

1. Robert Bloomfield Academy - Pupil Premium Strategy Statement 2020 – 2021

2. Summary information

School	Robert Bloomfield Academy				
Academic Year	2020/2021	Total PP budget	£140,515	Date of most recent PP Review	n/a
Total number of pupils	963	Number of pupils eligible for PP	162	Date for next internal review of this strategy	Sep 2021

Previous attainment

	<i>All pupils</i>	<i>PP Pupils</i>	<i>PP Gap to Non PP</i>
% attainment in reading (2017, 2018, 2019, 2020)	80%, 86%, 77%, X	68%, 79%, 60%, X	12%, 7%, 17%, X
% attainment in SPAG (2017, 2018, 2019, 2020)	78%, 80%, 80%, X	72%, 63%, 69%, X	6%, 17%, 11%, X
% attainment in maths (2017, 2018, 2019, 2020)	94%, 86%, 88%, X	78%, 74%, 79%, X	16%, 12%, 9%, X

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

In-school barriers *(issues to be addressed in school, such as poor oral language skills)*

A.	Organisation, preparedness and fully equipped for learning – a number of PP students have a lack of organisation and self-management skills.
B.	Prior attainment for PP students is often lower than their peers in literacy and numeracy
C.	Well-Being – for some PP students, there are issues with mental health and wellbeing that can cause them to fall further behind. Particularly with the recent school closures due to COVID.
D.	Aspirations and motivation – for some PP Students there are issues surrounding long-term aspirations
E.	Opportunities for HA PP pupils to stretch themselves

External barriers *(issues which also require action outside school, such as low attendance rates)*

F.	Attendance rates for PP students are below the school target for all children. PP Attendance (Sep-March) = 93.83%, Non PP Attendance (Sep-March) = 96.11%
G.	Parental engagement with the school, in particular at key school events
H.	School closures due to COVID-19 are likely to have widened the attainment gap between PP and non PP students

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improvement in organisation and readiness for learning	PP students eligible for uniform funds. PP mentoring programme to combat organisation and equipment through target setting. Monitored by PPC, HOY & 360 Mentor.
B.	Accelerate progress of all PP pupils	Pupils meet and exceed targets in all year groups. PP pupils to make as much progress as 'other' pupils. Monitored by PPC, HOD, HOY, DOL & 360 Mentor
C.	Support in place for those with mental health concerns or wellbeing issues	All pupils with wellbeing concerns are logged and appropriate support put in place. Monitored by PPC, Pastoral/Safeguarding team, FT's, HOY & 360 Mentor
D.	High levels of motivation and aspirations for all PP pupils	PP 'ATL' letters after each reporting cycle. Forensic tracking of attainment and progress of PP pupils. PP pupils engagement in extra-curricular/bucket list assessed. PP pupils participation in electives programme analysed. Monitored by PPC, FT's, HOY, DOL (Aspirations and Equality), 360 Mentor
E.	Opportunities for HA PP Pupils in line with the Highly Able policy	HA PP pupils identified and tracked as rigorously as all PP. Oxfordshire project extended to our PP pupils including a trip to Wadham College. Monitored by PPC & DOL (Aspirations and Equality)
F.	Improve attendance of PP Disadvantaged FSM and Ever 6	Pupils in line with non PP pupils. Monitored by PPC, HOY, AP (Conduct & Attendance), 360 Mentor
G.	Improved partnership with parents/carers	To contact all PP parents termly either via phone or email. Track attendance at key school events (including remotely) and follow this up with calls where necessary. Monitored by PPC, FT's & 360 Mentor
H.	Attainment & Pastoral gaps are swiftly identified and appropriate interventions implemented to support accelerated progress.	One to one & small group work in place to support student catch up. Pastoral interventions in place where necessary. PP Pupils to make as much progress as 'other' students. Monitored by PPC, HOY, HOD, Pastoral team, DOL's, SLT

5. Planned expenditure

Academic year

2020-21

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 B	Intervention HLTA employed for both maths and English. small group tuition delivered by qualified experienced teacher. Literacy and Numeracy support through bespoke 1-2-1 and small group work	Continue to address underachievement and boost progress. Intervention will be focussed using gap analysis and tightly tracked.	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. Capture points analysed and interventions implemented
Accelerated progress B	Preferential staffing implemented in all 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 capture points analysed and actions implemented accordingly.
Accelerated progress B	New 360 PP profiles on SIMs that includes interviews in both "What helps me learn & Turbulence factors"	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.	Standing agenda items in SAP meetings and key PP students' progress to be discussed. Introduction to the PP programme on training day, along with a staff booklet (electronic)	PPC	Termly assessment and capture points analysed and specific students discussed at SAP meetings
Catch Up H	Literacy and Numeracy support through bespoke 1-2-1 and small group work	Research suggests that small group work and 1-2-1 interventions can enhance student outcomes. This will take place in foundation lessons to ensure the catch up of literacy and numeracy is swift and effective.	Use of effective TA support and staff CPD in both Soundwrite & Numricon support a intervention programme that will offer PP pupils an opportunity to catch up and demonstrate accelerated levels of progress.	PPC, DOL (Int), AP (KS2)	Bespoke catch up tracking

