

Pupil premium strategy statement (TDAJ)

1. Summary information					
School	Thomas Deacon Academy Juniors				
Academic Year	2020-21	Total PP budget	£117,015	Date of most recent PP Review	Sept 2020
Total number of pupils	362	Number of pupils eligible for PP	87 (24%)	Date for next internal review of this strategy	Sept 2021

Attainment for 2019-20 (Last academic year)		CP2 2020		Difference	Progress	
<i>Y3,4,5 standards are based on the flightpath</i>					Progress (1 or more steps)	
		<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>			
Y5 (18)	% achieving standard or above in reading	59%	61%	-2%		
	% achieving standard or above in writing	29%	21%	+8%		
	% achieving standard or above in maths	72%	63%	+9%		
		<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>			
Y4 (20)	% achieving standard or above in reading	82%	77%	+5%		
	% achieving standard or above in writing	65%	67%	-2%		
	% achieving standard or above in maths	50%	71%	-21%		
		<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>			
Y3 (18)	% achieving standard or above in reading	59%	79%	-20%		
	% achieving standard or above in writing	47%	65%	-27%		
	% achieving standard or above in maths	94%	85%	+9%		

1. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers (issues to be addressed in school, such as poor oral language skills)		
A.	Oral language skills and communication is lower for some pupils eligible for PP than for other pupils. This slows reading and writing progress in subsequent years.	
B.	Involvement of families of disadvantaged pupils in their child's learning – lack of confidence or limited knowledge to support learning at home or attend school events.	
C.	Social and emotional wellbeing, requiring support, nature and family support	
2. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	<p>To ensure the delivery of high quality teaching, learning and assessment strategies in order to improve outcomes for all children.</p> <p>Improve oral language and communication skills for pupils eligible for PP.</p>	<p>The gaps between the attainment of PP and NPP in year 4 and 5 will be closed by at least 10%.</p> <p>The targeted pupils who are using Bedrock vocabulary will achieve a percentage attainment increase of at least 40%, based on pre and post testing.</p> <p>50% of delivery snapshots reveal that children are answering questions in full sentences and are consistently modelled to by an adult.</p>
B.	<p>Develop the involvement of families of disadvantaged pupils in their child's learning. (see separate plan)</p>	<p>80% of targeted families demonstrate evidence of increased involvement with reading with children at home.</p> <p>At least 80% of parents attend virtual parents evening consultations.</p> <p>90% of PP families will have downloaded SIMS parent app.</p> <p>Parent questionnaires will reveal that 80% or more parents feel that communication from school is helpful and they are well informed about learning at home and at school.</p>
C.	<p>Children feel happy and safe in school, even if there are issues at home.</p>	<p>80% of PP pupils attend breakfast club to ensure they have a good breakfast to start the day.</p> <p>For disadvantaged pupils to continue to participate in various sporting, competitive and enjoyable activities outside of the classroom</p> <p>All disadvantaged pupils receive ample mentoring and support for their specific needs – FLO/learning mentor.</p> <p>School to support disadvantaged pupils financially when necessary in extra-curricular activities such as music, sport, school trips and residential.</p>

3. 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.

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?
<p>A, To ensure the delivery of high quality teaching, learning and assessment strategies in order to improve outcomes for all children</p>	<p>McKie Mastery approach TDAJ to refine the Core Power teaching and learning, Power Literacy and Power Maths. Four HLTA's employed to enable to structure to be effective. CPD which is driven by gaps in 'teacher power performance' and led by teachers who have these gaps as their strength.</p>	<p>Core Power teaching and learning is a whole-school approach which integrates strong drivers of progress and achievement in very innovative ways. 1) Pupils are not automatically grouped by age but by where they are up to in their learning. 2) They all get feedback and encouragement at every stage of every lesson. 3) They work within a familiar lesson structure where the teacher leads them to independence and self-confidence in small manageable learning steps. 4) They are reviewed and regrouped as appropriate every eight weeks or so. 5) Skills mastery is linked to a rich vibrant curriculum where they put what they have learned to good use. 6) High levels of pupil engagement and good behaviour result from the well-paced, interesting lessons, motivational approaches and familiar routines and expectations.</p>	<p>Rigorous and robust system of staff CPD. Planning and book scrutinies. Learning walks and lesson observations. Leadership monitoring – Claire McKie</p>	<p>LB/EG/NW AC/TW</p>	<p>8 week cycle of planning and assessment</p>
Total budgeted cost					

