

# Pupil premium strategy statement

## School overview

Metric	Data
School name	Treverbyn Academy.
Pupils in school	210.
Proportion of disadvantaged pupils	36%.
Pupil premium allocation this academic year	£104390
Academic year or years covered by statement	2020-21
Publish date	11 <sup>th</sup> November 2020
Review date	1 <sup>st</sup> September 2021
Statement authorised by	Simon Welch
Pupil premium lead	David Freckelton
Governor lead	Emma Goudge

## Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	-0.31
Writing	-3.36
Maths	-1.52

## Disadvantaged pupil performance overview for last academic year

Measure	Score
Meeting expected standard at KS2	33.3%
Achieving high standard at KS2	0%

## Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	Ensure all staff have received high quality CPD to deliver writing strategy effectively focussing on strong subject knowledge, high quality texts, vocabulary and grammar development
Priority 2	Disadvantaged pupils have access to quality first teaching and support

Priority 3	Ensure all PP children who have other identified possible barriers to learning (SEN, SEMH, attachment needs), also have in addition to planned interventions, individualised support to ensure they are ready to access learning and reach their full potential.
Priority 4	Increase attendance levels
Barriers to learning these priorities address	<p>Language/ Vocabulary skills &amp; readiness to write in EYFS / KS1/ KS2 are lower for pupils eligible for Pupil Premium and initial progress is slower</p> <p>PP children with other potential barriers (SEN, SEMH, Lower Prior attainment group) have lower rates of progress than other pupils.</p> <p>Attendance rates for all eligible PP children is below the national average (96%) and persistent absence is 50% above the national average. This reduces school hours and causes them to fall behind on average.</p>

## Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Halt the decline of attainment at KS1 for EXS and GDS and close the gap significantly on national average attainment KS2- continue to improve attainment to close the gap on national average attainment	July 2020
Progress in Writing	Halt the decline of attainment at KS1 for EXS and close the gap significantly on national average attainment KS2-halt the decline in attainment at EXS & GDS- achieving progress that is in line with national average.	July 2020
Progress in Mathematics	Halt the decline of attainment at KS1 for EXS and close the gap significantly on national average attainment KS2- Sustain attainment improvements to further close the gap on national average attainment at EXS & GDS. Progress to be in line with national.	July 2020
Phonics	Raise the average phonic score to be in line with National average.	July 2020
GPS	Increase spelling outcomes so that they are at least in line with national outcomes.	July 2020

Measure	Activity
Priority 1	All pupils access quality first teaching- Appropriate training to improve high quality first wave teaching. For example: RWInc Training in Phonics delivered by Teacher, HLTAs, TAs for KS1 and KS2. Storytelling strategy training for all staff (and new staff) Teachers have a greater understanding of teaching a wide and challenging vocabulary and how to engage children

Priority 2	<p>Provide targeted daily reading support for our disadvantaged pupils, who have been identified from the Early baseline assessments in EYFS, Phonics assessments PUMA reading assessments, as requiring additional focus intervention.</p> <p>Teachers explicitly modelling and extending pupils vocabulary. Pre teaching of unfamiliar words in new texts. Use of VIPERs approach to target specific vocabulary based questions. CT/ HLTA/TA to carry out specific and targeted intervention/ support</p>
Priority 3	<p>All pupils access quality first teaching in maths-embed Mastery across all classes</p> <p>Appropriate training to improve high quality first wave teaching.eg- Maths Hub training, small steps planning.</p> <p>Purchase of high-quality support resources (White Rose/ TTRockstars)</p> <p>Pupils with PP receive high quality, purposeful, focused support. In line with the schools marking policy the majority of marking will be done in lesson with a focus of moving learning on through effective feedback. Teachers and support staff to spend time 1:1 with pupils during lessons to discuss their next steps in learning.</p>
Barriers to learning these priorities address	<p>Large body of research evidences that quality first teaching has a major impact on pupil progress and has the most impact on the most disadvantaged pupils.</p> <p>Development of vocabulary to reduce the word gap of disadvantaged pupils.</p> <p>Introduction of storytelling approach to teaching writing to increase the narrative store of young writers.</p> <p>Focused reading comprehension strategies which are tailored to the readers ability and focused on specific weaknesses can improve reading outcomes +6m. Systematic, high quality delivery of phonics approaches have been found to support younger readers in mastering the basics of reading, +4m.</p> <p>Research (EEF) evidences high quality one to one support that is purposeful and focused has a high impact on raising attainment. Sutton Trust: Feedback +8 months.</p>