Total budgeted cost £120,939

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?
Organisation A Progress B Aspirations D Attendance F Catch up H	Monitoring and tracking data for PP Pupils against non PPP in relation to: <ul style="list-style-type: none"> - Attainment - ATL - Conduct - Attendance 	Prior experience at the school has demonstrated a close in the gap of PPP to non PPP over the 4 year journey through the school. This stems from dedicated reporting and discussions by key staff, overseen by PPC.	Analysis of all aspects of PPP experience is forensic through Attainment and progress meetings & SAP meetings to ensure a full picture of each pupil is being formed.	PPC, DOL, AP's, HOD, HOY	At Key points throughout the year including DC's
Progress B	1-2-1 Reading Programme	Reading age on entry below expected. Programme tailored to individual pupil. Also aimed at pupils who will not get much support with their reading outside of school.	Reading Champions receive full training on how to deliver support and focus of the sessions	CML – PP Champion in conjunction with SL English	Opportunity to review each student's progress weekly. Reading record will be used to register progress.
Progress B	Paired reading programme. Improve and accelerate reading skills	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 continuously assessed by teachers in lessons and by regular reading assessments in class.
Progress B	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	Impact upon SATs results. Have they improved.
Organisation A Wellbeing C	Funding for resources/uniform	RBA's experience of students' highlights that students require all resources needed to firstly feel secure, but also take pride in their schooling.	Work closely with HOY's and DOL's to identify any specific individual needs i.e. uniform etc	PPC, HOY, DOL	July 2021

<p>Organisation A Progress B Aspiration D Wellbeing C</p>	Academic and Pastoral mentoring programme	According to the Teaching Toolkit (EEF), mentoring can lead to 1 additional months progress	Students are interviewed based on 'What helps them learn' and 'turbulence factors.' A 360 PP Profile is then produced (All live on SIMS). Profile includes all key indicators i.e. KS2 results, PASS survey data etc. Mentors will set half termly targets (both pastoral and academic) which are shared with FT's. Progress against Bucket list also discussed and	PPC, FT's DOL, All	July/August 2021
Total budgeted cost					£5,120
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?
Progress B Catch up H	Continued forensic analysis of data to identify PPP who require intervention and support	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, AP (KS2), DOL (Interventions)	Summer term 2020. Have we hit the correct pupils?
Attendance F	PPC, AP (Conduct & Attendance) & HOY's to focus on PP that are PA through tight system of attendance tracking (weekly). Maintain attendance of PP pupils – 94%+	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. ST termly reporting of attendance of key groups to all stakeholders. Attendance awards and specific rewards for PP pupils Support with CBC Attendance officer	AP (Conduct & Attendance) & PPC	Fortnightly attendance spreadsheet of attendance monitored by AP and other key staff.
Attendance F	PPC, AP & HOY's to focus on PP that are PA through tight system of attendance tracking (weekly). Improve attendance of Disadvantaged (FSM + Ever 6) pupils – 94%+	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. ST termly reporting of attendance of key groups to all stakeholders. Attendance awards and specific rewards for PP pupils Support with CBC Attendance officer	AP & PPC	Fortnightly attendance spreadsheet of attendance monitored by AP and other key staff.
Attendance F Organisation A Wellbeing	Breakfast club - Develop pupils positive attitude towards school and learning	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

C					
Wellbeing C Aspiration D Attendance F Progress B	To enable all pupils to participate in school activities. Enrichment of experience, development of skills and talents.	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, DOL (Aspirations & Equality)	Audit to see which pupils did not participate in school trips.
Aspiration D Wellbeing C Progress B	Offer all PP students the chance to experience a holistic school experience in terms of extra-curricular & enrichment etc.	Mentoring programme includes academic and pastoral targets in addition to the student 'Bucket List' Bucket list highlights the 'other' parts of school in addition to in class education. Through mentor meetings PP students will be encouraged to complete as many as they can in their 4-year journey. This will be tracked.	Mentoring programme logged on SIMs, with all targets set shared with FT's and where applicable, parents.	PPC, 360 mentors & FT's	Mentor meeting evaluations
Parental engagement G	Form Tutors/Subjects Teachers/Pastoral Leads all encouraged to make contact with parents/guardians.	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.	Contact to be logged on sims. Parents invited in to school to discuss attendance/behaviour issues. Impact monitored on attendance and behaviour.	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
Aspiration D HAP PPP E	All students will have access to a meaningful careers/electives programme.	PASS surveys over the years have highlighted the impact of self worth/esteem on progress and attainment. An opportunity to be part of a programme demonstrating how they can progress in the real world without barriers is vital for our PPP.	Strong electives/careers programme lead by DOL (Aspirations). Trip to Wadham college as part of the Oxfordshire project.	DOL & PPC	July 2021
HAP PPP E Progress B	Provide HA PPP with platforms to extend their reading skills	25% of pupils reaching greater depth in Reading. Are we providing them with enough opportunities to really stretch them? Author days, Library content, targeted workshops.	Ensure the right pupils are receiving the right opportunities. Offer financial support if that is a barrier.	Subject Leaders/PP C	No of pupils involved in Author visits. Type of material taken from the library.

