

The Together Federation of Schools Pupil Premium Strategy Statement 2020 - 2021

1. Summary information					
School	The Together Federation of Schools – Cantley (C) and Horning (H)				
Academic Year	2020-21	Total PP budget	£40,660	Date of most recent PP Review	Feb 2020
Total number of pupils	75 & 36	Number of pupils eligible for PP	22 & 8	Date for next internal review of this strategy	Feb 2021

2. Current attainment		
Summer 2019	Pupils eligible for PP (your school)	All Pupils in our School
% of pupils gaining R,W,M at KS2		
% of pupils gaining R,W,M at KS1	No Results due to Covid -19	
% of pupils gaining GLD in EYFS		

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers (issues to be addressed in school, such as poor literacy skills)	
A.	Pupils have a significant need for SEMH support due to lack of educational access throughout 2020 due to Covid-19
B.	Pupils need a high level of engagement in the classroom to re-invigorate their desire for learning
C.	Higher attaining pupils need greater challenge
External barriers (issues which also require action outside school, such as low attendance rates)	
D.	Absence rates Rural communities and access to enrichment activities Limited transport infrastructure Parental and pupil anxieties over returning to school full time after Covid-19 outbreak and lockdown
4. Outcomes	
	<i>Desired outcomes and how they will be measured</i>
	<i>Success criteria</i>
A.	Improved academic attainment for all KS1 and KS2 Pupil Premium pupils
	85% of Pupil Premium pupils make better or expected progress from their starting points. The difference is diminished between disadvantaged and advantaged pupils

B.	Support for Social, Emotional & Mental Health issues through weekly sessions – both class based as well as small group and individual	Regular weekly sessions using Thrive practitioners, access to PATHS work in class, and support from the Federation SENDCo
C.	Pupils attendance improves to at or above 93%	100% of Pupil Premium pupils to reach 93% attendance or better across the school year

5. Planned expenditure

Academic year	2020 - 2021
----------------------	--------------------

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?
Quality First Teaching is evident in all lessons	Targeted CPD sessions; Coaching and Mentoring by Senior Leaders; Established Monitoring, Evaluation and Review cycle	Internal Learning Walks, Book Scrutiny, Moderation and Lesson Observations To meet the individual needs of pupils through the Assess, Plan, Do and Review cycle	SLT monitoring schedule; lesson observations; Learning Walks; Governor monitoring Feedback and discussions in SLT meetings. Budgeted cost: £800 plus £2,500 SENDCo time plus £4,000 of SLT time <i>The second cycle of APDR has been completed and shared with parents. What has been the impact these reviews?</i>	SLT	Termly within school Termly by Governors

<p>Individualised Learning/Differentiated planning/AfL is evident in all lessons</p>	<p>Gaps in pupils' learning identified through testing; Interventions implemented for those who need support TAs trained to deliver targeted sessions and further testing</p>	<p>To diminish the differences in attainment between advantaged and disadvantaged pupils in attainment, reading and spelling ages Evidence in books [work/book scrutiny] Observations and progress checks [Pupil Progress Meetings Teacher Assessment and PUMA & PIRA testing]</p>	<p>SLT monitoring; Pupil Progress Meetings Half Termly Data checks Reports to Governors Extended learning reviews</p> <p>Budgeted cost: £4,000 <i>Interventions have been sporadic due to Covid lockdown and staff absence. 45% of these children engaged with targeted support interventions and tutoring delivered virtually or attended school. 63% took up the offer of laptops for home use. 44% made progress in PUMA over lockdown in Maths and 77% in PIRA.</i></p>	<p>EHT</p>	<p>Termly within school Termly by Governors</p>
<p>Children have access to TA support to work on closing the gap, both in small groups and at 1:1 level</p>	<p>Additional TA support time allocated to allow children in both schools to be given 1:1 and small group support to develop their core subject abilities</p>	<p>With the mixed nature of the class make-ups it is essential to be able to provide coherent support across the age and ability ranges. Targeted interventions by support staff to ensure that children's learning needs are met (above and beyond quality first teaching). Monitored by federation SENCO</p>	<p>Through Pupil Progress Meetings to more quickly identify where pupils have gaps in knowledge. Interventions will continue, with greater focus on Assess, Plan, Do, Review cycle</p> <p>Budgeted cost: £11,267 & £3,527</p>	<p>SENDCo DH/EHT</p>	<p>Half termly to look at impact of interventions</p>

