

Pupil Premium (PP) Strategy 2019-20

(reviewed September 2019)



1. Summary information					
School	Byron Wood Academy				
Academic Year	2019-20	Total PP budget	£ 264,000	Date of most recent PP Review	Sep 2019
Total number of pupils (dfe Jan census)	445	Number of pupils eligible for PP (dfe Jan census)	197 (44.2%)	Date for next internal review of this strategy	Sep 2020

2. Current attainment				
Key stage 1	% Age Related Expectations (ARE)		% above ARE / Greater Depth	National PP / Non PP ARE (2018)
Reading	50% PP	74%NPP	4.5% PP 29.4%NPP	62%PP 79%NPP
Writing	41% PP	62%NPP	4.5% PP 17.6%NPP	55%PP 74%NPP
Maths	46% PP	68%NPP	0% PP 26.5%NPP	63%PP 80%NPP
Phonics	44% PP	77%NPP	n/a	72%PP 85%NPP
Key stage 2 – year 6				
Reading	72% PP	70%NPP	19% PP 22%NPP	64%PP 80%NPP
Writing	84% PP	82%NPP	0% PP 7.4%NPP	67%PP 83%NPP
Maths	84% PP	85%NPP	28% PP 23%NPP	64%PP 81%NPP
Progress	To follow when available		n/a	

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.	A proportion of PP number have SEND needs; many are high needs (ie level 3 or above on Sheffield SEND Support Grid). Speech & Language, and Cognition and Learning, scoring low on working memory and social and emotional needs.	
B.	Large proportion are EAL and new to UK, new to schooling so therefore need a more specialised approach to ensure strong outcome.	
C.	Social behaviours need to continue improve so that children are able to focus on their learning, and to improve their opportunities in later life.	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Families find it difficult to provide the children with a wide range of experiences, as well as life skills including swimming and other leisure activities; the reasons may be financial, lack of support to facilitate trips, family circumstances.	
E.	Attendance of disadvantaged children needs to increase from 95.4%, narrowing the difference between disadvantaged pupils and their peers nationally.	
F.	Families from a wide range of cultural contexts means that a number of children have reduced aspirations and expectations, and community cohesion is more challenging.	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	To raise attainment and progress of Pupil premium pupils who also have SEND needs. This will be achieved and measured through data tracking.	Improved progress and attainment for Disadvantaged/SEND pupils.
B.	To deliver targeted support to identified groups of disadvantaged pupils, leading to positive outcomes in reading, writing and mathematics.	Improved attainment for disadvantaged pupils (see table above), narrowing difference between PP pupils and their Non-PP peers.
C.	Improve social behaviours and self-esteem, measured by Boxall profile and in-school data. Reduced behavioural incidents to ensure improved continuity of education, measured by decrease in behaviour incidents and ultimately, the number of Fixed term exclusions issued.	Number of Pupil Premium children getting red cards is reduced, fixed term exclusions and internal exclusions decrease (In 2018-19, approx. 2.0% PP pupils had a FTE1+ compared to 0.4% Non-PP pupils).
D.	To increase aspirations and access to learning through pupils accessing a range of educational experiences and visits. To improve the outcomes for higher attaining disadvantaged pupils (especially in English) through access to competitions and enrichment activities – measured through data analysis.	Enriched curriculum enables children to talk and write about their experiences thus increasing their basic skills and raising their self-esteem leading to positive progress outcomes. Improved outcomes for higher attaining disadvantaged pupils, especially in English (from 5% at KS1 and 19% at KS2 Higher Standard).
E.	Improved attendance to enable pupils to access more learning.	Number of meetings with parent / carers increase with set targets and measurable goals. Improved attendance of Pupil Premium children (95.4% at end of 2019 academic year) and reduce Persistent Absence (8.5% PP 2019).

