

As a result of the Coronavirus (COVID-19) all schools in England remained shut from March until their re-opening. National Primary assessments have been withdrawn and Teacher Assessments have been used to make judgements about end of year pupil attainment.

Pupil Premium Report – Review of 2019-2020

At Birley Primary Academy, we endeavour to fulfil the Pupil Premium Policy set out by the L.E.A.D Academy Trust by deploying the following Trust strategies to diminish the difference in attainment for pupils in receipt of the Pupil Premium funding.

- clear, responsive leadership
- having a whole-school ethos of attainment for all
- addressing behaviours for learning and conduct behaviours that prevent pupils from learning
- monitoring and addressing low attendance
- facilitating high quality teaching for all through continued professional development of staff.
- meeting individual learning needs including those pupils who are the most-able and seemingly need no support
- deploying staff effectively, both teaching and support staff
- using pupil progress data to inform the planning of interventions and provision.

Each Academy reviews the barriers and outcomes for the pupils in receipt of Pupil Premium to understand the strategies that they to use to raise attainment. Each Academy explains their rationale for choosing the strategies and provides a cost breakdown. If you wish this statement to be explained, then please ask to speak with Pupil Premium Leader via the main office. If you wish to find out more about the DfE policy for Pupil Premium then follow this link: <https://www.gov.uk/guidance/pupil-premium-information-for-schools-and-alternative-provision-settings>

1. Summary information 2019-20					
Academy	Birley Primary Academy				
Pupil Premium Leader	Darren Ward				
Academic Year	2019-20	Total PP budget	£168,540	Date of most recent PP Review	September 2019
Total number of pupils	614	Number of pupils eligible for PP	128	Date for next internal review of this strategy	September 2020

Pupil Premium Report Academic Year 2019-20 - End of Summer Term

Review of impact of Quality First Teaching and Interventions

Year Group	Numbers of Pupils eligible for Pupil Premium/ percentage	Cost of initiatives/ projects	Achievement Review and Evaluation of Impact	Next Steps
R	13/73 6 boys 7 girls 18% of cohort		<p>Early Years Foundation Stage children are expected to reach a Good Level of Development by the end of the academic year. However, children finishing Reception this year were not assessed against the early learning goals due to the Covid-19 outbreak.</p> <p>Based on Teacher Assessments for July 2020, the large majority of children eligible for Pupil Premium have made good progress in Reading (9/13; 69%), Writing (10/13; 77%) and Number (10/13; 77%). Although progress in all subjects was not as strong when compared against others (Reading – 48/59; Writing 49/59; Maths 50/59), this comparison has been affected by 2 pupil premium children joining the cohort at the beginning of the spring term. In regards to all core subjects, progress in Reading isn't as strong as Writing and Maths for both pupil premium children and others and this becomes a priority for Y1.</p> <p>Attendance: Pupil Premium – 91.1% Non-PP – 93.8% Persistent Absence: Pupil Premium – 38.5% Non-PP – 16.7%</p>	<ul style="list-style-type: none"> Reading is the area where children made the least progress. Barriers to learning in school related to children entering FS2 at a lower starting point in regards to phonics with children having a secure understanding of graphemes but unable to segment/blend. Look at research on the EEF to develop early literacy approaches.

		<p>TA - 3 hours weekly: £1,500</p> <p>CPD and Supply: £375</p> <p>Action Research Project and Supply: £1,000</p> <p>CPD and Supply: £275</p> <p>CPD and Supply: £1000</p>	<p><u>1:1 Reading:</u> Children eligible for pupil premium funding will be read regularly with their class' assigned extra adult/s. IMPACT: This intervention has proven to be extremely beneficial as the large majority of pupil premium children (9/13), who have been accessing the provision, have made good progress over the course of the 2020-21 academic year with this intervention contributing towards 46% of children making accelerated progress (6/13).</p> <p><u>Boys' Writing in EYFS</u> Exploring a range of indoor/outdoor strategies aimed at developing boys' fine motor skills. IMPACT: This CPD was attended and - as a result of this – strategies were beginning to be implemented in the EYFS settings aimed at developing boys' fine motor skills. The very large majority of boys have made strong progress (5/6) in writing during the course of the academic year with the one child being a late addition to the year group during the spring term.</p> <p><u>Brilliant Boys Action Research</u> Our setting will participate in an action research group exploring the gender gap and how we can diminish this by adapting provision so that it is aimed at the strengths of boys. IMPACT: This action research project began during the 2019-2020 academic year but was postponed due to the outbreak of Covid-19.</p> <p><u>Helicopter Stories:</u> CPD for inspiring progress in key areas – C&L, PSED and early compositional skills in Writing. IMPACT: This CPD was attended and contributed to strong progress for the large majority of PP children in all areas of Communication and Language (Listening and Attention - 12/13; Understanding 11/13; Speaking 13/13), PSED (all pupil premium children making strong progress in every area – Self Confidence and Self Awareness, Making Relationships and Managing Feelings and Behaviour) and in Writing where the large majority of pupils (10/13) made strong progress.</p> <p><u>Mathematics Mastery in the Early Years</u> CPD aimed at developing the mastery approach to teaching in the Early Years' setting. IMPACT: EYFS leader participated in CPD and then delivered training to the EYFS team about the teaching to mastery curriculum for Maths. The implementation of this new approach to teaching aspects of the EYFS maths curriculum was viewed to be having a positive impact. At the end of</p>	<ul style="list-style-type: none"> • Explore strategies for improving attendance of Pupil Premium pupils.
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		<p>Boromi Subscription: £1,000</p>	<p>the Spring term, the large majority of children were making strong progress in the subject (10/13).</p> <p><u>Boromi</u> Continue to provide Boromi activities to parents of children eligible for pupil premium funding as part of their home learning. Impact: Boromi continued to be a success for this academic year. The number of Boromi bags taken home and enjoyed by parents during the Autumn and Spring term was 40% higher when compared to the previous academic year. Children acknowledge an enjoyment of the Boromi tasks and these also proved successful in the classroom for small group activities targeting specific areas of the EYFS curriculum.</p>	
1	<p>15/72</p> <p>5 boys 10 girls</p> <p>21% of cohort</p>		<p>In Year 1, pupils are assessed in Reading, Writing, Grammar, Punctuation and Spelling and in Mathematics. Pupils are expected to meet the expected age related standard (ARE) and for some pupils they will show that they are working at greater depth (GD). These are teacher assessments. Year 1 pupils are expected to pass a national phonics screening check. This a short assessment which checks if your child knows the first sounds and blends of sounds.</p> <p>Although there has not been a Phonic Screening Check in 2020, regular phonics screenings completed half termly allowed for us to track progress of our pupil premium children. Pleasingly, before school closure in March, 60% of pupil premium children (9/15) were already passing the screening and 80% of children were assessed as 'on track' to passing (12/15). This would have been the third successive academic year where the percentage of pupil premium children passing the screening would have risen, diminishing the gap between pupil premium and non-pupil premium to 11%.</p> <p>Based on Teacher Assessments for July 2020, the large majority of children eligible for Pupil Premium have made good progress in Reading (12/15; 80%), Writing (12/15; 80%) and Maths (13/15; 87%). Although progress in all subjects was not as strong when compared against others (Reading – 52/57; Writing 53/57; Maths 54/57), the differential is only equivalent to one child in all subjects. However, it is also worth noting that 2 children, who haven't made strong progress across the academic year, have attendance as an area in need of significant improvement. In regards to all core subjects, attainment in Reading and Writing is below non-pupil premium children and in line with non-pupil premium children in Maths at ARE. The attainment at Greater Depth is above that of others in Reading and just below in Writing and Maths with the differential being equivalent to one child.</p>	<p>Reading and Writing are both subject areas where there is a significant difference (equivalent to 2+ children) between pupil premium and non-pupil premium children in regards to attainment of age-related expectations.</p> <p>Explore strategies within the EEF regarding Reading Comprehension Strategies, Phonics and any strategies proven to have an impact on Writing.</p> <p>Explore strategies for improving attendance of Pupil Premium pupils.</p>

