

Pupil premium strategy / self-evaluation

1. Summary information for academic year 2019-20					
School	Canon Popham C of E Primary Academy				
Academic Year	2019-20	Total PP budget	£36,540	Date of most recent PP Review	1/9/20
Total number of pupils	31	Number of pupils eligible for PP	27PP + 1 LAC + 3 services	Date for next internal review of this strategy	
Summary information for academic year 2020-21 (numbers of pupils and funding subject to change. This based on information held at 1/9/19)					
School	Canon Popham C of E Primary Academy				
Academic Year	2020-21	Total PP budget	£33,935	Date of most recent PP Review	1/9/20
Total number of pupils	28	Number of pupils eligible for PP	25PP + 2 LAC + 1 services	Date for next internal review of this strategy	1/1/20
1. Current attainment (EoY 2018-19 this is the last data set based on testing available. Red indicates EoY 2019-20 based on teacher assessment April 2020 due to COVID-19)					
Key Stage 1 (Year 2) 5 pupils including 1 SEND 6 pupils including 1 SEND			<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>	
% achieving expected standard or above in reading, writing & maths			0% 50%	69% 71 %	
% making expected progress in reading (as measured in the school)			40% 67 %	62% 87%	
% making expected progress in writing (as measured in the school)			0% 50%	55% 75%	
% making expected progress in mathematics (as measured in the school)			80% 67%	62% 87%	
Key Stage 2 (Year 6) 6 pupils including 2 SEND 6 pupils including 2 SEND					
% achieving expected standard or above in reading, writing & maths			50% 63 %	51% 78%	
% making expected progress in reading (as measured in the school)			83% 75 %	62% 87 %	
% making expected progress in writing (as measured in the school)			83% 88%	68% 91 %	
% making expected progress in mathematics (as measured in the school)			50% 88%	67% 87 %	
2. Barriers to future attainment (for pupils eligible for PP)					

Academic barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		
A.	Pupils understanding of vocabulary and comprehension skills for some pupils	
B.	Progress in maths for some pupils	
Additional barriers (<i>including issues which also require action outside school, such as low attendance rates</i>)		
C.	In some cases, parental engagement	
D.	In some cases, consistent attendance and punctuality	
E.	Pupil's being ' <i>ready to learn</i> ' in class every lesson (pupils feel safe and are in a secure place emotionally)	
F.	Pupil's self-esteem and self-confidence	
3. Intended outcomes (<i>specific outcomes and how they will be measured</i>)		
	Success criteria	
A.	<p>Pupils understanding of vocabulary and comprehension skills is improved – pupils have a better grasp of subject specific vocabulary and use it appropriately</p>	<ul style="list-style-type: none"> • All teaching staff in school are trained in delivery of Robust Vocabulary Instruction training and implementing this in classroom delivery • RVI teaching is planned for including focus on Tier 2 words in place in every classroom every week • There is a clear plan, within the skills progression documentation showing the subject specific vocabulary to be taught in each year group, and which vocabulary should be a light touch revisit. Staff should then introduce and model new key vocabulary and children should be able to use it in context by the end of the unit of learning. • Comprehension -whole class/reading lessons in place daily and additional reading intervention in place for target children. • Introduction of additional high quality texts forming the basis of English teaching – exposure of children to texts they may otherwise not experience and develop the skills for discussion about text.
B.	<p>Ensuring that all pupils 'keep up' with their peers in line with growth mindset/ Maths Mastery philosophy and our approach/high expectations.</p> <p>Excellent achievement across the curriculum.</p>	<ul style="list-style-type: none"> • Canon Popham staff engage in Maths Mastery training, upskilling teachers on Keep Up, including pre-teaching, SDI, daily maths meetings • All children access Maths Mastery lessons daily • All disadvantaged children who are not also SEN pupils meet ARE • All disadvantaged pupils make good progress • High prior attainment disadvantaged pupils exceed ARE

