

Robert Bloomfield Academy - Pupil Premium Strategy Statement 2018 - 2019

| 1. Summary information | | | | | |
|------------------------|---------------------------|----------------------------------|-------------|--|----------|
| School | Robert Bloomfield Academy | | | | |
| Academic Year | 2018/19 | Total PP budget | £170,000.00 | Date of most recent PP Review | n/a |
| Total number of pupils | 941 | Number of pupils eligible for PP | 172 | Date for next internal review of this strategy | Sep 2019 |

| 2. Previous attainment | | |
|--------------------------------------|------------|----------------------|
| | All pupils | Pupil Premium Pupils |
| % attainment in reading (2017, 2018) | 80%, 86% | 68%, 79% |
| % attainment in SPAG (2017, 2018) | 78%, 80% | 72%, 63% |
| % attainment in maths (2017, 2018) | 94%, 86% | 78%, 74% |

| 3. Barriers to future attainment (for pupils eligible for PP, including high ability) | |
|---|---|
| In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>) | |
| A. | SPAG and specific use of vocabulary (KS2 SATS) |
| B. | Maths fundamentals (KS2 SATS) |
| C. | Disaffected attitudes towards learning of small group of boys in Year 6 |
| D. | Low % of pupils with HA reading in Year 5 |
| External barriers (<i>issues which also require action outside school, such as low attendance rates</i>) | |
| A. | Attendance |
| B. | Parental engagement with the school |

| 4. Desired outcomes | | |
|---------------------|---|---|
| | Desired outcomes and how they will be measured | Success criteria |
| A. | Accelerate progress of all PP pupils SPAG and Vocab test | Pupils meet and exceed targets |
| B. | Improve attendance of PP pupils (specifically D pupils) | Pupils in line with non PP pupils. |
| C. | Increase the number of PP pupils reaching greater depth across the curriculum | Targets met |
| D. | Improved partnership with parents/carers | Attendance at parent consultation evenings in line with non PP pupils |

| 5. Planned expenditure | | | | | |
|--|--|---|--|---|---|
| Academic year | 2018-19 | | | | |
| 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? | Staff lead | When will you review implementation? |
| Accelerated progress | Intervention HLTA employed for both maths and English. 1:1/small group tuition delivered by qualified experienced teachers. | Continue to address underachievement and boost progress. Intervention will be focussed using gap analysis and tightly tracked. | All PP pupils will have intervention. Gap analysis from assessments/TA Track target outcomes of intervention groups through termly pupil progress meetings. Observed increased progress amongst participating children compared to peers. | SL for Maths and English – Principal line manager for core SL's | Termly assessment analysed and actions accordingly. CM capture points analysed and interventions implemented |
| Accelerated progress | Specific staff (mainly year 6 core staff) timetabled for intervention and booster sessions. | Continue to address underachievement and boost progress. Intervention will be focussed using gap analysis and tightly tracked intervention. Class teacher focus on immediate gaps in learning of their own pupils. | Track target outcomes of intervention groups through half- termly pupil premium progress meetings. | SL for maths and English – Principal line manager for core SL's | Termly assessment and CM capture points analysed and actions implemented accordingly. |
| Accelerated progress | Preferential staffing implemented in all KS2 English and Maths lessons. Key staff working with target groups. | Good track record in progress, gap analysis, outstanding teaching and learning. | Track target outcomes of intervention groups through termly pupil progress meetings. | SL for maths and English – Principal line manager for core SL's | Termly assessment and CM capture points analysed and actions implemented accordingly. |
| Informed planning and targeted first wave teaching | Introduction of PP information booklet | Staff who have a clearer picture of the pupils they are teaching (current attainment, self-perception, PASS scores, NGRT score) will be able to plan better in order to meet their needs. | Reference will be made to the booklet in all Year meetings, staff meetings and PPPM | PPC | |
| Total budgeted cost | | | | | £145,435 |
| ii. 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? |

