior leadership team gained additional capacity but continued staff turnover resulted in senior members of staff needing to focus on higher classroom teaching commitments than originally intended. That said, results for PP pupils at the end of KS1 and KS2 continued to show significant improvement.</p> <p>Capacity of the leadership team will continue to grow in AY2019-20, allowing for acute focus on key areas identified for development (e.g. Phonics, EYFS, SEN)</p> | <p>Outcomes for pupils at the end of KS1 and KS2 show that this strategy is an effective one and capacity will again be increased in AY2019-20.</p> <p>Increased leadership capacity gives contingency for any unexpected staffing changes whilst allowing the senior team to continue with relentless focus on improving key aspects of pupils experience and achievement.</p> | <b>£60,536</b> |

| <p><b>To raise the academic profile of PP pupils across the academy</b></p>  | <p>Regularly held Pupil Progress meetings have a specific focus on PP pupils and raise the profile of these learners with staff</p>  | <p>Regular Pupil Progress meetings were held with teachers to analyse data and assessment of all pupils, including pupil premium pupils.</p> <p>The academy also used the introduction of PODDs (Positive Observation and Development Drop-ins), to gain an accurate and ongoing assessment of pupil engagement, experience and progress in everyday lessons. This enabled a targeted programme of CPD to be used to improve teaching across the academy.</p>  | <p>Continued focus of Pupil Premium pupils in Pupil Progress meetings during AY2019-20, with particular emphasis on supporting a higher proportion of these pupils to achieve the Greater Depth standard by the end of Key Stage.</p> <p>Increased leadership capacity will see an increase in PODD feedback and Pupil Progress meetings informing bespoke CPD opportunities, shared teaching and observation of best practise.</p>   | <p><b>£3,000</b></p>  |
|--|--|--|---|-----------------------|
| <p><b>ii. Targeted support</b></p>   |  |  |   |                       |
| <p><b>Action</b></p>   | <p><b>Intended outcome</b></p>   | <p><b>Estimated impact:</b> Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).</p>   | <p><b>Lessons learned</b><br/>(and whether you will continue with this approach)</p>  | <p><b>Cost</b></p>    |
| <p>To implement high-impact intervention strategies for all PP pupils through the effective deployment of staffing resources</p> | <p>To provide small group intervention support, across all year groups (but with a particular focus on literacy and maths in Y2 and Y6).</p> <p>This targeted intervention will encompass more able as well as low performing PP pupils.</p> | <p><b>Significant improvements in the overall attainment outcomes of PP pupils in KS2</b> (combined score increased by 11% - from 52% to 63%)</p> <p><b>Greater depth PP pupil outcomes in KS2 improved on previous year</b>, most noticeably in writing (an increase of 13%) where no pupils achieved this standard the previous year.</p> <p><b>Significant improvements in the overall attainment outcomes of PP pupils in KS1</b> (combined score increased by 37% - from 15% to 52%).</p> <p><b>Greater depth PP outcomes increased 10% in reading and maths</b> at the end of KS1.</p> | <p>Same-day interventions with class teachers proved an effective strategy of improvement, particularly in Maths. HLTAs, trained in the RWI Fresh Start intervention, were deployed to work across KS2, improving the attainment of pupils in reading.</p> <p>The academy also introduced electronic support programmes, Lexia and Accelerated Reader. Lexia is used across KS2 pupils to target specific needs in Literacy and Accelerated Reader is embedded across all pupils in KS2.</p> <p>Extensive training in RWI Phonics is planned for AY2019-20.</p> | <p><b>£47,744</b></p> |

|  |   |  |   |               |
|--|---|--|---|---------------|
| Additional individual needs addressed as and when needed e.g. uniform, additional educational support. | All PP pupils can reasonably expect easy access to any and all educational resources at school e.g. appropriate uniform, access to ICT etc. | Pupils were provided with a wealth of opportunities to enhance their learning (after-school clubs, forest school, termly trips, visitors) and children identified as Pupil Premium were no exception to this, with the academy supporting access to a broad and balanced curriculum for all. | This approach will continue and the opportunities for PP pupils to increase their cultural capital will be extended. It is envisaged that there will be an 'Akroydon Journey' that all pupils can experience, ensuring wide-ranging, complementary coverage from Reception to Y6 inclusive. | <b>£5,000</b> |
|--|---|--|---|---------------|

