

Pupil Premium Strategy Statement - John Locke Academy

1. Summary information					
Academic Year 2019-2020			28 FSM 29 Service PP 5 CLA	Date of most recent PP Review	Autumn 2019 (Internal)
Total number of pupils Sept 2020	630 (Sept 20)	Number of pupils eligible for Pupil Premium	37 FSM 42 Service PP 5 previously CLA	Date for next internal review of this strategy	April 2021

2. Barriers to future attainment (for pupils eligible for PP, including high attainers)		
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		
A.	Pupils eligible for PP have attainment below their peers which is linked to speech and language issues, lower baseline skills on arrival at JLA	
B.	Baseline levels for many areas for development, particularly the prime areas, are below age-related expectations with Communication and Language Understanding and Speech being below for some children eligible for PP	
C.	Eligible pupils attendance is lower than all children but not significantly so. We have 4 Persistent Absentees who are eligible for PP (across JLA we had 9 PA pupils between Sept 2019 and March 2020 - covid closing between March and July 2020))	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Though most of our families have at least one working parent, rents and house prices are very high which means several of our families struggle financially.	
E.	In the last academic year 28 pupils joined during the year and 15 pupils left. The nature of a new school serving a new community means there is a great deal of transience.	
3. Desired outcomes		
	Desired outcomes & how they will be measured	Success criteria
A.	COVID - first half-term much focus and time given to assessing and supporting the mental health of all pupils but in particular those who are PP/FSM who may be even more harshly affected than their peers. Assessment of the gaps	<ul style="list-style-type: none"> PP and FSM pupils to make good progress and show good levels of attendance
B.	Improve the rate of progress for pupils eligible for pupil premium across the school	<ul style="list-style-type: none"> Eligible pupils make accelerated progress from their low starting points in order to diminish the difference between themselves and national data.
C.	Improve the attendance of eligible pupils and persistent absenteeism	<ul style="list-style-type: none"> Eligible pupils attendance to be in line with the school target of 96%. Diminish the difference between eligible pupils persistent absenteeism and national comparable data.

D	Improve the percentage of eligible pupils achieving the expected phonics standard at the end of Y1 and cumulative at the end of Y2 improves	<ul style="list-style-type: none"> • 2017 92% non pp.fsm 67% PP 63% FSM • 2018 80% non pp.fsm 40% PP 100% FSM • Target for 2018-2019 83% across cohort 55% PP and 80% FSM • 2019-2020 COVID year - informal school based assessments
E	Improve progress and attainment at the end of Key Stage 2	<ul style="list-style-type: none"> • Eligible pupils in Y3, Y4, Y5 and Y6 make accelerated progress during 2020-2021 from their low starting points
F	Increase the enrichment activities available to eligible pupils COVID restrictions may hinder this in the Autumn Term	<ul style="list-style-type: none"> • Increase the number of eligible pupils accessing extra curricular clubs and activities via subsidising clubs to eligible pupils
G	Increase the percentage of families (pupils) eligible for the grant who engage with targeted community support programmes	<ul style="list-style-type: none"> • Progress of targeted pupils (families) is at least in line with the expected rate. • Use of Early Help Assessments to organise targeted support to secure better outcomes
H	Improve eligible pupils motivation towards their learning in order to lead to higher aspirations	<ul style="list-style-type: none"> • The number of recorded incidents of poor behaviour of eligible pupils reduces for pupils with PP

4. Planned expenditure					
Academic year	2020-2021				
The three headings below enable JLA to demonstrate how we are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all - QFT					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improve the rate of progress and attainment levels for pupils eligible for pupil premium across the school in English.	Quality First teaching CPD at JLA to help improve teachers understanding regarding what constitutes effective English teaching - recap on Reading CPD from 2019 and support Curriculum development via Planning days and SLT input	QFT has the biggest impact on standards - all teachers and Support Staff need to be aware of those pupils who are entitled to Pupil Premium in their class so that they can oversee the best input for these children - timely interventions can help	Rigorous monitoring schedule by SLT including lesson observations, data analysis, work scrutiny and pupil voice Frequent CPD and staff training to help secure ever greater QFT	AHTs with support from RR and DB	Half-termly intervals
Improve the rate of progress and attainment levels for pupils eligible for pupil premium across the school in Maths	My Maths subscription Time Tables Rock Stars Use of White Rose across the school	The delivery of White Rose ensures consistent and appropriate pitch and pace throughout the school. Mr Rainey to oversee maths attainment, supported by RR	Rigorous monitoring schedule by SLT including lesson observations, data analysis, work scrutiny and pupil voice Frequent CPD and staff training	SLT	half-termly
Improve the rate of progress and attainment levels for pupils eligible for pupil premium across the school in Foundation subjects.	Irresistible curriculum - develop a new curriculum with Learning Journeys that inspire and promote engagement	The cross curricular approach was identified as suitable for our children's needs across the school. It provides opportunities for subjects to be delivered with high levels of engagement and improve learning behaviours. High	Rigorous monitoring schedule, including lesson observations, data analysis, work scrutiny and pupil voice	SLT	Spring and Summer term 2021

