

Fosse Way Academy: Pupil premium strategy statement 2020/2021



1. Summary information					
School	Fosse Way Academy				
Academic Year	2020 - 2021	Total PP budget	£111,180	Date of most recent PP Review	
Total number of pupils	498	Number of pupils eligible for PP	91	Date for next internal review of this strategy	Dec 2020

2. Current attainment		
Year 6:	Pupils eligible for PP (your school) (13 children)	Pupils not eligible for PP (national average)
Y6: % achieving expected standard or above in reading, writing and maths	46%	Non PP NA: 71% / PP NA: 51%
Y6: % making at least expected progress in reading	55% (6/11)	75%
Y6: % making at least expected progress in writing	46%	77%
Y6: % making at least expected progress in maths	45% (5/11)	76%
Y6: average progress measure in reading	-1.16	Non PP NA: 0.32 / PP NA: -0.62
Y6: average progress measure in writing	-0.17	Non PP NA: 0.27 / PP NA: -0.5
Y6: average progress measure in maths	0.3	Non PP NA: 0.37 / PP NA: -0.71
Year 1 to 5:	Pupils eligible for PP (your school) (59 children)	Pupils not eligible for PP (Y6 national average)
Y1-5: % achieving expected standard or above in reading, writing and maths	56%	Non PP NA: 71% / PP NA: 51%
Y1-5: % making at least expected progress in reading	83%	75%
Y1-5: % making at least expected progress in writing	93%	77%
Y1-5: % making at least expected progress in maths	88%	76%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>		
A.	Low level language and vocabulary use impacting particularly upon reading.	
B.	Attitudes to learning including confidence, self-esteem and behaviour.	
C.	Impact of national Lockdown upon academic, social and emotional learning.	
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>		
D.	Parent expectation and engagement in home learning.	
E.	Significant circumstances impacting the child through the home environment.	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Measurable impact on reading result data leading to improved outcomes across the whole curriculum. Use of school data Positive impact on childrens’ enjoyment and engagement with age appropriate texts. Observation / discussion with children / Data via Reading Karate	• Improved rates of progress and attainment in reading. • Children talking about and engaging with text / books positively.
B.	Improved attitudes to learning resulting in fewer incidents of negative behaviour / Improved behaviour of identified children who impact on the learning of others Reduced incidents of negative behaviour evidenced via CPOMS Improved learning outcomes (attainment / rates of progress) Evidenced through school assessment data Greater engagement in general learning both at home and at school Homework projects valued / children enthusing about their learning.	• Deployment of targeted strategies supports individuals in developing their social skills • Individual Behaviour Logs and Pastoral Support Plans for identified children impact on low level disruptive behaviour to enable individuals to fully access learning • Identified pupils participate fully in all aspects of school life with increased confidence • Pupils eligible for PP can access school social events, residential and educational visits and bespoke clubs. • Pupils eligible for PP are confident to put themselves forward for leadership roles • Pupils eligible for PP are confident to share personal achievements
C.	Pupils presenting as happy, settled and resilient to some learning challenges in the classroom setting. Class teacher observations / CPOMs incident records / Discussions with pupils Children making progress in their academic learning and performing well when assessed against prior attainment (pre-Covid) Evidenced through school assessment data & work scrutiny	• Pupils happy and settled back in school. • Pupils getting along with others - tolerant of each others needs. • Judgements on emotional stability of pupils are positive. Pupils making good academic progress.

D.	Parents and children to engage in home learning - Complete homework / Understand what is being asked of them / Fulfilling work when children are being home-schooled due to the current Pandemic Increased numbers of children completing home learning / homework. Reduced numbers not completing work	• Children engaged in home learning completing homework to a good standard and sending it in on time. • Parents valuing the children's school work and understanding the importance of working together to raise attainment.
E.	Effective provision in place to support and nurture identified pupils eligible for PP from across the school with emotional needs and physical well being. The Family Support Worker develops positive links with the family signposting and supporting to appropriate agencies as necessary. Evidenced through CPOMs incident records / supervision discussions and analysis of work completed.	As a result of FSW involvement these children will: • Being in a safer home environment • Families have agreed strategies for promoting positive relationships • Access to relevant local services for example EDAN / Food bank / Healthy Minds. • Childrens voices are heard and acted upon.

5. Planned expenditure					
Academic year		2020 - 21			
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.					
Quality of teaching for all / targeted Support/ 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. Measurable impact on reading result data leading to improved outcomes across the whole curriculum. Positive impact on childrens' enjoyment and engagement with age appropriate texts.	Use of additional teacher to teach lower ability / disengaged learners in smaller class setting. Focus upon Year 5 currently due to the needs of the children. Use of teaching assistants to lead RWI inc groups, intervention groups and 1 to 1 reading.	Quality teaching with an experienced teacher. Slower pace / opportunities for overlearning, consolidation and additional practice of skills and delivery of knowledge. Making the original class smaller also benefits the other children whose learning can be differentiated for in a greater way. Allow for targeted support of children who are not making expected progress and / or are disengaged at home / school.	Tight timetabling and monitoring of the children in the group. Scrutiny of planning and outcomes for children in these groups.	LA (Eng Lead) MB(Y56 lead) AC (DHT) SENDSCO	From Autumn term with regular review by teachers in pupil progress meetings and by SLT. Groups and interventions to be adapted accordingly.