C.	Parents given range of opportunities to engage with their child's learning	<ul style="list-style-type: none"> • Pride in our Learning sessions – high parent/carer attendance at these • Parent information meetings offered for every year group with improved attendance – use of virtual meetings when face to face is not possible. • Parents engage in wider learning opportunities including whole school events such as performances, big picnic, STEM learning activities etc when it is safe to do so • Parents attend key meetings personal to their child such as TAF, SEN, meetings etc
D.	Identified disadvantaged pupil's attendance and progress to improve	<ul style="list-style-type: none"> • Attendance is equal to non-disadvantaged for those disadvantaged pupils identified as having below 95% attendance • Learning mentor and inclusion team, to work with and support identified pupils in school • Class teachers to monitor and track progress for all disadvantaged children in their class at 3 weekly RAG meetings • H/T and Office manager to monitor closely all children at risk of persistent absence and challenge this rigorously through school systems to reduce instances of PA
E.	Pupil's being ' <i>ready to learn</i> ' in class every lesson (pupils feel safe and are in a secure place emotionally)	<ul style="list-style-type: none"> • The structures of lessons are secure and consistent every day across the whole school, including teaching of reading, writing and maths using Maths Mastery approach • Wider curriculum areas are taught thoroughly, including the teaching of key vocabulary. The structure for this is clearly developed through the school. • All pupils including disadvantaged pupils are able to apply their learning linked to thematic units with age appropriate independence • Learning mentor/ SENDCo etc are available to be responsive to needs on a daily basis and support individuals to access learning
F.	Confident, self-assured learners	<ul style="list-style-type: none"> • Pupils enjoy coming to school (evidenced through pupil voice) • Pupils are taught in class, wherever possible (result of pre-teaching/SDI/and additional bespoke support such as learning mentor or Inclusion team input as necessary for individuals) • All pupils have access to wider opportunities and educational visits/ experiences

4. Review of expenditure

Previous Academic Year

2019-20

i. Quality of teaching for all

Action	Intended outcome	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
<ul style="list-style-type: none">• Ensure staff to pupil ratios are high and teachers have capacity to give additional support in class as needed•	Excellent achievement, all pupils keep up and make good progress from their starting points .	<p>Pupils are positive about learning and there are high levels of engagement (evidenced through external visitor reports as well as internal obs)</p> <p>Impact in terms of outcomes has been unable to be accurately measured due to COVID 19 at the end of 2019- 2020. Data gathered is based on TA from April 2020</p>	<p>Maintaining additional TA support in classrooms has been positive. Consistency of TA and regularity of support is essential in ensuring all children are able to access the teaching.</p> <p>Main focus is on support in place during teaching of reading, writing and maths.</p> <p>All children are expected to take full part in whole curriculum. Therefore intervention needs to be timed to ensure that children also get access to whole curriculum.</p>	£6500

<ul style="list-style-type: none"> • Ensure children in receipt of PP are supported during direct teaching time • Children in receipt of PP access SDI/ intervention teaching at point of need • Embed Maths Mastery teaching across the school and maths with parents. 	<p>To narrow the gap between PPG pupils outcomes and progress measures and all other children.</p>	<p>Impact in terms of outcomes has been unable to be accurately measured due to COVID 19 at the end of 2019- 2020</p> <p>There are small numbers of PPG children in each class and some overlap with SEND etc, but on an individual level, there have been some examples of accelerated progress and outcomes at KS1 and KS2 are in line or above national in most areas.</p> <p>Children are accessing SDI groups carefully targeted to their needs in the afternoons.</p> <p>All staff understand and have implemented the Maths Mastery teaching approach. Pupils are becoming more confident with talking maths and using maths .</p> <p>We had 84% of parents register with Maths with Parents and over 800 activities linked to maths completed with parents at home.</p> <p>All staff have been trained in Mastery approaches and memory/ metacognition.</p>	<p>PPG and children who need targeted support in lesson are accessing this. This is helping to maintain high levels of positive behaviour and engagement with learning. Staff also need to ensure that their support is the least amount possible, to engage pupils with the task and aims to increase independence and build self confidence.</p> <p>Teachers and support staff are attending RAG meetings and developing classroom strategies including SDI and support. These are a valuable way of SLT monitoring staff plans for intervention and development of professional dialogue about the best way forward for classes, groups and individuals.</p> <p>Maths Mastery is fully implemented across the school. This needs was embedded in the months up to school closure in March due to COVID. In the coming year, we need to quickly re-establish the maths mastery structures and develop this further through access to the South Yorkshire Maths Hub</p> <p>Maths with parents worked well for a term, with engagement from a number of families. However, the take up rate and engagement declined as parents preferred other, more traditional approaches to homework, that were less intensive on their time. We will not be renewing this in the coming year.</p> <p>We had a significant input in staff training and development linked to memory and metacognition before COVID -19 enforced lockdown. Work has been undertaken to link the thematic unit teaching to metacognitive strategy development and we need to re-establish and embed this next year.</p>	<p>£8600</p>
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ii. Targeted support