		quality engaging learning environments are often a result of stimulating topics.			
Improve accuracy of assessments.	Purchase and delivery of Rising Stars assessment materials.	We have identified that whilst teacher confidence and skills are improving in the assessment of English and Maths, teachers require more support with the assessment to enable effective GAP analysis and formative teaching. Clarity as to what/when specific assessments will be carried out	Frequent moderation within school and across the federation CPD and staff training Supported planning	SLT	January 2021
Improve standards and expectations of handwriting and presentation.	Continue subscription to Letterjoin	The quality and standards of handwriting is improving	Clear expectations for all staff that there is a JLA font that should be modelled by all Rigorous monitoring schedule, including lesson observations, data analysis, work scrutiny and pupil voice.	SLT	January 2021
Improve the rate of progress and attainment levels for pupils eligible for pupil premium across the school in Reading.	Accelerated Reader (AR) Assessments and programme implemented across the academy Nessy and Bug Club online resource subscription continues Purchase and implement	Bug Club allows children to independently access online texts and comprehension materials. It has been used in many schools and has been proven to raise attainment and ensure accelerated progress. The home access fosters good home school links and improves family literacy skills. The use of Nessy is targeted at pupils who are not making the desired progress.	Regular data analysis and diagnostic testing Use of AR to help teacher assessment Termly awards and celebrations to raise the profile and foster competitive element	SLT	Termly
Improve the rate of progress for pupils eligible for pupil premium across the school	Implement baseline assessments for new arrivals with English as an additional language Teaching assistant to deliver bespoke package of support	An increasing number of new arrivals have limited English and need early assessment and support to enable them to access the curriculum at an appropriate level. There is an overlap in need i.e. several pupils receiving PP have EAL barriers.	Regular data analysis and diagnostic testing. PPM	SLT and MR	On-going

	COVID - the reconnect curriculum will help ensure that pupils re-engage with their learning in a timely manner.	NEED TO APPOINT a staff member who will oversee the support of EAL learners			
Total budgeted cost					£ 12000
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improve attainment at the end of Key Stage 2 in reading, writing and Maths	Purchase Test Base Resource After school tuition (Teach First Tutor) (£6000 via Tefat)	To enable formative assessment and Gap analysis teaching, a reliable and relevant package of testing materials is needed. This will also have the effect of giving the children regular experience of using test material which is the same format and pitch as the Statutory tests and will also account for recent changes to the curriculum.	Regular testing and gap analysis During pupil progress meetings there will be designated time to discuss PP pupils.	KS2 teachers supported by SLT	half termly.
Improve the rate of progress and attainment levels for pupils eligible for pupil premium across the school.	Higher attainment pre and post teaching group Appoint a Learning Support Mentor	This approach ensures that higher attaining pupils are given the opportunity to develop mastery skills. The pupils after a pre teach session, go on to teach other groups of children in the lesson. Research shows that learning is reinforced and mastery developed if the children teach concepts to others.	Discussions in pupil progress meetings and action planning meetings. Data analysis work scrutiny pupil voice	Learning Mentor YGLs and AHTs Senco	Termly
Improve progress and attainment at the end of Key Stage 1 and 2.	Small group booster sessions delivered by TAs and leaders within the school - without compromising covid bubbles	The EEF Toolkit specifies that targeted interventions matched to specific students with particular needs can be effective. Following action planning and pupil progress meetings targeted children are identified for bespoke intervention work delivered outside of lesson times.	Discussions during pupil progress meetings and intervention reviews	Senco SLT	Termly

Improve the rate of progress and attainment levels for pupils eligible for pupil premium across the school in Maths and English	TT Rock Stars Accelerated Reader Rising Stars	Throughout school children have poor rapid recall of times tables facts and this is having an impact on their ability to solve calculations and apply this to reasoning problems. Times table rockstars deliver practise of table facts in an engaging way that the children enjoy using independently and during whole class teaching. The children can access the programme at home which will improve home/school links and raise parental maths skills.	Times tables tracking and monitoring. Discussions in pupil progress meetings data analysis and question level analysis	SLT	Termly
Total budgeted cost					£26000 Learning SM
iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improve the rate of attendance for those eligible for the grant	Breakfast Club – funded spaces for pupils identified as needing this support to aid attendance and punctuality Learning Support Mentor to engage with families	Some of our disadvantaged pupils come to school without having had any breakfast. Identified children are invited to the breakfast club to ensure they are in school on time and have had a suitable breakfast ensuring they are ready for the day ahead. Research shows that children being in school on time and having had a nutritious breakfast positively impacts on ability to learn.	Pupil Voice Attendance data	Attendance lead SLT	January 2021
Improve the rate of attendance for those eligible for the grant	Attendance Awards purchase of certificates and rewards	As above, attendance has been highlighted as an issue impacting disadvantaged children. To improve attendance we have implemented awards and competitions to encourage good attendance.	Improvement in attendance of disadvantaged pupils. significant reduction in number of persistent absentees.	Inclusion and welfare officer. SLT	termly
Improve eligible pupils motivation towards their	Celebration Event trophies certificates	Raising the profile of academic excellence is a priority and will foster aspirational thinking. We will hold an	pupil voice parent questionnaires attendance at event	SLT	June 2021

