

Highfields Spencer Academy - Pupil Premium Strategy Statement

Principal	Anna Jones	Chair of Governors	Katy Elliott (interim Chair till Spring 2021)
Early Years Lead	Rachel Huntingford	PP link governor	then Steve Workman Kirandeep Sanghera

1) Summary Information			
Number of eligible pupils:	1 Rec 3 Nursery	Date of most recent review	November 2020 (Highfields opened Sept 2020)
Total pupil premium budget:	£ 1904	Date of next review of this strategy	April 2021 then July 2021

Highfields Spencer Academy opened as a brand new school on 7th September 2020.

We were informed of our current pupils' eligibility for pupil premium for the first time from October 2020

1 pupil in Reception

3 pupils in Nursery

We have limited PP to support these pupils, some of the interventions this year will be funded from catch up funding, SEND funding where applicable and from fundraising/ set up budget for Highfields.

The financial impact of this plan will be reviewed in January 2020 and updated.

Pupil Premium Action Plan 2020-21

Barriers to future attainment for PPG eligible pupils at our school

A	Low attainment and slow progress rates made by pupil premium/disadvantaged children. The children have gaps and misconceptions and find it difficult to retain/recall prior knowledge. Speech and language/ communication delay.
B	Pupils and their families have social & emotional difficulties, including medical and mental health issues.
C	Pupils have limited experiences beyond their home life and immediate community. They also have limited access to books, libraries and technology (such a iPad, Wi-Fi etc.)
D	Low attendance and persistent absenteeism of one Early Years PP/disadvantaged pupil.
E	Some pupils need to develop their organisational skills, resilience and determination. In addition, many children rely and adult support in class and are reluctant to 'have a go' due to fear of failure. Toileting skills need to be developed.

ADDITIONAL PRIORITIES/INITIATIVE

School leaders are committed to ensuring our disadvantaged pupils receive teaching which is at least good in every lesson and that 'fallen behind' disadvantaged children receive intervention and support every day in every classroom.

Desired outcome and how measured	Success Criteria
<p>A Disadvantaged pupils maintain at least the standard of attainment they achieved at the end of the previous year in Nursery (Early Phonics/Reading, Early Mark Making/Writing and Early Maths); those who have 'fallen behind' make accelerated progress and 'catchup' or exceed prior attainment standards.</p> <p>To ensure all pupils are given the opportunity to consolidate basic skills.</p>	<ul style="list-style-type: none"> - All disadvantaged children make expected progress (eg. Expected to expected or greater depth to greater depth) from previous summer 2 and from previous key stage results. - Pupils will have regular/weekly opportunities to rehearse, practice and consolidate key skills in mark making, phonics and early reading, early maths (e.g. number recognition) and communication (e.g. every child a talker strategies, PECs, Makaton). - Support staff and class teachers support learning effectively - addressing misconceptions ASAP in preparation for lessons.

	<p>To ensure fallen behind children receive targeted high-quality intervention monitored by intervention leader.</p> <p>To embed and sustain a reading culture that's ensures all pupils read regularly and develop a love of books.</p> <p>Pupils read regularly and have access to high quality books for personal and guided reading.</p>	<ul style="list-style-type: none"> - Additional intervention sessions will take place - based on gaps in learning and with reference to previous key stage result. Interventions will be monitored by intervention leader and impact of each intervention will be measured. - Quantity/quality of reading in each class it at the level for each child Children are regularly assessed for phonics and interventions put in next day/ next week. Pupils are reading/ sharing a book with an adult for at least 20 minutes daily for EYFS. Teacher's to regular update and celebrate sharing a book and reading challenge display. Nursery pupils accessing pre-phonics (phase 1) and newsletter/ phonics sheet with phonics strategies shared with parents via class dojo and on paper. - New books to be bought for the library regularly throughout the year by Reading and Phonics leaders. Whole class phonics and Collins Big Cat reading scheme to be purchased and shared with staff at reading Inset day. Phonics/ reading workshop for all parents December 2020. Parent invited into school to share stories (secret storyteller) or to record a story and share via class dojo during covid 19 restrictions.
B	<p>Pupils and families with identified social, emotional or health needs are well supported by school staff so that the needs are removed or alleviated.</p>	<ul style="list-style-type: none"> - Family support worker/SENCo/ Principal identify and support families and children and work to alleviate barriers to learning. - Identified children are invited to Nurture, positive play and Lego Therapy sessions with support staff. Most vulnerable children are also allocated a PP mentor (support staff and SLT) who will meet with them regularly and provide support/alleviate barriers.

