

Pupil Premium 2020-2021



THE *sir*
DONALD BAILEY ACADEMY
LABOR OMNIA VINCIT

Pupil Premium Spending Current Academic Year

SUMMARY INFORMATION			
Total number of pupils:	538	Total pupil premium budget:	£324,145
		Total EYFS pupil premium budget:	£9,659.25
Date of most recent pupil premium check:	Sept 2020	Date of next pupil premium review:	July 2021
Number of pupils eligible for pupil premium:	241 (45%)	Amount of pupil premium received per child:	£1345

STRATEGY STATEMENT
<p>The overall aim of our pupil premium strategy is to ensure children move on to the next phase of their education (secondary school) well equipped in the core subjects so that they can achieve a good academic performance and therefore become high performers. Ultimately, we want our children to reach their full potential to go into careers that make a positive contribution to society. The curriculum at The Forge Trust is underpinned by 3 key drivers: aspiration, standards and cultural diversity. It is imperative that pupils who receive pupil premium funding are aspirational and achieve high standards of pupil achievement. We feel that this is the school's role to ensure this happens for all pupils. We believe that pupils should access the full spectrum of the curriculum and that finances should not limit children's access to a high-quality education. From starting school, at Sir Donald Bailey, we ensure that each child has a command of language and the ability to communicate effectively and confidently in reading, writing, speaking and listening. This is a key driver in our Early Years. We develop children's knowledge and understanding of basic mathematical facts and concepts and how to use them. We encourage children to develop and maintain a healthy body by providing enjoyment in physical activities.</p> <p>Our strategy involves low class sizes and three waves of teaching related to the core subjects:</p> <ol style="list-style-type: none">1. Wave 1: 1st quality teaching (daily);2. Wave 2: Guided group work (daily);3. Wave 3: 1:1 tuition (linked to teacher appraisal). We believe that this ensures our children keep up and catch up with others as their learning is personalised.

Assessment information

EYFS			
	Pupils eligible for pupil premium (PP)	All pupils	
<i>Please note that due to COVID-19- assessment data is based on 2019.</i>		School Average	Closing the Gap
Good level of development (GLD)	35.7%	47.9%	-12.2%
Reading	35.7% expected/exceeding	50.0% expected/exceeding	-12.5%
Writing	42.9% expected/exceeding	52% expected/exceeding	-7.1%
Number	35.7% expected/exceeding	50% expected/exceeding	-14.3%
Shape	35.7% expected/exceeding	50% expected/exceeding	-14.3%

YEAR 1 PHONICS SCREENING CHECK		
Pupils eligible for PP	All pupils	Closing the Gap
68% (21/31)	72% (48/67)	-4%

Additional commentary: In EYFS, children who received pupil premium funding was below other pupils in school in the key areas of reading, writing and number.

END OF KS1			
	Pupils eligible for PP	All pupils	
		School average	Closing the Gap
% achieving expected standard or above in reading, writing and maths	N/A	N/A	N/A
% making expected progress in reading	50%	57%	-7%
% making expected progress in writing	46%	52%	-6%
% making expected progress in maths	46%	56%%	-10%

END OF KS2			
	Pupils eligible for PP	All pupils	
		School average	Closing the Gap
% achieving expected standard or above in reading, writing and maths	72%	79%	-7%
% making expected progress in reading	72%	81%	-9%
% making expected progress in writing	75%	83%	-8%
% making expected progress in maths	81%	84%	-3%

Additional commentary: The percentage of children making expected standards in reading, writing and maths for pupil premium children is below other pupils. The gap is greatest in Maths in KS1 and EYFS and reading in KS2 (See School Development Plan- Reading/ KS1 and 2 and Maths).

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT

Academic barriers: (issues addressed in school such as low levels of English/Maths)

A	Oral Language skills are 'generally' lower for pupils eligible for PP on entry to foundation stage.
B	The importance of physical exercise on improving children's ability to manage their wellbeing and improve their interaction with others is not understood.
C	Gaps in knowledge and understanding of phonics (early reading) reading comprehension.
D	Gaps in knowledge and understanding of mathematic concepts and facts in early years

ADDITIONAL BARRIERS

External barriers (issues which require action outside school such as home learning environment and low attendance)

E	Challenging home circumstances can lead to poor patterns of attendance and punctuality.
F	Some parental engagement and home learning environment.
G	Barriers to curriculum enrichment and opportunities for some pupils due to home learning environment.