Progress B Wellbeing C Aspirations D	Improve targeted pupils social skills club Homework club	Vulnerable pupils will progress at a much quicker rate if they feel safe and valued in their learning environment. Extra-Curricular interventions which target social and emotional learning can improve progress by up to 4 months (EEF)	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. Homework club is ran at lunch time and after school.	Pastoral support	Pupils attendance at the group is reviewed on a termly basis.
Progress B Catch up H Organisation A	All PPPs will be given English and Maths CGP catch up books.	Pupils who have access to a wide range of revision material will have a greater chance of improving their understanding. The resource can be utilised both in school and at home to support student progress.	All Y6 pupils will be identified and books will be issued in January 2021	APKS2	July 2021
Progress B Wellbeing C Parental Engagement G	A nominated, ex-service pupil, member of staff to lead on communications and support between the school and service families	Pupils and families will have access to a member of staff (NMS) who will act as a liaison officer for our service community.	A range of resources will be offered including; mentoring, bespoke assemblies, extra-curricular opportunities, and bespoke support for families.	NMS	July 2021
Total budgeted cost					£14,456

6. Review of expenditure 2019-20

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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
Accelerated progress Good progress	Intervention HLTA employed for both maths and English. Small group 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.	£10,211.00

Accelerated progress Good progress	All year 6 core staff timetabled for intervention sessions.	Intensive interventions had begun following the MOCK SATS in late January.	This usually has significant impact, hard to tell this year due to no SATS results.	
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.	£137,047.00
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 2020-21	£5,737.81
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 2020-21	£6,741.75
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"> <tr> <th>SATs</th> <th>RBA</th> <th>RBA D</th> <th>CBC</th> </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> <tr> <td>Reading 2019</td> <td>77%</td> <td>60%</td> <td>71%</td> </tr> <tr> <td>Reading 2020</td> <td>-</td> <td>-</td> <td>-</td> </tr> </table>	SATs	RBA	RBA D	CBC	Reading 2017	80%	66%	47%	Reading 2018	86%	73%	74%	Reading 2019	77%	60%	71%	Reading 2020	-	-	-	<p>Cohort of PP (Disadvantaged boys FSM + Ever6) had been highlighted. Worked had begun, but cultural and inherit home life is affecting their acceleration. We are putting lots of intervention in place for them but little improvement seen.</p> <p>How can we maintain levels in one area when focusing on another?</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> <p>These interventions had started before the lockdown in March. We will not see the full impact of them with regards to SATS results this year.</p> <p>We are unsure we will be able to run these interventions in their current form in 2020-21</p>	£120
		SATs	RBA	RBA D	CBC																			
Reading 2017	80%	66%	47%																					
Reading 2018	86%	73%	74%																					
Reading 2019	77%	60%	71%																					
Reading 2020	-	-	-																					

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.	<p>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 pupil's attendance Introduction of attendance panels</p> <p>PP overall attendance Sep – March below 94% for first time in long time. PP (D, FSM + Ever6) group to target this year.</p> <p>Attendance analysis also slightly skewed by school closures.</p>	£450
Ensure all PP pupils have everything they need to fully access the curriculum in school	PP Mentor programme Stationary box in every classroom	All PP pupils were fully equipped for school in terms of; uniform, equipment Evidence - PP Mentor log on Firefly forms (to be changed to Google doc)	Bank of classroom essentials to be held by front office for mentors to access for PP pupils. All classes equipped with stationary boxes containing essentials.	£3,500.00
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 if low uptake on other trips and activities offered.	

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	£1,200
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.	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 PPC given specific budget to monitor these measures. Due to Covid many of these trips were cancelled.	£300
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 2020-21	£140
Improved partnership with parents/carers	Family liaison worker	Increased no. of house visits Increased support and no. of EHA	This role will continue in 2020-21 Significant impact	£12,455.15
				£177,902.71

7. Additional detail

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

Other documents to be viewed in conjunction with this strategy

- RBA Reading Champions Programme 2020-21 (Providing achievable)
- Data Capture points: Key groups data including PP available demonstrating a reduction in the gap over time
- 360 PP Mentor Programme 2020-21 (Live document on SIMS)
- 360 PP Information Booklet 2020-21
- 360 PP Interviews 2020-21 (live document on SIMS)
- RBA Attendance analysis of key groups 2020-21
- RBA Financial support form

- RBA Student Bucket List

2020/21 Commentary

- All PP students have had staff/parent comms in terms 1
- CML attends PP conference Dec 20
-