



Pupil Premium Strategy Statement: 2020 - 2021

Ilsham C of E Academy

Academy Overview

Metric	Data
Academy name	Ilsham C of E Academy
Pupils in school	168
Proportion of disadvantaged pupils	22%
Pupil premium allocation this academic year	£40,350
Academic year or years covered by statement	2020 - 2021
Publish date	October 13 th , 2020
Review date	October 13 th , 2021
Statement authorised by	Trust Board
Pupil premium lead	Miss D Ryan
Governor lead	Mr R Vaughton

Disadvantaged Pupil Progress 2018 – 2019 (no data for 2019 – 2020)

Measure	Score
Reading	-1.84
Writing	- 0.26
Maths	+ 5.34

Disadvantaged Pupil Performance 2018 – 2019 (no data for 2019 – 2020)

Measure	Score
Meeting expected standard in RWM at KS2	92%
Achieving high standard in RWM at KS2	0%

Strategy Aims for Disadvantaged Pupils

Measure	Activity
Priority 1	To ensure that gaps are addressed and start to be closed in Reading (including phonics), Writing and Maths by ensuring that core knowledge and content is taught first so that pupils' understanding layers and builds over time.



Priority 2	To ensure that there is rigour in the teaching of early reading and that the teaching of Whole Class Reading in KS2 is robust, allowing pupils to develop fluency and comprehension and build their vocabulary so that they can better access the wider curriculum.
Barriers to learning these priorities address?	<ul style="list-style-type: none"> - Ensuring that children catch-up and have misconceptions addressed so that they can keep up. - Ensuring that the CPD offer develops specific aspects of teacher pedagogy in the teaching of reading so that progress can be accelerated.

Teaching Priorities for 2020-21

Aim	Target	Target date
Attainment and Progress in Reading	96% EXS+ and 58% HS Progress above national	July 2021
Progress in Writing	96% EXS+ and 46% GDS Progress above national	July 2021
Progress in Mathematics	100% EXS+ and 62% KS Progress above national	July 2021
Phonics	Year 1 PSC – 96% Year 2 retake – 96%	July 2021
Other	To continue to improve the attendance of disadvantaged pupils to be 97% and less than the national average for PA	July 2021

Measure	Activity
Priority 1	To ensure that the curriculum other, whether remote or school-based, addresses gaps in children's learning. It will be sequentially delivered, building on prior knowledge. Feedback is key in ensuring that gaps are closed and misconceptions addressed.
Evaluation of Priority 1	<p>Throughout all school closures, the curriculum remained rich and broad and balanced. Learning was layered sequentially, just as when delivered face to face. Where necessary, the curriculum was adapted so that key concepts were covered as a priority in each subject. A blended approach was offered with many opportunities for teachers to connect with their class; these included live teaching and modelling of core content so that pups could then work independently; offering small group intervention in phonics and Maths and ongoing pastoral check-ins with every child and their parents.</p> <p>Support was given to pupils who did not have access to devices all pupils in receipt of PP funding, were offered these first. Paper packs were also offered to cater for pupils who did not engage as well via a screen.</p>

	<p>All members of the team provided an ongoing link between home and school and supported children and parents in a range of ways. There were regular story times, teaching inputs, and Acts of Worship amongst other opportunities.</p> <p>HOA and AHOA monitored the quality of the remote education offer to ensure consistency and equity of provision.</p>
Priority 2	To ensure that RWINC and Reading in KS2 are consistently and robustly taught both remotely and school-based. This teaching will be enhanced by the delivery of bespoke 1:1 interventions, targeted group support and quality first teaching.
Evaluation of Priority 2	<p>The systematic teaching of phonics and early reading has been a priority all year. RWINC sessions continued at home and were supported through the use of the online portal with the eBook library giving constant access to decodable books at each child's level and matched appropriately to their reading level. Progress through the scheme was seamless, just as it is in school-taught groups. Teachers were adept at supporting parents and offering additional tips and strategies so that they could support their children at home. Specific tutorials and videos were recommended for parents to use.</p> <p>End of year data was especially strong in Reading.</p> <p>PSC Year 1 – 96% pass rate</p> <p>PSC Year 2 retake – 100% pass rate</p> <p>End of Year 6 All – EXS+ 92% HS – 62% (NA 33%) PP – EXS+ 88% HS 50% (NA 33%)</p>
Priority 3	To ensure that staff have a deep understanding of metacognition and self-regulation so that they can teach these skills to pupils. Pupils will in turn develop a clear understanding of their own strengths and weaknesses as teachers become more skilled at modelling their own thinking; pupils will develop their metacognitive and cognitive skills which will allow for more independent success and progression.
Evaluation of Priority 3	This has been a minor focus for this academic year and will remain a focus for next academic year.
Barriers to learning these priorities address	<ul style="list-style-type: none"> - Teaching and remote learning opportunities address gaps and misconceptions that may have occurred during school closures. They allow children to gradually and systematically build back their skills, knowledge, resilience and stamina. - Fluency and comprehension will be developed as a result of the pure and rigorous, systematic teaching of phonics and key reading skills. - Pupils have more barriers removed so that they can more successfully access learning and feel proud of their independent achievements.
Projected spending	£18, 750
Actual spending	£18, 750

