

Pupil Premium Strategy Statement: 2020 21 Ellacombe C of E Academy

Academy Overview

Metric	Data
Academy name	Ellacombe Church of England Academy
Pupils in school	395 (352 without nursery)
Proportion of disadvantaged pupils	51%
Pupil premium allocation this academic year	£243,445.
Academic year or years covered by statement	2020/2021
Publish date	September 2020
Review date	September 2021
Statement authorised by	Board of Trustees
Pupil premium lead	Evie Semmens
Board of Trustee lead	Sue Davies

Disadvantaged Pupil Progress 2019-20

Measure	Score
Reading	No data
Writing	No data
Maths	No data

Disadvantaged Pupil Performance 2019-20

Measure	Score
Meeting expected standard at KS2	No data
Achieving high standard at KS2	No data

Strategy Aims for Disadvantaged Pupils

Measure	Activity
Priority 1	Close the language gap. Ensure all pupils are quickly assessed on entry and robust language interventions are provided to ensure children are able to use expressive, receptive and social language to communicate effectively. Specific Speech and Language therapy for SEND pupils will be accessed quickly to support those with DLD.

	<p>“Language and literacy provide us with the building blocks not just for academic success, but for fulfilling careers and rewarding lives” (EEF)</p>
<p>Priority 2</p>	<p>Further develop the provision to support mental health of pupils and families affected by adverse childhood experiences (ACES)</p> <p>“We know that one in three adult mental health conditions relate directly to adverse childhood experiences, and that young people’s mental health and wellbeing can be significantly compromised by adverse environments, and the experience of trauma.” (Sarah Brennan OBE YOUNG MINDS 2018)</p>
<p>Priority 3</p>	<p>Develop a robust transition plan to support pupils return to school after a period of absence to support the reduction of persistent absence in PP group. This will include a swift response to absence due to COVID to ensure that pupils have access to remote learning that follows the year group curriculum.</p> <p>The Department for Education (DfE) published research in 2016 which found that:</p> <ul style="list-style-type: none"> ● The higher the overall absence rate across Key Stage (KS) 2 and KS4, the lower the likely level of attainment at the end of KS2 and KS4 ● Pupils with no absence are 1.3 times more likely to achieve level 4 or above, and 3.1 times more likely to achieve level 5 or above, than pupils that missed 10-15% of all sessions ● Pupils with no absence are 2.2 times more likely to achieve 5+ GCSEs A*- C or equivalent including English and mathematics than pupils that missed 15-20% of KS4 lessons
<p>Barriers to learning, which these priorities address?</p>	<ul style="list-style-type: none"> ● A significant and debilitating language deficit - both a gap in vocabulary and a lack of ability to manipulate language for effect. Compounded by limited cultural capital and enrichment, children cannot easily make links with their learning. <p>Attendance and punctuality issues, linked to range of vulnerabilities including: transport, parental mental health or SEND needs, being a young carer. a child’s own mental health and / or SEND needs, including medical.</p>

Teaching Priorities for 2020-21

Aim	Target	Target date
Attainment in Reading	R EXS 29/34 = 78%	July 2021
Attainment in Writing	W EXS 30/37 = 81%	July 2021
Attainment in Mathematics	MA EXS 31/37 = 81%	July 2021
Phonics	19/25 = 80%	July 2021

Measure	Activity
Priority 1	<ul style="list-style-type: none"> All staff to have had training in metacognition and self-regulated learning in order to explicitly teach these skills to pupils. This is a high impact, low cost intervention (EEF) that can increase the progress of a pupil by 7 months. Teachers and TA's acquiring the professional understanding and skills to develop their pupil metacognitive knowledge. Pupils developing a clear understanding of their own strengths and weaknesses and learning. Supporting pupils to be resilient in their learning so that they are able to 'pick themselves up' after perceived failure. (Training teachers in growth mindset and Marvellous mistakes) Teachers will become skilled at modelling their own thinking to help pupils to develop their metacognitive and cognitive skills. (Thinking out loud) This is a skill utilized well when dealing with SEMH needs (wandering aloud) - ongoing CPD by Literacy SLE and SEND Lead including incremental coaching.. Teachers will be skilled in the 'gradual removal of scaffolding' to allow pupils to develop an 'internal scaffolding model' which allows independent success and progression. Development of Writing pedagogy: developing writers & ensuring differentiation support children at their starting points to begin to close any gaps. Further development of writing steps to include mechanics of writing as well as sentence structure so that children develop fluency of basic skills before entering KS2.

