



Co-op Academy
Princeville

Pupil Premium and Covid-19 Recovery Funding Plans

Policy details

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Contents

Policy details	1
Introduction	2
Review of the Impact of the 2019-20 Pupil Premium Strategy	2
Pupil Premium Strategy for 2020-21 Plus	5
Key Objectives for 2020-23	5
Pupil Premium Strategy for 2020-21	5
Allocated Funding from the Government	7
Our Rationale for Spending	7
Plans for Pupil Premium Spending 2020-21	7
Covid-19 Catch-up Funding Plan	11
Allocated Funding from the Government	11

Introduction

This document is intended to fulfil three key aims:

- To Evaluate the impact of the Academy's 2019-20 Pupil Premium Allocation
- To outline plans for the Academy's 2020-21 Pupil Premium Allocation, including summarising the three-year aims for Pupil Premium impact.
- To outline plans for the Academy's plans for the Covid-19 Recovery Funding

Review of the Impact of the 2019-20 Pupil Premium Strategy

The Academy's 2019/20 Pupil Premium Plan can be found [here](#).

Summary of objectives- Impact and Lessons Learned

To narrow gaps between vulnerable learners and others.

The academy increased expenditure on Home Study, and this was expanded further due to the Covid-19 pandemic. Provision included software packages such as mathletics, home study software such as Google Classroom, and an expanded hardware offer, including provision of 50 Chromebooks to tackle digital poverty. This clearly led to an increase in engagement and aspiration. Monitoring of access showed that significant proportions of vulnerable pupils assessed home learning regularly. Our monitoring shows that 82% of vulnerable learners engaged regularly with home learning activity. For disadvantaged learners, these measures increased engagement from 62% to 76% (with reference to Trust C-19 monitoring)

To further support families, without access to devices or the internet, we collated and provided revision guides and work packs. These were offered for delivery or collection via a Google Form, and the collection summary shows that over three-quarters of pupil premium learners took a pack to work on at home.

To ensure that the school delivers an aspirational curriculum, which meets the needs of all Learners.

The school will continue to advance technological strategies for Home Study, as this appears to be the most successful strategy we have found to promote learning beyond school.

In line with EEF Guidance on Pupil Premium, the school recognises the critical role teachers play in ensuring equality of opportunity in curriculum access:

" Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils"

(The EEF Guide to Pupil Premium)

The school invested heavily in professional development for teachers and associate colleagues, including a bespoke programme of professional coaching. This has been the highest impact work undertaken by the school to date. An independent coaching consultant provided 12 hours of CPD, developed a coaching scheme, including resources, and each teacher received weekly peer coaching; the impact of this work is visible within the classroom, with instances of less effective teaching, during drop-ins, falling from 14% to 6%. Instances of highly effective practice rose from 3% to 7%. Improvements were also highly evident in the approach of teachers to remote learning and regular pupil contact during the Covid-19 pandemic: teachers developed strategies to triage pupils by vulnerability and need, and utilised this information to tailor and differentiate the curriculum. There were 10,730 contacts made with pupils, leading to significant engagement with online learning: there were 54,678 interactions with the online learning material.

We will be working to improve the link between Iris connect and professional coaching in the following year, as we believe this presents an opportunity for synergy, leading to accelerated outcome for pupils.

The Accelerated Reader package, along with its integrated STAR assessment features

demonstrated promise, but the school underestimated the necessary work to embed this programme within the curriculum, and an investment will be required to see the benefit of this work in the coming year. Autumn Pupil Progress data identified that 76% of pupil premium learners had a reading age that was above their chronological age, and their reading progress had accelerated beyond that of their peers nationally (using Accelerated Reader); this compared to a picture the previous year, where 53% of disadvantaged pupils had a reading age below their chronological age (Evidence in Pupil Progress Summaries).

The school has benefitted from a number of Opportunity Area funded initiatives, including Read Write Inc. and the White Rose Maths programme, this has led to a positive improvement on the breadth and quality of the curriculum, and this has also contributed to impact on the most disadvantaged pupils within the school. Most evident, has been the impact of this work on Phonics in Year 1, where, in 2019, 82% of disadvantaged pupils achieved the standard and 88% of EAL pupils; internal phonics checking and predictions (externally corroborated) support that the school should expect to maintain these figures had the check taken place in 2020. This puts our disadvantaged pupils at a level comparable to their non-disadvantaged peers nationally, and 11% above their disadvantaged peers.

