

## 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 2020-21

Measure	Score
Reading	
Writing	No data
Maths	No data

#### DISADVANTAGED PUPIL PERFORMANCE 2020-21

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>
Priority 2	<p><b>Further develop the provision to support mental health of pupils and families affected by adverse childhood experiences (ACES)</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>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.</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>

### TEACHING PRIORITIES FOR 2020-21

Aim	Target	Target date	End of year
Attainment in Reading	R EXS 29/34 = 78%	July 2021	EXS 26/34=76%
Attainment in Writing	W EXS 30/37 = 81%	July 2021	EXS 22/34=65%

Attainment in Mathematics	MA EXS 31/37 = 81%	July 2021	EXS 21/34=62%
Phonics	19/25 = 80%	July 2021	76%

Measure	Activity	End of Year Evaluation
Priority 1	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Teachers and TA's acquiring the professional understanding and skills to develop their pupil metacognitive knowledge.</li> <li>• Pupils developing a clear understanding of their own strengths and weaknesses and learning.</li> <li>• 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 Marvelous mistakes)</li> <li>• 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 differentiation support children at their starting points to begin to close any gaps.</li> <li>• Further development of writing steps to include mechanics of</li> </ul>	<ul style="list-style-type: none"> <li>• Whole school CPD on metacognition and self regulated learning. A strength of teaching is in modelling which is an important element of this skill. Ongoing this will be linked into our Trust pedagogy approach using Rosenshines Principles of instruction. All staff attend regular high quality CPD to ensure absolute best practice in the classroom.</li> <li>• RHE curriculum in place to help pupils to identify and manage when things go wrong with their learning so that they are able to learn from mistakes and move forward.</li> <li>• Impact of a very disrupted year due to COVID is evident and staff have worked hard to help pupils to bounce back when things go wrong and to build up their resilience. This is done in all classrooms and explored in depth through worship but also small group and individual targeted interventions.</li> <li>• Writing pedagogy will be a trust wide priority for next year. Plans for this year have not materialised due to COVID and lock downs. The impact of COVID on most vulnerable pupils is evident in writing especially across years 2 and 3 and heavily impacting boys.</li> <li>• Next year whole Trust focus on writing skills with development of Trust Writing Lead.</li> </ul>

	<p>writing as well as sentence structure so that children develop fluency of basic skills before entering KS2.</p> <ul style="list-style-type: none"> <li>• Excellent teaching and learning in every classroom to ensure pupils</li> </ul>	
<p>Priority 2</p>	<ul style="list-style-type: none"> <li>• Embedding the RHE curriculum to ensure a whole school approach to mental health and well being, linked to weekly worship.</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?)- modelled by senior leaders and PSED experts to support the implementation in classrooms.</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>• All staff will have a robust understanding of ACES and the impact on these on childhood development.</li> <li>• Staff will be able to use 'de-escalation' techniques and mindfulness to support children to regulate.</li> <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> </ul>	<ul style="list-style-type: none"> <li>• RHE curriculum embedded in all year groups Y1-6.</li> <li>• Twice weekly whole school worship has focused on developing strategies to manage big feelings such as 'How big is my problem'. This has become a shared language across the school and pupils can be heard using this language when talking about things they are struggling with.</li> <li>• Whole school wellbeing strategies have been extremely important in ensuring an environment that feels safe and calm. Staff modelling 'calm in the chaos' and providing opportunities for peace and time to reflect has been important.</li> <li>• Safer handling training booked for 3 members of staff to be complete by September.</li> <li>• Staff training on ACES and regular Monday safeguarding and family support check in support all staff in noticing pupils and acting early.</li> <li>• Introduction of Boxall and training for 4 staff to ensure pupils with SEMH needs are identified early and able to access appropriate support and intervention such as Draw and Talk.</li> </ul>
<p>Priority 3</p>	<ul style="list-style-type: none"> <li>• Class teachers are empowered with meaningful pupil attendance data enabling them</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance has been negatively impacted by COVID pandemic and therefore this is challenging too.</li> </ul>

	<p>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.</p> <ul style="list-style-type: none"> <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.</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 and the immediacy of Remote Learning.</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>● Attendance is celebrated and valued by all stakeholders and prioritised.</li> <li>● Staff have a good understanding of the impact of low attendance on future outcomes for a children.</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 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> </ul>	<ul style="list-style-type: none"> <li>● Teachers have access to attendance records for their pupils via CPOMS</li> <li>● Robust remote learning package was put into place immediately as lock down began.</li> <li>● All pupils unable to access on site learning were offered a laptop or paper copies so they were able to engage in learning at home.</li> <li>● Regular 'welfare checks' were completed for all pupils at home and more frequently for those in vulnerable groups.</li> <li>● Feedback from parents about the connections school made with them during these times was overwhelmingly positive.</li> <li>● Still concern over persistent absentee numbers and this will be a key focus next year as we come out of COVID restrictions.</li> </ul>
<p>Barriers to learning these priorities address</p>	<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</li> </ul>	

