



BRIGANTIA
LEARNING TRUST

Creating excellence together

Concord Academy

Pupil Premium

September 2019 – July 2020

Summary information



School	Concord Junior School				
Academic Year	2019/20	Total PP budget	£133,320	Date of most recent PP Review (external)	2018
Total number of pupils	209	Number of pupils eligible for PP	101	Date of most recent PP Review (BLT)	NA

Barriers to future attainment (for pupils eligible for PP)

In-school barriers (*issues to be addressed in school, such as poor literacy skills*)

A.	Poor oral language skills
B.	Poor and declining progress measures in writing and maths at end of key stage
C.	Poor and declining writing and numeracy skills for pupil premium pupils
D.	Increasing number of PP pupils with additional needs

External barriers (*issues which also require action outside school, such as low attendance rates*)

D.	High numbers of pupils becoming Persistently Absent
E.	Poor attendance for many PP pupils
F.	High rates of mobility

2. Desired outcomes (<i>desired outcomes and how they will be measured</i>)		Success criteria
A.	To improve outcomes for PP children in maths from 38.1% to 60% closing the gap to national in year 6 40% to 50% in year 5 and to national disadvantaged group in Y4 with a clear focus on multiplication	Y6 SATS results 2020 (+ NFER end of year scores for Y5/3) Y4 multiplication test results
B.	Reduced gap to national for PP pupils in writing at the end of KS2 when compared to national disadvantaged group and in school gap in each year group	Y6 SATS results 2020
C.	To improve average scaled scores for disadvantaged pupils in SATS /PIRA/PUMA	KS2 average scaled scores 2020 End of year PIRA/PUMA scaled scores for years 3,4,5
D.	To reduce the gap to national in reading for PP pupils moving into Y6 by the end of Y6 from 32% to 58% working at expected and in school gap in years 3,4,5	Y6 SATS results 2020 (+NFER end of year scores for other year groups) End of year PIRA attainment

E.	To increase the % of PP pupils who achieve GD in Y6 from 4.8% to national To increase the number of PP pupils work at GD in each year group by at least 3 pupils	Y6 SATS results 2020 (TA other year groups) PIRA Scores and Accelerated reader results
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Planned expenditure					
Academic year	2019/20				
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?
A,B,C,D,E	TA support in Numeracy and Literacy daily £32,863.38	Additional support for pupils who find learning challenging and to reduce gaps	Whole school MEC process, learning walks targeted book scrutiny	Andrea Hughes	During any whole school MEC
A,C,D E B	Online games and activities for pupils to tackle at their own level SATS Companion £2500 Accelerated Reader £2344 Rockstar Maths £1209.60 Supported usage by staff for pupils who are struggling or don't have access at home-as a result of tracking £2500	Pupils are engaged by IT most have access to IT even if they don't have adult support at home. Engagement can be tracked and targeted through play and have intrinsic built in rewards	Timetabled time to target pupils who are not accessing at home or have become stuck Tracking and targeting of pupil's usage & success Computers/laptops and/or Ipads available throughout the day to all classes Meetings for parents Relaunch of Rockstar maths and Accelerated Reader targeted at PP	Andrea Hughes	Regular review of usage and success – resulting in targeted inclusion in support groups

A,B,C,D	Y6 Push Groups Assembly and afternoons £4923.07	Very successful in previous year	Learning walks and progress checks	John Matterson	
A,B,C,D,E	TLR for coordination of PP £2500	Strategic spending	Feedback to SLT		
Total budgeted cost					£49,340.05

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?
D	Differentiated teaching in small cross school class £25,652.20	Pupils will be supported to make rapid progress in the early stages of learning and so enable them to access whole class teaching	Regular Learning Walks, book scrutiny Scrutiny of assessment data	Linda Hoyle	During all whole school MEC
E	Purchasing requested texts for PP pupils £300	To foster the love of reading and ensure family finances do not inhibit reading opportunities for pupils	School librarian (Target GD children from PP group) take requests and make recommendations	Anna Maria Wells	Words read measured through accelerated reader
E	Purchase class texts from a range of genera and subjects to build a comprehensive collection of non-fiction texts which broaden children's knowledge of their world £5000	Following advice from Angela Westington ex HMI with specialist knowledge of supporting progress in reading for pupils of all abilities.	Learning walks and % of increase in GD readers		End of year
C,D	Phonic based catch up reading scheme £1457	Best practice endorsed by national research and advice	Close tracking of target pupils reading		Termly at data collection points
A D	Training for TAs to implement quality interventions £5000	Half of our PP pupils are also SEN pupils and need quality intervention and support to progress and achieve to their maximum (¾ of our SEN pupils are also PP)	Learning walks	Nic Sherwood	Termly PP check