C	<p>Pupils have a breadth of experiences that enable them to contextualize their learning.</p> <p>School will deliver an engaging, broad and varied curriculum.</p>	<ul style="list-style-type: none">- Literary Curriculum will provide pupils with exciting, varied and book-based learning.- Teachers and support staff will plan a wide range of visits/WOW events/experiences to inspire/enhance learning and make it memorable.- Children will be exposed to a wide range of social, cultural, enrichment and sporting experiences within (and outside) the school day.
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	School to provide children with access to technology which they cannot access at home.	<ul style="list-style-type: none"> - Homework/reading/ phonics and maths apps used at lunchtimes so that pupils without access to technology at home can be supported using internet/Ipads which are available in school. - Children are given opportunities every week to change their reading book and school library book. - Remote learning hosted on DB Primary learning platform will support the link between home and school to enrich the children's learning experiences more (access to Purple Mash for all pupils also).
D	All disadvantaged pupils will meet national expectations for attendance/persistent absence.	<ul style="list-style-type: none"> - Disadvantaged pupils will match or exceed national averages for non-disadvantaged pupils (96+%). - Monitoring of attendance by Principal brings about and increase in PP pupils' attendance and a decrease in persistent absence.
E	<p>Pupils will have good self-organisation skills, resilience and determination.</p> <p>Pupils will be able to work independently with confidence.</p>	<ul style="list-style-type: none"> - Lesson observations/learning walks and discussions with children show that they have appropriate aged self organisation and are being encouraged to be independent by all staff. - Pupils show that they are resilient and able to learn from mistakes. Teachers are modelling this behavior when they are 'thinking out loud.' - Support staff are used effectively to challenge and guide children without creating an over reliance on adult support. -Toileting skills for Nursery pupils will have improved

Desired outcome	Chosen Action/Approach	How will we ensure that it is implemented well?	Staff lead	When will we review implementation?
Teaching and Learning				

<p>Every child receives teaching which is good and frequently</p>	<p>Regular monitoring of subjects by Principal, Early Years Lead, Director of Primary Schools, and Early Years Academy Angels to ensure that teaching is good or better and that good/outstanding practice is being shared regularly across school.</p>	<p>Lesson observations/book looks. Tapestry moderation/learning walks by SLT and Subject leaders [with moderation by Academy Angels] show increasing %s of outstanding practices seen.</p>	<p>SLT Trust</p>	<p>Half termly monitoring schedule to be devised by SLT in Aut 1 and</p>
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<p>outstanding in every classroom/ every day.</p>	<p>Lesson observations and learning walks focus on feedback to improve. CPD/ coaching provided in any areas where this is identified as useful.</p> <p>Relevant training is provided to ensure the provision for our disadvantaged pupils is of high priority and we are up to date with the current programmes.</p> <p>Reading, Writing and Maths: quality resources/initiatives/website subscriptions to enable good/outstanding teaching.</p>	<p>Principal and PPA L3 TA to cover staff to lead their subject area.</p> <p>Principal and Early Years Lead to provide constructive feedback to staff and pair up teachers for coaching programme based on individual needs.</p> <p>Principal to cover staff when attending courses: including Maths Mastery Teaching Research Group from Maths Mastery Specialist for Maths lead and TA (Rachel Huntingford and Ryan Gamble) and PE for PE Co-ordinator from Derby City Sports Partnership.</p> <p>Maths lead, literacy lead and Deputy to research and purchase initiatives and subscriptions such as Literary Curriculum, Adventure Island/ Message Centre, Monster Phonics and PowerMaths.</p>	<p>Subject Leaders</p> <p>AJ Subject Leaders</p> <p>Principal</p> <p>Maths Lead Principal Nursery and Rec class teachers</p>	<p>disseminated to subject leaders. Termly When requested by staff throughout the year.</p> <p>Weekly meetings and termly observations.</p> <p>Ongoing throughout the year.</p>
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<p>Disadvantaged pupils maintain at least the standard of attainment they achieved at the end of the previous year and key stage; those who have 'fallen behind' make accelerated progress and 'catchup' or exceed prior attainment standards.</p>	<p>Continual raising of teachers' expectations of PP pupils and provision of challenge for these children in all lessons. Staff given training and made aware of 'fallen behind' children and who they need to target.</p> <p>Provision of teacher led [wherever possible] interventions and small group sessions to ensure disadvantaged pupils keep-up and catch-up</p> <p>Increase pupil to adult ratios to support PP children by deploying more TAs in the classrooms in the morning.</p> <p>Dedicated story time, whole class guided reading (WCGR) and message centre, plus new phonics scheme all introduced to raise attainment in Literacy.</p>	<p>Book trawls, learning walks and termly assessment data analysis by Deputy. Termly staff meetings for staff to analyse progress of fallen behind children.</p> <p>Principal dedicated time weekly to lead Pupil Premium: management release time for Early Years lead to drive and monitor interventions in their teams; leading Teaching Assistants and team leaders with interventions and how to analyse progress of interventions; monitoring interventions; delivering interventions (including higher achievers).</p> <p>TAs to work with PP children in the morning to support them in the classrooms and provide short/concise interventions. Pre learning support and post learning reinforcements from TAs and teachers.</p> <p>Literacy lead/ Principal to support all teachers with the delivery of WCGR, particularly new to school setting staff and SEND one to one TAs</p>	<p>CG Teachers</p> <p>Principal Early Years lead TAs Teachers</p> <p>TAs</p> <p>Lit leader/ Principal</p>	<p>Staff meetings every term. Termly monitoring schedule for all subjects.</p> <p>Daily intervention schedules every term to be devised and analysed by intervention leader.</p> <p>Daily.</p> <p>Ongoing throughout the year.</p>
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	Books and equipment to support the delivery of interventions and individualised learning. Powermaths/ Numicon/ other indoor and outdoor EYFS provision Mastery Maths materials to be purchased to increase interaction and enthusiasm in maths.	Team leaders, literacy and maths leaders and deputy to continually research and check for new available initiatives/programmes which will support PP and other children with their attainment and support TAs with their interventions.	Principal Early Years / Maths lead Nursery lead leaders	Purchased throughout the year.
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Teaching and Learning Total Cost: £ 4000