		<p>Lunchtime Supervisors: 8 hours weekly: £1,500</p> <p>TA for Interventions: 5 Hours Weekly £2,180</p> <p>On Track Resources and TA – 2.5hrs weekly £1, 440</p> <p>TA for Interventions: 5 Hours Weekly</p>	<p>Attendance: Pupil Premium – 92.7% Non-PP – 96%</p> <p>Persistent Absence: Pupil Premium – 19% Non-PP – 5.4%</p> <p><u>Evaluation of the Strategy</u></p> <p>Overall, the strategies evaluated below have had an overall positive effect on pupils eligible for the pupil premium funding. Attainment from Early Years Foundation Stage has been bettered in Reading and Mathematics with children making accelerated progress to now achieve the Greater Depth standard. However, the percentage of children attaining ARE in Reading and Writing has decreased (equivalent of 1 child) for pupils eligible for the funding, which is the same child who has had irregular attendance due to medical needs.</p> <p><u>1:1 Reading – Better Words</u></p> <p>Intervention ran by the lunchtime supervisors which focuses on reading – key words, sentences etc.</p> <p>IMPACT – 10 children were targeted for the better words intervention and this intervention had great success. Out of the 10 children within the intervention, 8 regularly attended the intervention group and 7 of these pupils made strong progress with some making accelerated progress over the course of the academic year.</p> <p><u>Overcoming Barriers to Maths</u></p> <p>Intervention ran by trained TA.</p> <p>IMPACT – In the group of children who accessed the intervention through the academic year, all 7 out of 8 pupil premium children made strong progress – with one child making accelerated progress - ensuring attainment has been maintained in the transition from Early Years Curriculum to the National Curriculum.</p> <p><u>On Track English:</u></p> <p>TA intervention aimed at accelerating progress of lower attaining pupils in Writing and GPVS.</p> <p>IMPACT – Intervention resources bought and shared with staff. Implementation of the intervention was in its early phases before the COVID-19 school closure. Reports of children enjoying the tasks and how it provides strong resources for TAs to use in delivery of intervention. This will start as soon as it possibly can from September where we will be able to monitor over the course of the autumn term.</p> <p><u>Phonics Intervention:</u></p> <p>Phase 4 and Phase 5</p> <p>IMPACT – In preparation for the Phonics Screening, throughout the academic year, pupil premium children were being targeted to secure their understanding of phonic phases 4 and 5. Pleasingly, we had 80% of pupil premium children on track to pass the phonics screening check which surpassed our target of 73%.</p>	
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		<p>£2,180</p> <p>Class Teacher – 1 Term £7,500</p>	<p>Additional Class Teacher: In the final term of the academic year, an additional class teacher will support disadvantaged children within the year group to diminish the attainment gap and to support identified pupils who need extra support to make expected progress against the Y1 curriculum. IMPACT: Unfortunately, due to the COVID-19 pandemic, the school closure meant that the additional adult was unable to have the desired impact by targeting the disadvantaged children within this cohort. The class teacher was deployed within school to work with key worker children, which evidently gave more to actual class teachers to set and monitor home learning of disadvantaged.</p>	
2	<p>20/85</p> <p>17 boys 3 girls</p> <p>24% of cohort</p>	<p>In Year 2, pupils are usually assessed in Reading, Writing and Mathematics and these results are submitted nationally and compared. These are known as Key Stage 1 assessments. We also test in Grammar, Punctuation and Spelling. These tests provide a starting point to measure progress for the pupils as they move through the school. These are the Teacher Assessments for July 2020 – however, it is advised that people are mindful of school closure due to COVID-19 from March 2020.</p> <p>Reading: Age-Related Expectations – 66% (55/85); Greater Depth – 25% (21/85) Writing: Age-Related Expectations – 66% (55/85); Greater Depth – 20% (17/85) GPVS: Age-Related Expectations – 63% (53/85); Greater Depth – 20% (17/85) Maths: Age-Related Expectations – 68% (57/85); Greater Depth – 20% (17/85) Combined: Age-Related Expectations – 60% (50/85); Greater Depth – 15% (13/85)</p> <p>Based on teacher assessments for July 2020, an at a glance data analysis of pupils eligible for Pupil Premium would show that the progress of this group of children is significantly behind the progress made by others in all subjects (Reading – 7/20; Writing 10/20; Maths 11/20). However, these progress figures are affected by a high number of pupil premium children, whose progress have been affected in different ways. 5 children in the cohort have significant SEND which significantly affects the amount of progress they can make. Further to this, there are a further 5 children that are experiencing extenuating home circumstances that has affected their readiness to learn, mental well-being and school attendance and overall, as a result of these circumstances, their progress. We are working with all families and outside agencies at either MAST or at social care level to ensure all families are receiving the support they need to improve their education. Taking these SEND children out as exceptions only, progress becomes close to being in line with that of others (Reading 48/64; Writing, 52/64; Maths 52/64); however, progress for the whole cohort is in need of improvement due to the high level of SEND across the cohort that is currently being investigated but this has been disrupted by the COVID-19 crisis. In regards to data. Again, due to</p>	<p>Immediately continue with SEND assessments to identify need so school can alter provision accordingly.</p> <p>Continue to target children to distinguish the gaps between pupil premium children and others within the cohort attaining age-related expectations and at Greater Depth.</p> <p>Explore strategies and interventions identified within the EEF proven to accelerate progress in all core curriculum subjects.</p> <p>Continue supporting our vulnerable families alongside outside agencies to ensure children are regularly attending school and ready for learning.</p> <p>Explore strategies for improving attendance of Pupil Premium pupils.</p>	

