



1. Summary information					
School	Iceni Academy				
Academic Year	2020-21	Total PP budget £123, 636		Date of most recent PP Review	Autumn 2020
Total number of pupils	197	Number of pupils eligible for PP	PPG - 97 FSM - 47 Army - 52	Date for next internal review of this strategy	Spring 2021

2.	3. Attainment and Progress			
KS2 Results 2020 Teacher assessment - Covid (achieving expected) There were 19 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% 20% +12	78% 0% +18	65% 10%	51% 5%
% Achieving expected in reading % Achieving above expected in reading Progress measure	91% 34% 3.72	89% 17% +17	73% 27%	62% 17%
% Achieving expected in writing % Achieving above expected in writing Progress measure	84% 27% +6	78% 22% +9	78% 20%	68% 11%
% Achieving expected in maths % Achieving above expected in maths Progress measure	93% 32% +13	89% 17% +19	79% 27%	67% 16%

4. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers		
A.	Poor phonological awareness skills, including spelling.	
B.	Children's ability to use and apply maths, reading and writing skills	
C.	Social, Emotional and Mental Health of pupils, including behaviour	
D.	Additional barrier of SEND for a significant number of the PPG cohort	
External barriers		
E.	Attendance and punctuality.	
F.	Emotional well-being and mental health- external factors from home which can impact schooling. (Parental support and engagement)	
5. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Pupils who are PPG will achieve as expected in phonics compared to non-PPG pupils.	PPG pupils at the end of Year 3 will perform as expected in phonics based on teacher assessments and internal data as well as the phonics screen check. Year 4 PPG pupils who have gaps phonics knowledge will be closed.
B.	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.
C.	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
D.	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.
E.	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. A1 – Whole school Autumn term 2019 = 94.58% Autumn term 2020 = 96.04% PPG Autumn term 2019 = 94.89 Autumn term 2020 = 95.51	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.

F.	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.
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6. Planned expenditure

Academic year **2018-2019**

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.
<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>Use of the Key Learning Model to address incorrect spelling in writing</p>	<p>Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches).</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>The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written.</p> <p>The teaching of phonics should be matched to children's current level of skill in terms of their phonemic awareness and their knowledge of letter sounds and patterns (graphemes).</p> <p>Daily teaching with opportunities to apply in writing lessons and other areas of the curriculum.</p> <p>Use of the third hour to check and correct spellings.</p> <p>Phonics to be reviewed at the end of A2, Sp2, Su2.</p>	<p>SLT SENCO ESL</p>	<p>Cost of materials Song of Sounds scheme Staff Training From the allocated resources budget: £1000.00</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 .</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>Research which focuses on teaching assistants who provide one to one or small group support shows a stronger positive</p>	<p>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.</p>	<p>SLT Subject Leads for Maths and English Class Teachers</p>	<p>Half termly reviews 30 mins per week with PPG pupils marking and conferencing. £4600.14</p> <p>LSA support 5 hour per week dedicated to</p>

	<p>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. Use of visual models in Maths - Singapore Maths, Part, Part, Whole Model etc. Purchase of visual and practical, manipulative resources.</p> <p>Purchase of TTRS resource for practising times tables recall.</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>benefit of between 3-5 additional months on average.</p> <p>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. 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>Staff training Lesson observations Training Feedback Pupil Perceptions Half termly data analyses</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>PPG pupils £27,646 as additional support.</p> <p>HOS monitoring £1967.93</p> <p>Cost of materials From the allocated resources budget: £4000.00</p> <p>Cost of materials From the allocated resources budget: £4000.00</p> <p>Cost of materials From the allocated resources budget: £4000.00</p>
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To improve Social, Emotional and Mental Health including behaviour.	<p>A school Behaviour Lead to monitor and track behaviour of pupils carefully.</p> <p>A Family Support Worker who works with pupils on an individual and group basis providing support.</p>	<p>The Education Endowment Fund shows that this can help improve pupil progress by +3 months.</p> <p>The approach can be divided into 3 areas.</p> <ol style="list-style-type: none"> 1. Approaches to developing a positive school ethos or improving discipline across the whole school which also aim to support greater engagement in learning; 2. universal programmes which seek to improve behaviour and generally take place in the classroom; and 3. more specialised programmes which are targeted at students with specific behavioural issues. 	<p>SLT run a lunchtime room to support with social skills and issues with behaviour.</p> <p>Record keeping- behaviour records Implementation of behaviour plans.</p> <p>Monitor and evaluate the exit reports Pupil Perceptions Half termly data analyses.</p> <p>Identification and tracking of pupils who are on PPG and receive support from the FSW.</p>	<p>Dedicated SLT member responsible for Behaviour.</p> <p>FSW (Family Support Worker)</p>	<p>£23,000</p> <p>£18675.06 24 hours per week dedicated to PPG pupils.</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.	Family Support Worker and Well-Being Mentor	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 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.	SLT Family Support Worker and Well-Being Mentor where appropriate also the SENCO	Half Termly