Targeted Support Strategies and Other Approaches (Enrichment and Experience)

Pupils will have good self-organisation skills, resilience and determination. Pupils will be able to work independently with confidence.	Whole School introduction of Growth Mindset approach to build resilience and perseverance in all children.	Deputy and PSHE leader to introduce growth mindset through new Jigsaw scheme and weekly assemblies.	Principal	Weekly assembly Termly Growth mindset lesson in PSHE.
Pupils with identified social, emotional or health needs are supported by	Provision of SENCO/Family Support Worker in school to address specific needs for pupils and work with social care as needed. Release time to enhance and support provision for high need PP	SENCO/Family Support Worker to offer a variety of family support workshops so they confidentially feedback that they feel well supported during social care issues. Encourage vulnerable families to actively	TAs SENCO/ Principal	Ongoing throughout the year.

school staff so that the needs are removed or alleviated	pupils, including liaising with outside agencies and parents, completing paper work and organising finance.	seek support from school to reduce need for social care agency involvement.		
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	<p>Delivery of specific programmes for vulnerable pupils. Partnership working with health, educational psychologist, social care for targeted pupils.</p> <p>Provision of nurture and positive play teaching assistants for vulnerable children.</p> <p>Pupil Premium mentoring programme and ELSA/ Conflict Resolution Programme with Principal and TAs across school for higher need PP children.</p> <p>Uniform, milk and other items are purchased for our disadvantaged, vulnerable families who are in need and financially struggling.</p>	<p>SENCO/Family Support Worker to liaise with various agencies to provide targeted support for vulnerable children and families eg. Planning, delivering and assessing ECAT and individual S&L programmes.</p> <p>Nurture, Positive play and Lego therapy sessions running daily (morning and afternoon) to support vulnerable and high need children. Principal to monitor and observe sessions.</p> <p>Principal/ SENCO to decide on PP children who need most support and allocate to TAs. Pupil voice questionnaire will show that ch feel more supported through mentoring programme.</p> <p>Principal and office staff to ensure appropriate families receive financial support they are offered.</p>	<p>SENCO</p> <p>One to one TAs</p> <p>Principal</p> <p>Principal and office administrator</p>	<p>Ongoing throughout the year.</p> <p>Daily</p> <p>Principal to monitor PP mentor folders termly.</p> <p>Daily</p>
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<p>Pupils have a breadth of experiences that enable them to contextualize their learning</p>	<p>A range of curriculum enrichment activities provided beyond the classroom Visits to or out of school to enhance/support topic learning, including residential. Focus on ensuring our delivered curriculum is done through real-life, engaging activities and strategies through WOW activities and days. All year groups have funding to enable events and activities to take place to enhance and broaden the curriculum and learning experiences for all pupils. Paid after school clubs offered free to PP children (1 per year).</p> <p>Forest Schools training and weekly provision.</p>	<p>Database of participation in activities beyond the classroom e.g. after school clubs, competitive sports activities, shows PP participation at least equal to school % PP children take part in all trips and residential with subsidies as required. Lesson observations will show high levels of engagement with learning by PP children which results in embedded learning seen in summative assessments.</p> <p>Forest school teacher to deliver programme to PP children weekly.</p>	<p>Office admin</p> <p>JS</p>	<p>Ongoing throughout the year.</p> <p>Two afternoons per week.</p>
<p>Absence & persistent absentee rates are at least in line with national</p>	<p>Parents made aware of expected attendance levels when they fall below 90%. Increased rewards for improving and good attendance.</p>	<p>Half termly tracking by SD reported to PP lead. Termly attendance (including persistent absentee of PP pupils) report to governors with year group totals.</p>	<p>SD</p>	<p>Monitored half termly.</p>
<p>Targeted Support Strategies and Other Approaches (Enrichment and Experience) Total Cost: £ 3500</p>				

This plan will be reviewed and refocused following end of term data collection in December 20, March 21 and July 21.