<p>A B C D All designed to help pupils catch up can progress and attain</p> <p>Additional funding is made for these programs from SEN budget</p>	<p>Lexia- phonics and reading intervention £2435+£2437.32 Motor skills program for PP pupils £625.86 Multisensory Program for dyslexia PP pupils £425+£312.93 RWI Phonics catch up program for PP pupils £4693.95 Rainbow Reading £625.86</p>	<p>Interventions have been nationally tested and have research base</p>	<p>Pre and post data collection and analysis for Lexia, Phonics, VIP, NIP</p> <p>Quality and accuracy of writing dyslexia and motor programs</p>	<p>Nic Sherwood</p>	<p>At the end of each intervention cycle</p> <p>Half termly phonics/ Lexia</p>
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Total budgeted cost £43,965.12

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>Improved attendance of PP pupils and reduce PA (to ensure pupils have the opportunity to progress and achieve)</p>	<p>Family support and attendance worker £13000</p>	<p>Daily targeted support for families from a familiar adult who understands the background and daily attendance patterns are most likely to be able to impact upon attendance</p>	<p>Attendance lead role protected Same adult working with all pupils in family Regular updates with attendance lead Using SOL attendance tracker weekly to check each pupils attendance</p>	<p>Nic Sherwood</p>	<p>Every half term</p>
<p>All pupils are ready for learning daily</p>	<p>Provide breakfast, uniform and assistance with trips for pupils where finances are an inhibiting factor in school attendance £5000 Provide a TA to welcome the children into late breakfast club and support their emotional stabilisation before moving into class £812.50</p>	<p>Where parents have to make a choice between bus fare and food they can choose bus fare and pupils feel a sense of belonging</p>	<p>Direct contact and meetings with families on entry, when changes in attendance become apparent and when pupils near PA – offer support Constant checks and contact Check attendance on trips for PP</p>	<p>Nic Sherwood</p>	<p>Half termly well-being records</p>
<p>A,B,C,D Social and emotional stability and the ability to self-regulate</p>	<p>Ingles Pathway £799 Lego Therapy for PP pupils £312.93</p>	<p>Inspirational program for disaffected young people to improve life chances – has been very successful with teenagers</p>	<p>Boxall scores</p>	<p>Katie Witham Nic Sherwood</p>	<p>Termly Learning walks for behaviours for learning</p>

Additional money added to these interventions from SEN funding	Social communication Program for PP pupils £1598 Happy in my skin £799.9 Tummy Full of Fireworks £1999.75	Quality Interventions with a successful track record			
Ability to confidently join in with CR talk	1-1 Speech & language £3,116 VIP & Nip Speech & Language Programs for PP pupils £1251.72	Advised by Speech and Language therapists	S&L reviews	Nic Sherwood	

Total budgeted cost **£27,704.16**

Review of expenditure

Previous Academic Year

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
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<p>Improved attainment and progress in reading comprehension and decoding</p> <p>Reading widely and often Pupils reach a 0 or + progress measure in reading</p> <p>Pupils across the school make greater progress than non PP children (accelerated progress)</p> <p>KS1 EXS – 100+ NFER</p> <p>KS1 GD – 106+ NFER</p>	<p>Appoint an additional teacher per year group x 3 Pupils are grouped for Literacy and mathematics between 3 teachers and receive targeted support in smaller groups x 5 mornings per week</p> <p>PP children receive additional small group teaching x 6 sessions after school clubs September – July</p> <p>X1 daily x5days30 minute Literacy skills session with quality first teaching</p>	<p>In end of key stage tests PP pupils had a 24% increase in attainment (whilst overall there was a 19% increase in attainment)</p> <p>Many pupils did achieve 0/+ progress scores - -overall the progress of PP pupils improved by 3.6 to -1.45 and PP pupils achieved better progress scores than the pupils overall. All pupils however had improved progress scores by 0.4 to -2.94.</p> <p>Not all pupils who achieved KS1 EXS attained a pass in their reading SAT or 100+ in NFER- In Y3 all children did remain at expected</p> <p>Not all pupils who attained GD at KS1 attained GD at SATS tests or 106+ in NFER - In Y3 all children did remain at GD</p> <p>In Y6 an increased number of children overall and PP children particularly achieved expected.</p>	<p>Additional teachers across school did not have the impact intended since groups were imprecisely organised (according to literacy skills only so maths compromised), too few children were placed in the additional groups and the PP pupils were not targeted for these small groups.</p> <p>Three teachers in Y6 undertaking targeted specific teaching for the last month before SAs to close precise gap was very successful in raising attainment in Y6 for PP pupils.</p> <p>Prior LAP pupils were not given precise enough teaching and needed phonics teaching to assure their progress</p> <p>Staff were not fully aware which children had achieved EXP at the end of KS1 until February and therefore were not accurately targeting children for much of the year</p> <p>Daily literacy skills sessions were used systematically to teach over the year – it was recognised as good by Ofsted in June 19 and had a direct impact upon children’s comprehension skills and subsequent test results – we will be retaining this teaching strategy in classes for the majority of pupils but targeting pupils who still need phonics as interventions to run alongside literacy skills.</p> <p>Over the year additional teachers were replaced by TAs who undertook specific targeted interventions, these had a greater impact upon progress.</p> <p>Groups were radically reorganised for the second half of the year and did begin to show real impact – we will not use PP money to create additional teaching groups unless they are targeted and specific</p>	<p>X 1 Teach First Teacher £23,000 X 1 Quality first teacher RQT £30,800 X1 Quality first teacher £25,600 X 1 HLTA £25,700 Accelerated Reader £2,673 Total £107,773</p>
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Improved attainment and progress in writing	5 daily sessions in bespoke curriculum ability group with bespoke curriculum to accelerate progress using talk4writing and age appropriate books with EAL specialist and or quality first teacher X 5 daily sessions in smaller groups and or narrower ability spread in class X 3 1/2 hour sessions interventions in class (Y6)	Attainment in writing at the end of the Key Stage improved by 7% at expected for all children but fell for PP children 5%. Attainment in maths at the end of the key stage improved by 2% at expected for all pupils but fell for PP children by 5%.	Additional CPD and a refinement of talk 4writing practice in teaching brought about real improvements in the quality of teaching - which had a real impact upon progress in the summer term and was regarded as a strength of the school by Ofsted in June 19. However these improvements didn't occur soon enough to in the year to have a greater impact upon progress. The groups were arranged according to pupils literacy and not their numeracy needs and therefore did not have the impact upon mathematics that could have been possible.	
Improved attainment and progress in mathematics				