Projected spending	£65,000
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### Targeted academic support for current academic year

Measure	Activity
Priority 1	Purchase Accelerated Reader across Y2-6 and associated digital books to encourage further reading for pleasure and access to wider range of texts to enhance interest in reading.
Priority 2	<p>Supports disadvantaged children who experience SEMH issues arising from ACE'S to meet their emotional needs and developing high levels of engagement with learning and a positive impact on outcomes.</p> <p>Whole school TIS approach adopted and targeted TIS sessions. Nurture Provision, Forest school whole class sessions and small group interventions providing a holistic learning and development programme</p>
Priority 3	All PP pupils have the same opportunities to experience a wide range of activities, including outdoor learning, sport, clubs and visits.
Barriers to learning these priorities address	<p>To ensure that PP pupils have the same chances in life and cultural capital we need to ensure that they have a love of school and learning and that they experience a wide range of activities. This is aimed at finding activities that they can take pride in, excel at and develop a sense of achievement.</p> <p>Evidence of severe detrimental impact that ACE'S have on a child's social/emotional and academic progress. Preventing a pupil from being ready to learn.</p> <p>Sutton Trust: Social and emotional learning +4 months</p> <p>Sutton Trust: Outdoor adventure learning +4 months</p>
Projected spending	£40,000

### Wider strategies for current academic year

Measure	Activity
Priority 1	<p>Greater engagement and support of parents.</p> <p>PSA/Behaviour shared with Bugle School. Support and wellbeing practitioner to target specific families</p>

	who are experiencing SEMH issues, attendance issues and deprivation
Priority 2	Increase attendance levels of disadvantaged children and reduce persistent absence for this group so that it closes the gap with non-disadvantaged pupils. Bought in services of EWO to support schools with processes, monitoring and support to improve pupil attendance.
Priority 3	Embed and direct breakfast club attendance to support SEMH, attendance and acute family difficulties.
Barriers to learning these priorities address	<p>That deprivation and parental difficulties do not have adverse impact on pupil attendance, aspiration and readiness for education.</p> <p>Sutton Trust: Parental engagement +3 months.</p> <p>Strong evidence base to show that increased levels of attendance have a positive impact on attainment and progress.</p> <p>EEF research- free and nutritious meal before school can boost their reading, writing and maths results by the equivalent of two months over course of year.</p>
Projected spending	£10,000

## Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring sufficient time is provided for high quality CPD and networking to support development of QFT.	Use of Staff meetings, INSET, cover by high quality support staff and senior leaders
Targeted support	Ensuring enough TIS trained staff are supporting the consistent ethos as emotionally available adults.	<p>Three more staff put forward for TIS diploma.</p> <p>Current TIS/ Senior leaders to lead staff meetings to cascade approaches to supporting dysregulation</p> <p>Regular supervision of TIS staff.</p>
Wider strategies	Engaging families facing most challenge	Work closely with agencies- EWO, PSA, Social care on early help, attendance and other support programmes.

## Review: last year's aims and outcomes

Aim	Outcome
<p>Pupils will be able to access the required learning and reach ARE in all areas</p> <p>Increase in number of HA PP children achieving GDS at end of KS1 and KS2</p>	<p>% of pupils achieving ARE in reading and writing and maths at KS1 have declined.</p> <p>GDS outcomes have improved in Wr and Maths- declined in Reading.</p> <p>KS2- Increased attainments in maths and reading and closing gap with national outcomes.</p> <p>GDS outcomes have significantly improved this year closing gaps in reading and maths.</p>
<p>Reduce barriers to learning for pupils by supporting their emotional development and resilience.</p>	<p>Nurture provision set up in January.</p> <p>Significant reduction in FTEx by 50% from previous year.</p> <p>2/ 6 pupils now accessing classroom integration.</p> <p>1 pupil now accessing fulltime classroom provision after previous APA placement.</p> <p>1 pupil now has EHCP.</p> <p>Y4 class now clearly ready for learning. - identified through Hub monitoring.</p>
<p>Attendance of PP is in line with non-PP achieving 96% attendance</p>	<p>Attendance remains below national average and 50% above Persistent Absence.</p> <p>However, this has come down from initial monitoring of 32%.to 18.6% (5%below national FSM rate.</p>