F.	For pupils to demonstrate understanding of cultural differences. To improve cultural cohesion in the community, including families.	Reduced numbers of Child Protection incidents and Learning Mentor time used for this. Pupils articulating and modelling British Values. Celebration of share community values through the Sheffield Exhibition.
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4. Planned expenditure

Academic year	2019-20
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The two 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 & Targeted Support

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	Costings
A, B Raise attainment of reading, writing, mathematics, phonics	<p>Development of Read, Write, Inc groups, reciprocal reading, home reading</p> <p>Support from TAs to deliver Language Acquisition in Early Years Foundation Stage (eg. LEAP, VIP)</p> <p>Targeted Y6 and Y2 reading with a TA 8.20-8.30 4x weekly</p> <p>Daily Rapid Intervention for children who have not met objective (20 minutes daily)</p>	<p>Whole school development – Key priorities: Raise attainment in reading, phonics, writing, maths, diminishing difference between PP and Non-PP pupils (see data on page 1 of strategy)</p> <p>Research supports this approach: https://educationendowmentfoundation.org.uk/news/what-makes-effective-literacy-teaching/</p> <p>The EEF report, Improving Literacy in KS1 report states that a focus on developing oral language skills is especially important for the development of a range of reading and writing skills in this age group. https://educationendowmentfoundation.org.uk/public/files/Publications/Campaigns/Literacy/KS1_Literacy_Guidance.pdf</p>	<p>Monitoring Lesson observations Book scrutiny Data levels Pupil progress meetings</p>	<p>Subject Leaders</p> <p>Assessment lead</p> <p>PP Lead - monitoring</p>	<p>July 2020</p>	<p>Reading Records = £1,500</p> <p>Additional EYFS staffing = £43,000</p> <p>2 TAs reading 1:1 40 mins per week = £3,900</p> <p>15 TAs 100 mins per</p>

	Whole school focus on vocabulary – identified adult to lead, develop and monitor					week = £11,700 Staff 0.5 days each half term = £500 total
A, B Raise attainment of pupils and close the gap between children in New Arrivals class and their peers	Allocation of staff in New Arrivals class to support small group and 1:1 learning in core subjects (in a withdrawn, bespoke learning environment) HLTA from New Arrivals class to support targeted children in class in the afternoon and run bespoke interventions	Children struggling to access learning in their mainstream class to receive targeted support. Close the gap between children in the New Arrivals class and their peers (contributing to closing the gap between PP and Non-PP pupils – see data table on page 1 of strategy) In the EEF Attainment Gap 2017 report, it states that targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment https://educationendowmentfoundation.org.uk/evidence-summaries/attainment-gap/	Success of children integrating back into class and accessing the curriculum to make progress. Raised attainment levels at KS1/2	Inclusion Manager	Target: Children in New Arrivals class to integrate back into class by July 2020	Additional staffing = £55,000
C, F Improve social behaviours	UN Rights Respecting training Staff researching and developing Critical Thinking in school Learning Mentors running Chimp intervention for identified pupils Learning Mentors running small group interventions (e.g. Theraplay, Lego Therapy) Weekly behaviour meetings to monitor and plan strategy	In 2019-19, approx. 2.0% PP pupils had a FTE1+ compared to 0.4% Non-PP pupils. Children learning to develop listening, speaking and thinking skills. Children to learn their rights and understand how these rights are protected for their benefit, growth and their need to do well. The positive impact of this approach can be found at - https://www.unicef.org.uk/rightsrespecting-schools/the-rrsa/impact-of-rrsa/	Pupil voice (comparing impact from baseline) Reduction in red cards / behaviour incidents / FTE1+ % Improved Boxall profiles	UN RR Lead Inclusion Manager	Target: Achieve Gold award July 2021	£1,000 Learning Mentors = £96,000 (combined costs x 3)