INTENDED OUTCOMES

Specific outcomes		Success criteria
A	<ul style="list-style-type: none"> Oral language skills and vocabulary acquisition to be age appropriate in the Two-Year-Old Unit, FS1 and FS2; Increased vocabulary development throughout school. Pre and Post teaching of specific vocabulary to ensure children are exposed to the same language as their peers. 	<ul style="list-style-type: none"> PP children `s Ages and Stages profile is in line with non-PP children. FSP profile score is narrowed against all pupils nationally for speaking and listening; Pupils acquisition of vocabulary is at least in line with age expectations (phase 2 and phase 3 concept pyramid).
B	<ul style="list-style-type: none"> Focused phonics teaching in EYFS and KS1 leads to increased skills and narrows the gap with peers nationally; Closing the gaps in reading between PP children and all other children (<i>strategies to do this include: Daily reading lessons, staff training in effective teaching of reading and phonics, additional phonics sessions, appraisal, one to one reading tuition for target children</i>). 	<ul style="list-style-type: none"> 1st quality phonics teaching; tracking, wave 2 and wave 3 teaching where necessary enables gaps to be narrowed; Children make accelerated progress across school closing the gap by the end of KS2.
C	<ul style="list-style-type: none"> Implementation of REAL PE- to provide children and young people with the opportunity to express themselves physically, challenge themselves and others, experience different environments and activities, work together and release energy which helps de-stress and lowers anxiety levels. 	<ul style="list-style-type: none"> PP children have improved self-esteem and well being Increased up take of sporting activities
D	<ul style="list-style-type: none"> Focused Mathematics teaching in EYFS and KS1 leads to increased skills and narrows the gap with peers nationally; 	<ul style="list-style-type: none"> 1st quality mathematics teaching; tracking, wave 2 and wave 3 teaching where necessary enables gaps to be narrowed; Children make accelerated progress across school closing the gap by the end of KS2.

E	<ul style="list-style-type: none"> Increased attendance rates for pupils eligible for PP. 	<ul style="list-style-type: none"> Overall PP attendance improves from 95.32% to 95.97% (without term time holidays) in line with 'other' pupils.
F	<ul style="list-style-type: none"> Children have opportunities in school to engage with reading tuition after school to a high standard and be supported with learning. 	<ul style="list-style-type: none"> Uptake of children attending is high; Home/school diaries signed and actioned by school staff highlighting support; Reading Tuition monitoring completed by SLT.
G	<ul style="list-style-type: none"> Participation in clubs, residentials and school trips for all children. 	<ul style="list-style-type: none"> All children participate and have opportunities; All staff run at least one club in school; Regular visits and visitors into school are planned as a curriculum offer; Target children invited to appropriate clubs.

Planned expenditure for current academic year 2020-2021

ACADEMIC YEAR					
Quality of teaching for all					
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff Lead	When will you review this?
A1. Provide additional teacher in Foundation 1 to enable personalised interventions, scaffolding of language development and social inclusion for pupil premium pupils.	Oral language skills and vocabulary acquisition to be in line with all pupils in foundation stage. Teacher Salary - £13,204	EEF Toolkit: Early years intervention (+5)	<ul style="list-style-type: none"> Monitor staff member's teaching; Foundation Stage Leader's appraisal. 	Jessie English (FS1 lead)	Termly
A2. Provide additional Grade 3 TA in the 2 yr unit for 4 days to support target children in oracy.	Oral language skills and vocabulary acquisition to be in line with all pupils in foundation stage. Grade 3 TA salary - £16,543	EEF Toolkit: Early years intervention (+5)	<ul style="list-style-type: none"> Monitor staff member's teaching; Foundation Stage Leader's appraisal. 	Jessie English (FS1 lead)	Termly
A3. Employ a Speech and Language Therapist for one day per week to assess and support children with Speech and Language difficulties. Staff to undergo ELKLAN Training	Children will be identified and appropriately supported. The environment will effectively support speech and Language development. Therapist salary - £10,530 8 xTeaching staff to be able to support children with early intervention. Three members of staff to be accredited. £586.50	EEF Toolkit: Oral language intervention (+5)	<ul style="list-style-type: none"> SALT action plan in place Regular updates from therapist. Tracking of children's speech development. Teacher's able to intervene early. 	Jo Knapp	Half termly

Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff Lead	When will you review this?
A4 Ensure the curriculum has ambitious vocabulary and ensure the 4 strands of the speaking and listening curriculum are embedded (speaking, listening, non-verbal communication and awareness of audience).	Increased vocabulary development throughout school. Children 'present' better. 5 staff meetings – CPD	EEf Toolkit: Oral language intervention (+5)	<ul style="list-style-type: none"> Monitoring delivery of curriculum; CPD session on the Speaking and Listening curriculum document; Check concept maps for ambitious vocabulary and new learning (review pre and post assessments for progress). 	Principal. English Leader.	Termly
B1. Additional Phonics teaching to target the bottom 20% of children	Focused phonics teaching in KS1 leads to increased skills and narrows the gap with peers nationally.	EEF Toolkit: Phonics (+5)	<ul style="list-style-type: none"> Phonics screener in Autumn determines lower set; Monitor target groups of children; Pupil progress meeting half-termly. 	Phonics Lead	½ termly.
B2. Provide CPD for teachers so that they can competently teach reading (through daily reading lessons, quality texts, one to one reading interventions, monitoring of planning, parent workshops, training on the assessment of reading, Phonics lead in school and Trust sharing knowledge and skills)	Closing the gaps in reading between PP children and all other children at KS1.	EEF Toolkit: Reducing class sizes (+3) for high cost Setting or streaming (-1) for low cost.	<ul style="list-style-type: none"> Track progress at data points; Work scrutiny in reading for pupil premium children; Formal observations in reading. 	Principal	½ termly.

Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff Lead	When will you review this?
<p>B3. To structure classes so that Phonics leader and an additional teacher to provide reading and additional phonics tuition for targeted children in am sessions</p>	<p>Targeted Year 1 and Year 2 pupil premium children not expected to make national expectations in reading will reach national expectations by the end of the year.</p> <p>Teacher Annual salary £21,239</p>	<p>EEF Toolkit: (Phonics +5)</p>	<p>Monitor the progress of the pupil premium additional phonics children.</p> <p>Teachers will be released to access all the reading and phonics training available.</p> <p>Data analysis and children's work will demonstrate progress in reading.</p>	<p>Principal & English / Phonics Lead</p>	<p>Termly</p>
<p>C1. To employ a CASY Counsellor to support targeted children with their emotional needs</p>	<p>To target vulnerable children (majority pupil premium children with 6 weekly counselling sessions.</p> <p>£3375</p>	<p>EEF toolkit: Social & emotional learning (+4) for moderate cost.</p>	<p>The Compass emotional well-being assessments for the children will indicate an improvement in their emotional well-being. Children's academic progress will be at expected levels after the counselling. Feedback from parents and teachers will be positive.</p>	<p>Principal & Assistant Principal for Pastoral</p>	<p>Termly</p>
<p>C2. To implement REAL LEGACY PE across school</p>	<p>To target vulnerable children (majority pupil premium) with additional sporting opportunities to support wider health and social benefit.</p>	<p>EEF toolkit: Sports Participation (+2)</p>	<p>Monitoring take-up of activities by children- before and after surveys on heath and well-being.</p> <p>Feedback from parents and teachers will be positive.</p>	<p>Sports Lead/ Principal</p>	<p>Termly</p>

Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff Lead	When will you review this?
<p>D. To have an additional teacher in every year group to keep class sizes below 20 and enable greater personalisation in Maths (EYFS and KS1) and Reading through targeted and guided groups.</p>	<p>Accelerated progress for pupil premium children.</p> <p>For the gap between pupil premium and other pupils to have closed by the end of KS2.</p> <p>Staff cost each year group: F2 – UQT- £37,490 £36,936 Y1 –£50,752 Y3 –£43,852 Y5 - £31,309 Y6 – £38,096 £238,885</p>	<p>EEF Toolkit</p> <p>Small group tuition +4</p> <p>Reducing class sizes +3</p>	<ul style="list-style-type: none"> • Teacher appraisal • Progress data analysis • Target setting meetings • Observations • Work Scrutiny 	<p>Principal.</p>	<p>Termly</p>
<p>E. Attendance Officer monitors attendance and action plan.</p>	<p>Increased attendance rates for pupils eligible for PP.</p> <p>Attendance officer salary £31,745</p>	<p>Research into the effects of persistent absence demonstrates detrimental effect on pupil achievement</p>	<p>Attendance Officer is in place and has tight appraisal targets.</p>	<p>Attendance Officer Principal</p>	<p>½ termly</p>

Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff Lead	When will you review this?
<p>E. Reading Tuition groups</p>	<p>Children have opportunities in school to participate in reading comprehension tuition and be supported with learning.</p> <p>X4 Grade 3 TA's = £2399.22 X4 Grade 4 Tas = £4169.22 1 ½ hrs per wk</p>	<p>EEF Toolkit: Homework (+2) low cost</p>	<p>Check attendance register; Target pupils who need support; Check quality of homework (TMV)</p>	<p>SLT member.</p>	<p>½ termly.</p>
<p>F. Provide funding to minimise costs of opportunities for all.</p>	<p>Participation in clubs, residentials and school trips for all children.</p> <p>Amount spent to supplement trips = £1000</p>	<p>EEF Toolkit: Social & emotional learning (+4) for moderate cost.</p>	<p>Full uptake in residential participation rates.</p>	<p>Principal</p>	<p>Term1</p>

