

## Pupil Premium Strategy Statement: 2021\_22

### Ellacombe C of E Academy

#### ACADEMY OVERVIEW

Metric	Data
Academy name	Ellacombe Church of England Academy
Pupils in school	351
Proportion of disadvantaged pupils	51%
Pupil premium allocation this academic year	£236,720
Academic year or years covered by statement	2022/22
Publish date	September 2021
Review date	September 2022
Statement authorised by	Board of Trustees
Pupil premium lead	Evie Semmens
Board of Trustee lead	Monica Rook

#### DISADVANTAGED PUPIL PERFORMANCE 2020/21 YEAR 6

Measure	Score
Reading	26/34=76%
Writing	22/34=65%
Maths	21/34=39%

#### DISADVANTAGED PUPIL PERFORMANCE 2020/21 END KS1

Measure	Score
Reading	38%
Writing	25%
Maths	33%

#### DISADVANTAGED PUPIL PERFORMANCE 2020/21 PSC FROM Y1

Measure	Score
Meeting expected standard at in phonics screening.	76%

## STRATEGY AIMS FOR DISADVANTAGED PUPILS

Measure	Activity
Priority 1	<p><b>Ensure robust and consistent interventions for phonics and writing are in place so that pupils pass the phonics screening in Year 1 and develop the wiring skills needed to progress to KS2 standards.</b></p> <p>-Current data shows only 76% PP achieved PSC, only 49% of Y1 achieved expected standard in reading.</p> <p>-Current data shows only 50% of Y2 are at expected in reading.</p> <p>-Current data shows only 25% of PP in year 2 are achieving age related expectations in Writing compared to 70% nationally.</p> <p>“Language and literacy provide us with the building blocks not just for academic success, but for fulfilling careers and rewarding lives” (EEF)</p>
Priority 2	<p><b>Further embed nurture and PSED provision to support mental health and well being so that pupils have strategies for self regulation when faced with challenge.</b></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>
Priority 3	<p><b>Quickly identify persistent absentees patterns of absence and barriers to attendance. Develop a programme of ‘attendance clinics’ to support families to make positive changes so that pupils are in school and ready to learn.</b></p> <p>The Department for Education (DfE) published research in 2016 which found that:</p> <ul style="list-style-type: none"> <li>● 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</li> <li>● 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</li> <li>● 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</li> </ul>

Barriers to learning, which these priorities address?	<ul style="list-style-type: none"> <li>• 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 along with missed quality face to face learning during lockdowns in the past 2 years.</li> <li>• Attendance and punctuality issues, linked to a 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.</li> <li>• Gaps in reading and writing skills particularly at the end of KS1 that have been compounded by COVID lock down and lack of parental engagement or confidence with remote learning.</li> <li>• Increased trauma and mental health difficulties that have arisen as a result of partial school closures and children adversely impacted by increased isolation with parents and lack of safe space and adults.</li> </ul>

#### TEACHING PRIORITIES FOR 2020-21 (TO BE AT LEAST IN LINE WITH NATIONALS)

Aim	Target	Target date
Attainment in Reading KS2	75%	July 2022
Attainment in Writing KS2	78%	July 2022
Attainment in Mathematics KS2	79%	July 2022
Attainment in reading KS1	75%	July 2022
Attainment in Writing KS1	70%	July 2022
Attainment in Mathematics KS1	76%	July 2022
Phonics	83%	July 2022

Measure	Activity
Priority 1	<ul style="list-style-type: none"> <li>● All staff trained to develop pedagogy around Rosenshines Principles of Instruction. A clear recipe for teaching and learning.</li> <li>● Writing development across the trust to be supported by English Lead specialist.</li> <li>● Pupils developing a clear understanding of their own strengths and weaknesses within reading and writing and developing strategies to overcome them.</li> <li>● Supporting pupils to be resilient in their learning so that they are able to ‘pick themselves up’ after perceived failure. (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..</li> <li>● 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.</li> <li>● Development of Writing pedagogy: developing writers &amp; ensuring appropriate adaptation and support for children at their starting points to begin to close any gaps.</li> <li>● 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.</li> <li>● Excellent teaching RWI with termly progress meetings, termly development days and monitoring and termly reading leader professional development.</li> <li>● Regular assessment of RWINC grouping to enable Identification of those pupils not making progress in RWI to ensure lowest 20% have 1:1 support and if that is ineffective, move to Precision Teaching can be utilised to support their reading.</li> <li>● Additional daily sessions for all pupils accessing RWINC so that they have large investment in ensuring the key skill and this is an essential part of the curriculum.</li> </ul>
Priority 2	<ul style="list-style-type: none"> <li>● Embedding the RHE curriculum to ensure a whole school approach to mental health and well being.</li> <li>● Worship deepened to explore pupils’ spirituality and understanding of themselves and others and further embed christain values.</li> <li>● 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?) with regular monitoring from SEND and Inclusion lead.</li> <li>● 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.</li> <li>● Through strategically planned safeguarding and inclusion briefings, sll staff will have a robust understanding of ACES and the impact on these on childhood development.</li> <li>● Experienced staff will be able to use ‘de-escalation’ techniques and mindfulness to support children to regulate.</li> <li>● Dedicated staff will complete safer handling training.</li> <li>● Introduction of the Boxall Profile to identify SEMH needs and develop appropriate intervention for the whole school, targeted groups and individuals.</li> </ul>