	Investment in training / Language for Thinking (Working Together Team) Additional RWI training for new staff and release time for staff to monitor provision and progress.	Quality teaching and evidence based interventions have a positive impact upon childrens' attainment, confidence and rates of progress. Ensure efficient use of RWI and smaller groups which allow very targeted provision.	Inset training days and termly development days as required. Regular lesson observations and closely monitored unit test results.	SENDCO NC (KS1 Lead) KS1 Eng Lead AC	
B/C. Improved attitudes to learning resulting in fewer incidents of negative behaviour / Improved behaviour of identified children who impact on the learning of others Improved learning outcomes (attainment / rates of progress) Greater engagement in general learning both at home and at school	Use of in school and outside agency support to deliver quality evidence based programmes of work to individuals such as Play Therapist / BOSS worker / CASY Counselling Broad balanced curriculum. Investment in the outdoor learning environment. Opportunities for personal development partially funded music lessons school visits and residential. School uniform subsidised.	Evidence based programmes have positive outcomes for children. Research suggests that children's value of themselves is fostered at a young age and if not positive can lead to poor Mental Health / adverse educational outcomes and disruptive / anti-social behaviour.	Evaluation of programmes of work completed by both internal personnel and outside agencies- What are the outcomes. Continuation of curriculum audit to ensure our curriculum is correct for the children that we are teaching. Review use of the outdoor area and invest in new resources where necessary. Audit of uptake of PP children in music tuition, visits and other extra-curricular opportunities. Funding support provided to families.	SENDCO FSW DHT Teachers SLT	From Autumn term with regular review by teachers in pupil progress meetings and by SLT. Audit of PP participation in clubs and music tuition from 2019-20 to be carried out in Autumn term. For this academic year, monitoring will begin as soon as clubs restart (Covid dependent)
Pupils presenting as happy, settled and resilient to some learning challenges in the classroom setting.	Improved positive participation in social times including play times and engagement in extra-curricular activities, Pupil Voice; Leadership Roles and social time of identified pupils eligible for PP from across the school	Children will be given other opportunities to develop and this will aid / support general confidence and self-esteem. This will in turn foster a greater sense of self leading to better outcomes across the whole of school life (socially, emotionally and academically)	Review pupil attitudes through discussions with teachers and teaching assistants. Monitor the number of PP children participating in extra-curricular opportunities and promote uptake where necessary.	DHT	
Children making progress in their academic learning and performing well when assessed against prior attainment (pre-Covid)	Screening for unmet needs and whether this is having an impact upon the behaviour of the child.	Early intervention is key - The more support we can give before the child senses any 'failure' brings about positive outcomes.	Use of performance information at check points and ongoing teacher assessments. Regular review of provision and which	DHT Teachers SENDCO	

	Use of targeted school support for those children who are struggling - ELSA provision, Learning Mentor support eg Emotions work / Resilience - support application of these skills in class.	Evidence based programmes have positive outcomes for children. Research suggests that children's value of themselves is fostered at a young age and if not positive can lead to poor Mental Health / adverse educational outcomes and disruptive / anti-social behaviour.	children are accessing this. Teachers and TAs to be involved in identification of children who would benefit from additional support.		
D. Parents and children to engage in home learning - Complete homework / Understand what is being asked of them / fulfilling work when children are being home-schooled due to the current Pandemic	Use of Learning devices – IpadS to aid engagement. Paid for and maintained by school. Use of school website / Google Classroom to give examples of how school work is now done - particularly where methods have changed / updated. Social media posts to engage the school community.	Electronic devices are motivational to the children and allow them to become engaged in their learning. Parents will be able to support their children fully by sharing the same approach / strategy that is being used at school. Achievements, at school, can be shared and celebrated at home.	Homework / home learning checked via the class teacher on the online forum. Stakeholders' views are listened to.	Class Teacher SLT	From Autumn term with regular review by teachers in pupil progress meetings and by SLT.
E Effective provision in place to support and nurture identified pupils eligible for PP from across the school with emotional needs and physical well being. The Family Support Worker develops positive links with the family signposting and supporting to appropriate agencies as necessary.	FSW actively engaged with the relevant families supporting through: • Leading TAC / family plans • Signposting to appropriate agencies • Parenting programmes • Supportive listener and problem solver • Practical support with uniform, inclusion in extra-curricular events, funding additional nursery / wraparound care provision, access to other provision.	When the family unit is settled, happy and positive children are ready to come to school and learn. Basic needs need to be met before higher level thinking can happen.	Family Support Worker supervision with members of SLT. Presentation of data to Governors.	SLT SENDCo Governors	From Autumn term with regular review by teachers in pupil progress meetings and by SLT. FSW supervision meetings.
Total budgeted cost					£107,000 (approx £4000 contingency)

