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| **COVID19**  Introducing 'The EEF Guide to Supporting School Planning: A Tiered Approach  to 2020-21' | News | Education Endowment Foundation | EEFThis academic year we are facing uncertain times and the factors affecting the disadvantaged children are more prevalent than ever! The impact of lockdown on these children could be far reaching, as they may fall behind further, as the gap between richer and poorer grows bigger and gaps in learning widening. This year, our Pupil Premium funding needs to tackle the effects of children missing so much education, whilst planning for the impact of a possible partial school closure which could extend educational disadvantage to more pupils. Certain ‘bubbles’ may find themselves in isolation and the provision of remote learning is paramount.  The Education Endowment Foundation provides resources and research to help identify the best ways to spend our pupil premium money, to ensure the maximum impact. We consulted ‘The EEF Guide to Supporting School Planning: A Tiered Approach to 2020-2021.’  This focuses on **teaching** as being *“the most important lever schools have to improve outcomes,”* closely followed by **carefully targeted academic support.** This is one to one sessions or small groups, where consistent regular delivery of lessons, that are closely linked to the content of their daily lessons and effective, rigorous feedback strategies are in place. This is bolstered by the **wider, non-academic barriers** to success in school, (attendance, behaviour, social / emotional.) | | | | |
| **42%** Attracting Pupil Premium Funding \*Total Funding **: £330,000** | | | | |
| Use of Funding – | Actions | Average Impact-EFF | Costs | How will we Measure Impact? |
| **1. Teaching** | | | | |
| **Support for NQT/RQTs to ensure quality first teaching** | \*Supporting teachers in their early careers. All new teachers to have a mentor  \*CPD plan for NQT/RQT in Maths No Problem, Phonics, Statutory Assessments, formative assessment |  | £2500 | \*Ensuring quality first teaching is paramount and ensuring each teacher is supported and has the opportunity to improve is the key ingredient of a successful goal. For our school, this will translate into our disadvantaged children achieving academic success in line with, or better than others nationally, diminishing the gap. |
| **Effective Remote Learning** | To tackle the potential effects of an unplanned school closure (isolation) and children needing to remote learn from home.  \*The laptop loan scheme for children without a device.  \*CGP books for each year group. paper based learning.  \*Facility for blended learning. (Class dojo/ iPad for class teachers.) |  | £5000 (laptops)  £2,100  (CGP books) | The disadvantaged children have been identified as falling further behind academically due to COVID19. We need to ensure all children have access to remote learning in the event of another lockdown or isolation period.  We will measure the success of our laptop loan scheme by the % of our disadvantaged children accessing the remote learning. |
| **Assessments** | This year diagnostic assessments will be important to support pupil progress and identify gaps, helping us understand what pupils have (or not) learned. |  | £1500 | Teachers will quickly be able to identify the gaps in children’s learning and use this to plug the missed learning. This will be beneficial for the disadvantaged to help them achieve academically in line with national others. |
| **Salford Library Reading Scheme**  All Year Groups to support Reading Comprehension. | To support the continuation of shared reading in school. All children to have their own copy of books that are read during Whole Class Shared Read. Boxes of Topic books to support and enrich the curriculum. |  | £2,960 | \*To continue to enable the disadvantaged children perform in line or exceed others in school and nationally in Reading.  \*To help the disadvantaged children at the end of KS1 perform in line with others nationally in Reading. (Gap 2018 = -8% at Expected and -10% at GDS.) |
| **2. Targeted Academic Support** | | | | |
| **Rapid Teachers –** Small groups of children targeted to reach or exceed the expected standard. **Research for the Education Endowment Foundation** show that small groups can have a big impact on learning and progression. | Experienced Teachers delivering bespoke lessons and targeting learning to ensure all children, including PP children reach expected standard. The children will be carefully and rigorously monitored to ensure progression. |  | £186,000 | \*To continue our success from last academic year in % of children meeting expected standard in all areas. Our disadvantaged children to outperform others nationally in most areas! |
| **SPLUD** Teacher | *Speech, Language & Understanding Difficulty Teacher*  One day a week. Teacher targeting and tracking progress of children who need extra support with cognitive understanding and language support. |  | £12,300 | \*To support our disadvantaged children which specific speech, language and learning difficulty to help them reach the expected standard. Progress measured in Reading Accuracy using YARC (Comprehension)and HAST (spelling) assessments. |
| **1:1 Tuition- For disadvantaged children needing extra support in the core areas.** | The school to provide 1:1 tuition to provide support academically in core areas. (4/5) | **+3** | £5000 | \*In school we identify disadvantaged children that are falling behind the expected standard in their Year Group. We give these children extra support and hope this will help them to meet the expected standard. |
| **1:1 Readers- Whole School** | PP children and Non PP children identified through Salford reading Test to be below age related expectations. These children are read with every day to increase their progress in Reading. The class teacher reads 1:1 with each child selected each day. This is tracked every term to monitor impact. |  | £350 | \*To ensure children who are disadvantaged, that are reading below their reading age, are targeted through this intervention to ensure they catch up and progress at the same rate of non- disadvantaged. |
| **3. Wider Strategies** | | | | |
| Subsidising **Trips** – all Year Groups | This money enables us to help children have a rich and varied learning experience at Crossacres Primary Academy. We believe giving children first hand experiences is crucial to their learning. (See our Website for trips!) | **+3** | £13,000 | \*We hope to ensure children have experiences that they might have been able to do without our financial support. The impact of these experiences are far reaching; in all areas of the curriculum. We believe it is our responsibility to open children’s minds to the amazing world around them.  \*To continue to support disadvantaged children to meet and exceed the national figure for reaching the expected standard in Science and continue to check progress of disadvantaged compared to others in the foundation subject areas. |
