



1. Summary information					
School	Iceni Academy				
Academic Year	2019-2020	Total PP budget	£106,300.	Date of most recent PP Review	Autumn 2019
Total number of pupils	212	Number of pupils eligible for PP	80 FSM 44 Army 47 Ever 6	Date for next internal review of this strategy	Spring 2020

2.	3. Attainment and Progress			
KS2 Results 2018 (achieving expected) There were 23 pupils who were Pupil Premium Academic Year 2018-2019	<i>Schools data all pupils</i>	<i>Pupils eligible for PP (your school)</i>	<i>National All Pupils (including PP)</i>	<i>National disadvantaged- The National comparator for this is the national average for non-disadvantaged children.</i>
% Achieving in reading, writing and maths % Achieving above expected in reading, writing and maths	84% 12% +30%	85% 0	64% 10%	70% 12%
% Achieving expected in reading % Achieving above expected in reading Progress measure	88% 28% +23%	90% 25%	75% 28%	80% 33% 0.3%
% Achieving expected in writing % Achieving above expected in writing Progress measure	88% 22% +16%	90% 15%	78% 20%	83% 24% 0.2%
% Achieving expected in maths % Achieving above expected in maths Progress measure	94% 34% +21%	95% 30%	76% 24%	81% 28% 0.3%

4. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers		
A.	Children's ability to use and apply maths, reading and writing skills	
B.	Social, Emotional and Mental Health of pupils, including behaviour	
C.	Additional barrier of SEND for a significant number of the PPG cohort	
External barriers		
D.	Attendance and punctuality. There are specific children who are Persistent Absentees.	
E.	Emotional well-being and mental health- external factors from home which can impact schooling. (Parental support and engagement) LAC PLAC Military Young Carers	
5. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Accelerate progress so that Pupil Premium children achieve higher rates of both attainment and progress in reading, writing and maths so that achievement is in line with non-PPG.	Pupils eligible for Pupil Premium make rapid progress by the end of the year so that they meet at least age related expectations in comparison to all other pupils nationally and those with the same starting points.
B.	The social and emotional needs of pupils eligible for Pupil Premium pupils are identified and supported in a timely manner, through a package of support from relevant members of staff; SENCo, Pastoral Care in school and behaviour Team, also where appropriate through external agencies also. Pupils will develop a more positive attitude to learning, to be more resilient and motivated learners.	Pupils eligible for Pupil Premium are observed to have improved concentration, motivation and resilience, thus resulting in rapid progress by the end of the year and meeting at least age related expectations
C.	Wave 3 interventions as well as Quality First Teaching.	The gap between SEN and non SEN for those pupils who are also PPG to close.
D.	Pupils will be attending school regularly and will be punctual. There will be an increase in attendance rates for pupils who are Pupil Premium. Attendance will be tracked regularly and the MATS attendance policy triggered.	Reduce the number of persistent absentees among pupils eligible for Pupil Premium. Overall Pupil Premium attendance improves and is above the national average for this group.
E.	Engaging Parents in appropriate pastoral care support and behaviour programmes for specific pupils is beneficial to improving pupils overall well-being at both home and school. There is a consistency of approach used to engage pupils that might be otherwise disengaged learners. An increased partnership between home and school. Families receive earlier intervention and can be signposted to other agencies where necessary.	Pupils and Parents will feel positive about working with the school which will improve pupils overall well-being and can result in fewer incidents where pupils behave inappropriately/ or are upset at school. Better home/school engagement and working relationships.