6. Review of expenditure				
Previous Academic Year 2019-20		Pupil Premium		
Quality of teaching for all / targeted Support/ other approaches				
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. Measurable impact on reading result data leading to improved outcomes across the whole curriculum. Positive impact on childrens' enjoyment and engagement with age appropriate texts.	Use of intervention teacher to teach lower ability / disengaged learners in smaller class setting. Investment in training and support from Catherine Caldwell Consultancy. Review of and investment in reading and phonics provision and resources.	<i>Some progress made but the impact of lockdown means that outcomes are ongoing.</i> Additional reading books having a positive impact on engagement and progress. Introduction of the Read, Write, Inc phonics scheme is still to be fully embedded. Additional TA / Teacher time allow for smaller, more targeted provision.	Desired outcome remains relevant to school and will continue next academic year.	£25000
B/C. Improved attitudes to learning resulting in fewer incidents of negative behaviour / Improved behaviour of identified children who impact on the learning of others Improved learning outcomes (attainment / rates of progress) Greater engagement in general learning both at home and at school	Use of outside agency support to deliver quality evidence based programmes of work to individuals such as Play Therapist / BOSS worker Broad balanced curriculum Investment in the outdoor learning environment . Investment in technology and 1 to 1 devices Opportunities for development partially funded music lessons / PGL. School	<i>Some progress made but the impact of lockdown means that outcomes are ongoing.</i> Teaching assistant has successfully completed ELSA training and will now utilise her new knowledge to support children. Curriculum review completed and the changes implemented will benefit all children. KS2 1 to 1 devices were extremely beneficial during lockdown and helped ensure all children had access to high quality provision throughout. Most families accessed this support - reminder to be sent to relevant families that this is	Desired outcome remains relevant to school and will continue next academic year. Teachers to review which children are most in need of support based on initial observations, assessments and engagement in learning during lockdown. To support families without access to Wifi, we have ordered several data sims will families can use if isolating or another full lockdown begins.	£60000

Pupils presenting as happy, settled and resilient to some learning challenges in the classroom setting. Children making progress in their academic learning and performing well when assessed against prior attainment	uniform subsidised. Improved positive participation in social times including play times and engagement in extra-curricular activities, Pupil Voice; Leadership Roles and social time of identified pupils eligible for PP from across the school Screening for unmet needs and whether this is having an impact upon the behaviour of the child. Use of targeted school support for those children who are struggling - intervention groups, ELSA provision, Learning Mentor support eg Emotions work / Resilience - support application of these skills in class.	available to them. This included uniform costs, nursery and wraparound care costs, visits and musical instrument provision. Several assessments carried out and reports shared with families and teachers so that provision was adapted appropriately. This was implemented but lockdown interrupted support.		
D Build and strengthen links with families and support them to help their children learn at home through the Family Learning initiative.	Targeted families (lower school) personally invited to express interest in participating in the course. 'Keeping up with Children - Literacy' planned to complement the considerable work being done at school in English areas. Links made and parents happy to attend sessions - Good understanding of what the course entails.	Parents felt welcomed into school and some barriers were broken down. As the sessions were bespoke (planned for our children and parents) we were able to tailor these to what would be useful / beneficial. From feedback some parents felt the course had given them the confidence to pursue other learning opportunities to improve their own personal outcomes.	Although the numbers taking part were lower than we would have hoped for, Family Learning sessions were positive and successful. We are unable to continue these due to the current pandemic but targeted support will still be provided to families via the FSW.	£8000

E Effective provision in place to support and nurture identified pupils eligible for PP from across the school with emotional needs and physical well being. The Family Support Worker develops positive links with the family signposting and supporting to appropriate agencies as necessary.	FSW actively engaged with the relevant families supporting through: • Leading TAC / family plans • Signposting to appropriate agencies • Parenting programmes • Supportive listener and problem solver • Practical support with uniform, inclusion in extra-curricular events, access to other provision.	FSW has formed several very positive links with families which continued remotely during lockdown. 10 week parenting programme 'Raising Children' completed successfully - excellent feedback from parents and positive impact on behaviour of children. Financial support given to PP families to ensure children were able to attend visits and the Y6 residential.	FSW to continue supporting these PP families where need is identified. FSW will also support any additional families in need following lockdown.	£15000

Total expenditure (2019-20) =

7. Additional detail