| | | | | | |
|--|---------------------------------|---|--|--|--|
| Improve and accelerate reading skills | RBA Reading Champions programme | Reading age on entry below expected. Programme tailored to individual pupil | Reading Champions receive full training on how to deliver support and focus of the sessions | SRN – PP Champion in conjunction with SL English | Opportunity to review each student's progress weekly. Reading record will be used to register progress. |
| Improve and accelerate reading skills | Paired reading programme | Reading age on entry below expected. Programme tailored to individual pupil | Paired readers are carefully selected and paired appropriately with targeted pupils. Paired readers receive full training on how to support the targeted readers | SL English | Pupils NGRT scores will be re-tested after 8 weeks on the programme to measure impact. |
| Improve and accelerate reading skills | Guided reading | To target impact on the lowest ability readers in Y6. Improved reading level will impact on all areas of learning | Initially lowest ability readers are targeted and then in the build up to SATs additional key pupils are identified from dept data. | SL English and English staff | Reviewed at Christmas with NGRT re-tested and new target pupils identified prior to SATs |
| Improve and accelerate maths skills | Competitive Maths | Underachievement and self-assessment of 'sporty' and 'disaffected' boys – evidence PASS survey 2018 | Sessions are planned to ensure targeted pupils have a clear focus, improve their confidence and belief. Sessions focus on competition and | VP | Assessment will be given each half-term to measure progress. Sessions will be increased as the year progresses |
| Develop resilience and improved self-perceived learning capability and social skills | | Low self-perceived learning capability – evidence PASS survey 2018 | Activities are carefully selected to ensure pupils can achieve success and build upon this | Y6 staff (LEL) | Review at Christmas and rotate activity/select new pupils. |
| Develop resilience and improved self-perceived learning capability and social skills | | Low self-perceived learning capability – evidence PASS survey 2018 | Activities are carefully selected to ensure pupils can achieve success and build upon this | Y6 staff (SAT) | Review at Christmas and rotate activity/select new pupils. |
| | | | | | |
| Total budgeted cost | | | | | £7,500 |
| iii. Other approaches | | | | | |
| 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? |

| | | | | | |
|--|---|--|--|-----|--|
| Continued forensic analysis of data to identify PPP who require intervention and support | Pupil Premium Progress meetings each half-term | The forensic analysis of key indicators will ensure early identification of pupils needs and ensure interventions are implemented quickly and are appropriate to the pupils need(s) | Each meeting has a clear agenda with key outcomes identified – previous outcomes are analysed for the impact they have had | PPC | Summer term 2019 during planning for 2019-20 |
| PPP key objectives programme | All PPP are set 2/3 key objectives by their FT to achieve within the year | Pupils who experience all aspects of school life i.e. trips, visits, extra-curricular activities develop a more positive approach to learning | The setting of the key objectives are overseen by the HOY and are monitored closely by the PPC | PPC | Key objectives will be reviewed each term |
| Improve attendance of PP pupils – 94%+ | VP, PPC, year leaders' to focus on PP that are PA through tight system of attendance tracking (weekly). | Attendance records show that PA is detrimental to learning. Attainment can be improved with good attendance. Targeting families and promoting the importance of good attendance is essential to improved outcomes. | Tracking of attendance data Role of form tutors clear (handbook) Pastoral support working with key families EHA, key worker. Data analysis by VP provides extra layer of tracking. ST termly reporting of attendance of key groups to all stakeholders. Attendance awards and specific rewards for PP pupils Support with CBC Attendance officer | VP | Fortnightly attendance spreadsheet of attendance monitored by VP and other key staff. |
| Improve attendance of Disadvantaged (FSM + Ever 6) pupils – 94%+ | VP, PPC, year leaders' to focus on PP that are PA through tight system of attendance tracking (weekly). | Attendance records show that PA is detrimental to learning. Attainment can be improved with good attendance. Targeting families and promoting the importance of good attendance is essential to improved outcomes. | Tracking of attendance data Role of form tutors clear (handbook) Pastoral support working with key families EHA, key worker. Data analysis by VP provides extra layer of tracking. ST termly reporting of attendance of key groups to all stakeholders. Attendance awards and specific rewards for PP pupils Support with CBC Attendance officer | VP | Fortnightly attendance spreadsheet of attendance monitored by VP and other key staff. |
| All PPPs barriers to learning are identified | PP Mentor programme | Pupils are more likely to confide in/open up to staff they have a strong relationship with. Here we will be able to quickly establish what the key barriers to learning are – mentors can then address these or signpost these to the PPC. | Mentors are carefully selected and have an already positive relationship with their mentees. There is a PP account in the school shop to be used to ensure all PPP have what they need to access the curriculum. Clear overview view of the programme provided by the PPC with conversation starters and prompts provided for each session. | PPC | Meetings take place every 3 weeks and notes of the meetings are compiled by the mentors and reviewed by the PPC. |