6. Planned expenditure

Academic year **2019-2020**

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well and when will it be reviewed?	Staff lead	When will you review implementation and cost.
To increase the number of pupils who can tell the time	Each classroom to have a one large and a small set of teaching clocks to be used regularly.	The Education Endowment Foundation shows that by accommodating different learning styles, learning can be increased by up to 2 months.	Lesson observations. Sharing the priority clearly across the school. Sharing impact stories.	SLT Maths Subject Lead.	Cost of materials: £200 Cold task – telling the time – all pupils 3 X year End Autumn End Spring End Summer Revisit same task to see improvements,
To increase the number of PPG pupils achieving expected and greater depth across the school in core subjects so that this is in line with performance of non-PPG pupils.	First quality teaching through Teachers input. Use of feedback policy to accelerate learning. Quality support from Learning Support Assistants . Daily interventions for targeted children. Maths The purchase of specific resources and review teaching approaches to Maths. Greater use of White Rose maths, IPAD apps etc. Use of visual models in	There is a substantial number of reviews and meta-analyses of the effects of feedback. These show that feedback can improve learning by up to 8 months. Education Endowment Foundation Research which focuses on teaching assistants who provide one to one or small group support shows a stronger positive benefit of between 3-5 additional months on average. Manipulatives had a positive effect on learning (Research taken from a recent meta-analysis- Carbonneau, K.J., Marley, S.C. & Selig, J.P. 2013) and VAK learning style increasing pupil progress by 3 Months EEF.	Lesson observations Drop ins Training Feedback Pupil Perceptions Half termly data analyses Implementation of the Key Learning Model Dedicated time for Head of School Monitoring- 1 hr per week. Staff training Lesson observations Training Feedback Pupil Perceptions Half termly data analyses	SLT Subject Leads for Maths and English Class Teachers	Half termly reviews 30 mins per week with PPG pupils marking and conferencing. £5388 LSA support 1 hour per week dedicated to PPG pupils £4277 as additional support. HT monitoring £2017 Cost of materials From the allocated resources budget: £2077

	<p>Maths - Singapore Maths, Part, Part, Whole Model etc. Purchase of visual and practical, manipulative resources.</p> <p>Reading Reading strategies and approaches (reciprocal reading, silent sustained reading, comprehension). Audit and purchase of new reading materials. Purchase of Renaissance Reading- Accelerated Reader.</p>	<p>Maths is taught in a way to build upon concepts- Mastery learning. Mastery Learning increasing pupil progress by +8 months EEF.</p> <p>Whole School training on reading through the MAT. Purchase of Renaissance Reading (Accelerated Reader). The Education Endowment Fund findings indicate on average, reading comprehension approaches deliver an additional six months' progress. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.</p> <p>Comparative findings indicate that, on average, reading comprehension approaches appear to be more effective than <u>Phonics</u> or <u>Oral language</u> approaches for upper primary and secondary pupils, for both short-term and long-term impact. For pupils who are struggling a co-ordinated approach will be used – a combination of phonics, language skills.</p>	<p>Monitor teaching of reading through lessons. Ensure reading is scheduled and timetabled. Reward system linked to Renaissance Reading to ensure there is an encouraged incentive to read and motivation. Celebration of reading achievements to raise the profile. Texts chosen carefully in English.</p>		<p>Cost of materials From the allocated resources budget: £2077</p>
<p>To improve Social, Emotional and Mental Health including behaviour.</p>	<p>A school Behaviour Lead to monitor and track behaviour of pupils carefully.</p>	<p>The Education Endowment Fund shows that this can help improve pupil progress by +3 months. The approach can be divided into 3 areas.</p>	<p>SLT run a lunchtime room to support with social skills and issues with behaviour. Record keeping- behaviour records</p>	<p>Dedicated SLT member responsible for Behaviour.</p>	<p>Behaviour Lead 40% £11286</p> <p>FLO 40% £10507</p>