Action	Intended outcome	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
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<p>PPG children who are 'stuck' with learning or at risk of making slower progress in specific aspect of learning in Reading, writing or maths targeted for short term intensive intervention block outside of RWM lessons to address the gaps.RAG monitoring</p>	<p>Confident, self-assured learners who are more able to access learning</p> <p>Identified gap is addressed and pupils are able to apply the learning independently in class.</p>	<p>Children are making good progress with Maths Mastery learning. They demonstrate very good attitudes to learning in lessons and respond well to in the moment discussion and feedback from staff.</p> <p>Intervention groups are taking place for target children and there is an increased use of concrete manipulatives across the school, supporting all children in their understanding.</p> <p>Maths meetings are in place and learning walls reflect this learning.</p> <p>Regular assessment of phonics ensures targeted support for specific pupils. Due to COVID -19 the phonics test did not take place in 2019-20.</p>	<p>Maths Mastery approach is in place. Children are reporting that they enjoy the maths lessons and observations show high levels of engagement with them. Use of concrete manipulatives has increased, which is supporting understanding, particularly for children who need additional support. This needs to continue..</p> <p>SDI teaching is in place and planned. This needs to be more refined to ensure that groups have a clearer focus and time limited outcomes for success. Class catch up programmes are being developed following return to school after COVID lockdown. We will need a mixture of whole class and small group interventions, which we will target after school from October half term.</p> <p>Daily maths meetings and related learning walls are in place. These need to be developed to emphasise metacognitive and memory strategies including recall of previous learning.</p> <p>Staff in lower KS2 to be refresher trained with phonics to ensure that target children who may need phonics catch up get it following the COVID lockdown.</p>	<p>£3500</p>
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<ul style="list-style-type: none"> • Our Learning Mentor, will work as part of the inclusion team to provide support to identified pupils. • Works closely with disadvantaged children and provides nurture time • SENDCo/ Inclusion team leader will continue to upskill staff in order to raise understanding of children's social, emotional and mental health needs and how to modify provision and make adaptations for individuals. 		<p>Targetted children are accessing 1:1 support through Learning Mentor/Thrive have made progress.</p> <p>Some children have been identified as requiring more specific Mental health support and this has been accessed through the Mental Health Trailblazer work</p> <p>Positive relationships have developed and children are starting to seek out support as needed</p> <p>SENDCo has delivered staff training session linked to noticing and supporting children with mental health concerns.</p> <p>All children across the school have had specific teaching linked to managing stress and strategies for self help. These are supported through display across the school</p>	<p>A small number of target children are accessing this support. It is enabling them to access classroom learning more effectively and spend more time in the classroom.</p> <p>Crisis support is offered where needed to children at the point of need, enabling the others in the class to maintain their learning and address the needs of the individual.</p> <p>Staff training has been delivered and some children have accessed CAMHS support through school signposting and contacting this provision through regular meeting with locality workers. The use of Mental Health Trailblazer support has been effective and a number of children accessing this have since completed programmes and reintegrated without further need for support. This needs to continue next year- particularly in light of the impact of trauma and COVID- 19</p>	<p>£5770</p>
<p>Small group teaching / nurture group</p>		<p>This target group of children engaged well with the teaching/ nurture provision. As a result they are all now accessing learning in their classrooms</p>	<p>This group was very successful in supporting children with the highest level of need. Most progress was made in their view of themselves as learners and they are all now transitioned into classroom learning.</p> <p>However, the small group was very expensive in terms of numbers supported and cost. It will only run in future if there are enough children needing this provision to make it cost effective. Children will be able to access support through class based TA's and quality first teaching</p>	<p>£6000</p>
<p>iii. Other approaches</p>				
<p>Action</p>	<p>Intended outcome</p>	<p>Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).</p>	<p>Lessons learned (and whether you will continue with this approach)</p>	<p>Cost</p>