| | | | | | |
|--|--|--|---|-------------------|--|
| Develop pupils positive attitude towards school and learning | Breakfast club | Missing breakfast has a huge impact on children's ability to concentrate, learn and behave, which affects their results and long term outcomes. | Breakfast club for all PP free of charge supervised by pastoral support providing a good start to the day. | Catering manager | Termly attendance audit |
| To enable all pupils to participate in school activities. Enrichment of experience, development of skills and talents. | Support with extra-curricular trips and music lessons. | Children who are happy, healthy and safe will achieve better outcomes. Eg Hazard Alley trip, Chasewater, France Every opportunity is taken to build readiness in both in and outside of the classroom. Challenge pupil perceptions. | Pupil premium policy statement Staff awareness of PP pupils and those this may affect. All PPPs eligible for 20% discount on all school trips. | Trip co-ordinator | Audit to see which pupils did not participate in school trips. |
| Increase parental engagement | PP Mentor programme Form tutor expectations Subject teacher expectations | Parents are key in supporting effective learning as shown by a number of research projects (Sutton trust) Raising the aspirations of the whole education community. | Attendance information from workshops analysed Staff/key workers to be briefed on targeting parents to attend Workshops around SATs | Year leader | Comparison of PP parents /non PP parents in attendance at parents evening. Evidence of strategies in trying to engage parents. Individual case studies |
| Improve targeted pupils social skills | KS2 Social skills group | Vulnerable pupils will progress at a much quicker rate if they feel safe and valued in their learning environment. | The group is run the pastoral team in pupil support – pupils are identified from a number of sources (pastoral intervention, form tutor) to join the programme. | Pastoral support | Pupils attendance at the group is reviewed on a termly basis. |
| Improved revision technique/understanding | All KS2 PPPs will be given English and Maths revision booklets | Pupils who have access to a wide range of revision material will have a greater chance of improving their understanding. | All Y6 pupils will be identified and books will be issued in January 2018 | APKS2 | |
| Total budgeted cost | | | | | £17,000 |

6. Review of expenditure 2017-18

| | | | | |
|---------------------------------------|-------------------------------|---|--|-------------|
| | | | | |
| 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 |

| | | | | |
|---------------------------------------|--|---|---|-------------|
| Accelerated progress Good progress | Intervention HLTA employed for both maths and English. 1:1 tuition delivered by qualified experienced teacher. | Leaders take effective action to help pupils who fall behind in Year 6 to catch up in Year 7. These pupils make very good progress in Year 7 in English and mathematics. See specific Y7 Catch-up funding report | This approach has benefited both PP and non PP pupils. This approach will be continued next year with same personnel. GL testing gives a breakdown of individual performances and therefore closer attention in planning and delivering intervention to gaps in knowledge. | £10,00.00 |
| Accelerated progress Good progress | All year 6 core staff timetabled for intervention sessions. | Mock results to KS2 results analysis Maths - 57% to 74% English – Reading 52% to 79% English – SPAG 59% to 63% | Significant impact | |
| Accelerated progress Good progress | Preferential staffing Key staff working with target groups. | Increased contact time with subject teacher for maths and English has certainly had a positive impact on the standards achieved. GL Progress data for all year groups KS2 standards all areas improved by?? | New 'Fun' workshops to be introduced to lighten the pressure in the build up towards SATS Key staff assigned to target groups with fewer pupils. | £135,435.00 |
| Accelerated progress in reading | KS2 Soundwrite programme | Significant progress made in phonics, reading and spelling which impacts directly on all areas of learning. See specific Soundwrite data | Will continue in 2018 -19 | £5,681.53 |
| Accelerated progress in reading | KS3 Soundwrite programme | All pupils who participate in the programme attain a functional reading age of at least 10y 3m See specific Soundwrite data | Will continue in 2018 - 19 | £6,675.53 |

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 | | | | | | | | | | | | | | | | |
|---|--|---|--|------|-------|-----|--------------|-------|-----|-----|--------------|-----|-----|-----|--------------|-----|-----|-----|--|------|
| Improve and accelerate reading skills for all | RBA Reading champions Paired reading scheme | <table border="1"> <thead> <tr> <th>SATs</th> <th>RBA</th> <th>RBA D</th> <th>CBC</th> </tr> </thead> <tbody> <tr> <td>Reading 2016</td> <td>68.4%</td> <td>20%</td> <td>44%</td> </tr> <tr> <td>Reading 2017</td> <td>80%</td> <td>66%</td> <td>47%</td> </tr> <tr> <td>Reading 2018</td> <td>86%</td> <td>73%</td> <td>74%</td> </tr> </tbody> </table> | SATs | RBA | RBA D | CBC | Reading 2016 | 68.4% | 20% | 44% | Reading 2017 | 80% | 66% | 47% | Reading 2018 | 86% | 73% | 74% | <p>Both programmes will run in 2018-19.</p> <p>Parent's information evening will be held to identify how parents can support their child's reading at home.</p> <p>Liaison with Lower Schools around their intervention programmes/ possible support with phonics needed. TA/ staff training Greater evaluation of impact at KS3</p> | £165 |
| SATs | RBA | RBA D | CBC | | | | | | | | | | | | | | | | | |
| Reading 2016 | 68.4% | 20% | 44% | | | | | | | | | | | | | | | | | |
| Reading 2017 | 80% | 66% | 47% | | | | | | | | | | | | | | | | | |
| Reading 2018 | 86% | 73% | 74% | | | | | | | | | | | | | | | | | |

