



# Glascote Academy

Part of Fierté Multi Academy Trust

## Pupil Premium Breakdown and Evaluation



1. Summary information					
School	Glascote Academy				
Academic Year	2019-2020	Total PP budget	£126,720	Date of most recent PP Review	July 2019
Total number of pupils	258	Number of pupils eligible for PP	96 chn (37%)	Date for next internal review of this strategy	July 2020

2. Current attainment Summer 2019		
<p><i>EYFS – Reading: 80%; Writing: 80% Number: 80%</i></p>	<p><i>Y2- Reading: 88%; Writing: 81%; Maths:79%</i></p>	<p><i>Y6- Reading: 84%; Writing: 84%; Maths: 87%</i></p>

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
A.	Weakness in learning behaviours e.g. lack of independence, resilience and perseverance.
B.	Social, emotional and behavioural problems affecting overall well-being and progress.
C.	Specific additional needs including those being supported as SEND e.g. Speech and Language
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
D.	Poor home learning environments e.g. lack of support in reading; no breakfast or irregular eating patterns; no support with homework tasks; having the right resources for the curriculum such as PE kit, Outdoor learning clothes; poor or low attendance

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improved learning behaviours will be targeted through wider experiences such as trips, WOW weeks, Outdoor Learning Weeks, and the schools reward system.	Improvements in the learning behaviours demonstrated by targeted pupil premium children are evident through pupil interviews and reports from class teachers, Outdoor Leaders and School/Trust Leaders
B.	Clear progress against starting points. Timely interventions through Closing the Gap, targeted interventions, additional reading with the reading manager, 1:1 counselling	Pupil premium children, whatever their prior attainment, make at least expected progress, with some of those whose attainment is below age related expectations starting to catch up

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<b>C.</b>	Additional needs supported effectively (including medical conditions) through the use of Quality First Teaching, pre-teaching, Nessy Group, Well-being groups and specific nurture groups.	Children with additional needs are supported effectively through the school's SEND practice and Wellbeing Ethos, with recognition of and support for any additional factors that PP children face.
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### 5. Planned expenditure

<b>Academic year</b>	<b>2019-2020</b>
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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.

#### i. Quality of teaching for all

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?
Quality first teaching for all children linked to Social, emotional and behavioural development promoted through the curriculum and through School life.	Support from SENDCO for class teachers and TAs. House point system and Golden Ticket prizes. Whole school trips as well as focussed group trips. Whole school music lessons including additional lessons for pupil premium children. Music exams Y2 and Y6	Raised awareness of barriers faced by children. Providing children with stimulating experiences, broadening their opportunities of the wider world. Allowing experiential learning and encouraging and maintaining aspirations.	Pupil interviews, behaviour impact report, more children accessing the curriculum and making progress. Pupil Voice highlights aspirations.	All staff (teachers, TAs, Outdoor Leader) SLT SENDco	Termly
Improvement in reading, writing and GPS skills	Continued implementation of Literacy Planet (2 <sup>nd</sup> of 3 year subscription – IT based) to include use in After school club – focussed groups	Raise children's academic ability with specific key interventions – reading, writing, GPS	Pupils assessed at each assessment point across the year including Standardised Tests	TAs SENDco English leader	Autumn, Spring, Summer Terms
Improvement in Maths skills	Continued implementation of Rock stars Times Tables (IT based) to include use in After school club – focussed groups	Raise children's academic ability with specific key interventions – Times tables (arithmetic)	Pupils assessed at each assessment point across the year including Standardised Tests	TAs SENDco Maths Leader	Autumn, Spring, Summer Terms