<p>PPG children who are 'stuck' with learning or at risk of making slower progress in specific aspect of learning in Reading, writing or maths targeted for short term intensive intervention block outside of RWM lessons to address the gaps.</p>	<p>Improved mental arithmetic and times tables recall (Y4)</p>	<p>Maths Mastery is implemented across all year groups. All staff have accessed training and feedback from external visitors including specialist maths mastery teacher has been very positive.</p> <p>Daily maths meetings are in place and children are becoming more confident with their maths talk and understanding.</p> <p>Every classroom has an updated learning wall reflecting and supporting current and previous learning in maths</p> <p>All children in years 3 and 4 are accessing the times tables resource. Timetable has been adapted to ensure all Y4 children can access this regularly at school. Almost 70% of Y4 passed the trial times tables test. Staff now have a strategy in place to support additional teaching of this in preparation for the test for Y4 in Summer 2020.</p>	<p>See above for outcomes related to maths mastery approach to teaching.</p> <p>Times tables resource was well received and successful with positive feedback from pupils and parents generally.</p> <p>We need to increase focus on consistent times tables teaching across years 3 and 4 particularly to ensure that these facts are well embedded. Timetabling will need to be reviewed again to ensure time is identified to do this.</p>	<p>£2500</p>
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	<p>Higher parent attendance at events and engagement with their child's learning</p>	<p>There is a high level of parental engagement in attendance with Pride sessions. Children enjoy talking about and sharing their learning with parents/carers.</p> <p>We have introduced additional parent activities including coffee afternoons for parents to access support with SEND , the whole school Big Picnic, and Solihull Parenting course.</p> <p>A range of information sessions have taken place for every year group for parents, regarding the curriculum and how they can support as well as specific information linked to key year groups ie SATs for Years 2 and 6, supporting with phonics for Y1, times tables help for Y4 etc.</p> <p>Parents have increased their level of support, sharing their interest in school eg gardening, baking.</p>	<p>Pride in learning sessions have been well attended and will continue.</p> <p>New activities for parents have been generally well received and attended.</p> <p>SEND coffee afternoon sessions have been reported as helpful by parents who have attended. The SENDCo has run these and been able to access external speakers linked to the LA offer. This is something to continue, but we think the value is face to face parental discussion and supporting each other. We will look to run as soon as it is safe to do so in the coming year</p> <p>We have had limited response to Solihull parenting group session. Those who have attended have been very positive but the cost of staff against numbers attending makes this prohibitive in this format. We will run this again if there is enough uptake to make it viable but alternatively, we will offer support on an individual basis.</p> <p>We can work with target parents at Early help and refer to PAFSS for additional parenting support , such as Triple P if necessary.</p>	<p>£2000</p>
	<p>Disadvantage pupil's attendance to improve</p>	<p>Levels of persistent absence reduced across the school as a result of rigorous monitoring and challenge/ support offers for parents of children who are at risk of PA. This system was working well prior to the COVID lockdown.</p>	<p>We have reduced the numbers of pupils at risk of PA. This has been as a result of consistent monitoring, communication with target families and face to face meetings with parents including follow up. This system was interrupted by COVID 19 lockdown .</p> <p>We will continue with this approach in the coming year.</p>	<p>£1500</p>