<p>A, B To raise attainment and progress of Pupil premium pupils who also have SEND needs</p>	<p>Holistic reading</p> <p>Speech & Language therapist</p> <p>Language Legends</p> <p>Targeted SEND interventions as identified through Support Plans</p> <p>Learning Support</p>	<p>To diminish difference between PP and Non-PP pupils at KS1 / Y1 phonics (see data on page 1 of strategy)</p> <p>Support required for disadvantaged pupils in the Early Years and Key Stage 1 who have speech and language needs.</p> <p>The positive impact of oral interventions and early intervention has been researched as follows - https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learningtoolkit/oral-language-interventions/</p>	<p>High quality SEND provision: Lesson observations Book scrutiny Drop ins In class support</p>	<p>Inclusion Manager</p>	<p>July 2020</p>	<p>Support and interventions from Learning Support = £2000</p> <p>Cost of holistic reading = £50</p> <p>Support from Speech and Language Therapist = £6,000</p> <p>Language Legends = £360</p>
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ii. 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	Costings
<p>A To raise attainment of Pupil premium pupils through increased engagement and wider opportunities</p>	<p>After school clubs</p>	<p>To diminish the difference between PP and Non-PP pupils (see data on page 1 of strategy)</p> <p>The impact of physical activities on learning is seen to have a moderate impact (based on a limited research base) https://educationendowmentfoundation.org.uk/evidence-summaries/early-years-toolkit/physical-development-approaches/</p>	<p>Skills analysis and observation of children's ability</p>	<p>PP Lead/ PE Lead</p>	<p>July 2020</p>	<p>15 TAs 60 mins = £7,020</p>
<p>C, E, F Improve learning behaviours and attendance.</p>	<p>Breakfast Club to increase readiness for learning and attendance</p> <p>Movement lessons for all children from 8.30am (20 minutes early) daily</p>	<p>To improve attendance of Pupil Premium children (95.1% at end of 2018 academic year compared to 95.3% Non-PP) and reduce Persistent Absence of PP pupils (13.8% PP 2018 vs. 12% Non-PP)</p> <p>The school is aware that some pupils are not ready for learning as they are hungry when coming to school. Also aimed at improving attendance by coming to breakfast club.</p> <p>Strategies that support good attendance is listed in the top 10 approaches for disadvantaged pupils in</p>	<p>Attendance/ punctuality of children attending breakfast club</p>	<p>Attendance Officer</p>	<p>July 2019</p>	<p>Breakfast Club staff 100 mins weekly = £5,850</p> <p>15 TAs 75 mins per week = £8,830</p>

		https://www.gov.uk/government/publications/the-e-pupil-premium-how-schools-are-spending-the-funding-successfully				
E Improved attendance to enable pupils to access more learning	<p>Whole school initiative and development</p> <p>Use of Attendance tracker</p> <p>Inclusion manager/Principal meetings with parents</p> <p>Collecting children (Mini bus costs)</p> <p>Prizes for children on time</p> <p>Attendance Officer 20 mins daily on gate</p> <p>First-day phone calls made as routine, with translator where necessary</p>	<p>To improve attendance of Pupil Premium children (95.4% at end of 2018-19 academic year compared to 94.5% Non-PP) and reduce Persistent Absence of PP pupils (8.5% PP 2018 vs. 21.9% Non-PP)</p> <p>https://www.gov.uk/government/publications/the-e-pupil-premium-how-schools-are-spending-the-funding-successfully In line with the research, improving the attendance of disadvantaged pupils improves outcomes.</p>	<p>Daily monitoring – attendance procedures</p> <p>Weekly attendance figures and monitoring</p>	<p>Inclusion Manager / Attendance Officer</p> <p>SLT</p>	July 2019	<p>Tracker programme = £500</p> <p>Mini bus = £1500</p> <p>Staff to make phone calls and home visits = £4,290</p> <p>Time from above Learning Mentor to monitor and track attendance – 30%</p>
D Additional learning experiences for children: Funding for school trips, visits and residential leading to positive progress outcomes	<p>To enhance learning: Educational visits/visitors; performances in school (Y2, Y1, F2/1); sleepover in school (Y3)</p>	<p>Last year, the different learning experiences enabled children to contextualise learning and write from previous experiences that may not have been possible without this provision.</p> <p>Last year data highlighted that higher attaining disadvantaged pupils did not attain as well in writing as in reading and maths (see table above) – Y6 pupils to access additional learning activities.</p> <p>https://www.gov.uk/government/publications/the-e-pupil-premium-how-schools-are-spending-the-funding-successfully - In line with the research, providing pupils with access to a full range of educational experiences can decrease outcome gaps.</p>	Data Analysis	SLT	July 2019	£4,000

A, B Raise attainment of reading, writing, mathematics, phonics through PP/SEND leadership and monitoring	To release the PP Leader (SENCO) to complete leadership role & QA/ monitoring to enhance quality of provision eg: <ul style="list-style-type: none"> • Learning walks • Work scrutiny • Data analysis of in-class / withdrawn support • Astrea briefings • Maths leadership 	Quality First Teaching is seen as one of the 7 Building Blocks for Success when supporting the attainment of disadvantaged pupils - https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/473976/DFERS411_Supporting_the_attainment_of_disadvantaged_pupils_-_briefing_for_school_leaders.pdf https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully In line with the research, improving the quality of teaching and learning of disadvantaged pupils improves outcomes.	Improved outcomes Improving profile of teaching and learning	Inclusion Manager SLT	July 2019	£10,000
F To increase parental engagement in school and promote a positive community relationship	Sheffield Exhibition, showcasing work done in school, celebrating diversity within the community and inviting all to share in the school's successes Principal regularly meets with parents and the community to strengthen relationships	The Education Endowment Foundation has researched the positive benefits of improving parental engagement on learning https://educationendowmentfoundation.org.uk/school-themes/parental-engagement/	Parent Voice Monitoring attendance	SLT	July 2019	£1000
Total budgeted cost						£264,000

5. Additional detail for 2019-20 Strategy

Some of the figures based in this report are based on predictions, data and estimations of income and expenditure and are subject to change.