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Improvement in reading comprehension skills	implementation of Vipers within new Guided Reading Structure	Raise children's academic ability with specific key interventions – guided reading focused skills	Pupils assessed at each assessment point across the year including Standardised Tests	TAs SENDco English leader	Autumn, Spring, Summer Terms
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Closing the gaps to aid children's learning	Early Intervention with Closing the Gap groups	Raise children's academic ability with specific key interventions – TA precision teaching	Assess at beginning and end of intervention	Teachers TAs	Half Termly
Timely intervention within children's learning to prevent gaps widening	Early Intervention with children through initiatives such as CtG groups, and Nesy Club (Subscription)	Early intervention and preventing gaps will support progress.	Pupils assessed at each assessment point across the year including Standardised Tests	TAs SENDco	Autumn, Spring, Summer Terms
Narrowing the gap in reading and promoting a lifelong love of reading for reading's sake and as a tool for reading to learn	Regularly extra 1:1 reading with Reading/ comprehension/phonics/ language skills with Reading Manager	Early intervention will support progress.	Pupils assessed at each assessment point across the year including Standardised Tests	Reading Manager English Leader HT	Autumn, Spring, Summer Terms
Improved attendance, less persistent absences, improved parent partnership. Support community projects to help parents to engage with education	Well-being Lead to meet regularly with parents on cusp of poor attendance – pro-active; Malachi referrals for home support; rewards for attendance	Well-being Lead will ensure that trends in attendance will continue to rise and meetings with parents will aid the understanding of how attendance impacts upon learning and life chances. Rewards will encourage children to attend.	Attendance monitoring including vulnerable groupings. Letters sent to parents. Visible attendance board in the school hall. Parents informed of new reward system.	Well-being Lead Headteacher	Termly
Children to be more self-aware and raised self-esteem through Emotional Coaching	Work 1:1 with Well-being Lead to aid well-being of children; training for whole school staff; new relaxation stations	Children to be given skills to help with development of self. Staff know how to support children's emotional well-being. This will aid academic ability.	Well-being lead to maintain records and feedback to HT and SLT. SENDCo to organise resources for classroom relaxation stations.	Well-being Lead SENDCo All Staff	Half termly

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i. 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?
Build “cultural capital” through the importance of vocabulary and development of foundational knowledge	Access to visits/trips: Y6 residential trip KS2 overnight stay Class trips Travelling theatre companies	Equality of access for all pupils; raising confidence and self-esteem; opportunity to visit somewhere they have never been and access activities that they have never done. Opportunities that will widen cultural and linguistic experiences	Pupils will be able to attend trips. Observations and discussions; follow up activities	Trip Leader Staff SLT	Termly/following activity
Access to Breakfast Club and improved attendance.	Places are at a reduced cost	Equality of access for all pupils. Having a breakfast and the opportunity to ready themselves for school.	Attendance, feedback from parents and pupils	Breakfast Club Manager	Termly
Improved lunch provision	Implementation of supervised play opportunities for children at break and dinner time (play leaders; extra lunchtime staff; equipment)	Improved lunch time activities and enjoyment of free time. Checks made through questionnaires, pupil voice and parent voice.	Observations and discussions	Pupil leadership Sports Council Lunchtime staff	Termly
Children attending clubs and enjoying school life	After school provision for PP children	Improved activities and enjoyment of extra-curricular time. Checks made through questionnaires, pupil voice and parent voice.	Observations and discussions	Staff	Termly
School Farm	Timetabled slots on school farm; nurture groups; community groups	Equality of access for all pupils; opportunity to excel in a vocational way which will raise confidence and self-esteem and support academic achievement	Observations and discussions PP impact grid from class teachers. Outdoor learning journals (chn)	Outdoor Leader; Staff	Impact grid follows timetabled week Termly
School Forest area	Timetabled slots on in forest area; nurture group: John Muir award	Equality of access for all pupils; opportunity to excel in a vocational way which will raise confidence and self-esteem and support academic achievement	Observations and discussions PP impact grid from class teachers. Outdoor learning journals (chn)	Outdoor Leader; Staff Wellbeing Lead	Impact grid follows timetabled week Termly
<b>Total budgeted cost</b>					<b>£126,720</b>

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### Pupil Premium Evaluation of 2019-20 Spend

96 children on roll at Glascote Academy were allocated Pupil Premium Funding (E6 and FSM). This constituted 37% of the total school's population. This is an increase of 20 children (amounting to £26,400 increase in funding) based upon figures from 2018-19.