	Inclusion for all	PPG children are all accessing school visits and have also accessed the Y6 residential trip as a result of additional funding support.	All PP children have been able to attend visits and residential as well as seeing a live theatre performance in school. We will maintain this service as much as possible going forward, as it becomes safe to do so. Parents are looking to set up a self supporting uniform swap service going forward to support those who may need to access high quality second hand uniform. This will be run at school (potentially with support of the church building) and supported in the initial stages by the Inclusion team.	£1500
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i. Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review
<ul style="list-style-type: none"> Ensure staff to pupil ratios are as high as possible with consistent support from LSA in class teams. This ensures additional capacity to give support in class as needed 	Excellent achievement, all pupils keep up not catch up.	<p>Pupils are positive about learning and there are high levels of engagement (evidenced through external visitor reports as well as internal obs)</p> <p>There has been improved outcomes at KS 2 and data across all phases is now mostly above national/ at national for outcomes .</p> <p>We need to develop clear class catch up plans including targeted support running outside of the school day</p> <p>We need to improve progress data in KS 2 and aim to focus on securing this in the coming year through effective</p>	<p>Maintaining consistency of LSA and regularity of support is essential in ensuring all children are able to access the teaching.</p> <p>LSA's to attend RAG meetings and contribute to these at least once per term. They have a good level of understanding of children's performance, gaps in learning and interventions required.</p> <p>Monitoring of evidence through observations, book looks, RAG meetings, pupil discussion and test data.</p>	<ul style="list-style-type: none"> SLT- lead AN 	<p>Following Autumn term data collection.</p> <p>Individual discussions with staff as part of RAG meetings at least 3 weekly</p>

<ul style="list-style-type: none"> • Ensure children in receipt of PP are supported during direct teaching time to secure understanding within lesson and then apply learning independently. • Children in receipt of PP access SDI/ intervention teaching at point of need • Embed Maths Mastery teaching across the school and maths with parents. • Ensure rigour in Phonics teaching across KS 1 and early KS2 • Robust Vocabulary teaching linked to subject specific learning 	<p>To narrow the gap between PPG pupils outcomes and progress measures and all other children.</p> <p>The impact of the missing direct phonics teaching during Lockdown is quickly addressed so that good phonics outcomes are maintained.</p>	<p>There are small numbers of PPG children in each class and some overlap with SEND etc, but on an individual level, there have been some examples of accelerated progress. We need to accelerate this so that more PPG children are able to achieve ARE or better at the end of KS2</p> <p>Children are accessing Intervention groups carefully targeted to their needs. This may need to develop across the whole school day , based on the class catch up and intervention plan, involving both teachers and TA's</p> <p>All staff understand and have implemented the Maths Mastery teaching approach. Pupils are becoming more confident with talking maths and using maths vocabulary appropriately.</p> <p>All staff have been trained in Mastery approaches and memory/ metacognition. This understanding needs to be embedded in teaching and intervention groups.</p> <p>The school has traditionally good outcomes in phonics. The teaching of this has been impacted by COVID in summer 2020 and catch up plans need to be delivered.</p> <p>Ensure that all children are exposed to systematic vocabulary teaching so that their understanding of subject specific vocabulary supports their learning and ability to clearly express themselves.</p>	<p>Triangulation of evidence will show that PPG and children who need targeted support in lesson are accessing this. This is helping to maintain high levels of positive behaviour and engagement with learning. This will then support improved progress.</p> <p>Teachers and support staff attending RAG meetings and developing classroom strategies including SDI and support. This strategy to be rigorously applied in the coming year, using termly</p> <p>Maths Mastery is fully implemented across the school. This needs to be embedded in the coming 12 months in order to build on and grow the successes. MMSL and target additional teacher to engage with SY Maths Hub in the coming year to promote and continue to develop maths teaching across school.</p> <p>Continued focus in staff training sessions on metacognition/ memory approaches and robust teaching of the wider curriculum, allowing for direct knowledge, skills and vocabulary teaching, supported by time to embed with some age appropriate independent learning.</p> <p>Curriculum focus in training . planning and monitoring</p>	<p>SLT –</p> <p>RAGs AN</p> <p>English JS</p> <p>Maths - DM</p>	<p>Following Autumn term data collection.</p> <p>Individual discussions with staff as part of RAG meetings at least 3 weekly</p>
Total budgeted cost					£15000