Total budgeted cost	£26,094
----------------------------	----------------

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?
Support for 100% of pupils with SEMH needs, including those undergoing assessment for Statements/EHCP and those under the auspices of external agencies	Working with the range of support in school , [Thrive, PATHS] and at home with parents to support pupils and their families with strategies to help. Withdrawal for intervention sessions where needed	A number of PP pupils have, amongst others, an SEMH need. The allocation of appropriate and personalised sessions are aimed at providing support for all of them with the view to use the strategies discussed to support the individual pupil to overcome barriers to learning thus promoting progress in their learning.	A database of interventions kept for individuals and groups of pupils monitored by the SENDCo. Discussion at Staff meetings and at SLT level. Updates from the practitioners who deliver the interventions Sessions recorded and strategies for pupil, families and staff identified. Budgeted cost: £6,500	SENDCo/ DH	Monthly within school Termly by Governors
Reduction of Significant Incidents and Fixed Term Exclusions through the rewards system	Incremental rewards, activities and reward trips based on positive behaviour choices Lunchtime activities revised	The need to improve certain behaviours linked to making positive choices Lunchtime choices need better structure to manage behaviour Continuing THRIVE practice across the schools	Monitoring through Zone Boards and Behaviour Logs on PA Pupils offered a range of activities to complement lunchtime activities Budgeted cost: £3,500	All teaching Staff MDSA Teams	Daily/Weekly within school Termly by Governors

			<p><i>Lunchtime activities are now structured and rotated on a weekly basis, which has decreased the number of incidences occurring at lunch times. The zone boards are applied by midday supervisors giving pupils consistency during the school day and a common approach to behaviour expectations. Is there any additional impact e.g. children return to class after breaks calmer and are more focused on continuing their learning</i></p>		
<p>Improve attendance for all pupils to be at or above the school expectation of 96.1%</p>	<p>Daily monitoring and phone contact with parents/carers. Reward system for regular attendance [Certificates & reward trips] Fast tracking and clear communication for pupils who need support</p>	<p>The need to improve attendance for all PP pupils to the at or above expected percentage in school</p>	<p>Weekly attendance checks; Half termly monitoring by EHT Regular weekly discussion at SLT meetings</p> <p>Budgeted cost: £1,800</p> <p><i>Attendance during lockdown was monitored weekly for CP children. This was reported to Children's services where needed, who followed up with families. I think here if the %figure is in Horning's favour it would be a good idea to say what the PP attendance figure is for the year to date</i></p>	<p>Secretary EHT</p>	<p>Weekly within school Termly by Governors</p>

EP referral for pupils with SEMH needs who are undergoing assessment for EHCP	Employment of Educational Psychologist [EPSS] through Cluster	Professionals report needed for EHCP applications	<p>Successful EHCP applications supported by an EP report</p> <p>Budgeted cost: £1,500 <i>2 pupils had been granted EHCP's previously with another pupil successfully being granted an EHCP this academic year. What has been the impact for these children - do they have 1-2-1 TA support/specialist resources etc?</i></p>		
Total budgeted cost					£13,300
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?
Pupils at the end of KS1 and KS2 will aim to reach the National Expected Outcomes	Class Teachers to use teacher assessment, Pupil Progress Meetings and PUMA and PIRA tests to monitor progress	For the majority of pupils PP or non-PP to reach the expected standard	<p>English and Maths Leads oversee delivery and content. EHT monitors and quality assures work, as well as overseeing progress data Training for key subject leads</p> <p>Budgeted cost: £4,500</p> <p><i>During lockdown 36% of PP children engaged with targeted support and/or tutoring delivered virtually or attended school. A further 9% engaged regularly with school work set. 44% made progress in PUMA over lockdown in Maths and 77% in PIRA.</i></p>	Subject Leaders	Monthly within school Termly by Governors

			<p><i>White Rose was purchased to support the delivery of PCA in school and during lockdown meaning children were able to access videos, work and were familiar with the approach. I think this target as it's such a big one should include as much detail as possible about what the school have done since the return to accelerate progress in reading and particularly maths e.g. identified GAPs in knowledge, revised the curriculum etc and what the impact of the changes have been.</i></p>		
<p>A settled start to pupils' day and with a readiness to learn</p>	<p>Provide early morning sustenance for pupils. Developing social skills</p>	<p>A percentage of pupils arrive for school not having had any breakfast Pupils will have access to a Breakfast Club where necessary. Social games for general participation</p>	<p>Reduction of Fixed term exclusions. Reductions of Significant Incident reports.</p> <p>Budgeted cost: £2,000</p> <p><i>School has purchased a range of activities for Breakfast club attendees to complete, enabling them to transition into school. Children enter school and due to a staggered arrival have extended time to settle into quiet activities. suggested extension to the sentence: This has resulted in observed improvements in behaviours for learning and increased rates of progress (If you have evidence or can find evidence that this has happened)</i></p>	<p>Club Staff</p>	<p>Daily</p>