		<p>the circumstances outlined above, attainment of pupil premium children in this cohort is significant lower than others in all core curriculum subjects at age-related expectations and at greater depth.</p> <p>Attendance: Pupil Premium – 88.6% Non-PP - 96.5%</p> <p>Persistent Absence: Pupil Premium – 19% Non-PP – 5.4%</p> <p><u>Evaluation of the Strategy</u></p> <p>There have been some successful strategies used that have contributed to individual children making strong progress against their KS1 starting point in Reading, Writing and Maths. However, overall attainment and progress when compared to others in all subjects has a significant gap due to the high level of SEND and the mitigating circumstances found within the cohort.</p> <p><u>Coram Beanstalk</u></p> <p>Reading Volunteer reading twice a week with identified pupil premium children</p> <p>IMPACT – Our reading volunteer was initially recruited and trained in the autumn term before settling into the role and reading twice a week with 3 pupil premium children in the year group. Sessions were truly established by the Spring term but we were unable to assess the impact of the project over the course of the term due to school closure; however, children were enjoying the sessions, particularly having the opportunity to read to or to share a book with an adult regularly. In the latest assessment before closure, all children participating in the intervention were making strong progress in Y2 with one child making accelerated progress.</p> <p><u>Phonics Interventions:</u></p> <p>Phases 2-5</p> <p>IMPACT – Six pupil premium children were receiving early phonics intervention, with all of these children having significant SEND. Pleasingly, two children were able to progress to the stage of scoring on a phonics screening check, which wasn't the case at the end of the Y1 screening.</p> <p><u>Reading Intervention:</u></p> <p>Intervention ran by TAs.</p> <p>IMPACT – In the two groups of children who accessed the intervention through the academic year, 7 out of 12 pupil premium children made strong progress in the year group. A number of other factors, as outlined at the start, were contributing factors to the children who made insufficient progress, most notably the readiness to learn and irregular attendance.</p>	
	<p>Coram Beanstalk - 4 hours weekly: £880</p> <p>3x TA – 2.5 hours weekly: £3,560</p> <p>TA for Interventions: 5 Hours Weekly £2,180</p>		

		<p>Lexia 2 hours weekly £714</p> <p>On Track Resources and TA – 2.5hrs weekly £1, 440</p> <p>TA for Interventions - 5 Hours Weekly + 1st Class Training £3170</p> <p>Class Teacher: £15,600</p>	<p><u>Lexia</u> Lexia’s research-proven program provides personalised learning in the six areas of reading instruction IMPACT – Four pupil premium children were completing Lexia sessions 3x a week. For two children, progress in terms of the levels being completed was positive; however, the other two children didn’t make any progress against the levels. This could be a result of attendance issues and one child who was screened to be dyslexic just before closure. Once provision is altered accordingly for that child, progress may now follow.</p> <p><u>On Track English/Writing Intervention</u> TA intervention aimed at accelerating progress of lower attaining pupils in Writing and GPVS. IMPACT – Intervention resources bought and shared with staff. Implementation of the intervention was in its early phases before the COVID-19 school closure. Reports of children enjoying the tasks and how it provides strong resources for TAs to use in delivery of intervention. This will start as soon as it possibly can from September where we will be able to monitor over the course of the autumn term. Before the spring term, our writing intervention focusing on basic sentence structure and punctuation was the focus and contributed to 4/6 pupil premium children making strong progress.</p> <p><u>1st Class @ Number 1/Overcoming Barriers to Maths</u> Intervention ran by the TA. IMPACT – TA has been completing CPD in the autumn term to prepare for the intervention. This has all been completed and they were delivering this intervention after diagnostic assessments on the pupil premium children identified to complete the intervention. Sessions were taking place, enjoyed by the children and by the teaching assistants delivering. Unfortunately, we were unable to administer the PIMs assessment to monitor impact; however, this intervention, alongside the Overcoming Barriers intervention ran before this began ensured that 11 of the 15 pupil premium targeted within this made good progress from their starting point with the 4 children making insufficient progress all have irregular attendance. Now the training has been completed, this intervention can begin as soon as we possibly can from September and be monitored for its impact across the autumn term.</p> <p><u>Additional Class Teacher</u> Spring and Summer Term IMPACT: Unfortunately, due to the COVID-19 pandemic, the school closure meant that the additional adult was unable to have the desired impact by targeting the disadvantaged children within this cohort through both terms. During the spring term, the additional class teacher was able to support the class teachers to improve attainment across the cohort and to support pupil premium children to make expected progress across the year group; however, the impact on pupil premium children’s progress and attainment wasn’t as successful as hoped due to circumstances outlined earlier. In the final term, the class teacher was deployed</p>	
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		<p>TA Level 3: 10 hours per week £3,864</p>	<p>within school to work with key worker children, which evidently gave more to actual class teachers to set and monitor home learning of disadvantaged.</p> <p>TA Support: 1 TA will be supporting the PP children with high SEND across the day. IMPACT – A teaching assistant was employed to work with the children with high levels of need due to their SEND. Their role was to assist these pupils in making small steps progress at their level which they were able to achieve.</p>	
3	<p>19/79</p> <p>13 boys 6 girls</p> <p>24% of cohort</p>	<p>Coram Beanstalk - 4 hours weekly: £295</p>	<p>In Year 3 pupils are given teacher assessments and their progress is tracked from their Key Stage 1 assessments.</p> <p>Based on Teacher Assessments for July 2020, the large majority of pupils eligible for Pupil Premium have made good progress across all core curriculum subjects (Reading – 19/19; Writing – 17/19; Maths – 18/19) and this progress is in line with the progress made by others in the cohort (Reading – 57/59; Writing 58/59; Maths 58/59). Attainment for the pupil premium group in this year group is lower than the non-pupil premium group; however, gaps are beginning to diminish in Reading at ARE but continuing this and beginning to diminish gaps at ARE in Writing and Maths continue to remain a priority as well as at GD in all subjects.</p> <p>Attendance: Pupil Premium - 92.4% Non-PP – 95.8% Persistent Absence: Pupil Premium – 26.3% Non-PP – 5.1%</p> <p>Evaluation of the Strategy At the start of KS2, the pupil premium strategy has allowed the majority of pupils to make strong progress in all core curriculum subjects. Although gaps are beginning to diminish at age-related expectations when compared to others, diminishing gaps at age-related expectations in the other subjects continues to be the priority moving forwards.</p> <p>Coram Beanstalk Reading Volunteer reading twice a week with pupil premium children IMPACT – Our reading volunteer was initially recruited and trained in the autumn term before settling into the role and reading twice a week with 3 pupil premium children in the year group. Sessions were truly established by the Spring term but we were unable to assess the impact of the project over the course of the term due to school closure; however, children were enjoying the sessions, particularly having the opportunity to read to or to share a book with an adult regularly. In the latest assessment before closure,</p>	<p>Explore strategies within the EEF regarding interventions to accelerate the progress of pupils that are working towards age-related expectations in Writing and Maths.</p> <p>Explore strategies to improve provision for more able learners to improve the percentage of pupil premium children attaining Greater Depth.</p> <p>Explore strategies for improving attendance of Pupil Premium pupils.</p>

