

## Pupil premium strategy / self- evaluation (secondary)

1. Summary information					
<b>School</b>	Reach Academy Feltham				
<b>Academic Year</b>	2019-20	<b>Total PP budget</b>	£347,600 £198,000 Primary £147,600 Secondary	<b>Date of most recent PP Review</b>	September 2019
<b>Total number of pupils</b>	420 Primary 295 Secondary	<b>Number of pupils eligible for PP</b>	150 Primary 160 Secondary	<b>Date for next internal review of this strategy</b>	Ongoing - report in Sept 2020

2. Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
<b>Progress 8 score average</b>	<b>0.81 (2018)</b>	
<b>Attainment 8 score average</b>	<b>49.4 (2018)</b>	
3. Barriers to future attainment (for pupils eligible for PP)		
<b>Academic barriers</b> ( <i>issues to be addressed in school, such as poor literacy skills</i> )		
<b>A.</b>	Weaker cultural capital (as demonstrated by consistently weaker attainment in MFL/Humanities subjects)	
<b>B.</b>	Weaker literacy skills in Pupil Premium children.	
<b>C.</b>		
<b>Additional barriers</b> ( <i>including issues which also require action outside school, such as low attendance rates</i> )		
<b>A.</b>	Parental support leading to increased instances of homework catch up, less reading at home	

<b>B.</b>	Low attendance rates for some pupils.	
<b>4. Intended outcomes</b> ( <i>specific outcomes and how they will be measured</i> )		Success criteria
<b>A.</b>	Raise the attainment of eligible pupils, reducing and ultimately eliminating gaps in attainment through eligible pupils to make rapid progress.	
<b>B.</b>	To create strong links with families and strengthen collaboration to support pupils to make rapid academic progress	
<b>C.</b>	Promote the social and emotional well-being of eligible pupils, so that they are able to make rapid academic progress.	

**5. Planned expenditure****Academic year****2019-2020**

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

**i. Quality of teaching for all**

<b>Action</b>	<b>Intended outcome</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Teach First Trainee in Secondary Maths and English	Place a trainee teacher in Maths and English to add capacity.	Impact of high quality teacher is significant, confidence that trainee will be teaching 'good' lessons by Christmas.	Trainees meeting Teacher Standards via regular coaching and team teaching	MBR	Ongoing, review meetings.
Coaching for teachers	To provide quality first teaching throughout the school To provide quality first teaching throughout the school	Teacher is the biggest determinant of pupil outcomes – need them to be as effective as possible.  Internal monitoring External monitoring	Coaching reviews and quality assurance  Learning walks  Internal and External reviews	MBR	Weekly coaching reviews and termly overall reviews

**Total budgeted cost** £88,660**ii. Targeted support**

<b>Action</b>	<b>Intended outcome</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Read Write Inc	To ensure all pupils pass the Phonics Screen	Effective phonics is a critical part of pupils becoming	Analysis of reading interventions	SEM	Termly

		<p>effective readers, which is essential to future success.</p> <p>90% + pass Phonics Screen in Year 1; 100% pass Phonics Screen in Year 2; 50% of pupils exceeding ELG and 90% at ELG in Reception. Close gap in Writing progress in Year 2</p>	<p>Appointed a Phonics lead for 2019 to monitor impact and coach</p>		
<p>Talk Boost and other S&amp;L Intervention</p>	<p>To accelerate pupil progress by ensuring that speaking and listening are not a barrier to learning</p>	<p>Provide capacity for Assistant SENDco to work directly with prioritised pupils with S&amp;L barrier to learning</p> <p>All pupils to achieve ELG in Communication or make accelerated progress; Non-Reception pupils show growth on Talk Boost pre and post- assessment.</p>	<p>Inclusion (SEN team) provide specialist oversight of interventions.</p> <p>SALT commissioned to provide plans and materials to support pupils.</p>	<p>NMC</p>	<p>Termly</p>
<p>Book Club</p>	<p>Provide specialist teaching in reading through RWI and Book Club</p>	<p>Provide more personalised learning opportunities through a progression from RWI to Book Club with a lead teacher</p>	<p>Literacy Lead and Phonics lead collaborating to ensure planning of a quality standard.</p> <p>All primary teachers and support staff teaching in small groups.</p>	<p>FRE</p>	<p>Termly</p>

Substantial Social & emotional support through 1:1s and focused group sessions with the input of an additional DDSL focused on engagement	To address barriers to learning for prioritised pupils	Using a coaching model has worked well in Secondary, and will support pupils with the move to Phase 3, especially those with a range of emotional needs and some insecure attachment.	SDQ questionnaires.  Referrals to inclusion team.	GCR	
Masterclasses & personalised support	To provide space for teachers to work with small groups to raise attainment	Ensures that staff with the greatest subject knowledge and knowledge of the pupils are working with the most vulnerable.	Supervised space for pupils to do homework where they can get help if needed	VHO	Termly report figures for HWCU
Mastery	To provide support for pupils with Homework	Helps to ensure that all pupils are completing their homework.	Attendance at Homework Club & reductions in number of pupils in Homework Catch-Up.	VHO	Termly report figures for HWCU
<b>Total budgeted cost</b>					£120,740

### iii. Other approaches

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Forest School	To ensure all pupils develop resilience and communication skills.	Forest School has had substantial impact for the past two years, especially on boys / vulnerable pupils.	Planning and resources are high quality and character develops.	MBR	Termly

Personalised approach to PP spending for high-need pupils in each year group	To enable more dynamic and individualised approach to PP pupils who are significantly underperforming across multiple subjects.	While many PP are making progress, there are a small number in each year, for whom an external barrier is preventing them from succeeding, and require a more individual approach to support them. E.g. Attendance issues could be supported by a breakfast club.	Identify pupils who are high need within each year group (below target in both Eng&Ma as a minimum) and collaborate with family and teachers about the best way to support that child.	FDY	Termly
Contribution to wider learning, clubs, trips and residential	To identify trips and experiences that can add value and cultural capital to PP pupils.	To enhance the cultural capital of pupils which in turn will enhance their Humanities and MFL knowledge.	Regular trips/activities that pupil premium children attend.	MBR	Annual review - trips and experiences
Place2Be	To provide high quality counselling accessible to all.  All pupils accessing the service to make progress on SDQs & for 80% in academic progress.	Strong evidentiary base for excellent social and emotional support generally and P2B in particular. Long-standing partnership.	All pupils accessing the service to make progress on SDQs & for 80% in academic progress.	GCR	Performance reviews
Family Service Dining	To create a warm, positive dining environment for all pupils	Have teaching staff eating with pupils daily to nurture social communication and a rich experience.	Children eat healthily and benefit from adult interaction and modelling of conversation.	PFO and FRE	Annual

Support from Family Support worker	For prioritised parents to receive support to enable them to effectively support their children	Clear evidence that high quality parental engagement accelerates pupil progress.  Strengths and Difficulties Questionnaires	Family Support worker with a case-load and also running programmes like Family Links Develop this point further	GCR	Termly
<b>Total budgeted cost</b>					£138,200

*To be completed in September 2020*

<b>6. Review of expenditure</b>				
<b>Previous Academic Year</b>				
<b>i. Quality of teaching for all</b>				
<b>Action</b>	<b>Intended outcome</b>	<b>Estimated impact:</b> Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
<b>ii. Targeted support</b>				
<b>Action</b>	<b>Intended outcome</b>	<b>Estimated impact:</b> Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
<b>iii. Other approaches</b>				



<b>Action</b>	<b>Intended outcome</b>	<b>Estimated impact:</b> Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>

## 7. Additional detail