ii. Targeted support					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review
PPG children who are 'stuck' with learning or at risk of making slower progress in specific aspect of learning in Reading, writing or maths targeted for short term intensive intervention block outside of RWM lessons to address the gaps.	Identified gap is addressed and pupils are able to apply the learning independently in class.	Children who have had specific block intervention for a targeted learning gap have made good progress in addressing this.	Class catch up/ intervention plans will clearly show which children are accessing which block of support. Support will be time limited and specific to address key gaps. Children may access multiple short block interventions across the year RAG meetings will identify if the provision is having an impact or what the next steps need to be. Termly data will show improvement Triangulation of evidence and pupil discussion will show that pupils accessing block intervention are	SENCo/ HLTA	At the end of each half term to ensure gap has been addressed 3 weekly to monitor progress in RAG meeting
Total budgeted cost					£9000
iii. Other approaches					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review

<ul style="list-style-type: none"> • Our Learning Mentor, to work in collaboration SENDCo to provide support to identified pupils with emotional / mental health and wellbeing support.. • Work closely with disadvantaged children and provide nurture time / time to talk if needed through classroom support staff • SENDCo/ Inclusion team leader will continue to upskill staff in order to raise understanding of children's social, emotional and mental health needs and how to modify provision and make adaptations for individuals. 	<p>Vulnerable children have their emotional and mental health/ wellbeing needs met, resulting in them being more able to access learning successfully.</p>	<p>Targeted children accessing 1:1 support through Learning Mentor/Thrive are making progress.</p> <p>Children identified as needing additional support to access Trailblazer for mental health support</p> <p>Positive relationships have developed and children are starting to seek out support as needed</p> <p>SENDCo has delivered staff training session linked to noticing and supporting children with mental health concerns. Additional support from CAMHS team has been accessed for individual pupils and some whole class support has also been delivered to a specific year group identified as more vulnerable in this area.</p>	<p>Progress monitored for individuals through use of Boxall screening- SENDCo to monitor</p> <p>Identified children are spending increasing amounts of time successfully accessing learning in class.</p> <p>Individual children are getting fewer crisis points enabling greater access to learning.</p>	<ul style="list-style-type: none"> • Thrive- AS • SENDCo- CB to lead monitoring 	<p>Termly</p> <p>Or where individual need means that provision may need to be reassessed, whichever is sooner.</p>
<p>Provision of breakfast club free or at subsidised rate</p>	<p>No child will be hungry and all will be ready to learn at the start of the day</p>	<p>Maslow's hierarchy of need shows that where children's physical need for safety, food etc is not met, this impacts on their ability to learn.</p> <p>Provision of breakfast club enables children to be at school , in a secure routine and having accessed an appropriately nutritionally balanced breakfast, resulting in them being ready to learn.</p>	<p>Uptake of places for target families monitored weekly.</p> <p>Children's well being and readiness to learn results in good classroom engagement with learning</p>	<p>AN</p>	<p>Uptake monitored weekly.</p> <p>Outcomes for pupils monitored at RAGs and termly data points</p>

Financial support for target children to access wider curriculum opportunities such as visits and residential	Provide opportunities for children to broaden their life experience, and engage in meaningful activities outside of their own locality to enhance their academic and personal development.	Children need to experience a wide range of activities and to broaden their knowledge of the world through meaningful interactions. This in turn supports their levels of vocabulary development , well being and social and emotional development.	Levels of access to visits and residentials monitored to ensure that PPG pupils are able to take part on an equal footing with all other pupils.	AN	Reviewed at the point of each vista/ residential to ensure that provision is targeted at the right time to support access to each learning opportunity.
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Total budgeted cost £7500

5. Additional detail

The majority of the PPG funding is targeted at maintaining consistency of additional support in classrooms and intervention support for identified pupils.

The school also tries to respond to individual needs where there may be points of particular difficulty for families in ‘one off’ situations and have supported with purchase of uniform/ shoes etc to ensure that children can attend school appropriately kitted out with the necessary equipment.

All staff hold the detail of which pupils are in receipt of PPG and they are targeted at classroom level to ensure maximum opportunity to access learning.