		<p>all children participating in the intervention were making strong progress in Y3 with one child making accelerated progress.</p> <p>Reading On Track: TA led intervention aimed at accelerating progress of lower attaining pupils in Reading. IMPACT – Intervention resources bought and shared with staff. Implementation of the intervention was in its early phases before the COVID-19 school closure with a group of 6 children, including 4 pupils eligible for pupil premium. Reports of children enjoying the reading materials and how it provides strong resources for TAs to use in delivery of intervention. In the latest assessment before closure, all children participating in the intervention were making strong or accelerated progress in Y3 and this contributed to the gap being diminished at ARE in the subject. This will continue as soon as it possibly can from September, where we will be able to monitor the intervention more closely over the course of the autumn term.</p> <p>Lexia Lexia’s research-proven program provides personalised learning in the six areas of reading instruction IMPACT - Identified pupil premium children completed Lexia sessions 3x a week. For these children, there was progress in terms of the levels increase on the computer program.</p> <p>Writing Intervention/On Track English: TA intervention aimed at accelerating progress of lower attaining pupils in Writing and GPVS. IMPACT – In the group of children who accessed the intervention through the academic year, 5 out of 6 pupil premium children made strong progress in the year group.</p> <p>SPAG.com Website that supports the GPVS learning in school. IMPACT – The use of SPAG.com was a fantastic resource/website used with the children during the course of the academic year. This supported 17/19 children to make strong progress in writing and GPVS during their time in Y3. Further to this, it also proved to be fantastic homework tool used by disadvantaged pupils throughout the school during the prolonged period where learning had to be undertaken at home.</p> <p>1st Class at Number 2 IMPACT – TA has been completing CPD in the autumn term to prepare for the intervention. This has all been completed and they were delivering this intervention after diagnostic assessments on the pupil premium children identified to complete the intervention. Sessions were taking place, enjoyed by the children and by the teaching assistants delivering. Unfortunately, we were unable to administer the PIMs assessment to monitor impact; however, targeted children were making good progress from their starting point in NFER maths assessments completed before school closure. Now the training has been completed, this</p>	
	<p>On Track Resources and TA – 2.5hrs weekly £1, 440</p>		
	<p>Lexia 2 hours weekly £714</p>		
	<p>On Track Resources and TA – 2.5hrs weekly £1, 440</p>		
	<p>SPAG.COM License £67.50</p>		
	<p>TA for Interventions: 5 Hours Weekly + 1st Class Training £3170</p>		

		<p>TA – 2.5 hours weekly: £1,190</p> <p>Times Tables Rockstars £21.75</p>	<p>intervention can begin as soon as we possibly can from September and be monitored for its impact across the autumn term.</p> <p><u>Overcoming Barriers to Mathematics</u> TA led impact intervention, which can either be pre learning or post learning. IMPACT: This is an impact intervention accessed by 12 pupil premium children at different points through the academic year and used whilst training for 1st Class at Number was taking place. They were targeted to revisit or prepare for learning in their lessons which they found or might find difficult to grasp. This supported all pupil premium children to make strong progress from their starting point but didn't accelerate progress.</p> <p><u>Times Tables Rockstars</u> An interactive online game session which focuses on developing and securing children's knowledge of times tables, with a particular focus on increasing speed. IMPACT: In preparation for the multiplication tables assessment in 2021, PP children have been improving their recall speed and familiarising themselves with the format of the assessment.</p>	
4	<p>24/80</p> <p>12 boys 12 girls</p> <p>30% of cohort</p>		<p>In Year 4, pupils are given teacher assessments and their progress is tracked from their Key Stage 1 assessments.</p> <p>Based on Teacher Assessments for July 2020, the large majority of pupils eligible for Pupil Premium have made good progress across all core curriculum subjects (Reading – 15/21; Writing – 15/21; Maths - 16/21). Although progress was not as strong as all other pupils when comparisons are made at a glance, it is important to note that we have four children with significant SEND that affects their progress and with these removed from data as exceptions, progress is either in line or above the progress made by others in the cohort (Reading – 49/56; Writing 47/56; Maths 49/56). Attainment for the pupil premium group in this year group is lower than the non-pupil premium group; however, again, with the SEND children removed as exceptions, attainment is in line with the non-pupil premium children in the cohort.</p> <p>Attendance: Pupil Premium – 92.4% Non-PP – 96.7% Persistent Absence: Pupil Premium – 36% Non-PP – 4%</p> <p><u>Evaluation of the Strategy</u> Across Key Stage Two, the pupil premium strategy has allowed the majority of pupils to make strong progress in all core curriculum subjects. Although gaps are beginning to diminish in regards</p>	<p>Explore strategies within the EEF regarding interventions to accelerate the progress of pupils that are working towards age-related expectations.</p> <p>Explore strategies for improving attendance of Pupil Premium pupils.</p>