NOTE: Friday 20<sup>th</sup> March 2020 saw the school fall into a partial closure (open for Keyworker/Vulnerable children) as part of the National Lockdown determined by the Government in response to Covid-19 (Coronavirus). 1<sup>st</sup> June saw a phased return for years R/1/6 initially, with the introduction of other year groups as dictated by capacity of the building and staff whilst maintaining protective safety measures.

#### Progress and attainment:

NOTE: No external testing completed in line with Government directive – Teacher Assessment; any internal results will not be published as part of league tables

Year 2: Taken from FFT Aspire Tracking (internal)

Pupils	Attainment					Progress		
	% Expected Standard + (Re, Wr, Ma)		% Expected Standard + (Re, Wr, Ma)					
	FSM6	Not FSM6	FSM6	Not FSM6	Gap	FSM6	Not FSM6	Gap
All Pupils	6	23	83%	87%	-4%	23%	7%	16%

 FSM6 children are making progress against their peers due to clear systems and processes in the classroom along with high expectations for all.

 Intervention opportunities and analysis of tracking is enabling gaps to be closed to aid children's learning.

 Internal data tracked for Reading intervention shows that those FSM/Ever 6 pupils (until Enforced closure due to Covid-19 Match 2020) 87% made at least expected progress and 5% of them had made accelerated progress.

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Year 6: Taken from FFT Aspire Tracking (internal)

Pupils	Attainment						Progress		
	FSM6	Not FSM6	Average Scaled Score (Re, Ma)			Average Scaled Score (Re, Ma)			
			FSM6	Not FSM6	Gap	FSM6	Not FSM6	Gap	
All Pupils	21	19	104.4	108.8	-4.4	-0.1	1.8	-1.9	

- High proportion of Pupil Premium pupils in the year group, however, quality 1st teaching has shown that there are high expectations for all
- Intervention opportunities and analysis of tracking is enabling gaps to be closed to aid children's learning therefore progress in Reading/Maths combined shows that FSM pupils are performing similar to those pupils who are Non-FSM
- Internal data tracked for Reading intervention shows that those FSM/Ever 6 pupils (until Enforced closure due to Covid-19 Match 2020) 87% made at least expected progress and 5% of them had made accelerated progress.

### Attendance:

Although attendance is closely monitored along with input from the Wellbeing Leader (Parental meetings, 1-1s), letters sent home to share attendance and celebrations, it continues to be a barrier. This is often due to unauthorised term-time holidays when financially they are cheaper for lower income families to take. Attendance has also been affected by Covid-19 Pandemic, partial closures and chosen non-attendance when specified year groups were allowed to return (1<sup>st</sup> June 2020) which included Y6. We have employed the services of the EWW at County level this year.

Non-FSM Attendance      Sept 2019 to March 2020: 95.59%  
 FSM Attendance         Sept 2019 to March 2020: 95.02%

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### Interventions

Closely tailored interventions for the most vulnerable children have meant key aspects of need could be focused upon. Short, sharp, focused activities which either reinforce, provide further practice, or pre-teach areas of learning, allow the embedding of key concepts. The continued use of the Hope Project for wellbeing has meant that timely 1-1 interventions can address emotional needs, which in turn support learning and self-esteem/confidence.

### Wider Opportunities

Children were presented with experiences that provided a real-life context to their learning in all areas, but particularly maths and science. Children also enjoyed a variety of trips such as Reception Santa trip, and Y6 residential to PGL. Further trips were planned; however, these had to be cancelled due to Covid-19/National Lockdown and school closure from March 2020 onwards.

### SEND focus

Some children at Glascote Academy who are Pupil Premium also have special needs/specific learning needs; this means outcomes and attainment for these children may be lower than that of their peers. However, through careful tracking of data (FFT Aspire), use of IEPs, implementation of chronologies (Edukey) and use of practical resources like Busy Boxes, steps have been taken to enhance the progress of these learners in all areas of the schooling.

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