B,C Develop the involvement of families of disadvantaged pupils in their child's learning.		See separate plan for parental engagement.			
Total budgeted cost					
ii. 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?
A. Improved oral language skills and communication.	Bedrock vocabulary Encouraging all adults and all children to speak in full sentences.	While most children develop verbal reasoning skills with relative ease, others find it more challenging. Verbal reasoning is particularly difficult for children who are recognised as having delayed language skills, specific language impairment, Autistic Spectrum Disorder (including Asperger's Syndrome), pragmatic language impairment or moderate learning difficulties. Children with less obvious oral language difficulties may begin to struggle when they start to read. As part of the McKie Mastery high quality teaching, the children and the adults should be speaking in full sentences. There are various strategies involved in the model, which enable children to understand how to speak in a full sentence.	Bedrock used for children who require it. Delivery snapshots complete by phase leaders and subject leaders	EG EG/AC/NW/T W	Termly impact reports from Bedrock Weekly SLT meetings

<p>A, C</p> <p>To continue to track, monitor and provide targeted support in order to close the gap between PP and non PP pupils.</p>	<p>Rigorous data analysis and pupil tracking, to allow us to identify whether PP children are making appropriate progress and are on track to reach ARE.</p> <p>Barriers for each individual are identified and regular meetings are held between EG/AC and KJ to discuss the progress of these individuals.</p>	<p>Rigorous data analysis will be used to identify the strengths and areas for development in each subject. Various interventions are then planned for each individual.</p> <p>It is important that time is spent identifying the individual barriers for each pupil and aiming to provide targeted support.</p>	<p>Review interventions through the IARC and PPMs.</p> <p>Learning walks and lesson observations to review the effectiveness of interventions.</p> <p>Analysis of the work produced by the children and their test scores when taking the mock SATs assessments.</p>	<p>LB/EG/AC/NW</p> <p>Class teachers</p> <p>IARCS complete by intervention leaders</p>	<p>EG to meet with KJ and AC/NW after 6 weeks of the intervention/strategy being implemented.</p>
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Total budgeted cost

iii. 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?
<p>C.</p> <p>To improve the emotional wellbeing of PP children who require it.</p>	<p>Emotional wellbeing support/learning mentor.</p> <p>A Family Liason Officer will continue to provide support for those families who require it.</p> <p>The FLO will lead a wellbeing strategy across the whole school – the Art of Brilliance.</p> <p>Wider opportunities are provided for PP children through the employment of a ‘Pupil activity coordinator’.</p>	<p>NFER report stresses the importance of deploying staff effectively and the how interventions which target social and emotional needs can have an impact on learning.</p>	<p>1 meeting per month between EG/LB and KJ to discuss each individual and to review their support.</p> <p>Pupil progress meetings led by phase leaders to discuss the individuals who may need interventions for emotional wellbeing.</p> <p>CT to complete referral forms for children. 1:1 and small group mentoring to take place.</p>	<p>LB/EG</p> <p>AC/NW/class teachers</p>	<p>Every month</p>

			TDAJ pupil activity coordinator to implement a strategy plan for the wider opportunities.	KJ	
C To ensure that disadvantaged children take part in visits and trips and extra-curricular activities	A specialist music teacher will teach brass, woodwind and piano to Year 3, 4 and 5 disadvantaged pupils Curriculum linked school visits are subsidised to ensure that all children have access to a wide range of visits and experiences that enhance their ability to access the curriculum and raise their achievement and aspirations.	Children's enjoyment and aspirations will be raised and they are offered new experiences.	PP children will be able to attend music lessons and trips with the cost being subsidised by the school.	EG/LB	Termly reports sent by reception staff to EG.
Total budgeted cost					
Total budgeted cost for the complete strategy					