		<p>On Track Resources and TA – 2.5hrs weekly £1, 440</p> <p>Lexia 2 hours weekly £714</p> <p>SPAG.COM License £67.50</p> <p>TA for Interventions - 5 Hours Weekly + 1st Class Training £3170</p>	<p>to the attainment of Greater Depth when compared to others, diminishing gaps at age-related expectations continues to be the priority moving forwards.</p> <p><u>Reading On Track:</u> TA led intervention aimed at accelerating progress of lower attaining pupils in Reading. IMPACT – Intervention resources bought and shared with staff. Implementation of the intervention was in its early phases before the COVID-19 school closure with a group of 6 children, including 4 pupils eligible for pupil premium. Reports of children enjoying the reading materials and how it provides strong resources for TAs to use in delivery of intervention. In the latest assessment before closure, all children participating in the intervention were making strong or accelerated progress in Y3 and this contributed to the gap being diminished at ARE in the subject. This will continue as soon as it possibly can from September, where we will be able to monitor the intervention more closely over the course of the autumn term.</p> <p><u>Lexia</u> Lexia’s research-proven program provides personalised learning in the six areas of reading instruction IMPACT - Identified pupil premium child completed Lexia sessions 3x a week. For this child, there was a substantial amount of progress made in terms of the levels increase on the computer program – where pitch of work moved from FS2 level to Y2.</p> <p><u>SPAG.com</u> Website that supports the GPVS learning in school. IMPACT – The use of SPAG.com was a fantastic resource/website used with the children during the course of the academic year. This supported 15/21 children to make strong progress in writing and GPVS during their time in Y4. Further to this, it also proved to be fantastic homework tool used by disadvantaged pupils throughout the school during the prolonged period where learning had to be undertaken at home.</p> <p><u>Overcoming Barriers to Mathematics/First Class at Number 2</u> TA led impact intervention IMPACT – TA has been completing CPD in the autumn term to prepare for the intervention. This has all been completed and they were delivering this intervention after diagnostic assessments on the pupil premium children identified to complete the intervention. Sessions were taking place, enjoyed by the children and by the teaching assistants delivering. Unfortunately, we were unable to administer the PIMs assessment to monitor impact; however, targeted children (8/8) were making good progress from their starting point in NFER maths assessments completed before school closure, which was a result of class teaching and access to intervention including Overcoming Barriers to Maths and First Class at Number 2. Now the training has been completed, First Class at Number can begin as soon as we possibly can from September and be monitored for its impact across the autumn term.</p>	
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		Times Tables Rockstars £21.75	<p>Times Tables Rockstars I-Pad/Website</p> <p>IMPACT: In preparation for the multiplication tables assessment in 2020, PP children have been improving their recall speed and familiarising themselves with the format of the assessment using this website. A large majority of children were making good progress towards the multiplication check; however, this did not take place during this academic year.</p>	
5	22/86 6 boys 16 girls 26% of cohort	Coram Beanstalk - 4 hours weekly; £880	<p>In Year 5, pupils are given teacher assessments and their progress is tracked from their Key Stage 1 assessments.</p> <p>Based on Teacher Assessments for July 2020, the large majority of pupils eligible for the Pupil Premium have made good progress against their entry point for KS2 in Reading (18/22) and Writing (18/22) and this is in line with the progress being made by others in school (Reading – 53/64; Writing 57/64). In Maths, progress was not as strong; however, this is a similar picture for other pupils as well. Attainment for the Pupil Premium group in this year group is lower than the non-Pupil Premium group across all subjects and diminishing these gaps continue to remain the priority heading into Year 6.</p> <p>Attendance: Pupil Premium – 92.6% Non-PP – 96.2% Persistent Absence: Pupil Premium – 22% Non-PP – 10%</p> <p>Evaluation of the Strategy In regards to progress and attainment in Reading and Writing, this has remained strong with the gaps not widening other than for a couple of exception children with extenuating circumstances. The aim is to diminish these gaps as much as we possibly can during the next academic year with the most important area in need of improvement being Maths. This is for pupil premium children and others, with progress of pupil premium girls, including the more able, being an area highlighted in need of improving.</p> <p>Coram Beanstalk Reading Volunteer reading twice a week with pupil premium children</p> <p>IMPACT – Our reading volunteer was initially recruited and trained in the autumn term before settling into the role and reading twice a week with 3 pupil premium children in the year group. Sessions were truly established by the Spring term but we were unable to assess the impact of the project over the course of the term due to school closure; however, children were enjoying the sessions, particularly having the opportunity to read to or to share a book with an adult regularly. In the latest assessment before closure, all children participating in the intervention were making strong progress in Y5.</p>	<p>Maintaining strong progress of girls eligible for pupil premium, particularly those attaining at Greater Depth in Maths at KS1, is an area that needs exploring across school.</p> <p>Explore strategies for improving attendance of Pupil Premium pupils.</p>