	<ul style="list-style-type: none"> <li>• 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.'</li> <li>• Pupils with identified SEMH needs will make progress on their individual interventions, including ISP or EHCP targets.</li> <li>• Nurture group will continue to grow and nurture and PSED team will continue to model best practice in de-escalation and self regulation to all staff and pupils.</li> </ul>
Priority 3	<ul style="list-style-type: none"> <li>• The leadership of attendance ensures there is clear strategic and scaled approach to attendance, led by AHOA for attendance and supported by admin and FST, so all staff are aware of their roles and responsibility.</li> <li>• Redesign of attendance protocols and celebrations- in light of endemic historic approaches and celebrations have been reviewed.</li> <li>• 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.</li> <li>• 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 and there is clear monitoring and accountability of this.</li> <li>• 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.</li> <li>• Trust wide developed Contingency Plan enables all stakeholder to have clarity around the education offer.</li> <li>• 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.</li> <li>• The importance of good attendance is understood by all stakeholders with clarity around expectations and consequences/ action staken of poor attendance.</li> <li>• Teachers are the drivers of good attendance and can talk knowledgeably about the impact of their actions.</li> <li>• Transitions between all key stages as well as nursery to reception and Year 6 to year 7 will be 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.</li> <li>• Family support team to develop a programme of parents workshops for example on sleep hygiene.</li> </ul>
Barriers to learning these priorities address	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Attendance and punctuality issues, linked to a 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.</li> <li>• IMpact of COVID and partial school closures on pupils' mental health and well being.</li> <li>• 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.</li> </ul>
Projected spending	

## TARGETED ACADEMIC SUPPORT FOR CURRENT ACADEMIC YEAR

Measure	Activity
Priority 1	<ul style="list-style-type: none"> <li>● Neli Early Year Language intervention. EEF approved.</li> <li>● Allocated Speech and Language trained TA.</li> <li>● PP pupils in nursery have access to and are targeted with high quality oracy and language teaching.</li> <li>● 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.</li> <li>● 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.</li> <li>● Focus on vocabulary in all classrooms. Opportunities for pre teaching of vocabulary to support SEND.</li> <li>● Regularly assess RWI groups to ensure swift progression is made.</li> <li>● Precision teaching utilised for those pupils not making efficient progress through RWI.</li> <li>● Use of incremental coaching to ensure development of best practice in all classrooms and that QFT and targeted provision is robust.</li> <li>● 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.</li> </ul>
Priority 2	<ul style="list-style-type: none"> <li>● Strategic plan for PSED interventions to ensure there leadership monitor assessments, implementation and impact of provision.</li> <li>● Where PP pupils' progress falters, or there is an interruption in their SEMH needs, rapid interventions are put in place.</li> <li>● 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</li> <li>● Nurture provision in place and led by Boxall trained staff. Pupils will be tracked using Boxall assessments to evidence progress and identify needs and next steps.</li> <li>● PSED team and nurture lead will work alongside AHOA for SEND and inclusion 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.</li> </ul>
Priority 3	<ul style="list-style-type: none"> <li>● Barriers to coming to school such as: lack of school uniform, relocation resulting in travel costs, sleep hygiene.</li> </ul>

	<ul style="list-style-type: none"> <li>• Understanding your child's mental health and well being workshops to return.</li> <li>• 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.</li> </ul>
Barriers to learning these priorities address	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Attendance and punctuality issues, linked to a 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.</li> <li>• 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.</li> </ul>
Projected spending	

#### WIDER STRATEGIES FOR CURRENT ACADEMIC YEAR

Measure	Activity
Priority 1	<ul style="list-style-type: none"> <li>• Develop a culture of modelling resilient learning and a shared language about overcoming challenges using 'marvelous mistakes and growth mindset.</li> <li>• Provide opportunities for enrichment so that pupils are able to develop a range of vocabulary around areas of the curriculum with subject specific language.</li> <li>• A whole school focus on reading for pleasure with class novels, accelerated reader and reading corners..</li> </ul>
Priority 2	<ul style="list-style-type: none"> <li>• Parent workshops on Understanding your child's mental health and wellbeing.</li> <li>• Programme of parent workshops run by Educational Psychologists looking at ACE;s mental health, managing anxieties.</li> <li>• Key staff with bereavement and attachment training to work with children, families and offer support for teachers and wider staff</li> <li>• 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.</li> </ul>

Priority 3	<ul style="list-style-type: none"> <li>• Vulnerable pupils will be supported on returning to school through FST check ins and induction back in where need identified- development of FST role.</li> <li>• PP, SEND and or safeguarding children reintegrate into school after isolation and ready to pick up the learning in class- any gaps are identified and supported.</li> </ul>
Barriers to learning these priorities address	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Attendance and punctuality issues, linked to a 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.</li> <li>• 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.</li> </ul>
Projected spending	

### MONITORING AND IMPLEMENTATION

Area	Challenge	Mitigating action
Teaching	<p>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)</p> <p>Whole trust to adopt Rosenshines Principles of Instruction.</p>	<ul style="list-style-type: none"> <li>• Dedicated CPD time through PDM's, twice weekly check in time, use of webinars provided by other professionals.</li> <li>• 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.</li> <li>• Senior leadership working party to develop pedagogy in small steps across the trust.</li> </ul>
Targeted support	<p>Capacity to deliver targeted support and individual intervention by expert staff.</p>	<ul style="list-style-type: none"> <li>• Continued dedicated CPD time for relevant training. (EG precision teaching/mental health first aid)</li> <li>• Continual review of deployment of LSA's to ensure best use of time.</li> </ul>

		<ul style="list-style-type: none"> <li>• Use of well researched interventions that give clear routes of progression and data evidence.</li> </ul>
Wider strategies	Access to limited outside agency resources and support particularly with regards to mental health and safeguarding.	<ul style="list-style-type: none"> <li>• maintain relationships with LA staff and vulnerable pupils to ensure we are fully updated with avenues for support and resources.</li> <li>• 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.</li> </ul>