

# Pupil Premium Strategy Statement 2019 – 2021: Chellaston Fields Spencer Academy

1. Summary Information						
School	Chellaston Fields Spencer Academy	Strategic Plan 2020 - 2021	Publication Date 01.01.2020	Review Date 01.09.2021		
Academic Year	2019-2020	Total PP Budget for 2019-2020	£5690	Total EY PP Budget	£2640	
Principal: Rachel Tunney Pupil Premium Lead: PP Governor Lead: TBC	Total number of pupils	Y1-6: 27	Number of pupils eligible for PP		Y1-6: 2	4.2% of roll
		FS2-Y6: 48	£1320 per pupil		FS2-Y6: 4	8.3% of roll
		FS1: N/A			FS1: N/A	0% of roll
Academic Year	2020-2021	Total PP Budget for 2020-2021		Total EY PP Budget	£6725	
Principal: Rachel Tunney Pupil Premium Lead: Rachel Tunney PP Governor Lead: Zara Shah	Total number of pupils	Y1-6: 50	Number of pupils eligible for PP		Y1-6: 2	2.5% of roll
		FS2-Y6: 79	PP £1345 per pupil		FS2-Y6: 3	3.8% of roll
		FS1: N/A			FS1: N/A	0% of roll

1. Attainment for Academic Year 2018 -2019 N/A – New School							
2. Attainment for Academic Year 2019 -2020 - -Data based on when school closed in March 2020							
2019 - 2020							
		EYFS		KS1 N/A		KS2 N/A	
		PP	(National) -Non PP	PP	National -Non PP	PP	National -Non PP
		Progress Measures					
% working at the expected standard or above in reading, writing and maths / GLD		67%	(72%) 73.1%				
% working at the expected standard or above in reading / ELG		67%	(59%) 77%				
% meeting the standard in the Year 1 Phonic Check							
% meeting the standard in the Phonic Check by the end of Year 2 (Cumulative)							
% working at the expected standard or above in writing / ELG		67%	(59%) 73%				
% working at the expected standard or above in maths / ELG		67%	(66%) 73%				
Other Indicators							
	Overall Attendance	National All Attendance	National PP Attendance	Persistent Absence (PA)	National All PA	National PP PA	
Attendance	97.82%non	96.1%		2.12%	8.8%	15.1%	

3. Strategy Aims for Disadvantaged Pupils				Target Date: September 2019-22				
Academic Performance for Disadvantaged Pupils				EYFS	Phonics Y1	Phonics Y2 Cumulative	KS1	KS2
% working at the expected standard or above in reading, writing and maths / GLD				75%			65%	70%
% working at the expected standard or above in reading / ELG					80%	90%	75%	75%
% working at the expected standard or above in writing / ELG				75%			75%	75%
% working at the expected standard or above in maths / ELG				75%			75%	75%
Other Indicators								
	Overall Attendance	National All Attendance	National PP Attendance	Persistent Absence (PA)	National All PA	National PP PA		