	A Family Support Worker who works with pupils on an individual and group basis providing support.	<ol style="list-style-type: none"> Approaches to developing a positive school ethos or improving discipline across the whole school which also aim to support greater engagement in learning; universal programmes which seek to improve behaviour and generally take place in the classroom; and more specialised programmes which are targeted at students with specific behavioural issues. 	<p>Implementation of behaviour plans.</p> <p>Monitor and evaluate the exit reports Pupil Perceptions Half termly data analyses. Identification and tracking of pupils who are on PPG and receive support from the FSW.</p>		
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?
To support and improve social, emotional well-being and mental health of military pupils.	Military Lead	Well trained staff effectively support the emotional needs of individual pupils. This valuable provision needs to continue as pupils change year groups so that new skills or coping strategies learnt can be further developed. Also, new skills can be developed in relation to a range of social settings. Daily	Daily monitoring by the SLT will ensure that: Staff are deployed effectively Timely intervention is provided Behaviour records are up to date. Appropriate action is taken immediately to ensure positive outcomes.	Military Lead	Military Lead salary £28764.10
To improve attendance rates for disadvantaged children.	FLO/Attendance Lead Reward system and incentives	To liaise and offer support for families where pupils have poor rates of attendance. To also signpost to relevant agencies that can support and help to promote regular attendance at school. Ensure that there are rapid response systems that are in place to address poor attendance.	Weekly monitoring will aim to: <ul style="list-style-type: none"> Improve attendance for identified pupils Consider alternative ways of promoting the importance of good attendance	Attendance Lead	Monitor attendance weekly 40% of attendance lead see above (FLO)

<p>High quality teaching that provides support for PPG children in lessons and through targeted interventions</p>	<p>Dedicated time for Group Extra Tuition with a qualified teacher after school. The Head of School also leads a targeted group.</p>	<p>Group interventions focus on overcoming gaps in learning in the core subjects Reading, writing or Maths to help Pupils make improved progress and to raise their standards of achievement.</p> <p>1:1 targeted intervention for pupils entitled to Pupil Premium funding to help them make improved progress and to raise their standards of achievement.</p> <p>Additional teaching and learning opportunities for pupils entitled to Pupil Premium funding provided through the Class Teachers, SENCo, trained LSA's and external agencies. Pupils receive high quality teaching from a range of members of staff.</p>	<p>Track interventions at Progress Meetings. Look at entrance and exit data to review impact. Look at progress pupils are making in the books.</p>	<p>SLT Subject Leads Class Teachers</p>	<p>2 x Senior Leaders (Assistant Heads) 3 x10 weeks of Extra Tuition.</p> <p>4 x Class Teachers 3 x10 weeks of Extra Tuition. £10777.47</p>
<p>To improve progress and attainment for pupils who are PPG and SEN</p>	<p>HLSA weekly monitoring and reporting to HoS</p> <p>S&L interventions</p> <p>Third hour to be used for conferencing, feedback and interventions for SEN/PPG pupils.</p>	<p>Group interventions focus on overcoming gaps in learning in the core subjects Reading, writing or Maths to help Pupils make improved progress and to raise their standards of achievement.</p> <p>1:1 targeted intervention for pupils entitled to Pupil Premium funding to help them make improved progress and to raise their standards of achievement.</p> <p>There is a substantial number of reviews and meta-analyses of the effects of feedback. These show that feedback can improve learning by up to 8 months. Education Endowment Foundation</p>	<p>Weekly monitoring by HLSA Weekly meetings between SENCo and HLSA and HLSA and HoS</p> <p>ESL and MSL to have target pupils from this group on their action plans.</p>	<p>PPG lead SENCo HLSA Class teachers ESL MSL</p>	<p>S&L specialist £934</p> <p>HLSA monitoring £1805.94</p>
Total budgeted cost					<p>Spent £106300</p>
iii) other approaches					

7. Review of expenditure

Previous Academic Year

Iceni Academy 2018-19

i. Quality of teaching for all

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 improve phonological awareness skills for PPG pupils in year 3.</p> <p>To improve spelling across all year groups.</p>	<p>Identify those year 3 pupils who did not pass the phonics screen test in year 1 and year 2.</p> <p>Implementation of a new phonics scheme Song of Sounds. Staff training Ensure that phonics is taught as interleaved learning.</p> <p>No nonsense spelling programme.</p>	<p>Due to additional factors affecting teaching and learning in year 3, it was not clear to see whether this approach was impactful or not.</p>	<p>To ensure rigorous monitoring of the teaching of this programme and the impact.</p>	<p>Cost of materials Song of Sounds scheme Staff Training From the allocated resources budget: £6188.00</p>
<p>To increase the number of PPG pupils achieving expected and greater depth across the school in core subjects so that this is in line with performance of non-PPG pupils.</p>	<p>First quality teaching through Teachers input. Use of feedback policy to accelerate learning.</p> <p>Quality support from Learning Support Assistants . Daily interventions for targeted children.</p> <p>Maths The purchase of specific resources and review teaching approaches to Maths. Greater use of White Rose maths, IPAD apps etc</p>	<p>PPG pupils achieved 25% ARE + reading 15% ARE + writing 30% ARE + maths</p> <p>No PPG pupils achieved ARE+ combined though.</p>	<p>Successful approach but this year to aim to achieve some ARE+ combined.</p>	<p>Half termly reviews 30 mins per week with PPG pupils marking and conferencing. £4600.14</p> <p>LSA support 1 hour per week dedicated to PPG pupils £5529.21 as additional support.</p> <p>HOS monitoring £1967.93</p> <p>Cost of materials From the allocated resources budget: £6188.00</p>