	<ul style="list-style-type: none"> ● Excellent teaching and learning in every classroom to ensure pupils
<p>Priority 2</p>	<ul style="list-style-type: none"> ● Embedding the RHE curriculum to ensure a whole school approach to mental health and well-being, linked to weekly worship. ● Quality of teaching and learning in the classroom will reflect 'wellbeing' strategies embedded into the practice, with visual aids to support the children in this. (Feeling thermometers. how big is my problem?)- modelled by senior leaders and PSED experts to support the implementation in classrooms. ● Staff will feel confident in using a 'shared language', as modelled in worship and work alongside teachers, about mental health and make this integral to everything they do. ● All staff will have a robust understanding of ACES and the impact on these on childhood development. ● Staff will be able to use 'de-escalation' techniques and mindfulness to support children to regulate. ● Dedicated time will be allocated to explicitly teaching the skills of regulation, how to manage negative emotions and how to access help and support 'when things go wrong.' ● Pupils with identified SEMH needs will make progress on their individual interventions, including ISP or EHCP targets
<p>Priority 3</p>	<ul style="list-style-type: none"> ● Class teachers are empowered with meaningful pupil attendance data enabling them to take action quickly when attendance begins to fall. The parent/teacher relationship will be key to addressing attendance issues and ensuring the right level of support. ● Class teachers are equipped with individual pupil attendance data on a weekly basis so they are empowered to challenge and or support families with attendance to school. ● Class teachers will support pupils who are absent due to isolation or infection due to COVID through a clear remote learning curriculum that will include access to 'live' learning and regular feedback from their teacher. ● Trust wide developed Contingency Plan enables all stakeholder to have clarity around the education offer and the immediacy of Remote Learning. ● COVID Tracker used as monitoring guide of pupil's isolating so teachers have clarity and up to date information regarding absences and setting remote learning. ● Attendance is celebrated and valued by all stakeholders and prioritised. ● Staff have a good understanding of the impact of low attendance on future outcomes for a children.

	<ul style="list-style-type: none"> • Teachers are the drivers of good attendance and can talk knowledgeably about the impact of their actions. • Transitions between all key stages as well as nursery to reception and Year 6 to year 7 will planned and deliberate and be carefully managed ensuring all pupils needs are met in a timely manner by staff that are fully informed about all needs.
<p>Barriers to learning these priorities address</p>	<ul style="list-style-type: none"> • A significant and debilitating language deficit - both a gap in vocabulary and a lack of ability to manipulate language for effect. Compounded by limited cultural capital and enrichment, children cannot easily make links with their learning. • Attendance and punctuality issues, linked to range of vulnerabilities including: transport, parental mental health or SEND needs, being a young carer. a child's own mental health and / or SEND needs, including medical. • Higher mobility - overcoming some of these barriers is a long process. When children, who may already have additional barriers to learning, join the school late in their primary career, the impact of the school is lessened due to the lack of time. Knowing them and loving them quickly is key.
<p>Projected spending</p>	<p>£73445</p>

Targeted Academic Support for Current Academic Year

Measure	Activity
Priority 1	<p>:</p> <ul style="list-style-type: none"> ● Neli Early Year Language intervention. EEF approved. ● Allocated Speech and Language trained TA. ● PP pupils in nursery have access to and are targeted with high quality oracy and language teaching. ● PP pupils, in both nursery and EYFS, as well as (where needed) in further year groups, develop their gross and then motor skills through targeted support so that they have the skills for writing. ● Writing interventions that take into account the most up to date research (EEF) and recommendations from EP, OT etc and are bespoke to each child using a range of visual and kinaesthetic methods. This has an impact on physical ability to form letters and cognitive ability to build a sentence and form an idea. ● Focus on vocabulary in all classrooms. Opportunities for pre teaching of vocabulary to support SEND. ● Regularly assess RWI groups to ensure swift progression is made. ● Precision teaching utilised for those pupils not making efficient progress through RWI. ● Use of incremental coaching to ensure development of best practice in all classrooms and that QFT and targeted provision is robust. ● Recipe for progress in phonics is in place meaning 'no moment of learning is lost'. Pupils engage minute by minute in opportunities to use their sounds.
Priority 2	<ul style="list-style-type: none"> ● Where PP pupils' progress falters, or there is an interruption in their SEMH needs, rapid interventions are put in place. ● PSED team will develop a robust triage system to enable them to swiftly identify need and take action in the form of evidence based therapeutic interventions ● Nurture provision in place and lead by Thrive and Boxall trained staff. Pupils will be tracked using Thrive assessments to evidence progress and identify needs and next steps. ● PSED team and nurture lead will work alongside SENDco to continuously quality assure the universal provision and universal language used by all staff and in all classrooms to promote positive mental health, wellbeing and an open door policy in which children feel safe to share.
Priority 3	<ul style="list-style-type: none"> ● Barriers to coming to school such as: lack of school uniform, relocation resulting in travel costs ● Parent Nurture Programme on offer to eligible families with children with SEMH intervention needs.(virtually this year from the spring term)