Attendance	97%	96.1%		4.1%	8.8%	15.1%
<b>Other Indicators Specific to School</b> (e.g. exclusion rates for PP)						
Continue with consistent approach to attendance. Attendance officer and pastoral team to ensure early identification and support Raise profile of FSM entitlement with parents and staff						
<b>4. Spending Priorities and Rationale for the Current Academic Year</b>						
<b>Teaching Priorities:</b> Ensuring staff use evidence-based whole-class teaching interventions such as modelling, scaffolding, providing feedback, small steps, fluency and recall practice, Metacognition and Self-Regulation						
Barriers to Learning	Some pupils lack awareness of themselves as learners and the strategies they can use in becoming independent, resilient, self-regulated learners					
Priority	<b>Activity to be Funded from the PP Budget</b>					
Priority 1	<ul style="list-style-type: none"> <li>Quality First Teaching has the greatest impact on outcomes for disadvantaged children. Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.</li> <li>Create self-regulated learners able to approach tasks, monitor and evaluate their learning</li> <li>CPD on evidence based approaches using the WalkThrus model to ensure consistent pedagogy across school</li> <li>Access to CPD that offers sustained training in line with EEF guidance. This through Maths Hubs, Literacy Lead network and Write Stuff online training</li> <li>Embed mastery and metacognitive talk.</li> <li>All teachers to have high expectations and teachers encourage children to always strive to improve</li> <li>Children to receive feedback that is targeted to their level to close the gap in their learning and is this used to support next steps in their learning. All staff to have CPD around effective feedback</li> <li>Ensure all relevant staff (including new staff) have received training to deliver the phonics scheme effectively</li> <li>Ensure relevant resources are provided to practice fluency and recall such as Rainbow Grammar, TT Rockstars, Prodigy, etc.</li> <li>Ensure newly qualified teachers are provided with experienced practitioner support from within school and the Trust</li> <li>Weekly emotion check ins to encourage and develop reflection and emotional vocabulary</li> </ul>					
Priority 2	<ul style="list-style-type: none"> <li>Develop a class and school culture of everyone taking responsibility for their own learning and development – everyone a leader of learning.</li> <li>Use of instructional coaching and live feedback so that staff and pupils support each other to continually improve.</li> <li>Children regularly practice giving and receiving feedback.</li> <li>Enrichment activities to build cultural capital and inspire learners through awe and wonder experiences</li> </ul>					
Projected Spending for Current Academic Year						£2700
<b>Targeted Academic Support</b>						
Barriers to Learning	Attainment gap between learners achievement					
Priority	<b>Activity to be Funded from the PP Budget</b>					
Priority 1	<ul style="list-style-type: none"> <li>Whole class feedback and same day interventions to ensure children keep up and don't need to catch up</li> <li>Weekly progress meetings to identify which pupils need additional support or challenge</li> <li>Literacy interventions for KS2 pupils who are below the expected attainment rate</li> <li>Create individual / small group intervention strategies for pupils who's behaviour fall below expectation ensuring interventions are precisely targeted with clear intervention strategies to support learning</li> <li>Parental workshops to increase parents confidence to support children's maths and reading</li> </ul>					
Priority 2	<ul style="list-style-type: none"> <li>Improve levels of Oracy between pupils and adults, encouraging confident communication – Talk supports thinking – and in turn means it supports learning</li> <li>Provide a variety of high quality texts to support the curriculum and enrich children's reading at home, including the library books</li> <li>Vocabulary to be explicitly taught</li> <li>Use of mastery sentence stems</li> </ul>					
Projected Spending for Current Academic Year						£1340
<b>Wider Strategies</b>						
Barriers to Learning	Improving attendance and readiness to learn for the most disadvantaged pupils / Parental understanding of individual child needs					
Priority	<b>Activity to be Funded from the PP Budget</b>					
Priority 1	<ul style="list-style-type: none"> <li>Engage families facing challenges understanding their child's individual needs</li> <li>Provide experiences / trips to the children that they would not normally have the opportunity to do such as learning artistry or engaging in activities to progress skills in areas such as sport</li> <li>Staffing and resourcing extended schools facilities</li> </ul>					


Priority 2	<ul style="list-style-type: none"> <li>• Provide attendance CPD for attendance officer to ensure correct interventions are created and can be delivered</li> <li>• Develop staffing and resourcing of nurture programme / facilities to run alongside the curriculum in addition to positive play opportunities</li> </ul>	Projected Spending for Current Academic Year	£1650
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5. Monitoring and Implementation		
Area	Challenge	Mitigating action
Teaching	Ensure all relevant staff (including new staff) have received paid-for training to deliver the phonics scheme effectively	Complete online / twilight CPD opportunities / Use of INSET days and additional cover being provided by senior leaders
Targeted support	Create individual / small group intervention strategies for pupils who's behaviour fall below expectation ensuring interventions are precisely targeted with clear intervention strategies to support learning	HTLA & TA's to work together to create and deliver interventions suited to acute needs of individual learners and groups with the support of senior leadership team
Wider strategies	Engaging the families facing most challenges understanding their child's individual needs	Working closely with the LA and other agencies including educational psychologist, engaging in TAF, TAC MAT meetings

