

Pupil premium strategy / self-evaluation (primary, middle)

1. Summary information					
School	Firbeck Academy				
Academic Year	2020/2021	Total PP budget	£60,721	Date of most recent PP Review	20.11.2020
Total number of pupils	177	Number of pupils eligible for PP	55	Date for next internal review of this strategy	20.2.2021

2. Current attainment - KS2		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard or above in reading, writing & maths	0%	50%
% making expected progress in reading (as measured in the school)	71%	100%
% making expected progress in writing (as measured in the school)	71%	83%
% making expected progress in mathematics (as measured in the school)	71%	100%

3. Barriers to future attainment (for pupils eligible for PP)	
Academic barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	The difference in reading, writing and maths attainment between PP and nPP pupils, particularly at the end of KS2 is too large
B.	75% of all pupils have communication and language skills below age related expectation on entry into nursery. This slows language development and consequently reading progress in subsequent years.
C.	100% of all fixed term exclusions have involved PP pupils.
Additional barriers (<i>including issues which also require action outside school, such as low attendance rates</i>)	
D.	19/20 @ 38% and 20/21 is 44% of families who access support or intervention are pupil premium families
E.	Attendance rates for PP pupils in 2019-2020 was 84.08%, compared to 88.82% for nPP pupils. This reduces their learning time and provides less opportunity for them to make progress. So far this year , 1 Sept 2020 - 24 Nov 2020: nPP 94.03% (+5%) compared to PP 91.64% (+7.56%).

F.	Access to high achieving role models is limited.	
4. Intended outcomes (<i>specific outcomes and how they will be measured</i>)		Success criteria
A.	Reading, writing and maths attainment at the end of KS2 will show greater progress for PP pupils. The gap between PP and nPP closes.	PP pupils will increase their attainment in line with FFT 20 targets
B.	Improve communication and language skills for PP pupils in reception and KS1 classes	Implementation of Nuffield Early Language Intervention to improve language and communication. 80% of pupils in reception will achieve the communication and language goal Implementation of a vocabulary development initiative across whole school
C.	Improved behaviour by PP pupils Improved attitudes to learning from PP pupils	A reduction of fixed term exclusions involving PP pupils An improvement in attitudes to learning based on teacher assessment
D.	PP families who access interventions are provided with the relevant support	Parental questionnaires show that families feel supported by Firbeck and that the support given has been relevant and useful Families can sustain the guidance/practice given at home with lessening involvement from outside agencies/school in the long term.
E.	Attendance rates for PP pupils to increase	Attendance for PP pupils to increase from 84.08% to at least 96%, in line with the national average
F.	Aspirations to achieve academically increase for all children	Pupil voice demonstrates higher aspirations from PP pupils through embodiment of growth mindset

5. Review of expenditure

Previous Academic Year

2019-2020 (£104,280)

i. Quality of teaching for all

Action	Intended outcome	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
1:1 and small group literacy and numeracy lessons to take place during and after the school day.	Improved literacy and numeracy progress in EYFS/KS1 and KS2	This was affected by COVID and school closure.	To implement targeted interventions during small group work and 1:1 lessons, for example with the use of Lexia. (See EEF evidence of impact)	

<p>The effective use of resources and interventions</p> <p>Assessment to inform teacher and pupils</p> <p>Targeted work with small groups or individuals with EAL</p> <p>Booster classes across school</p>		<p>A greater percentage of PP pupils met age related expectations in reading, writing and maths at the end of KS1 compared to nPP pupils</p> <p>Fewer PP pupils met age related expectations at the end of KS2 in comparison to nPP pupils</p>	<p>Interventions will continue this academic year (2020-2021). This will be done by after school lessons, small group interventions during the day and an intervention teacher in Year 6.</p>	<p>£1,000</p> <p>£5,000</p>
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<p>A whole school focus on improved behaviours for learning</p> <p>Counselling</p> <p>CPD and external support</p>	<p>Improved behaviours for learning</p>	<p>66% of pupils who attended counselling sessions were PP pupils.</p> <p>Attitudes to learning improved for PP and nPP pupils across the whole school. This in part can be attributed to the nurture and counselling sessions that particular pupils received.</p>	<p>Ensure new counsellor is fully engaged with Firbeck and maintains clear communication with relevant staff.</p> <p>Ensure the Behaviour, Trauma and Safeguarding staff member is proactive in increasing parental engagement and utilises external agencies to support families effectively</p>	<p>£14,000</p> <p>£12,000</p> <p>£5,000</p>
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ii. Targeted support

Action	Intended outcome	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>Implement Letters and Sounds</p>	<p>Improved phonics in EYFS and KS1</p>			<p>£10,000</p>