4. Review of expenditure				
Previous Academic Year		2019-20		
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
Improved oral language and communication skills for pupils eligible for PP, improved listening skills and the ability to follow instructions.	<p>McKie Mastery approach</p> <p>TDAJ to refine the Core Power teaching and learning, Power Literacy and Power Maths.</p> <p>CPD which is driven by gaps in 'teacher power performance' and led by teachers who have these gaps as their strength.</p>	<p>The gap between the attainment of PP and NPP in year 5 (Y6 2019-20) was on track to be closed by at least 15% in reading and writing and at least 10% in maths. See IARC Year 6 for evidence of attainment in Dec Mock tests.</p> <p>The targeted pupils who were using Bedrock vocabulary achieved a percentage attainment increase of at least 40%, based on pre and post testing. See Junior Impact analysis report June 2020.</p> <p>50% of delivery snapshots reveal that children are answering questions in full sentences and are consistently modelled to by an adult.</p>	The evidence collected in learning walks, planning scrutiny and book scrutiny reveal that the McKie Mastery teaching approach is having a positive impact on the progress of PP learners. The quality of work produced by these individuals is high. The QFT approach requires further refinement, especially due to the interruption from the school closures due to COVID-19.	£44,925
Develop the involvement of families of disadvantaged pupils in their children's learning.	<p>EBEN reading ethos</p> <p>Parent based subject workshops</p> <p>Breakfast club</p>	<p>60% of targeted families demonstrate evidence of increased involvement with reading with children at home – working towards the target of 80%.</p> <p>At least 80% of parents attend parents evening consultations – due to COVID-19 we were unable to hold the 2nd parents evening of the year.</p> <p>80% of targeted families will be regularly contacting the FLO and Y5/6 phase leader so that PP learners (Y6 2019-20) reach their targets for the end of year 6 – Success criteria met at DEC mock SATS tests.</p> <p>40% of PP families will attend at least 1 subject workshop across the year – Not achieved this academic year.</p>	<p>EBEN appears to have a positive impact on the involvement of families. Next academic year, this approach will be even more consistent across the year groups.</p> <p>Cake and coffee morning events – these were held during the autumn term and during these events we were able to speak with a range of parents to discuss communication and engagement with their learning at home.</p> <p>During the school closure, teachers built the communication with families in order to support them with home learning during the lockdown. See overview of home learning. This should continue to be built upon next year because home learning will remain a priority during the pandemic.</p> <p>Breakfast club has been very effective and teachers report that the children are more focused and ready to learn when they come into the classroom. The strategy plan will continue to be led by the TDAJ pupil activity coordinator.</p>	£66,958
ii. Targeted support				

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
Improved oral language and communication skills for pupils eligible for PP, improved listening skills and the ability to follow instructions.	<p>Pupil progress meetings</p> <p>Rigorous data analysis and pupil tracking, to allow us to identify whether PP children are making appropriate progress and are on track to reach ARE.</p> <p>Barriers for each individual are identified and regular meetings are held between EG/AC and KJ to discuss the progress of these individuals.</p>	<p>Pupils eligible for PP in each year group make rapid progress by the end of the year so that the gap between PP and non PP is closed. See PPM data analysis at CP2 and Y6 MOCK SATS ks2 results.</p> <p>Bedrock vocabulary impact reports that PP learners achieved a 30% average increase in their attainment.</p> <p>Interventions in year 6, which targeted individuals in pupil progress meetings were effective and they were on track to meet the desired targets for the end of year.</p>	<p>Bedrock was used effectively across the school however, next year, teachers need encouraging to remind children to complete 2 lessons a week.</p> <p>Part of the MCKie Mastery program involves speaking in full sentences. This has started, however could be more consistent across the school. A reward system should be introduced to encourage teachers to spot children who are speaking in full sentences and it will also encourage the children to do this more frequently.</p> <p>Pupil progress meeting organisation was further refined this year, due to the group system used for McKie Mastery PTL. The discussions were effective and gave each class teacher opportunity to explore where each individual was and what they could do to ensure each child made good or better progress.</p>	£26,845
iii. 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

<p>Children feel happy and safe in school, even if there are issues at home.</p>	<p>Emotional wellbeing intervention</p> <p>Specialist music teachers</p> <p>School trips</p> <p>Wider opportunities provided for PP children through the employment of a Pupil activity coordinator.</p>	<p>The majority of the success criteria were met this year. PP children were given the opportunity to come into school and enjoy the bagel breakfast, ensuring that they had a good start to their day.</p> <p>They continued to participate in various sporting, competitive and enjoyable activities outside the classroom. (See visits and clubs lists for detail)</p> <p>The Pupil activity coordinator role has been well established at TDAJ and the pupil premium children have been enjoying several additional activities. Disadvantaged pupils receive ample mentoring and support for their specific needs. A system for identifying the support that is required, planning the support and providing feedback to staff and the individuals' families is well established. The FLO is using Microsoft teams effectively to communicate with teachers and SLT.</p> <p>Since the partial school opening and summer holidays, the pupil activity coordinator has continued to provide excellent support for families, through the FSM voucher organisation and providing summer club opportunities.</p>	<p>We will continue with all of the approaches next year. In addition to the ELSA wellbeing interventions in place, the FLO is setting up a whole school approach called Art of Brilliance to ensure that everyone is focused on positivity and wellbeing.</p>	<p>£11,872.90</p>
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Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.

See TDAJ Pupil activity coordinator strategy statement.

Pupil voice data

McKie Mastery snapshots

Pupil progress meeting notes

CP2 data, attendance and behaviour snapshot.