

# 3-year pupil premium strategy (2020-2023)



SUMMARY INFORMATION			
Pupil premium grant (PPG) strategy			
CURRENT PUPIL INFORMATION [2020/21]			
Total number of pupils:	413	Total pupil premium budget:	£244,065
Number of pupils eligible for pupil premium:	228	Amount of pupil premium received per child:	£1,345

COHORT INFORMATION		
CHARACTERISTIC	NUMBER IN GROUP	PERCENTAGE OF GROUP
Boys	101	48%
Girls	124	59%
SEN support	21	55%
EHC plan	5	50%
EAL	101	47%

## Assessment data

EARLY YEARS FOUNDATION STAGE: GOOD LEVEL OF DEVELOPMENT						
Pupils eligible for pupil premium	All pupils	National average		Data from previous years		
				2016-17	2017-18	2018-19
N/A	N/A	N/A		74%	63%	79%

YEAR 1 PHONICS SCREENING CHECK						
Pupils eligible for pupil premium	All pupils	National average		Data from previous years		
				2016-17	2017-18	2018-19
97%	95%	N/A		91%	90%	90%

END OF KS1						
	Pupils eligible for pupil premium	Pupils not eligible for pupil premium		Data from previous years		
		School average	National average	2016-17	2017-18	2018-19
% achieving expected standard or above in reading, writing and maths	N/A	N/A	N/A	79%	77%	75%
% making expected standard in reading	N/A	N/A	N/A	85%	88%	82%
% making expected standard in writing	N/A	N/A	N/A	85%	85%	79%
% making expected standard in maths	N/A	N/A	N/A	82%	85%	82%

END OF KS2						
	Pupils eligible for pupil premium	Pupils not eligible for pupil premium		Data from previous years		
		School average	National average	2016-17	2017-18	2018-19
% achieving expected standard or above in reading, writing and maths	76%	80%	N/A	86%	79%	81%
% making expected standard in reading	79%	83%	N/A	96%	88%	88%
% making expected standard in writing	79%	83%	N/A	86%	79%	92%
% making expected standard in maths	83%	89%	N/A	89%	88%	92%

OTHER DATA		
	Strengths	Weaknesses
Attendance data	<ul style="list-style-type: none"> <li>PPG children same attendance average as Non-PPG children</li> </ul>	<ul style="list-style-type: none"> <li>87.5% of persistent absentees from Spring Term data were PPG children</li> </ul>
Behaviour data	<ul style="list-style-type: none"> <li>No significant difference between number of exclusions for PPG/Non-PPG children</li> </ul>	<ul style="list-style-type: none"> <li>Last year, 56% of morning detentions were served by PPG children, hinting at some engagement or organisational issues amongst the cohort</li> </ul>
Safeguarding referrals	<ul style="list-style-type: none"> <li>Only four Multi-Agency Safeguarding Hub referrals over last academic year (six total)</li> </ul>	<ul style="list-style-type: none"> <li>Over three-quarters (76%) of safeguarding incidents recorded last year involved PPG children</li> </ul>

## LONG-TERM PLAN (3-YEAR TIMESCALE):

### **PRORITY 1: Diminish the difference between Pupil Premium and non-Pupil Premium attainment across the school**

Rationale: While the academy continues to deliver outstanding outcomes at the end of KS2 for our Pupil Premium children, with this group regularly outperforming other Pupil Premium pupils nationally, some gaps in attainment persist in different areas of the school. Internal summative assessment data allows us to identify and analyse differences in attainment across all year groups. This priority addresses the current disparities between the attainment of Pupil Premium and non-Pupil Premium children and seeks to remedy these issues as they emerge over the next three years.

*Links to other priorities: The school is committed to helping all its pupils overcome the learning lost by two lengthy school closures over the last year. School leaders and teacher will use data to prioritise pupils for catch-up intervention.*

### **PRORITY 2: Provide opportunities across the curriculum to improve the personal capital of Pupil Premium children**

Rationale: We understand that children from the community we serve may not have the chance to develop the range of social, sporting and artistic experiences and skills other children might. We must ensure we contribute to the removal of any societal barriers our children might have to these opportunities.

*Links to other priorities: Pupil mental health and wellbeing is a significant focus for the school as we reopen after closure. Many children have been confined to their homes for the best part of a year and this has had an impact on their social skills as well as their academic progress. The communication and language deficit which many of our children display upon entry in Early Years has been exacerbated by extended periods of school closure.*

### **PRORITY 3: Support families of Pupil Premium children by facilitating a range of adult education opportunities aimed at supporting pupils at home**

Rationale: With school closures adding to the already significant proportion of a child's life which is spent at home, we realise the importance of the school's pedagogical approach being continued after the school day has finished. Our community would welcome the chance to further support their child at home, and the school wishes to provide a varied and effective adult learning offer, aligned to the school's approach and in collaboration with the Southwark Adult Learning Service, which targets those families most in need.