Other approaches					
<p>G. School Uniform To ensure all children have correct uniform for school including a PE Kit for Foundation children and blazers for Y5 children.</p>	<p>Children are dressed in line with their peers.</p> <p>F2 free uniform - £1,871 Y5 Blazers - £2,402</p> <p>Total cost = £4273</p>	<p>EEF Toolkit:</p> <p>School uniform (0) low cost</p>	<p>Monitor take-up of uniform</p>	<p>Principal</p>	<p>Termly</p>
<p>Total budgeted cost:</p>	<p>£343,799</p>				
<p>Total PP £333,804 additional funding cost to school £9,995</p>					

REVIEW (MINUTES OF MEETINGS & ACTIONS)

Date: (Autumn 1) Leaders/Teachers present:
Actions:

Date: (Autumn 2) Leaders/Teachers present:
Actions:

Date: (Spring 2) Leaders/Teachers present:
Actions:

Date: (Summer 2) Leaders/Teachers present:
Actions:

Review of expenditure from previous academic year

PREVIOUS ACADEMIC YEAR				
Total amount: £293,955				
Quality of teaching for all				
Action	Intended outcome	Impact	Lessons learned KEEP/TWEAK/STOP?	Cost
Continued professional development for teachers in spelling, reading strategies and vocabulary acquisition	Classroom based research projects impact all pupils and particularly close the gap for disadvantaged pupils.	<p>Y6 Reading attainment was 81% which is 8% above national expectations.</p> <p>50% of KS1 pupil premium children achieved national expectations in reading (57% all pupils = -7% gap)</p> <p>72% of KS2 pupil premium children achieved national expectations in reading (81% all pupils = -9% gap)</p>	<p>Reading results have improved, but this still needs to be an on-going target due to new staff.</p> <p>KS1 pupil premium results still need to increase further.</p> <p>The gap between pupil premium and all pupils also needs to be further reduced.</p>	£2800

Action	Intended outcome	Impact	Lessons learned KEEP/TWEAK/STOP?	Cost
<p>Low class sizes for all classes, especially in the teaching of maths and English</p>	<ul style="list-style-type: none"> Increased personalised learning and feedback Increased pastoral care for children 	<p>50% of KS1 pupil premium children achieved national expectations in reading (57% all pupils = -7% gap)</p> <p>72% of KS2 pupil premium children achieved national expectations in reading (81% all pupils = -9% gap)</p> <p>46% KS1 Pupil premium children achieved national in writing (52% = -7% gap)</p> <p>75% KS2 Pupil premium children achieved national in writing (83% = -8% gap)</p> <p>46% KS1 Pupil premium children achieved national in maths (56% = -10% gap)</p> <p>81% KS2 Pupil premium children achieved national in maths (84% = -3% gap)</p>	<p>Low class sizes are having a positive impact on progress and attainment. This enables personalised learning and needs to continue</p> <p>Our overall sats data last year was the best to date and reading has improved significantly.</p> <p>We have decided to have more data assessment points during the academic year (in certain year groups) to closely monitor the progress and attainment of pupil premium children.</p>	<p>£260 000</p>

Other approaches				
Action	Intended outcome	Impact	Lessons learned	Cost
Ensure access to music lessons and educational visits	<ul style="list-style-type: none"> Access to range of enrichment and quality music provision across the curriculum and specific tuition for year 3 	<p>All pupil premium pupils in Y3 accessed high quality music tuition (Trombones).</p> <p>The children had the opportunity to access an after-school music tuition club.</p> <p>All children also were able to access an after-school choir and also performed in front of parents.</p> <p>The feedback from visits and residential was very positive and supported cross curricular learning.</p>	<p>For the music specialist teacher to offer more targeted music tuition to selected pupil premium pupils</p> <p>The children enjoyed and thrived during these sessions, but some found the instrument (trombone) quite challenging. Therefore, we have decided to change the instrument to Ukulele.</p> <p>Due to the success of the visits, we want to ensure that visits are more appropriately selected to match the revised curriculum. This will also provide opportunities to support the development of children's aspirations and knowledge of career paths.</p>	£9,800

Completed by Jo Knapp (Principal) and checked by ESLT of The Forge Trust