### iii. Other approaches

| <b>Action</b>   | <b>Intended outcome</b>   | <b>Estimated impact:</b> Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).   | <b>Lessons learned</b><br>(and whether you will continue with this approach)   | <b>Cost</b>    |
|---|---|---|--|----------------|
| To establish a high-quality pastoral provision to enhance and reinforce the punctuality, attendance and progress of PP pupils.                                | To embed the BfL Policy across Years 1-6<br><br>To improve attendance and punctuality rates for PP pupils<br><br>To establish an inclusive internal FOCUS provision | <i>Most pupils conduct themselves well. They move around the school sensibly. Many are keen to welcome visitors. Pupils understand the behaviour system and say it is used fairly by adults. A small number of pupils struggle to manage their own behaviour. A team of specialist staff provides support for the social and emotional needs of these pupils. This is reducing the frequency of fixed-term exclusions. Pupils say that bullying is rare. Chosen pupils are proud to be anti-bullying ambassadors.</i><br><br><b>Ofsted, December 2019</b> | Pupils across the academy are able to talk confidently and consistently about the BfL system and processes used across the academy.<br><br>With staff new to the academy in AY2019-20, including leadership – this consistent approach and reduction in instances of pupils struggling to manage their own behaviour remains a focus.  | <b>£83,634</b> |
| To further enhance curriculum breadth (inside and outside of the taught curriculum), particularly with regard to expanding the cultural capital of PP pupils. | All PP pupils have access to a range of experiences, both inside and outside of the classroom/taught curriculum.  | <i>Pupils are happy and safe. They enjoy a variety of experiences, including trips, workshops and extra-curricular clubs. For example, during the inspection, Year 5 pupils had just embarked on the 'champions graduation programme'. Pupils attend clubs ranging from frisbee and tchoukball to fashion design. Leaders prioritise these opportunities to broaden pupils' horizons.</i><br><br><b>Ofsted, December 2019</b>   | The introduction of a "Pupil Experience Coordinator" emphasises the academy's approach to enhancing the experiences of all pupils, including that outside the taught curriculum.<br><br>In AY2019-20, the academy will continue to focus on the implementation of a coherent and impactful curriculum, developing the subject knowledge of teaching staff to ensure the delivery is good or better across all years. | <b>£2,757</b>  |

## 5. Planned expenditure

Academic year

2019-20

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

### i. Quality of teaching for all

| Action   | Intended outcome  | What is the evidence and rationale for this choice?   | How will you ensure it is implemented well?   | Staff lead | When will you review implementation?   |
|--|---|---|---|------------|--|
| To invest further in order to increase the capacity of the senior leadership team. | Additional leadership positions support the rigorous approach to Trust QA systems and support the delivery of varied and bespoke CPD to all staff | The capacity of the SLG needs to increase to maintain a sharp focus on the areas of priority and enable high impact with regard to embedding Trust QA practices. This extra support would also be utilised to deliver high-quality CPD, which in turn improves the quality of teaching.<br><br><i>'Improving teaching quality generally leads to greater improvements'</i><br><i>'There is particularly good evidence around the potential impact of teacher professional development'</i><br><b>Education Endowment Fund</b> | Continuous QA systems in place to measure staff feedback on the quality of CPD and lesson based observations to measure its impact.   | JLS        | Termly PODD feedback informs effectiveness of the strategy and will be evident in minutes produced from SLG meetings.<br><br>July 2020, via impact report for governors. |
| To raise the academic profile of PP pupils across the academy.                     | Regularly held Pupil Progress meetings have a specific focus on PP pupils and raise the profile of these learners with all staff.                 | <i>'Whilst it is true that each school is unique, it is equally true that outstanding ... leadership and a relentless focus on improvement will make a real difference – whatever the context or degree of challenge facing a school'</i><br><b>Effective Pupil Premium Reviews (Teaching Schools Council) 2018</b>   | Termly Pupil Progress meetings are documented and each one refers back to the previous meeting to check progress and update pupil outcomes. These are predominantly chaired by a teacher's line manager and/or a senior leader. | OGS        | Three times in the academic year (January, May and July), using assessment window data.  |
| <b>Total budgeted cost</b>   |   |   |   |            | <b>£60,536</b> (salary + on-costs of one Assistant Principal)  |