*Links to other priorities: The academy's most recent Ofsted report identified collaboration with parents as the one area for development and the expansion of our adult education offer will go some way to addressing this priority.*

**PRIORITY 1: Diminish the difference between Pupil Premium and non-Pupil Premium attainment across the school**

Member of staff responsible: Head of School, SLT

Objectives	Success criteria	Actions to be taken	By whom	By when	Resources needed	Progress indicators
1. Provide intensive support for PPG children upon entry into Reception through early identification of need	Difference between pupil groups achieving GLD is diminished over time. Each year the gap is <5%; Targeted intervention addresses early disparities in speech and language	Work with PPG families from an early stage, with parent consultation, workshops, and home support in place; Summer-born workshops and support plans in place	EYFS lead, EYFS staff, Inclusion lead	Reviewed during pupil progress meetings three times per year	Facilities to run workshops Collaboration with external agencies (autism outreach, speech and language, etc.)	GLD percentages show negligible differences in attainment between PPG and non-PPG children (<5%)
2. Develop the excellence of teaching and learning to ensure that 100% of children are on target to meet or exceed national KS2 expectations	Three teacher-model enables class sizes of 20 each morning to ensure provision is tailored to pupils' needs; Daily interventions are run by lead teacher in each year group with aim to keep all children on-track	Timetabling maximises learning opportunity and facilitates rigorous intervention cycle	SLT, Teaching staff	Staffing structure model is in place; Termly pupil progress meetings include review of intervention offer backed up by assessment data	Extra teacher employed in each year group each year	End of KS2 assessment data shows negligible differences in attainment between PPG and non-PPG children (<3%)
3. Provide targeted and specialist provision to those PPG children with SEND	Graduated Response model helps teachers identify those children who require further support; SEND children make good progress	SEND referral system in place; Staff trained adequately to support the children in their care; Whole-school provision map in place	Inclusion lead, Inclusion team	Reviewed termly during pupil progress meetings, and discussions led by Inclusion lead	1:1 support staff employed according to need across school; Whole-staff Graduated Response CPD	In-year tracking systems demonstrate negligible differences in attainment (<5%); SEND children making good amounts of progress and hitting >90% targets identified on IEPs and EHCPs

**PRIORITY 2: Provide opportunities across the curriculum to improve the personal capital of Pupil Premium children**

Member of staff responsible: Subject Leads

Objectives	Success criteria	Actions to be taken	By whom	By when	Resources needed	Progress indicators
1. Ensure PPG children have access to a variety of social, cultural and sporting activities available to non-PPG (Musical instruments, PGL, Sports Day, various educational visits linked to curriculum)	Subject leads use their curriculum to provide all children with opportunities to expand their personal capital; Attendance to these activities, events or trips in near 100%; Children make good progress in foundation subjects as a result	Re-designing of the foundation subjects' curricula; Monitoring to ensure coverage and pupil progress	SLT	By end of year 2, a whole school picture in place for enrichment opportunities, and attendance for these monitored	Curriculum budgets; Funding secured from charities to help school fund opportunities where needed, e.g. residential trips; Staff resourced to facilitate any off-site trips	Maintain strong attendance data with negligible difference between PPG and non-PPG children (<1%);
2. Do more to support the mental and physical wellbeing of PPG children	More PPG children partaking in additional weekly physical activity; Better identification of mental health issues in PPG children and targeted support in place to promote healthier state of mind	Employ a full-time health mentor; Assess children's wellbeing through survey; Plan response through combination of in-class, 1-1 and small group support	Head of School, Health Mentor	Health Mentor in place by end of Autumn 1; Baseline assessments completed at end of Autumn 2; Data updated and reviewed termly thereafter	Health Mentor funding; Wellbeing Compass diagnostic tool	Maintain strong attendance data with negligible difference between PPG and non-PPG children (<1%); Fewer detentions and exclusions, and these numbers in-line with non-PPG children

**PRIORITY 3: Support families of Pupil Premium children by facilitating a range of adult education opportunities aimed at supporting pupils at home**

Member of staff responsible: Head of School

Objectives	Success criteria	Actions to be taken	By whom	By when	Resources needed	Progress indicators
1. Expand the school's adult learning offer through collaboration with Southwark Family Services	Angel Oak runs a wide range of tutorials and workshops for the school community; These sessions are popular, well-attended, and have a tangible impact in the attainment and progress of PPG children	Gauge community interest in various areas of learning; Run taster sessions held at Angel Oak; Timetable sessions to ensure sessions offered feed into academy improvement priorities	HoS	By end of Autumn 2021, sessions are running on school site	School hall and furniture; Car park; Additional staff support where needed	Attendance data shows most sessions are well attended; Parent survey data shows that parents are content with adult learning offer
2. Begin work on an Angel Oak family curriculum aimed at addressing academic needs of PPG children	The adult education offer better reflects the priorities of the school; Staff help to design an adult curriculum which equips parents with tools to help children progress at home	Review internal assessment data; Identify groups for targeted support at home; Invite parents	HoS, SLT	By end of Autumn 2022, some on-site adult learning sessions are written and delivered by Angel Oak staff	School hall and furniture; Car park;	Attendance data shows most sessions are well attended; Parent survey data shows that parents are content with adult learning offer