Targeted Academic Support for Current Academic Year

Measure	Activity
Priority 1	To identify gaps and establish bespoke interventions, especially in Maths and Phonics. Ongoing assessment will aid targeting and ensure that gaps are swiftly closed and so that reading fluency and number fluency are both developed.
Evaluation of Priority 1	Interventions have been in place and have been targeted and precise in their approach. This has been to ensure that accelerated progress can be made. PSC – 96% MTC data for Year 4 - average score is 23.4 with 84% scoring 20+. Daily teaching of times tables has had a direct impact on results. Four lowest results in the class are from children who have recently joined the school in the Summer Term. End of KS2 teacher assessment attainment for pupils eligible for pupil premium funding data 2021: Reading EXS 88% with 50% at the higher standard Maths EXS 75% with 50% at the higher standard RWM combined – 75% (NA 2019 70%)
Priority 2	To ensure that precision teaching is used with targeted small groups and in 1:1 sessions. This is to ensure that individual needs are fully met.
Evaluation of Priority 2	Interventions have been in place to address the gaps caused by Covid-19. These have happened during school closures, too. A rise in both confidence and independence has been a success measure for these children.
Barriers to learning these priorities address	<ul style="list-style-type: none"> - These approaches address gaps in learning that may have become exaggerated or widened during school closures. - They will support pupils in developing confidence and resilience when learning.
Projected spending	£15, 000
Actual spending	£15,000

Wider Strategies for Current Academic Year

Measure	Activity
Priority 1	<p>To ensure that attendance is maximised and that an ambitious target of 98% is set for eligible pupils.</p> <ul style="list-style-type: none"> - Class teachers and leaders will use up-to-date attendance data to take action quickly both to challenge and support families. - The clear, remote learning plan will support pupils who are absent due to infection or isolation. Links between home and school will be purposeful and planned. - Attendance is celebrated and valued by all stakeholders.

Evaluation of Priority 1	<p>Attendance of all – 97.5%</p> <p>Attendance of PP – 96.3%</p> <p>Attendance has remained a key priority this year. All class teachers have been proactive in ensuring that all eligible pupils have attended school. Where parents were anxious about returning after lockdown, the school team worked hard to ensure that as many pupils as possible were back in full time education. Remote learning was immediately offered for any pupils who had to isolate; again, this was bespoke and adapted to meet the needs of all pupils.</p>
Priority 2	To ensure that children feel safe, happy, healthy and secure in order to learn successfully and that wider family needs are assessed and supported.
Evaluation of Priority 2	<p>Using the expertise of colleagues, there has been a rigorous roll-out of the RHE curriculum . The curriculum offer is broad and ambitious and supports the personal development of pupils. All pupils settled back into school well and attendance has been high for all groups.</p> <p>When all pupils returned to school, adaptations were made to the curriculum s that persona development was at the fore. This made for a smooth transition back into school.</p>
Barriers to learning these priorities address	- Attendance of eligible pupils is in line with or above the national average and that persistent absenteeism is below national averages. Wider family needs which prevent good attendance will also be addressed.
Projected spending	£6600
Actual spending	£6600

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring that all teaching and support staff are skilled teachers of reading and phonics. This will enable the delivery of every phonics and reading session to be of the highest quality and rigour.	<p>CPD and the use of incremental coaching on a weekly basis will support rapid staff development.</p> <p>RWINc suite of materials and online expertise will be used as training materials for staff.</p>
Targeted support	Ensuring that interventions are timely and delivered by highly trained staff	There is a plan in place to support remote learning in these areas in the event of school closures or self-isolation. Intervention in these areas is also prioritised within the school day.
Wider strategies	Ensuring that attendance is maximised and that the attendance lead intervenes	There is a robust fortnightly attendance meeting in place. Key messages regarding attendance alongside the support that

	<p>quickly to identify potential barriers to attending school. The Family Support Worker and other staff work hard with families to break down barriers.</p>	<p>school can offer, are regularly shared with parents.</p>
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