| | | | | |
|--|--|--|---|-------------|
| Improve resilience, self-confidence and esteem and revision techniques | RBA Elevate programme | Results were very significant – all pupils who took part in the programme attained an improved score in their sections 2,3 + 4 of the PASS survey Evidence – PASS results July 2018. | New format was received more positively from pupils | £1,447.33 |
| 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 |
| Improve attendance of PP pupils | Tracking of attendance data Role of form tutors Data analysis by PPC provides extra layer of tracking. | Individual pupils improved attendance as throughout the year. As a cohort still below non PP pupil's attendance. June 2018 non Pupil Premium 95.95% June 2018 Pupil Premium 93.89% | Systems to be embedded Early intervention key to raising attendance Greater use of LA attendance officer Pastoral support to work with PA pupils around attendance Fortnightly analysis of D pupils attendance Introduction of attendance panels | £510 |
| Ensure all PP pupils have everything they need to fully access the curriculum in school | PP Mentor programme | All PP pupils were fully equipped for school in terms of; uniform, equipment Evidence - PP Mentor log on Firefly forms | Bank of classroom essentials to be held by front office for mentors to access for PP pupils. | £3,543.36 |
| PP key objectives programme | All PP Pupils are set 2/3 key objectives by their FT to achieve within the year | Increased attendance of PP Pupils at Extra-curricular clubs Increased attendance of PP Pupils on educational visits and trips | Need to link KOP in with PP mentor programme Increase PP specific trips and activities Y7/8 PPP camping trip to run again in June 2019 | |
| Develop pupils positive attitude towards school and learning | Breakfast club | Increased no. of PPPs having breakfast Significant no. of PPPs improving focus and concentration in P1 and P2 | Need to ensure this can still operate with the introduction of a new biometric system Introduce music/TV at breakfast club to encourage more pupils to attend | £1,760 |
| To enable all pupils to participate in school activities. Enrichment of experience, development of skills and talents. | Support with extra-curricular trips and music lessons. | 130 pupils regularly come to clubs and 200 pupils take instrumental lessons. Example of funded trips Chasewater, France, Newquay, Edale, Hazard Alley, Black Country Museum, Natural History Museum, Globe Theatre .trip. KS3 camping trip was a fantastic success and for some pupils was the first time they had been away from home overnight. | Continue to liaise with parents and ensure pupils do not miss out on opportunities due to financial implications. All letters to have a standard phrase to ensure parents know who to contact. Greater access to the Robert Lucas Trust and the Clophill Charitable Trust | £1,945.11 |
| Improved access to revision material | All Y6 PPPs to receive Revision guides for English and Maths | Evidence in improved KS2 SAT results | This is to continue for all pupils in 2018-19 | £154 |

| | | | | |
|--|-----------------------|---|------------------------------------|-------------|
| Improved partnership with parents/carers | Family liaison worker | Increased no. of house visits Increased support and no. of EHA | This role will continue in 2018-19 | £12,044.15 |
| | | | | £179,360.01 |

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.

“Disadvantaged pupils, particularly non SEND compare well in most areas, narrowing the gap over the four year journey and bucking the Local Authority and National trend in this area (Evidence in-school disadvantaged analysis & CM/GL data). Progress scores for Disadvantaged pupils at KS2 represent a smaller gap than national disadvantaged (ASP).” RBA SEF 2018-19

Other documents to be viewed in conjunction with this strategy

- RBA Reading Champions Programme 2018-19
- RBA PP Mentor Programme 2018-19
- RBA PP Information Booklet 2018-19
- RBA PP Key Objectives Programme 2018-19 (live document on SIMS)
- RBA Attendance analysis of key groups 2018-19
- RBA Financial support form