Total budgeted cost	£6,500
Total Committed	£45,894

6. Review of expenditure				
Previous Academic Year		2019 - 2020		
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
Quality First Teaching is evident in all lessons	Targeted CPD sessions; Coaching and Mentoring by Senior Leaders; Established Monitoring, Evaluation and Review cycle	QFT was developed during the first term; lessons observed showed that there was a clear approach developing across the school to deliver a good level of teaching. This was improving up to March, when the school was partially closed	This is still an important basis for all classroom practitioners and will continue, with support for the next year	£7,300
Individualised Learning/Differentiated planning/AfL is evident in all lessons	Inset sessions/CPD targeting individual pupils' needs for learning Extended learning sessions – reading, writing and spelling Inset, twilight and CPD sessions [including payments for cover]	The work of the SENDCo in initially identifying pupils needs and therefore support was successful in the first half of the year. However, this activity was much curtailed due to the Covid-19 Lockdown	This will definitely continue over the year as even greater intervention, differentiation and support for all pupils will be needed as they return to school on a full time basis	£4,000

Children have access to TA support to work on closing the gap, both in small groups and at 1:1 level	Additional TA support time allocated to allow children in both schools to be given 1:1 and small group support to develop their core subject abilities	A skills audit and training happened in the Autumn term and intervention had successfully started. This was only able to continue up to March so will be reviewed and re-launched	A very clear intervention programme and structure has been put in place. Staff are trained appropriately to carry out assessments and interventions	£14,794
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
Support for 100% of pupils with SEMH needs, including those undergoing assessment for EHCP. External agencies to be engaged to help with providing support for SEMH for all pupils.	Whole school PATHS approach. Thrive approach to offer targeted support. Parents to support pupils and their families with strategies to help.	PATHS was implemented in the Autumn term to support pupils emotional well-being. This will continue it's implementation until it is embedded as part of the daily routine at school	This was a successful addition to the SEMH curriculum which will be even more important as we move pupils back into school full time as a way of celebrating themselves and promoting positive relationships again.	£6,500
Reduction of Significant Incidents and Fixed Term Exclusions through the rewards system	Incremental rewards, activities and reward trips based on positive behaviour choices Lunchtime activities revised	This was successful for the vast majority of pupils. There was a significant reduction in fixed term exclusions.	Having discussed some issues with parents, we reviewed the policy and the school expectations and have relaunched these for September 2020 with even more clearer guidance as to how pupils can succeed.	£3,500

Improve attendance for all pupils to be at or above the school expectation of 90%	Daily monitoring and phone contact with parents/carers. Reward system for regular attendance [Certificates & reward trips] Fast tracking and clear communication for pupils who need support	As attendance monitoring was suspended during March for all pupils but those accessing school [Vulnerable/Key Worker – and later some Year groups] this was not able to be measured	It is hoped that this will continue in 2020 – 2021 and will at least match National expectations of 93%. There will be some catch-up for pupils to do to some still shielding/self-isolating. There has not been a jump to Home schooling, which would also have an impact	£1,800
EP referral for pupils with SEMH needs who are undergoing assessment for EHCP	Employment of Educational Psychologist [EPSS] through Cluster	Before lockdown, the EPSS was able to support several pupils in successfully getting their needs recognised through an EHCP.	This will continue as appropriate for those pupils with identified needs	£1,500
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

Pupils at the end of KS1 and KS2 will aim to reach the National Expected Outcomes	Class Teachers to use teacher assessment, Pupil Progress Meetings and PUMA and PIRA tests to monitor progress	PUMA, PIRA and GaPS testing happened in the first two terms. The Summer test will be used to assess pupils on their return . Pupil Asset has been reconfigured to support early identification of gaps in pupils learning. The approach was successful	This will continue on a termly basis	£4,500
A settled start to pupils' day and with a readiness to learn	Provide early morning sustenance for pupils. Developing social skills	This has always given pupils a routinely solid start to the school day and provided stability for those who require this provision. It is particularly important as more parents return to work.	This provision will continue. There may be a variation in session times and activities to meet the demands of both parents and children	£2,000
Total Spent to date				£45,894
Additional Funds Unallocated and rolled over				£18,026

7. Additional detail
Additional funding rolled over as Covid-19 interrupted some of the spending on

certain
provision.

KEY

Horning