Due to the extended absence from school and lack of statutory testing, as a consequence of the Covid-19 pandemic, we are unable to evidence impact across the duration of the academic year.

To mitigate external life-factors, and provide equal access to the curriculum.

The school has always valued the impact of investment in supporting equality beyond the school gates. Over time, the impact of strategies such as family support work, home visits, free uniform, etc. have led to a broader contribution to family well-being and therefore a higher value of education within

the community.

Sadly, due to the Covid-19 pandemic, the in-school element of this work, including Education Psychology, Speech and Language, and Parent Workshops have been unable to go ahead; however, the school has redirected funds to provide lunch deliveries, regular SENDCO and Family Support contact, and a Summer school, including a subsidised Holiday Activity and Food programme.

The school recognises the need to address challenges in attendance and mobility in the coming year, as this is likely to be a key focus.

Following a challenging year, the school utilised pupil premium funding as planned in the early part of the year, with a need to review and redirect funds and the Covid-19 pandemic. There is likely to be a need to continue a number of programmes, as they have not had adequate time to fully embed; however, as the Academy moves into 2020-21, there will also be a need to consider how all pupils catch-up and recover from the greatest disruption to education in a generation. To face and meet this challenge successfully, the school will need to be much more clear about the specific areas of need, and how these needs transcend cohorts and groups of pupils.

Pupil Premium Strategy for 2020-21 Plus

Key Objectives for 2020-23

1. Further improve the progress made by disadvantaged and mobile pupils, so they achieve similarly to their peers, both in school and nationally.
2. Revise the curriculum, to ensure depth and breadth which is accessible to all Pupil Premium learners; particularly in non-core subjects.
3. Expand the opportunity for Pupil Premium learners to engage in high quality home study, by addressing digital poverty.
4. Continue to tackle deprivation of all kinds, including but not limited to:
 - i. Language
 - ii. Finance
 - iii. Cultural Capital

Pupil Premium Strategy for 2020-21

The Pupil Premium is funding additional to the main academy budget, which is based on the number of students who have received Free School Meals within the last 6 years. Additional funding is also provided for Children who are Looked After. It is for schools to decide how the additional funding is spent, provided it is used to close the well reported gap between the achievement of students who receive the Pupil Premium and their peers. Other sources of funding, Sports (primary), Catch up (secondary) and COVID-19 recovery (all) is separate to the pupil premium.

Co-op Academy Princeville is a larger than average-sized primary school.

- There were 577 pupils on roll at the last census
- In recent years, the school roll has fallen dramatically as a consequence of over-sufficiency in the local area, driven by Local Authority expansion of local schools. The school reduced from 3FE to 2FE in 2019.
- In September 2020, there will be two remaining 3FE year groups: Year 5 and Year 6
- The proportion of pupils who speak English as an additional language and the proportion of pupils from minority ethnic backgrounds are much higher than the national average.
- The proportion of pupils who have SEN and/or disabilities is below average, with 9% requiring SEND support, and a significant proportion of New to English Learners.

- One in five adults in Bradford are unemployed. Our area has the highest proportion of households with children where no adults are in employment. Child poverty is therefore an acute problem within the community – 33.5% of the schools population is disadvantaged (Pupil Premium); however, a greater proportion experience disadvantage, but have no recourse to public funds.
- The proportion of disadvantaged pupils, who are known to be eligible for support through the pupil premium funding, is above average; However, many of our families are new to the country, are refugees or asylum seekers and consequently are not eligible for free school meals immediately. The proportion of pupils who join and leave the school other than at the usual times is significantly higher than nationally and many children who arrive at school have little or no English many of which have not been to a school in their country of origin.
- The early years includes provision for two-year-old children, a Nursery where children attend part time, and two Reception classes where children attend full time.
- The school experiences high levels of mobility – in 2018-19, 80 children were admitted, and 78 children were removed from the school role. In 2019-20, 65 children were added, and 29 removed from the school role, despite a hiatus on admissions due to Covid-19.
- For many of our migrant families who are New to, or recently arrived in the UK, education is not the norm, and this leads to challenges with engagement, academic achievement, and language acquisition.
- The majority of our children arrive at school with standards of English and communication, which are significantly below their peers Nationally. For many this barrier is linked to acquisition of English and a lack of modelled English language beyond school, 70% speak English as an additional language.
- A significant number of our children also have communication barriers linked to Speech, Language and communication needs; for many of our children school is their first engagement with an educational setting, many have not experienced any pre-school groups or activities.
- Due to high levels of economic deprivation, many of our children have limited resources outside of school to provide out of hours learning support, or high-quality life experience.
- Our children enter Nursery and Reception significantly below age related expectations in many areas, and are generally below in all areas of the EYFS curriculum. We have identified limited experience of life outside that of their immediate locality as having an impact on their ability to learn from the world around them. Many are unable to play, talk or investigate at a level comparable to their peers nationally.
- Poor attendance has historically been a challenge, and this remains the case for some pupils and groups of pupils, despite significant investment. Attendance amongst disadvantaged pupils is very much in line with their peers throughout school.