Communication and language approaches	Improved speech and language in EYFS	<p>66% of PP pupils in year 1 achieved their phonics screening check, compared to 73% of nPP pupils</p> <p>A greater percentage of PP pupils met age related expectations in reading, writing and maths at the end of KS1 compared to nPP pupils</p> <p>Fewer PP pupils met age related expectations at the end of KS2 in comparison to nPP pupils. (22% vs 30%)</p>		
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iii. Other approaches

Action	Intended outcome	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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Breakfast club, after school clubs, counselling through The Reach	Improved esteem and mental health/ children are happy and ready to learn	Attitudes to learning scores increased for all pupils Pupil voice discussions/questionnaires demonstrated that those who received nurture or counselling sessions felt more positive taking part in their lessons.	In order to increase school engagement and promote healthier life styles, offer free PE clubs after school with preference given to PP pupils. To continue improving behaviour and self-esteem, lunch clubs will be on offer to those with greatest need. To work closely with new counsellor to ensure sessions are focused and communication is good with relevant staff Ensure Trauma, Behaviour and Safe guarding officer improves parental engagement and utilises the use of external agencies	Included in above costings
Review roles and strategies of attendance officers	Raise attendance for pupil premium children to 96%	PA decreased Attendance for PP pupils has been 93% in comparison to the national average of 96%.	New Business Manager employed to oversee the implementation of our revised Attendance Policy and address any issues accordingly Reinforce and adhere to strict school timings and expectations, particularly for the start of the day.	Included in above costings

6. Planned expenditure

Academic year

2020-2021

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

i. Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review
Targeted interventions to improve reading across the school	A Reading, writing and maths attainment at the end of KS2 will show greater progress for PP pupils. The gap between PP and nPP closes.	1:1 and small group sizes has been reviewed on the EEF as having a high impact on achievement +5 months.	Monitoring and evaluation in line with whole school policy and is rigorous and purposeful Termly pupil progress meetings will ensure that teachers are using assessment information effectively. Training provided to staff leading interventions such as Lexia	Senior Leaders	Pupil progress meetings held termly
After school booster classes for Year groups 1-6.		Pupil progress in year 6 historically, as well as research (EEF +3 months) suggests this is a well evidenced method of accelerating progress	Monitoring and evaluation in line with whole school policy and is rigorous and purposeful Termly pupil progress meetings will ensure that teachers are using assessment information effectively.	Senior Leaders	Half termly
CPD for staff on reading and writing		EEF shows that effective feedback increases outcomes by +8 Months EEF shows that 1:1 and small group sizes increase outcomes by +5 Months. EEF shows that teaching Reading Comprehension Strategies increases attainment by +5 Months	Staff meetings led by HoS Learning walks will demonstrate improved subject knowledge amongst staff Regular 'revisit' of staff CPD so that staff evaluate and embed practice	Senior Leaders	Termly

<p>Ensure Maths No Problem is embedded across the school</p>			<p>Staff meetings led by Maths Lead.</p> <p>Book looks and learning walks conducted in line with the school's QA calendar by senior leaders and are rigorous and purposeful</p> <p>Termly pupil progress meetings held with teachers to ensure efficiency and impact</p>	<p>Maths Lead</p>	<p>Termly</p>
<p>Implementation of maths fluency lessons each day for 20 minutes.</p>			<p>Staff meetings led by Maths Lead.</p> <p>Book looks and learning walks conducted in line with the school's QA calendar by senior leaders</p> <p>Termly pupil progress meetings</p>	<p>Maths Lead</p>	<p>Termly</p>
<p>-Consistent approach to Letters & Sounds, with additional training provided to staff leading groups and targeted interventions taking place</p>	<p>Improve language and communication skills for pupils eligible for pp in reception and KS1 classes.</p>		<p>Training has been organised for staff delivering Letters & Sounds.</p> <p>A staff meeting has been arranged for staff who are teaching it.</p> <p>Assess at the correct intervals to ensure progress is being made and to close gaps where needed.</p>	<p>Senior Leaders</p>	<p>Half termly</p>

<p>Greater incentives given to pupils to read frequently at home</p>		<p>EEF shows that teaching Reading Comprehension Strategies</p>	<p>Daily checking of reading records by class teachers so children can be targeted as necessary to increase levels of reading fluency and enjoyment.</p> <p>Termly pupil progress meetings to ensure at least expected progress in reading has been made</p>	<p>Head of School and Deputy Head</p>	<p>Termly</p>
	<p>C Improved behaviour on the playground by PP pupils Improved ATL for PP pupils</p>	<p>Targeted school-based counselling interventions have led to improvements in wellbeing and mental health, yielding reduced levels of school exclusion by 31% and improved pupil attainment (Banerjee et al., 2014 cited in School Counselling for All, British Association of Counselling and Psychotherapy 2015) EEF shows that behaviour intervention increases attainment by +3 Months.</p>	<p>Consistency of counsellor in school</p> <p>Clear and good communication between counsellor and school</p>	<p>Senior Leaders</p>	<p>Termly</p>
<p>Interventions such as forest school and Counselling to take place</p>			<p>Half termly review of pupil attitudes to learning.</p> <p>Half termly analysis of behaviours both in class and on the playground.</p> <p>Termly pupil progress meetings</p>	<p>Senior Leaders</p>	<p>Termly</p>