| ii. Targeted support   |   |   |  |            |   |
|--|---|---|--|------------|---|
| Action   | Intended outcome  | What is the evidence and rationale for this choice?   | How will you ensure it is implemented well?  | Staff lead | When will you review implementation?                                    |
| To ensure all key members of staff in KS1 and EYFS have received updated training in RWI phonics.      | The attainment in phonics at the end of KS1 and those Y2 pupils taking retests, demonstrate significant improvement on AY2018-19.           | Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading<br><b>Education Endowment Foundation (August 2018)</b> | A specific development plan and new Assistant Principal, with specific responsibility for Phonics, will ensure a sharp focus on the monitoring of implementation and impact. PODDs cycle to include Phonics and all Senior Leaders to observe model Speed Sounds session to ensure consistently high expectations. | LTE        | Termly<br><br>SLG PODD feedback sessions – evidenced in termly minutes. |
| Additional individual needs addressed as and when needed e.g. uniform, additional educational support. | All PP pupils can reasonably expect easy access to any and all educational resources at school e.g. appropriate uniform, access to ICT etc. | Our experience over the last few years clearly evidences the importance of ensuring PP pupils have the same opportunities and experiences as non-PP pupils; sometimes this comes down to something as basic as uniform, which is addressed in a timely, understated and professional manner.  | This will be monitored through weekly meetings with executive team, which mainly takes the form of discussions re: CP incidents but also includes any incidents of additional support that any child has requested and/or required.  | OGS        | Continuous process throughout the academic year.                        |
| <b>Total budgeted cost</b>   |   |   |  |            | <b>£44,218</b>  |
| iii. Other approaches  |   |   |  |            |   |
| Action   | Intended outcome  | What is the evidence and rationale for this choice?   | How will you ensure it is implemented well?  | Staff lead | When will you review implementation?                                    |

|  |  |  |   |            |  |
|--|--|--|---|------------|--|
| <p>To establish a high-quality pastoral provision to enhance and reinforce the punctuality, attendance and progress of PP pupils.</p>                                | <p>To embed the BfL Policy across Years 1-6</p> <p>To improve attendance and punctuality rates for PP pupils</p> <p>To establish an inclusive internal FOCUS provision</p> | <p>The academy leadership, as well as the MAT it belongs to, believes that a positive learning experience is the bedrock of any improvement strategy. Alongside this sits the importance of ensuring that all pupils, regardless of background, attend school as regularly as possible.</p> <p>This push on improving attendance (and punctuality), as well as ensuring outstanding behaviour, are crucial planks in our school improvement strategy this academic year.</p> | <p>Regular and timely reports to both the SMG and the LGB.</p> <p>The MAT also operates a central system of quality assurance with all its academies, incorporating BfL and attendance (alongside other aspects of school improvement).</p> | <p>OGS</p> | <p>At least termly (formally), embedded in LGB reporting.</p>  |
| <p>To further enhance curriculum breadth (inside and outside of the taught curriculum), particularly with regard to expanding the cultural capital of PP pupils.</p> | <p>All PP pupils have access to a range of experiences, both inside and outside of the classroom/taught curriculum.</p>  | <p>Overall, studies of adventure learning interventions consistently show positive benefits on academic learning. On average, pupils who participate in adventure learning interventions make approximately four additional months' progress. There is also evidence of an impact on non-cognitive outcomes such as self-confidence.</p> <p><b>Education Endowment Foundation (August 2018)</b></p>  | <p>Regular progression reports discussed at SLT meetings – these focus on curriculum coherence, as well as extra-curricular events for all pupils to experience (throughout Years Reception to 6).</p>                                      | <p>LMH</p> | <p>Termly, via a report to the LGB.</p>  |
| <p><b>Total budgeted cost</b></p>  |  |  |   |            | <p><b>£83,634</b> (salary + on-costs of Pastoral team and additional PP budget of <b>£5,673</b>)</p> |

## 6. Additional detail

**Note:** The academy is currently under roll. It plays a full part in the local authority's Behaviour and Attendance Collaborative (BACS), which often means additional pupils join APA throughout the year (far higher than the average across the LA), a number of which are PP pupils with high needs. In summary, we invest heavily in our pastoral team as they play a major part in the smooth integration of such pupils (and this is shown by a high success rate of some of the most vulnerable of pupils who join mid-year).

This PP statement is a working document and, as such, may be updated at any time. It has been written with reference to:

- Internal data and experience
- End of year outcomes analysis
- *Department for Education* Pupil Premium reports and guidance (various)
- *Sir John Dunford* 'The 10 Point Plan' (2014)
- *Education Policy Institute* report on Disadvantage Gap (2016)
- *National Foundation for Educational Research* report 'The Building Blocks of Success' (2017)
- *Education Endowment Fund* 'Closing the Attainment Gap' (2017)
- *National College for Teaching and Leadership* 'Effective Pupil Premium Reviews' (2018)
- *National Governance Association* 'Spotlight on Disadvantage' (2018)