To improve Social, Emotional and Mental Health including behaviour.	A school Behaviour Lead to monitor and track behaviour of pupils carefully.	Behaviour incidents have reduced Sept2018-Sept 2019. Zones Regulation have been embedded across the School. Staff at the school have all received Attachment Aware training and achieved the AA accreditation.	Successful approach Continue with AA awareness and Zones of Regulation 2019-20. Revisit with any new staff.	£ 6571.63 -30 mins a week SLT run the lunchtime room with the FSW. £18675.06 24 hours per week dedicated to PPG pupils.

ii. 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
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<p>To improve attendance rates for disadvantaged children.</p>	<p>Family Support Worker Reward system and incentives</p>	<p>Attendance improved for disadvantaged pupils between 2018-2019, including persistent absentees.</p>	<p>Successful approach</p>	<p>£10507</p>
<p>High quality teaching that provides support for PPG children in lessons and through targeted interventions</p>	<p>Dedicated time for Group Extra Tuition with a qualified teacher after school. The Head of School also leads a targeted group.</p>	<p>See KS2 PPG outcomes below.</p>	<p>Successful approach</p>	<p>2 x Senior Leaders (Assistant Heads) 3 x10 weeks of Extra Tuition. £2497.50 2 x Class Teachers 3 x10 weeks of Extra Tuition. £2075.25</p>

<p>To improve progress and attainment for pupils who are PPG and SEN</p>	<p>HLSA weekly monitoring and reporting to HoS</p> <p>S&L interventions</p> <p>Third hour to be used for conferencing, feedback and interventions for SEN/PPG pupils.</p>	<p>See KS2 PPG outcomes below.</p>	<p>Successful approach</p>	<p>S&L therapist £640 HLSA salary £2021</p>
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8. Additional detail

2019 KS2 Outcomes

KS2 higher and lower performing pupil groups 2019

	Higher performing	Lower performing
Overall achievement pupil progress	First language not English (7) + Summer Term (19) + Joined in Y5 or Y6 (6) +	
KS2 reading achievement pupil progress	Joined in Y5 or Y6 (6) + FSM (8) + Summer Term (19) +	Higher attainers (8)
KS2 writing achievement pupil progress	First language not English (7) + Lower attainers (7) + Summer Term (19) +	
KS2 mathematics achievement pupil progress	First language not English (7) + Summer Term (19) + Not FSM (ever) (29) +	
KS2 grammar, punctuation & spelling achievement pupil progress	First language not English (7) + Summer Term (19) + Joined in Y5 or Y6 (6)	

ICENI ACADEMY KS2 SATs 2019

	Reading		Writing		Maths		Combined		GPS	
	No	%	No	%	No	%	No	%	No	%
All ARE	44	88	44	88	47	94	42	84	45	90
All ARE +	14	28	11	22	17	34	6	12	18	36
All below	6	12	6	12	3	6	8	16	5	10
PPG ARE	18	90	18	90	19	95	17	85	18	90
PPG ARE+	5	25	3	15	6	30	0	0	6	30
PPG below	2	10	2	10	1	5	3	15	2	10
SEN ARE	8	62	7	54	10	77	7	54	9	70
SEN ARE+	1	8	1	8	2	15	0	0	3	23
SEN below	5	38	6	46	3	23	5	46	4	30