		<p>On Track Resources and TA – 2.5hrs weekly £1, 440</p> <p>Lexia 2 hours weekly £714</p> <p>SPAG.COM License £67.50</p> <p>TA – 2.5 hours weekly: £1,190</p> <p>Times Tables Rockstars £21.75</p>	<p><u>Reading On Track/1:1 Reading:</u> TA led intervention aimed at accelerating progress of lower attaining pupils in Reading. IMPACT – Intervention resources bought and shared with staff. Implementation of the intervention was in its early phases before the COVID-19 school closure with a group of 6 children, including 4 pupils eligible for pupil premium. Reports of children enjoying the reading materials and how it provides strong resources for TAs to use in delivery of intervention. In the latest assessment before closure, all children participating in the intervention were making strong or accelerated progress in Y3 and this contributed to the gap being diminished at ARE in the subject. This will continue as soon as it possibly can from September, where we will be able to monitor the intervention more closely over the course of the autumn term. Before the implementation of this intervention, time was being used to read 1:1 with pupil premium children to positive effects – with 5/6 targeted children making good progress.</p> <p><u>Lexia</u> Lexia’s research-proven program provides personalised learning in the six areas of reading instruction IMPACT - Identified pupil premium children completed Lexia sessions 3x a week. From these children, two children made progress in terms of the levels increase on the computer program – with one child making significant gains.</p> <p><u>SPAG.com</u> Website that supports the GPVS learning in school. IMPACT – The use of SPAG.com was a fantastic resource/website used with the children during the course of the academic year. This supported 18/22 children to make strong progress in writing and GPVS during their time in Y5. Further to this, it also proved to be fantastic homework tool used by disadvantaged pupils throughout the school during the prolonged period where learning had to be undertaken at home.</p> <p><u>Overcoming Barriers to Mathematics</u> TA led impact intervention IMPACT – In the group of children who accessed the intervention through the academic year, all 13 out of 16 pupil premium children made strong progress.</p> <p><u>Times Tables Rockstars</u> I-Pad/Website IMPACT: This resource has proved to be beneficial in securing times tables knowledge and further to this, it proved to be a well used resource during the school closure as a result of Covid-19.</p>	
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		Third Space Learning: £2,685	<p>Third Space Learning: Weekly 1:1 tutoring of Maths for 1 hour per child. IMPACT: 16 children were selected to receive 1:1 tuition in the final term of this academic year; however, the school were unable to run this with the cohort as they were at home due to school closure. Because of this, key worker children in school – from a wide variety of year groups including Y5 – accessed the 1:1 tutoring but we will be unable to monitor the impact of this until we assess all children on their return to school.</p>	
6	25/88 13 boys 12 girls 28% of cohort		<p>In Year 6, the pupils take tests that are externally marked in Reading and Mathematics, Grammar, Punctuation and Spelling. Writing remains a teacher assessment which is moderated, often by the Local Authority. These tests did not take place in 2020 due to the COVID-19 school closure; however, below are the teacher assessments for the whole cohort:</p> <p>Reading: Age-Related Expectations – 72% (69/88); Greater Depth – 26% (23/88) Writing: Age-Related Expectations – 76% (67/88); Greater Depth – 19% (17/88) GPVS: Age-Related Expectations – 76% (67/88); Greater Depth – 38% (33/88) Maths: Age-Related Expectations – 82% (72/88); Greater Depth – 18% (16/88) Combined: Age-Related Expectations – 66% (58/88); Greater Depth – 11% (10/88)</p> <p>Based on teacher assessments for July 2020, the large majority of pupils eligible for Pupil Premium have made strong progress in Reading (23/25; 92%), Writing (19/25; 76%) and Maths (21/25; 84%) from their end of KS1 starting point, which was broadly in line with the progress made by others in Reading (55/63) and Maths (54/63) but below in Writing (55/63). Attainment for the Pupil Premium group in this year group is lower than the non-Pupil Premium group by less than 10% in all core subjects (equivalent to two children). Although there is still work to ensure that attainment is in line with others, the school have diminished the gaps significantly when compared to progress and attainment of pupil premium children in the previous academic year.</p> <p>Attendance: Pupil Premium – 92.1% Non-PP: 96.7% Persistent Absence: Pupil Premium – 24% Non-PP – 5%</p> <p>Evaluation of the Strategy Across the course of KS2, pupil premium children have made strong progress when compared against their end of KS1 assessment level in Reading. This has resulted in the attainment gap being diminished by an equivalent of 1 child at age-related expectations and 3 children at greater depth. In writing, progress wasn't as strong for pupils eligible for pupil premium when compared against others with GPVS being an identified area in need of improvement. The school had begun implementing Active English with CPD being completed by staff and staff have begun planning</p>	<p>Progress in Writing is an area of concern with this cohort of children with grammar, punctuation, vocabulary and spelling being identified as the area holding our children back. The school have invested in the Active English approach to GPVS due to the success of the approach in other schools within the trust. Unfortunately, due to the COVID-19 pandemic, the school are unable to fully assess the impact it could have made on children's writing – despite an improvement on attainment in the GPVS assessments in practise SATs.</p> <p>Maintaining progress of pupil premium children attaining Greater Depth in Maths at KS1 is an area that needs exploring across school.</p> <p>Explore strategies within the EEF proven to have an impact on Writing.</p> <p>Explore strategies for improving attendance of Pupil Premium pupils.</p>