Allocated Funding from the Government

The funding allocated in the pupil premium grant for Co-op Academy Princeville for 2020/21 is £215,160 based on £1,320 per pupil.

A summary of the barriers to future attainment

- Lack of high quality language and socialisation lead to a language deficit on entry to the school that must be overcome, to enable broad curriculum access.
- Challenges for Pupil Premium learners tend to be multifaceted and complex, with pupils experiencing high mobility, low attendance, social and economic deprivation and a low value of education at home. This requires a broad and comprehensive response, and this can lead to conflicting priorities and demands which, in turn, erodes impact.

Our rationale for Spending

At Co-op Academy Princeville, we direct resources into overcoming the key barriers faced by our students eligible for Pupil Premium. The identification of these barriers have involved collaborative input from students, teachers, parents and Governors in order to ensure we have a rich insight into where to focus our strategy. Our subsequent strategy focuses on improving attendance, academic and pastoral support, the curriculum, raising standards of spoken and written English, continuing improvements seen in the wider curriculum, and empowering practitioners with the skills and resources required to break down barriers. Additional to this, a relentless focus on quality first teaching so that all of our disadvantaged students, in particular our most disadvantaged students, receive equitable learning experiences across the Academy. Our strategy is informed by up to date and relevant educational research, published by a number of sources, including the Education Endowment Foundation.

Plans for Pupil Premium Spending 2020-21

Objective 1

To improve the progress made by disadvantaged and mobile pupils, so they achieve similarly to their peers, both in school and nationally.

Success Criteria:

- By Summer 2021, Pupil Premium and mobile learners will achieve in-line with their peers

- By Summer 2021, Pupil Premium and mobile learners will exceed their FFT progress prediction, demonstrating an improvement in the schools performance, when compared to the historic performance of pupils in this group at this school.

Proposed Actions (*further specific information to be added detailing success criteria, actions and evaluation*):

- Booster sessions for Year 6 and Year 5 Pupils - £4,000
- Small group tutoring for disadvantaged learners Keystage 2 (focus on closing gaps in Maths and English) - £24,000
- Procurement of Chromebooks and 4g dongles for remaining Year Groups - £20,000
- Unqualified Teacher to deliver Phonics and English interventions to disadvantaged/vulnerable learners in KS2 - £25,600
- HLTA to deliver Phonics and English interventions to disadvantaged/vulnerable learners in KS1 – £24,000
- Specially trained TA led Phonics intervention group (Precision Teaching and Alphabet Arc) – in staffing budget
- Additional teacher led Phonics groups to target closing gaps even further – in staffing budget
- Assessment Tracker system that assists teachers in using assessment information to plan and analyse gaps in learning for disadvantaged Learners – closing gaps further – £1,500
- Accelerated Reader programme, to provide access to quizzes and texts within and beyond school - £1,000
- Programme of CPD to develop differentiation and challenge across the curriculum - £6,000
- Robust Pupil Progress meetings, focussed on the needs of disadvantaged Learners - £3,000

Total: £108,000

Monitoring and Evaluation:

This strand of work will be led by the Deputy Headteacher, and evaluated during the termly pupil progress cycle by the Headteacher.

Objective 2

Revise the curriculum, to ensure depth and breadth which is accessible to all Pupil Premium learners; particularly in non-core subjects.