Proportionate Allocation of PP Funding

Allocation Area	Amounts Allocated	Proportion of Spending
Quality First Teaching & Targeted Academic Provision	134,010	50.8%
Attendance, Emotional Wellbeing and Behaviour	117,970	44.7%
Wider Opportunities, Engagement & Aspirations	12,020	4.6%

6. Review of expenditure - Received = £ 265,320

Previous Academic Year	2018-2019
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i. Quality of teaching for all

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, B, C Raise attainment of reading, writing, mathematics, phonics	<p>Development of Read, Write, Inc groups, reciprocal reading</p> <p>Support from TAs to deliver Language Acquisition in Early Years Foundation Stage (eg. LEAP, VIP)</p> <p>In class support from Learning Mentors to support small group / individual support</p> <p>Curriculum starts at 8.30am (20 minutes early) plus the school day extended to 3.15pm to provide interventions and targeted support</p>	<p>Year 6 Pupil Premium Outcomes demonstrate positive attainment measures for disadvantaged pupils – especially in writing and mathematics that were above national non-PP pupils;</p> <p>R 72% (2018 national other 80%) W 84% (2018 national other 83%) M 84% (2018 national other 81%)</p> <p>KS1 PP Outcomes - see page one of strategy</p>	<p>Very positive. All staff to be updated on training – holistic reading for those who have not made accelerated progress.</p> <p>Continue Numicon, 1 to 1 reading, additional phonics groups</p> <p>LEAP and 1 to 1 to continue with increased monitoring to ensure the provision has a positive impact for disadvantaged pupil groups.</p> <p>Children’s talk and writing of a far better quality as they have something to write about, using first hand experiences.</p> <p>Continue approach plus extend the school day to 3.15 allowing for additional teaching time. After school booster clubs helped raise attainment and will continue (resulted in positive progress last year)</p>	<p>Additional staffing in Y1, Y2, Y3, Y4 & Y6 Additional reciprocal reading books=£2,000 Home school planners = £1,620</p> <p>6 additional staffing in Y1-Y6: =£106,968</p> <p>2x1:1 reading support Y1-Y6 = £1,234</p> <p>TA on 37hr contracts as opposed to 25hrs to allow for interventions to benefit the Pupil Premium children</p>
AB Raise attainment of pupils and close the gap between children in Learning Zone and their peers	<p>2 learning zones</p> <p>Allocation of staff (LK) in new Learning Zone to support small group and 1:1 learning in core subjects (in a withdrawn, bespoke learning environment)</p>	<p>More children were able to access learning and also integrate back in to mainstream classes following a period of bespoke support (provided in a small group setting).</p> <p>As a result, in 2019, Year 6 Pupil Premium Outcomes demonstrate positive attainment measures for disadvantaged pupils – especially in writing and mathematics that were above national non-PP pupils;</p> <p>R 72% (2018 national other 80%) W 84% (2018 national other 83%) M 84% (2018 national other 81%)</p> <p>KS1 PP Outcomes - see page one of strategy</p>	<p>Very positive. Children re-integrating back into class, good progress being made.</p> <p>Continue with one learning zone to support early language acquisition, with Y1 children accessing continuous provision in the mainstream classroom.</p>	<p>Additional staffing: £41,813</p>