learning in order to lead to higher aspirations		awards ceremony and celebration evening where high attaining pupils will be awarded trophies and certificates.			
Increase the enrichment activities available to eligible pupils Emotional support for pupils and their families.	Play therapy worker (Caroline Russel) Emotion Coach (Sue Webb) Learning Support Worker (Sophia Allen)	Research has shown that for many children displaying challenging behaviour, play therapy can have a direct positive impact on attainment by addressing physical and emotional barriers to learning.	Pupil voice questionnaires Parental Feedback	SLT	Jan 2021
Increase the enrichment activities available to eligible pupils	Outdoor learning/Behaviour Mentor Appointment of a Behaviour Mentor / outdoor learning Teaching Assistant (£25000- new role)	Behaviour Mentor - to support pupils with ASD and other potential barriers to learning. Outdoor learning has many documented and proven advantages, including developing confidence, social skills, communication self-esteem, motivation and concentration, physical skills and knowledge and understanding of the outdoor world.	pupil voice session observations parent questionnaires attendance improved reduced behavioural incidents	SLT Site Manager	Review January 2021
Total budgeted cost					£9000 (+ 25,000 if budget allows for TA)

5. Review of expenditure -

6. COVID YEAR SO END OF YEAR DATA IS NOT AVAILABLE - FORMAL ASSESSMENTS DID NOT HAPPEN. SCHOOL CLOSED MARCH 2020

Previous Academic Year 2019-2020

i. Targeted support

Desired outcome	Chosen action/approach	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																												
<p>To narrow the gap in attainment between non PP and PP pupils across the academy</p> <p>To secure progress in line with peer group from low starting points</p>	<p>Intervention groups targeted at core skills - RWM Reading - 1:1 input, 5 minute box, RWI, Nesy (online support for pupils with dyslexic traits)</p> <p>Team Teach Training - to help staff de escalate situations to secure positive learning outcomes for all children</p> <p>OT and Sensory input where necessary for pupils with PP and SEN overlap of needs</p> <p>After school support offered by HLTA for Service families</p>	<p>GLD - 2017 GLD 70% PP=71% 2018 GLD 79% PP=100% 2019 GLD 84.5% PP = 100%</p> <p>Phonics year 1 - 100% of PP pupils met threshold 85% of all pupils made the threshold.</p> <p>Key stage 1 Attainment 2018 Pupils at ARE</p> <table border="1" data-bbox="741 837 1245 949"> <thead> <tr> <th></th> <th>All</th> <th>FSM</th> <th>PP</th> </tr> </thead> <tbody> <tr> <td>R</td> <td>76%</td> <td>50%</td> <td>47%</td> </tr> <tr> <td>W</td> <td>69%</td> <td>50%</td> <td>40%</td> </tr> <tr> <td>M</td> <td>76%</td> <td>50%</td> <td>46%</td> </tr> </tbody> </table> <p>In this cohort 11 pupils entitled to FSM, 10 pupils entitled to PP (Service P or CLA) There is an overlap for several FSM/PP children who also have SEN needs</p> <table border="1" data-bbox="741 1117 1245 1228"> <thead> <tr> <th></th> <th>2019</th> <th>FSM</th> </tr> </thead> <tbody> <tr> <td>R</td> <td>64%</td> <td>54%</td> </tr> <tr> <td>W</td> <td>50%</td> <td>45%</td> </tr> <tr> <td>M</td> <td>75%</td> <td>65%</td> </tr> </tbody> </table>		All	FSM	PP	R	76%	50%	47%	W	69%	50%	40%	M	76%	50%	46%		2019	FSM	R	64%	54%	W	50%	45%	M	75%	65%	<p>Teachers need to be clearer at Pupil Progress Meetings which pupils are entitled to PP / not making good enough progress.</p> <p>Whole academy responsibility for knowing those pupils with PP who are falling behind their peer group.</p> <p>More parental engagement needs to be secured early on and clarity over expected levels need to be gained.</p>	<p>£10,000</p>
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ii. Other approaches

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact	Lessons learned	Cost
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		on pupils not eligible for PP, if appropriate.	(and whether you will continue with this approach)	
Raise profile of pupils with FSM/PP amongst all staff	Half-termly pupils progress meetings which involve all staff members	All staff are able to identify those pupils who need extra support and focus	Parents need clearer guidance on how they can better support their child at home. Have a designated PP lead among the support staff to support the work of RR and SLT	£1800 annually for cover
Vulnerable pupils (PP /FSM) receive Emotion Coaching / Play Therapy / Seasons for Growth to support their emotional well-being / develop resilience	Teachers and SLT identify those most needy pupils from the FSM / PP cohort to receive targeted support.			£6560

7. Additional detail

John Locke Academy opened in September 2014 with Nursery and Reception
This requires a dynamic approach to the setting-up of systems, procedures and curriculum.
The nature of a new school means that we have to adopt proactive approaches in every area.
Where procedures are not achieving the outcomes we want, we quickly adapt to ensure better outcomes.