			<p>using this approach. Unfortunately, the COVID-19 school closure hasn't allowed for us to fully monitor the impact but this will continue next year. Finally, pupil premium children have made strong progress in mathematics; however, three children who hadn't maintained their level were 3 children who were all working at a greater depth level at KS1; however, unfortunately due to being persistently absent – have been unable to maintain that level through KS2.</p>	
		<p>TA – 2.5hrs weekly £1, 440</p>	<p><u>Reading Boosters - Comprehension:</u> Teacher/TA led intervention aimed at accelerating progress of lower attaining pupils in Reading. IMPACT: In the group of 8 targeted, 7 pupil premium children were able to ensure that their progress was either in line with or above their KS1 starting point.</p>	
		<p>Lexia 2 hours weekly £714</p>	<p><u>Lexia</u> Lexia's research-proven program provides personalised learning in the six areas of reading instruction IMPACT - Identified pupil premium children completed Lexia sessions 3x a week. From these children, two children made progress in terms of the levels increase on the computer program – with one child making significant gains.</p>	
		<p>TA – 2.5hrs weekly £1, 440</p>	<p><u>Writing Conferences</u> Teacher led intervention which will either focus on children being challenged further to ensure their writing meets the standard required for Greater Depth or is achieving age expected outcomes. IMPACT: Due to the writing conferences taking place, the large majority of children targeted (5/6) were on track to achieve their target.</p>	
		<p>SPAG.COM License £67.50</p>	<p><u>SPAG.com</u> Website that supports the GPVS learning in school. IMPACT – The use of SPAG.com was a fantastic resource/website used with the children during the course of the academic year. This supported pupil premium children to make strong progress in GPVS during their time in Y6 – assisting with an increase at ARE and GD from the previous academic year. Further to this, it also proved to be fantastic homework tool used by disadvantaged pupils throughout the school during the prolonged period where learning had to be undertaken at home.</p>	
		<p>TA – 2.5 hours weekly: £1,190</p>	<p><u>Mathematics Booster Group</u> During the Spring and Summer terms, children will be selected for additional support in mathematics to ensure all children in the MAT/HAT prior attainment group, including pupil premium children, are making strong progress from KS1. IMPACT: As this intervention was planned for later in the academic year, it did not have the desired effect as it couldn't run in its entirety due to the school closure. The 3 pupil premium children who were unable</p>	

		<p>TA – 2.5 hours weekly: £1,190</p> <p>Times Tables Rockstars £21.75</p> <p>Third Space Learning: £5,370</p>	<p>to make strong progress were predominantly from the HAT prior attainment group so this intervention needs to take place earlier next year.</p> <p><u>Overcoming Barriers to Mathematics</u> TA led impact intervention IMPACT – In the group of children who accessed the intervention through the academic year, 11 out of 12 pupil premium children made strong progress.</p> <p><u>Times Tables Rockstars</u> I-Pad/Website IMPACT: In preparation for the multiplication tables assessment in 2020, PP children have been improving their recall speed and familiarising themselves with the format of the assessment using this website.</p> <p><u>Third Space Learning:</u> Weekly 1:1 tutoring of Maths for 1 hour per child. IMPACT: 16 children were selected to receive 1:1 tuition in the final term of this academic year. In this group, all pupil premium children made strong progress so that their progress score was on track to achieve or better their predicted progress score. This has been a strong intervention for the previous two academic years and will continue to run next year.</p>	
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Review and evaluation of the impact of whole school strategies not already mentioned.

Strategy	Number of pupils	Cost	Impact	Next Steps/recommendations
<p><u>Raise Attendance</u></p> <p><u>Attendance Officer</u> Full time attendance officer employed to complete referrals, home visits etc. with identified children.</p> <p><u>Improving Incentives</u> Rewards and Initiatives for boosting attendance</p>	142	<p>Attendance Officer (Contribution towards salary): £10,000</p> <p>Funding for Rewards and Incentives for Pupil Premium Children £1,000</p>	<p>The overall attendance of Pupil Premium children at February Half Term was at 92.1% compared to the attendance of others, which is at 96.0%. This compares to the previous academic year at the same point, which were at 91.7% and 96.1% respectively. This shows some improvement on overall attendance for pupil premium children.</p> <p>Persistent Absence was at 29.7% compared to the Persistent Absence of others which is 8%.</p>	<p>Although the attendance officer has worked hard to improve overall attendance by 0.4% by February half term, this overall attendance is still an area in need of improvement. To improve this further, working alongside the families already in PA remains the priority.</p>

			<p>This compares to the previous academic year at the same point, which were at 27.8% and 8.2% respectively. This is still an area in need of improvement.</p>	
<p><u>Improve Teaching and Learning</u> <u>CPD for Staff</u></p> <ul style="list-style-type: none"> • Recipe for Good Teaching and Learning • Challenge for All: Assessment for Learning <p><u>Teaching and Learning Coaches</u> Time provided fortnightly for middle leaders to provide support in the planning of the curriculum and in using AfL to ensure challenge for all across the curriculum.</p>	142	<p>CPD Costings and T&L coaches cover £12,500</p>	<p>All of the strategies outlined to improve teaching and learning across the academy have resulted in 100% of teaching being adjudged as 'Good' with elements of teaching being adjudged as outstanding. The quality of teaching in school contributed to the school achieving a 'Good' judgement in an OfSTED inspection in November 2019.</p>	<p>At Birley Primary Academy, First Quality Teaching is always the number one priority. Moving forwards, the school will continue to secure the Good teaching that can be found across the academy and will begin CPD which explores outstanding teaching.</p>
<p><u>Improve attainment in GPVS</u></p> <p><u>Active English</u> CPD to begin a brand new whole school approach will be provided over two twilights to staff. This is with the overall aim of improving the attainment of ARE in GPVS for pupil premium children.</p>	142	<p>ActivEnglish £2,000</p>	<p>Unfortunately, due to the school closure in March, the school were unable to monitor the impact of Active English over a sustained period of time as the CPD introducing the approach was completed in December so the school began to implement this in the Spring term. In reference to early data - Y6 performance on Mock SATs - 70% of children were on track for ARE and 26% on track for GD at the end of Autumn 2. During assessments in Spring, this had increased to 78% at ARE and 33% at GD respectively, with the attainment gap between pupil premium and others diminishing both at ARE and GD. This gives us the confidence to continue with this approach during the next academic year.</p>	<p>The school will continue with the use of Active English from September 2020 and will monitor its impact across all cohorts.</p>
<p><u>Improve attainment in Reading at KS2</u></p> <p><u>Home-School Reading</u> The home-school reading system in place will be revamped with children a wider range of books available to PP children based on their interests.</p> <p><u>StoryTime Magazine Subscription</u></p>	92	<p>Storytime Magazine £2,400</p> <p>Reading CPD £450</p>	<p>A brand new 'Reading Olympics' home-school reading initiative was successfully being established in school, alongside fantastic challenges – including the 12 by 12 – that inspired children to read. KS2 teachers commented upon how they had observed an increase in the number of children, including those eligible for pupil premium, engaging in reading at home. Children were also enjoying</p>	<p>Continue with both approaches in the following academic year to monitor impact over the long term with all cohorts involved across KS2.</p>