To improve attendance rates for disadvantaged children.	Family Support Worker 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	SLT Dedicated member of the Office Staff Family Support Worker and Well-Being Mentor where appropriate also the SENCO	Monitor attendance weekly
High quality teaching that provides support for PPG children in lessons and through targeted interventions	Dedicated time for Group Extra Tuition with a qualified teacher after school. The Head of School also leads a targeted group.	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. 1:1 targeted intervention for pupils entitled to Pupil Premium funding to help them make improved progress and to raise their standards of achievement. 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.	Track interventions at Progress Meetings. Look at entrance and exit data to review impact. Look at progress pupils are making in the books.	SLT Subject Leads Class Teachers	4 x Senior Leaders 3 x10 weeks of Extra Tuition. £4,995 4 x Class Teachers 3 x10 weeks of Extra Tuition. £4150
To improve progress and attainment for pupils who are PPG and SEN	HLSA weekly monitoring and reporting to HoS S&L interventions Third hour to be used for conferencing, feedback and interventions for SEN/PPG pupils.	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. 1:1 targeted intervention for pupils entitled to Pupil Premium funding to help them make improved progress and to raise their standards of achievement. 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	Weekly monitoring by HLSA Weekly meetings between SENCo and HLSA and HLSA and HoS ESL and MSL to have target pupils from this group on their action plans.	PPG lead SENCo HLSA Class teachers ESL MSL	S&L therapist £2000 HLSA salary £15000

	Total budgeted cost	Spent £
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7. Review of expenditure

Previous Academic Year	Iceni Academy 2019-20 NB Covid- lockdown interrupted impact of funding.
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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
To provide support to pupils in lessons and through targeted interventions.	Learning support Assistants Use of feedback policy to accelerate learning Daily interventions for targeted children	This had a positive impact on the 'all pupil' group but was less successful than the previous year in closing the gap between disadvantaged and non-disadvantaged pupils.	LSAs new to the school need to be fully trained. Pair up new LSAs with experienced LSAs see good and learn good practice.	£48,088 4 x support assistants £21,158.72 PPG
To improve the number of pupils achieving ARE/ARE+ across the school in core subjects.	Specific resources such as the White Rose maths planning. TTRS Purchase of visual and practical, manipulative resources.	The maths resources benefit all pupils. Using 'year 6 wisdom', each class has a giant number line a, child friendly clock for time telling and times table monster displays. TTRS data shows that times tables knowledge is increasing on a half termly basis across the school. Due to Covid 19, we were not able to reassess pupil progress from the time telling baseline.	Continue to use TTRS, especially for year 4 pupils - reporting year 2021. Repeat the time telling baseline across the school and monitor the progress.	£1965 £864.60 PPG

To improve language skills.	Renaissance Reading	Excellent resource to track pupil progress in reading. Identifies gaps that can target group guided sessions. See KS2 reading outcomes.	Successful approach For 2020, use reports for guided reading and to prompt conferencing.	£1965 £864.60 PPG
To provide children with strategies to maximise learning opportunities	Feedback training	Monitoring and tracking of key PPG pupils shows that the feedback is had a positive impact on PPG progress and attainment.	Successful approach For 2020-21, open up the conferencing so that it is more child led.	£514 £226.16 PPG

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 close the gap in attainment between disadvantaged and non-disadvantaged pupils.</p>	<p>After school tuition</p>	<p>Did not close the gap in KS2 outcomes as it did in 2019-20.</p>	<p>Was less impactful than previous year – possibly due to Covid and not finishing the year.</p> <p>SLT monitoring of tuition needed for 2020-21.</p>	<p>£5,273 £5,273 PPG</p>
<p>To encourage healthy lifestyles.</p>	<p>Free breakfast club and fruit for disadvantaged pupils</p>	<p>This has been actively promoted by the school and numbers of FSM attendance has increased. February 2018 Evaluation: 70% breakfast club is currently made up of PPG children (16% army and 54% FSM)</p>	<p>Successful approach</p>	<p>£100 £44 PPG</p>

iii. Other approaches				
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
To ensure disadvantaged children are attending school and are supported emotionally in school.	Pastoral / Attendance Lead To support all vulnerable children during the school day. To rigorously monitor attendance.	Improvements in attendance for PPG pupils from 2019-2020 when compared to 2018-19.	Successful approach	£26,951 £11,858.44 PPG
To coordinate links with external providers and the local community. Jointly lead lunchtime provision	Community Cohesion Lead	PPG pupils have expressed positive views about opportunities to help in the community (litter picking with students). Courteous behaviour of these pupils was appraised by members of the community. See homeless project : 	Successful approach	£21,268 £9357.92 PPG