Success Criteria:

- By Spring 2021, the curriculum will be meeting the needs of all learners; this will have been independently verified.
- Outcomes in non-core subjects will demonstrate increased engagement and achievement for disadvantaged learners.

Proposed Actions:

- Staff CPD - £15,000
- Leadership curriculum review - £5,000
- Curriculum Materials - £10,000
- White Rose Maths Programme (Resourcing) - £2,000
- Read Write Inc. Programme (Resourcing) - £3,000

Total: £40,000

Monitoring and Evaluation:

This strand of work will be led by the Assistant Headteacher for Intent, and evaluated termly by the Deputy Headteacher.

Objective 3

Continue to tackle deprivation of all kinds, including but not limited to:

- iv. Language
- v. Finance
- vi. Cultural Capital

Success Criteria:

- By Summer 2021, pupils will talk confidently about the opportunities provided to them through enrichment.
- Building Learning Power will be embedded within every day teaching and learning.

Proposed Actions:

- Speech and Language Worker (half day per week) - £4,250
- SALT training for TAs (included in SALT worker cost) - £4,500
- Attendance management, monitoring, prizes and awards - £10,000
- EAL resources and training for staff - £300
- Educational Psychologist additional package - £2,844
- Nurture groups to develop personal skills - £6,250
- Parent Workshops in every year group to foster good home school relations and involve parents in their children's learning - £5,000
- Cooking groups to foster good social skills and build self- confidence - £1,170
- Building Learning Power Training and materials - £6,000
- Comprehensive suite of subsidised trips and visits – £25,000
- Targeted Breakfast club, including Magic Breakfast provision - £10,000
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Total: £75,314

Monitoring and Evaluation:

This strand of work will be led by the Assistant Headteachers for Implementation and Inclusion, and evaluated termly by the Deputy Headteacher.

The third aspect of the three-year plan: 'Expand the opportunity for Pupil Premium learners to engage in high quality home study, by addressing digital poverty' will be resourced within the plan above, and content will be provided through the teaching/catch-up provision afforded by the Covid-19 recovery funding.

Covid-19 Catch-up Funding Plan

On 19 June 2020, the government announced a one billion pound Covid catch-up plan to tackle the impact of lost teaching time which included new measures to help primary and secondary pupils catch up.

The government has said:

- Headteachers will decide how the money is spent; however, the government expects this to be spent on small group tuition for whoever needs it
- This is a one-off grant to support pupils in state education, regardless of their background or parental income.

Separately, a National Tutoring Programme, worth £350 million, will, according to the government, increase access to high-quality tuition for the most disadvantaged young people over the 2020/21 academic year. The aim of this is to help accelerate the academic progress of disadvantaged pupils' and prevent the gap between them and their more affluent peers widening. The Education Endowment Foundation has published support guidance for schools and academies plus information on the National Tutoring Programme.

Allocated Funding from the Government

The funding allocated in the pupil premium grant for Co-op Academy Princeville for 2020/21 is £38,400 based on £80 per pupil.

Our rationale for Spending

At Co-op Academy Princeville, we direct resources into overcoming the key barriers faced by our students eligible for Pupil Premium. The identification of these barriers have involved collaborative input from students, teachers, parents and Governors in order to ensure we have a rich insight into where to focus our strategy. Our subsequent strategy focuses on improving attendance, academic and pastoral support, the curriculum, raising standards of spoken and written English, continuing improvements seen in the wider curriculum, and empowering practitioners with the skills and resources required to break down barriers. Additional to this, a relentless focus on quality first teaching so that all of our disadvantaged students, in particular our most disadvantaged students, receive equitable learning experiences across the Academy. Our strategy is informed by up to date and relevant educational research, published by a number of sources, including the Education Endowment Foundation.

Plans for Pupil Premium Spending 2020-21

Objective 1

To eradicate the gap between children's current attainment, and that which they would have made if the school had functioned uninterrupted throughout the Covid-19 pandemic.

Success Criteria:

- By Summer 2021, all pupils will have returned to the progress profile indicated by their historic prior attainment.

Proposed Actions:

- Recruitment of an experienced teacher to deliver catch-up intervention programmes, and provide high-quality home learning via Google Classroom - £38,400 + contribution from school funds.

Total: £38,400+

Monitoring and Evaluation:

This strand of work will be led by the Deputy Headteacher, and evaluated during the termly pupil progress cycle by the Headteacher.