6. Review of Last Year's Aims and Outcomes <sup>1</sup>	
Aim	Outcome (What happened? Do you still need to do more work? Or are there new priorities?)
Use of evidence based approaches to ensure quality first teaching	Consistent approach to lesson sequences across school and use of evidence based approaches in all classes. Weekly progress meetings identifying pupils for support so interventions are put in place and reviewed regularly. Ongoing CPD to ensure approaches are embedded, existing staff are confident and new staff are trained. Progress being
Reduce attainment gap between DA and non DA	DA pupils in Year 1 and Year 4 have made progress in reading, writing and maths. 4/5 have moved up one assessment band on our internal system. All pupils demonstrating increased confidence and fluency in reading as evidenced by their progress through reading book bands.
Improve attendance for DA pupils	All DA pupils have attendance at or above 97%. 80% have shown an improvement in attendance. Continue to monitor and use current support systems.

<sup>1</sup> For future strategy documents, indicate progress towards achieving the three year goal.

## Annual Overview 2019 - 2020

<b>Teaching</b> <i>(e.g. Professional Development; Recruitment and Retention; Support for Early Career Teachers)</i>	<b>Total Spend:</b> <b>£2625</b>	<p style="text-align: center;"><b>Our Tiered Approach</b></p> 	<b>Targeted Academic Support</b> <i>(e.g. Structured interventions; Small group Tuition; One-to-One Support)</i>	<b>Total Spend:</b> <b>£1650</b>
<ul style="list-style-type: none"> <li>• Implementation of the 'GROW Curriculum' CPD to develop a knowledge rich curriculum</li> <li>• Staff CPD to enable effective delivery of new curriculum (staff meetings and INSETs)</li> <li>• Enrichment experiences – trips, visitors</li> <li>• Development of environment to create communication friendly spaces</li> <li>• Purchase of resources to develop fluency and key skills: e.g. online subscriptions, phonics books,</li> <li>• Trauma and attachment CPD</li> <li>• Purchased schemes of work and learning platforms to support quality first teaching and provide enrichment experiences</li> </ul>	<b>Spend:</b> Curriculum INSET £630 CPD meetings £500 Educational visits and visitors e.g. Romans, Panto £475 Resources to develop environment £475 Online platforms and schemes of work £545		<ul style="list-style-type: none"> <li>• Cost of enrichment opportunities resources – e.g. nurture</li> <li>• Speech and Language Intervention (including training)</li> <li>• Weekly progress meetings to identify key actions for DA pupils to raise attainment</li> <li>• Same day interventions in class and small groups – pre and post teaching</li> </ul>	<b>Spend:</b> Bug club intervention £650 Nurture resources £1000
			<b>Wider Strategies</b> <i>(e.g. Behaviour Approaches; Breakfast Club; After school enrichment which are broad, balanced, and experiential; Increasing Attendance)</i>	<b>Total Spend:</b> <b>£1500</b>
			<ul style="list-style-type: none"> <li>• After-school enrichment opportunities</li> <li>• Reduced fees for PP pupils to enable attendance at before and after school provision</li> <li>• Support from pastoral team/attendance officer. CPD for attendance officer</li> </ul>	Subsidised seedlings places £360 After school clubs £540 Attendance officer £600
<b>Total Spend</b>				<b>£5775</b>

Please refer to the DfE PP Guidance  
<https://www.gov.uk/guidance/pupil-premium-effective-use-and-accountability>  
<https://www.gov.uk/guidance/pupil-premium-strategy-statements>

and the EEF's Pupil Premium Guide and Family of Schools' Database for Target Setting  
<https://educationendowmentfoundation.org.uk/evidence-summaries/pupil-premium-guide/>  
<https://educationendowmentfoundation.org.uk/tools/families-of-schools-database/>