C Improve learning behaviours	UN Rights Respecting training	Increased numbers of children focused and ready to learn leading to improved attendance (reduced persistent absence from 13.8% to 8.5% for PP pupils)	Achieved UNICEF Rights Respecting Silver Award. This approach works. Need to continue to support the social and emotional needs of pupils and to continue to decrease the persistent absence of PP pupils.	£1,000
A, B To raise attainment and progress of Pupil premium pupils who also have SEND needs	Holistic reading Speech & Language therapist	Tracking data for interventions showed progress in all interventions. Training delivered ensured that staff were confident in teaching the sessions, as well as being confident in assessing the progress made. Giving all staff dedicated time to feedback to class team ensured that methods carried into classroom practice.	Continue to run these in 2019-20. Ensure new staff are familiar with systems and interventions. Where children have changed year groups, ensure good practice is continued.	Support and interventions from Learning Support Cost of holistic reading = £20 Support from Speech and Language Therapist

ii. Other approach

Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
A To raise attainment of Pupil premium pupils through increased engagement and wider opportunities	After school PE clubs + 2 extra aimed at SEND/PP <ul style="list-style-type: none"> - Smarty - Pilates & - Up Skills group 	Clubs run were successful and well attended. Attendees were invited based on their identified needs. In 2019, Year 6 Pupil Premium Outcomes demonstrate positive attainment measures for disadvantaged pupils – especially in writing and mathematics that were above national non-PP pupils; R 72% (2018 national other 80%) W 84% (2018 national other 83%) M 84% (2018 national other 81%) KS1 PP Outcomes - see page one of strategy	Continue to run these in 2019-20. Also increase participation in competitions – both within Astrea and across Sheffield.	£1,250
C E Improve learning behaviours and attendance.	Breakfast Club to increase readiness for learning and attendance	14% of PP children attend breakfast club. Children at breakfast club are on time and ready to learn. Lessons are able to begin at 8.30 for the majority of children. This contributed to improved attendance (reduced persistent absence from 13.8% to 8.5% for PP pupils)	Target individuals to invite to join breakfast club – PP children with poor attendance/punctuality	Learning Mentor= £46,403

<p>E Improved attendance to enable pupils to access more learning</p>	<p>Whole school initiative and development</p> <p>Use of SOL Attendance tracker</p> <p>Inclusion manager/Principal meetings with parents</p> <p>Collecting children (Mini bus costs)</p>	<p>Attendance was 95.4% for disadvantaged pupils which has been increased from the previous year. Overall the school's attendance has been maintained.</p> <p>This contributed to improved attendance (reduced persistent absence from 13.8% to 8.5% for PP pupils)</p>	<p>All systems need to continue. Astrea attendance tracker to be implemented. Meetings held with parents/carers for pupils with attendance between 90-96%.</p> <p>Parent workshops to continue.</p> <p>Certain families required continue to collect to drive attendance</p>	<p>£22,386</p> <p>(Use of Learning mentors from above)</p> <p>Tracker programme = £500</p> <p>Mini bus = £1,415</p>
<p>D Additional learning experiences for children: Funding for school trips, visits and residential leading to positive progress outcomes</p>	<p>To enhance learning: Thornbridge Residential (Y6); Hathersage Residential (Y5); Whirlow (y4); Educational visits/visitors (Y6-Y2); performances in school (Y2, Y1, F2/1)</p> <p>Higher Attaining Maths /English Convention</p>	<p>5 visits took place in each year group each year. These are related to, and give context and understanding to, the term's topic. All children were able to attend the visits (For residential visits, children who cannot attend the 3 days, attend a day trip to the same venue).</p> <p>A range of visitors and performers come into the school throughout the year.</p> <p>The cost was halved for PP to support accessibility.</p>	<p>Ensure that all children have at least one additional educational experience each term – either a visit or a visitor.</p> <p>Review residential visits to ensure that all children are able to access them, rather than having one each year which can be a financial burden on families.</p> <p>Continue with the Astrea Promise initiative – planned into Curriculum Maps. Monitor and track this.</p>	<p>£12,000</p>
<p>A, B Raise attainment of reading, writing, mathematics, phonics through PP/SEND leadership and monitoring</p>	<p>To release the PP Leader (SENCO) to complete leadership role & QA/ monitoring to enhance quality of provision eg:</p> <ul style="list-style-type: none"> • Learning walks • Work scrutiny • Data analysis of in-class / withdrawn support 	<p>In 2019, Year 6 Pupil Premium Outcomes demonstrate positive attainment measures for disadvantaged pupils – especially in writing and mathematics that were above national non-PP pupils;</p> <p>R 72% (2018 national other 80%) W 84% (2018 national other 83%) M 84% (2018 national other 81%)</p> <p>KS1 PP Outcomes - see page one of strategy</p>	<p>Continue to run these in 2019-20.</p> <p>Ensure new staff are familiar with systems and interventions.</p> <p>Where children have changed year groups, ensure good practice is continued.</p>	<p>£30,000</p>