<p>Every pupil premium children in KS2 will be given a free Storytime magazine aimed at improving the enjoyment of reading.</p> <p>Reading CPD</p> <ul style="list-style-type: none"> • Reading Comprehension Strategies: Strategies to use in the classroom to embed core reading skills to assist comprehension. 			<p>taking home a free Storytime Magazine every month that included a wide variety of story genres from different settings and cultures around the world. Although we were unable to complete a pupil survey as planned for the summer term, we believe this proved to be successful this year and contributed to an improvement in pupil premium children's attitude to reading.</p>	
<p><u>Provide pupil premium children with a curriculum that provides them with the knowledge and cultural capital they need to succeed in life</u></p> <p>Curriculum Design</p> <p>We aim to provide all of our children, regardless of their disadvantage, with a curriculum that has clarity, is cohesive and fluid. Our curriculum will offer balance, breadth and depth in all curriculum subjects, exemplified in our:</p> <ul style="list-style-type: none"> • Long term plan • Skills Progression Documents • Educational Visits • Curriculum Hooks • Curriculum Events • Character Education 	<p>132</p>	<p>Chris Quigley Curriculum Design CPD £300</p> <p>Educational Visits and Events: £5,000</p> <p>Commando Joes</p>	<p>The academy have worked tirelessly to construct a curriculum that is ambitious and designed to give our PP children the knowledge and cultural capital needed to succeed in life.</p> <p>The academy have developed a curriculum model that is coherently planned and sequenced towards cumulatively sufficient knowledge and skills needed for future learning.</p> <p>PP children find the curriculum more engaging and challenging as stated in a recent pupil voice activity.</p> <p>This was all positively commented upon by pupils – including pupil premium children - in our OfSTED inspection during the academic year and included within our report: <i>'The curriculum provides a wide range of opportunities for pupils to broaden their horizons. Teachers prepare interesting and fun lessons. A range of trips and visits gives pupils rich experiences and brings their learning to life.'</i></p>	<p>Ensure all subject leaders attend subject specific CPD related to developing their subject leadership, pedagogy and pedagogical content so that all teachers can be supported in delivering</p>
<p><u>Provide pupil premium children with opportunities to engage in enrichment activities</u> <u>Free Clubs</u></p>	<p>142</p>	<p>Contributions towards the costings for access to extra-</p>	<p>A wide variety of enrichment activities have been provided through the academic year and there has been an increase in uptake from</p>	

<ul style="list-style-type: none"> • Yoga Classes • Musical Tuition • Swimming Tuition • Join a range of Sports Clubs • Participate in Dance Groups • School Residential in Y6 		curricular/enrichment activities £7,000	<p>pupils eligible for pupil premium funding as clubs and groups have been free for them to attend. Further to this, the uptake for the Y6 residential has increased massively, due to the large subsidy put in place to allow those who wanted to go the opportunity. Again, pupils – including those eligible for pupil premium – spoke proudly about the enrichment on offer at Birley as the report stated:</p> <p>‘Pupils enjoy taking part in a wide variety of clubs and extra-curricular activities. Pupils talked with excitement about playing competitive matches for a school sports team, playing chess or taking part in musical performances.’</p>	
<p><u>Improve Parental Engagement</u></p> <p><u>Boromi</u> Integrate Boromi into the school’s home learning links – high quality resources with one of four themes.</p> <p><u>Maths with Parents</u> Online tool that supports Maths at home. Designed to help parents and children to love learning Maths together.</p> <p><u>Marvellous Me</u> Exciting app that tells you about the wonderful things that your child is learning and notifies you when they receive praise for good work or displaying a great character trait.</p>	<p>142</p>	<p>Boromi £1000</p> <p>Maths with Parents £699</p> <p>Marvellous Me £1000</p>	<p>The percentage of PP parents who engage with the school has significantly improved when compared to the previous academic year due to the number of strategies used to do this, exemplified by the target of 80% of parents signing up to the Maths with Parents workshop as well as Marvellous Me reports showing increases in the number of parents using the app. Further to this, Boromi has continued to be a success and, as a result of this, all strategies will continue next academic year.</p>	
<p><u>Behaviour and Emotional Wellbeing</u></p> <p><u>Pastoral Team</u> Our pastoral team will offer support for children and families eligible for pupil premium funding who struggle in school with complex social, emotional and behavioural needs.</p>	<p>142</p>	<p>Pastoral Team Salary Contribution £17,000</p>	<p>Through behaviour logs, conduct behaviours have improved across school. As a result of this, the percentage of children being excluded in addition to the number of days missed through exclusion have significantly decreased for a fourth successive year.</p>	

<p>Mental Health Lead A mental health leader will be trained and take responsibility for working closely with pupils eligible for pupil premium funding if needed.</p> <p>Nurture Room Improved nurture provision will result in positive play during social times of school day, resulting in a reduction of incidents from lunchtime.</p>		<p>Nurture Room Improvements £1,000</p> <p>Mental Health Training £300</p>		
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Summary: how well are eligible pupils doing? Is the difference diminishing?

- Y1 Phonics Screening – Percentage of PP children passing the screening has risen for the third successive year. Gap has now diminished to 11%
- Children eligible for PP funding are progressing in line with others in Y1, Y3 and Y4 and Y6.
- Through end of KS2 assessments, PP children were progressing in line with others in Reading and Maths and broadly in line with others. The attainment gap in all subjects was less than 10%, which is significantly diminished when compared with attainment gaps over previous years.
- Overall attendance of pupil premium children has improved by 0.4%
- The percentage of PP children accessing extra-curricular activities, including residential, is increasing.
- Quality of teaching being delivered is consistently good.
- Parental engagement is improving with the number of families eligible for funding interacting with school through the various offers.
- There was an overwhelming improvement in pupils’ attitude to reading.

Summary of Proposed Actions for the 2020/21

- Explore early reading strategies in the Early Years.
- Complete further investigations into the SEND needs of the pupil premium children in the Y2 cohort and act upon.
- Explore strategies for improving the provision for our more able pupils, particularly girls, as they progress through KS2.
- Although pupils are progressing in line with others, diminishing the gaps in all year groups continues to remain a priority.
- Persistent Absence of children eligible for pupil premium needs reducing.