	<p>effect. Compounded by limited cultural capital and enrichment, children can not easily make links with their learning.</p> <ul style="list-style-type: none"> <li>• 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.</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	£73445	

## TARGETED ACADEMIC SUPPORT FOR CURRENT ACADEMIC YEAR

Measure	Activity	End of Year Evaluation
Priority 1	<p>:</p> <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 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>	<ul style="list-style-type: none"> <li>● Neli learning programme in place and daily targeted interventions in place</li> <li>● Purchased a range of resources to ensure all pupils in KS1 can access quality resources for developing fine motor skills.</li> <li>● RWI development days focused on best practice in Phonics interventions. L</li> <li>● Up to date and gold model CPD for all TA's running targeted interventions for phonics, writing and speech and language interventions.</li> <li>● Full programme of CPD for all TA's and teachers on a range of targeted SEND interventions; precision teaching, numbersense, Draw and talk and lego therapy.</li> <li>● Lack of staffing availability due to COVID restrictions has meant that interventions have not always been able to take place.</li> <li>● Incremental coaching (where possible due to coaching) to develop teaching of guided reading and writing in Year 3. Focused on closing the COVID gap.</li> </ul>
Priority 2	<ul style="list-style-type: none"> <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</li> </ul>	<ul style="list-style-type: none"> <li>● Nurture group in place each morning for small cohort.</li> <li>● Family support and safeguarding team working closely with families to support needs.</li> <li>● Team challenge to ensure cases under children's</li> </ul>

	<p>and take action in the form of evidence based therapeutic interventions</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> </ul>	<p>services are dealt with swiftly and families are provided with appropriate support where needed.</p>
<p>Priority 3</p>	<ul style="list-style-type: none"> <li>• Barriers to coming to school such as: lack of school uniform, relocation resulting in travel costs</li> <li>• Parent Nurture Programme on offer to eligible families with children with SEMH intervention needs.(virtually this year from the spring term)</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>	<ul style="list-style-type: none"> <li>• Transition plans in place for pupils returning after a long absence.</li> <li>• TA time used to ensure connectivity to pupils isolating or shielding during COVID.</li> <li>• Parent workshops on Understanding your child's mental health and well being have not been able to take place due to COVID restrictions.</li> <li>• PSED team has provided some video support for parents on managing big feelings and problems.</li> </ul>
<p>Barriers to learning these priorities address</p>	<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 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> </ul>	

	<ul style="list-style-type: none"> <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	£115000	

### WIDER STRATEGIES FOR CURRENT ACADEMIC YEAR

Measure	Activity	
Priority 1	<ul style="list-style-type: none"> <li>Early Years staff to complete ELKAN free training on developing language in the mainstream setting- train the trainer.</li> <li>Develop a culture of modelling resilient learning and a shared language about overcoming challenges using 'marvellous mistakes and growth mindset.</li> </ul>	<ul style="list-style-type: none"> <li>ELKAN training completed by all early years staff</li> </ul>
Priority 2	<ul style="list-style-type: none"> <li>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</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>	<ul style="list-style-type: none"> <li>NO parent workshops due to COVID. PSED team has however provided video support for parents on dealing with big emotions.</li> <li>Family support team have run coffee mornings regularly and staff are always on the gate to increase the level of connection with parents.</li> <li>Virtual parent support offered by PSED team member. Supporting children's mental health and managing anxieties after long absences.</li> <li>Advice and ideas offered to parents on managing their children's worries and anxieties through a series of videos created by PSED team</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 reinetregate into</li> </ul>	<ul style="list-style-type: none"> <li>Patterns of absence have been carefully monitored and the family support team have identified a range of barriers to attendance for some pupils. This will feed into 'support clinics' for parents around</li> </ul>

	school after isolation and ready to pick up the learning in class- any gaps are identified and supported.	issues such as sleep hygiene
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	£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"> <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> </ul>
Targeted support	Capacity to deliver targeted support and individual intervention by expert staff.	<ul style="list-style-type: none"> <li>• Dedicated CPD time for relevant training. (EG precision teaching/mental health first aid)</li> </ul>

		<ul style="list-style-type: none"> <li>• Continual review of deployment of LSA's to ensure best use of time.</li> <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>