	<ul style="list-style-type: none"> • Pupils returning to school, after a prolonged absence will be supported through a clear transition plan that considers their emotional health and well being as well as their learning gaps.
Barriers to learning these priorities address	<ul style="list-style-type: none"> • A significant and debilitating language deficit - both a gap in vocabulary and a lack of ability to manipulate language for effect. Compounded by limited cultural capital and enrichment, children can not easily make links with their learning. • Attendance and punctuality issues, linked to range of vulnerabilities including: transport, parental mental health or SEND needs, being a young carer. a child's own mental health and / or SEND needs, including medical. • Higher mobility - overcoming some of these barriers is a long process. When children, who may already have additional barriers to learning, join the school late in their primary career, the impact of the school is lessened due to the lack of time. Knowing them and loving them quickly is key.
Projected spending	£115000

Wider Strategies for Current Academic Year

Measure	Activity
Priority 1	<ul style="list-style-type: none"> • Early Years staff to complete ELKAN free training on developing language in the mainstream setting- train the trainer. • Develop a culture of modelling resilient learning and a shared language about overcoming challenges using 'marvelous mistakes and growth mindset.
Priority 2	<ul style="list-style-type: none"> • Parents are able to access (UYCMHW) parent workshops, from Spring Term as this has to be face to face, if not able to run due to COVID- create further resources/ videos for parents. • Key staff with bereavement and attachment training to work with children, families and offer support for teachers and wider staff • Parent feedback including through open sessions, UYCMH evaluations, annual questionnaire shows parents are becoming more confident both discussing and support their child's mental health.
Priority 3	<ul style="list-style-type: none"> • Vulnerable pupils will be supported on returning to school through FST check ins and induction back in where need identified- development of FST role. • PP, SEND and or safeguarding children reinetregate into school after isolation and ready to pick up the learning in class- any gaps are identified and supported.

Barriers to learning these priorities address	<ul style="list-style-type: none"> • A significant and debilitating language deficit - both a gap in vocabulary and a lack of ability to manipulate language for effect. Compounded by limited cultural capital and enrichment, children can not easily make links with their learning. • Attendance and punctuality issues, linked to range of vulnerabilities including: transport, parental mental health or SEND needs, being a young carer. a child's own mental health and / or SEND needs, including medical. • Higher mobility - overcoming some of these barriers is a long process. When children, who may already have additional barriers to learning, join the school late in their primary career, the impact of the school is lessened due to the lack of time. Knowing them and loving them quickly is key.
Projected spending	£55000

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring all staff have up to date knowledge and understanding in priority areas including new team members. (Mental health,ACES, Metacognition, writing and reading pedagogy)	<ul style="list-style-type: none"> • Dedicated CPD time through PDM's, twice weekly check in time, use of webinars provided by other professionals. • Development of all staff through a robust programme of incremental coaching enabling staff to build on prior skills and knowledge in small steps so that pedagogy is embedded in the classroom.
Targeted support	Capacity to deliver targeted support and individual intervention by expert staff.	<ul style="list-style-type: none"> • Dedicated CPD time for relevant training. (EG precision teaching/mental health first aid) • Continual review of deployment of LSA's to ensure best use of time. • Use of well researched interventions that give clear routes of progression and data evidence.
Wider strategies	Access to limited outside agency resources and support particularly with regards to mental health and safeguarding.	<ul style="list-style-type: none"> • maintain relationships with LA staff and vulnerable pupils lead to ensure we are fully updated with avenues for support and resources. • use the 'power of the trust' to access capacity to support when required. This includes cross trust CPD that draws on subject knowledge, skill and



leadership capacity to drive school improvement.