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
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<p>Improved outcomes in reading comprehension and reading skills</p> <p>Pupils read widely and often Develop children's knowledge of the world around them to engage with comprehension more effectively</p>	<p>Deploy 3rd class teacher to pre and post teaching to embed learning daily when required</p> <p>Collapse curriculum to provide additional teaching time 1pm to 3pm daily (Y6)</p> <p>Deploy KS1 reading and phonics specialist to target readers daily and teach phonics in EAL intervention group.</p> <p>Purchase Accelerated Reader Programme and embed in learning.</p> <p>X3 bespoke afternoon sessions for NTE children.</p>	<p>In end of key stage tests PP pupils had a 24% increase in attainment (whilst overall there was a 19% increase in attainment)</p> <p>Many pupils did achieve 0/+ progress scores - -overall the progress of PP pupils improved by 3.6 to -1.45 and PP pupils achieved better progress scores than the pupils overall. All pupils however had improved progress scores by 0.4 to -2.94.</p> <p>EAL new arrivals gained early phonic skills successfully.</p> <p>Y6 pupils completed the reading test and were confident tackling the papers in contrast to reports from many headteachers</p>	<p>TAs can equally well provide pre and post teaching exercises so long as they are well planned and precisely focused upon learning</p> <p>The collapsed curriculum supported attainment at expected by plugging gaps but did not support GD achievement – our long term plan is to prevent these gaps forming</p> <p>All pupils with phonics gaps need these filling if they are to make maximum progress and we will use TAs to provide these in future – aiming to have all pupils secure by the end of Y3.</p> <p>Accelerated reader clearly demonstrated progress in pupil reading ages for expected children we need to target potential GD PP pupils.</p> <p>Bespoke afternoon sessions successfully supported Oracy and basic skills when they had been reorganised and teaching refined midway through the year.</p>	<p>See above</p>
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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
Improve attendance	<p>Attendance TA/ Teacher to follow up attendance x 1 hour daily. First response follow up. Target home visits and conduct inductions for new pupil</p> <p>Build on and extend rewards for pupils/incentives 100 % all year attendance £10 voucher</p> <p>100% Attendance trip 100% termly attendance trip (8 x 6)</p> <p>Highest class attendance £5 £5 reward for children achieving 100% attendance half termly</p> <p>£5 half termly reward. 7:30am Wake up call by Attendance Officer - Miss Button</p>	Attendance needs to improve further to give the children opportunity to achieve their full potential.	<p>Mrs Button had a long term absence which affected the delivery of this attendance support</p> <p>Listening to pupils we realise that monetary rewards were not successful in motivating pupils to come to school more regularly. The daily best attendance playtime in the afternoon created a bigger buzz and enthusiasm from the pupils as it was instant and gave daily reminders to pupils.</p>	<p>£5 x 79 children (£395 per half term) – Total £2370 6 partially funded class trips x 8 classes x £129 (£6,192) X 95 £10 vouchers (£950) X 39 weeks at £5 attendance award (£195)</p> <p>Total £ 9,707</p>

Additional detail