| **Music** Specialist Support | Music Specialist to work in Key Stage Two supporting children with Brass and Wind Instruments. | **+2** | £3,600 | \*We ensure there is a balance between PP and Non PP children to access to music lessons in brass and wind instruments.  \*We also fund all of Year Five with African drumming. |
| **Speech & Language Specialist**  *Central Manchester University NHS Foundation Trust.* | Early intervention of children in the Foundation Stage. Bespoke targets for each child that has been identified as needing extra support. | **+5** | £8,755 | \*To tackle speech and language problems early on in EYFS. % achieving GLD. |
| **Attendance Officer** | Working with all children to improve attendance. PP children identified. The Attendance Officer works closely with parents and families to improve attendance. Last year there was a gap between PP and Non PP attendance, we aim to diminish this.  \*Provide additional individual items of uniform on request.  \*Provide spaces at Breakfast Club.  \*Review attendance policy and share with parents to set clear expectations about regular attendance. | **+3** | £32,300 | \*The attendance officer, carefully tracks all PP children and compares to non PP. She is working on persistent absentees that are disadvantaged.  \*Attendance for PP-eligible pupils will be at least in line with that for all pupils nationally. |
| **Art/ Drama/ Speech & Language** Enrichment | Drama specialist working with Year 6 on our Drama production.  This helps children with their speaking and listening skills, as well as their confidence skills. | **+3** | £2,280 | \*To give all children in Year Six, the experience of working with a specialist to develop their performance skills and enable them to perform in front of their families, a real audience! |
| Nurture Group- **Pony Club/** Behavioural Incentive & Social/ Emotional Group. | Children selected on a needs basis via SDQ’s, to take part in caring for a Shetland Pony. Children have the chance to ride the pony and groom them. We compare SDQ’s and the decrease in Negative behaviours and increase in positive behaviours to measure impact. |  | £4,500 | \*We aim to help children who are attracting PP funding and others that struggle with social and emotional problems, to develop these skills in a small nurture group.  \*Target- for all children to decrease their negative behaviours and attendance for PP children to improve. |
| **Forest School- Staff training and Resources** | Forest School is an inspirational process, which offers ALL learners regular opportunities to achieve and develop confidence and self-esteem through hands-on learning experiences in a woodland or natural environment with trees. |  | £1000 | *We hope forest school achieves…*   * Improved outcomes relating to communication and interaction both for eligible pupils and across the school. * Staff have maximum impact in the classroom, measured by overall progress of the pupils. * Lower level of class disruption leading to improved outcomes for both the children with challenging behaviours and with other children in the class. * Significant personal development including self-esteem, self-confidence and independence.   *We will measure this through whole school data, parent/child/ teacher questionnaires and behaviour monitoring.* |
| **Art Therapist- 3 full days** | A qualified Art Therapist working with our KS1 and KS2 children. |  | £10,500 | \*Bespoke programmes for children who have suffered some emotional trauma.  *Impact measured through attendance, children’s attainment and academic progress over the year.* |
| **Lego Therapy/ Social and communication groups** | Children with specific needs targeted by qualified leaders to improve social and communication skills. We replenish resources for this each year. |  | £2,000 | \*Enabling children who attract funding and others with specific social and communication problems, to learn how to play effectively with their peers and regulate their feelings.  *Impact measured through attendance, children’s attainment and academic progress over the year.* |
| **Play Therapy** | Children identified via SDQ’s targeted for Play therapy. One day. |  | £7,600 | \*Enabling children who attract funding and others with specific social and communication problems, to learn how to play effectively with their peers and regulate their feelings.  *Impact measured through attendance, children’s attainment and academic progress over the year.* |
| **Play Equipment for the Playgrounds.** | The children requested more play equipment after a lot of the equipment was destroyed by vandals. This was identified in pupil voice interviews. They said this would make them happier. |  | £4,500 | * Measured impact will be through questionnaires of PP children and their attitudes towards school, improvement in attendance. |
| **Wilderness Therapy**  (ongoing) | Wilderness therapy (also known as outdoor behavioural healthcare) is an adventure-based therapy treatment modality for behaviour modification and interpersonal self-improvement, combining experiential education, individual and group therapy in a wilderness setting. | **+3** | £2,000  (replenish resources) | * Measured impact will be through questionnaires of PP children and their attitudes towards school, improvement in attendance. |
| **Parental Involvement**  Home School Learning Resources. | All children in statutory testing year groups, to receive revision guides and learning prompts for home. This helps parents support their child at home with their learning and makes them aware of the expectations of the tests their child will take.  These are sent to Year One, Year Two and Year Six parents.  These are given out after parent information meetings, where important information is shared with parents/carers. | **+3** | £5,000 | \*To build on our successes last academic year in End of Key Stage Two and in Phonics, where in most areas, our disadvantaged outperformed the others nationally.  \*To continue to diminish the gap between disadvantaged in school and nationally, in all areas at the end of Key Stage One, at expected and GDS. (Biggest gap in Maths GDS compared to national others 2017 = -17%.)  \*Parents feel supported and secure in helping their children and it also helps tackle the material deprivation some of our parent’s experience. |
| **Bullying Mentor Program** | This program is led by a local secondary school, where they deliver a program that trains children to be bullying mentors in their year group. This involves the children visiting the secondary school. The mentors will be available at break time and dinner time for children to speak to. | **+3** | £1000 | \*To continue to listen to pupil voice and make break time and playtime a happy time for all. The mentors are available during break time and lunch time for children to speak to if they have concerns or worries.  \*Impact measured via pupil voice. |
|  |  | Total : | | £315,745 |