<p>Trauma, Behaviour and Safe guarding Lead to increase parental engagement and access to external agencies</p>		<p>Targeted school-based counselling interventions have led to improvements in wellbeing and mental health, yielding reduced levels of school exclusion by 31% and improved pupil attainment (Banerjee et al., 2014 cited in School Counselling for All, British Association of Counselling and Psychotherapy 2015) EEF shows that behaviour intervention increases attainment by +3 Months.</p>	<p>Half termly review of pupil attitudes to learning. Half termly analysis of behaviours both in class and on the playground.</p>	<p>Senior Leaders</p>	<p>Termly</p>
<p>Continue close links with The University of Nottingham</p>	<p>F Aspirations to achieve academically increase for all children</p>		<p>Termly pupil voice discussions/questionnaires</p>	<p>Deputy Head</p>	<p>Termly</p>
Total budgeted cost					

ii. Targeted support					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review
Each PP pupil to receive support (if needed) from a mentor within school	F Aspirations to achieve academically increase for all children	Social and economic circumstances constitute 86% of factors explaining disadvantaged pupils' educational results. (Joseph Rowntree Foundation "Tackling Low Educational Achievement" 2007)	Termly pupil voice discussions/questionnaires	Senior Leaders	Termly
Total budgeted cost					
iii. Other approaches					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review
Office Administrator/ Safeguarding Officer to implement our revised attendance policy Clear rewards and incentives introduced to pupils	E Attendance rates for PP pupils to increase in line with national averages	Social and economic circumstances constitute 86% of factors explaining disadvantaged pupils' educational results. (Joseph Rowntree Foundation "Tackling Low Educational Achievement" 2007)	Daily follow up calls with families with poor attendance Proactive involvement with external agencies	GM	Half termly
Total budgeted cost					

7. Additional detail

Pupil premium strategy / self- evaluation (secondary)

1. Summary information				
School				
Academic Year		Total PP budget		Date of most recent PP Review
Total number of pupils		Number of pupils eligible for PP		Date for next internal review of this strategy
2. Current attainment				
		Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)	
Progress 8 score average				
Attainment 8 score average				
3. Barriers to future attainment (for pupils eligible for PP)				
Academic barriers <i>(issues to be addressed in school, such as poor literacy skills)</i>				
A.				
B.				
C.				
Additional barriers <i>(including issues which also require action outside school, such as low attendance rates)</i>				
D.				
4. Intended outcomes <i>(specific outcomes and how they will be measured)</i>				Success criteria
A.				
B.				
C.				
D.				

5. Planned expenditure

Academic year

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Total budgeted cost					

ii. Targeted support

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Total budgeted cost					

iii. Other approaches

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Total budgeted cost					

6. Review of expenditure

Previous Academic Year

iv. Quality of teaching for all

Action	Intended outcome	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

v. Targeted support

Action	Intended outcome	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

vi. Other approaches

Action	Intended outcome	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

7. Additional detail

Pupil premium strategy / self-evaluation (SEN schools)

1. Summary information				
School			Type of SEN (eg.PMLD/SLD/MLD etc.)	
Academic Year		Total PP budget	Date of most recent PP Review	
Total number of pupils		Number of pupils eligible for PP	Date for next internal review of this strategy	
2. Current attainment				
		Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)	
% achieving UQ targets in communication				
% achieving UQ targets in maths				
% progress specific to school setting				
3. Barriers to future attainment (for pupils eligible for PP)				
In-school barriers				
A.				
B.				
C.				
External barriers				
D.				
4. Intended outcomes (specific outcomes and how they will be measured)			Success criteria	
A.				
B.				
C.				
D.				

5. Planned expenditure					
Academic year					
The headings enable you to show how you are using pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
iv. Quality of teaching for all					
Action	Intended outcome	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Total budgeted cost					
v. Targeted support					
Action	Intended outcome	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Total budgeted cost					
vi. Other approaches (including links to personal, social and emotional wellbeing)					
Action	Intended outcome	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Total budgeted cost					

6. Review of expenditure

Previous Academic Year

vii. Quality of teaching for all

Action	Intended outcome	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

viii. Targeted support

Action	Intended outcome	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

ix. Other approaches (including links to personal, social and emotional wellbeing)

Action	Intended outcome	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

7. Additional detail