

Pupil premium strategy / self- evaluation (secondary)

| 1. Summary information | | | | | |
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| School | Reach Academy Feltham | | | | |
| Academic Year | 2020-201 | Total PP budget | £215,754.88 - Primary £146,185.11 - Secondary | Date of most recent PP Review | October 2020 |
| Total number of pupils | 420 Primary 301 Secondary | Number of pupils eligible for PP | 182 Primary 129 Secondary | Date for next internal review of this strategy | Termly |

| 2. Current attainment | | |
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| | Pupils eligible for PP (your school) | Pupils not eligible for PP (national average) |
| Progress 8 score average | CAG for 2020 | |
| Attainment 8 score average | CAG for 2020 | |
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| 3. Barriers to future attainment (for pupils eligible for PP) | | |
| Academic barriers <i>(issues to be addressed in school, such as poor literacy skills)</i> | | |
| A. | Weaker cultural capital (as demonstrated by consistently weaker attainment in MFL/Humanities subjects) | |
| B. | Weaker literacy skills in Pupil Premium children. | |
| C. | Impact of school closures from March-September | |
| Additional barriers <i>(including issues which also require action outside school, such as low attendance rates)</i> | | |
| A. | Parental support leading to increased instances of homework catch up, less reading at home | |

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| B. | Low attendance rates for some pupils. | |
| C. | Impact of Covid-19 | |
| 4. Intended outcomes (<i>specific outcomes and how they will be measured</i>) | | Success criteria |
| A. | Raise the attainment of eligible pupils, reducing and ultimately eliminating gaps in attainment through eligible pupils to make rapid progress. | |
| B. | To create strong links with families and strengthen collaboration to support pupils to make rapid academic progress | |
| C. | 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

2020-2021

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

| 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? |
|-----------------------------------|--|--|--|------------|---|
| Trainees in Primary | 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/ CLC | Weekly coaching reviews and termly overall reviews |
| Evidence informed teaching rubric | To provide teachers with a structured 'best bets' way of ensuring the best possible outcomes for students. | We must use what the research tells us works. Through the work of cognitive science we have clear proxies of what practice most supports student progress. | Early finish every Wednesday to allow for weekly CPD All staff participate in instructional coaching. | CLC | Weekly SLT drop in's. Recorded in a central document. Weekly standing agenda item during SLT meetings. |

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| | | | Department meetings have practice embedded into all meetings. | | Termly CPD staff feedback on CPD. Termly student data. |
| Introduction of more frequent routine practice sessions. | Phase Meetings now include CPD sessions based on the implementation of effective classroom routines. | Clear routines allow students to have increased space in their working memory. Ensure that there is consistency of routines from all staff. | Scripting of the session. SLT observing during the session. Repetition of the session content to ensure there is sufficient time to practice. | CLC PFO FWI All SLT | Weekly SLT drop in's. Recorded in a central document. Weekly standing agenda item during SLT meetings. Termly CPD staff feedback on CPD. Termly student data. |
| Creation of an online teaching rubric. | Ensure that the attainment gap does not increase during Covid-19. | Creation of an online teaching rubric based on the most recent research on effective online teaching. | Daily and weekly training. SLT quality assurance. | CLC All SLT | Weekly SLT drop in's Daily training and feedback to staff on WWW's and EBI's. |
| Use of pre-recorded lessons | Pre-recorded lessons used for all Year groups bar 12&13. | Research led by Ofsted and the DfE suggest that pre-recorded lessons support more vulnerable learners because it allows them to view the lesson in their own time. | Clear structure for the lesson provided. Daily CPD sessions to support the creation of lessons. | All SLT | Weekly SLT drop in's. |

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| Week long student training on classroom routines during the return to school in September. | Students displaying Reach classroom routines in and out of the classroom. | After the national lockdown, students required support in acclimatising back to the school environment. | Centrally planned sessions. Staff provided scripts to ensure consistency of message. | Phase leaders PFO | Weekly SLT drop in's focusing on core habits |
| ITT focusing on core habits. | Teachers new to the profession receive specific training on the core habits of the Reach teaching rubric. | The ITT framework is based on the new Early Careers Framework which has been certified by the DfE. | Programme overseen by the Assistant Headteacher in charge of CPD. | JFO CLC | The ITT programme in the school involves all staff receiving feedback using the instructional coaching model. |
| No external cover | No student in the school has any external cover teacher. | Relationships and consistency of routines are crucial to creating a culture of safety and high expectations. | Part of whole school policy. | SLT | Termly review |
| Reach teachers producing a significant number of lessons for Oak Academy | School has access to a bank of pre-recorded lessons that mirrors the in school curriculum. | Students get taught the content of the curriculum thereby ensuring gaps in knowledge do not develop despite the reduction in face to face teaching. | Whole school monitoring of online learning with tutors and Phase leaders making daily and weekly phone calls. | SLT Phase leaders Tutors | Daily/weekly <i>This incurs no cost to Reach Academy as part of our strategy.</i> |
| ii. Targeted support | | | | | |
| 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? |

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| Read Write Inc | To ensure all pupils pass the Phonics Screen | <p>Effective phonics is a critical part of pupils becoming effective readers, which is essential to future success.</p> <p>90% + pass Phonics Screen in Year 1; 100% pass Phonics Screen in Year 2; 90% at ELG in Reception. Close gap in Writing progress in Year 2</p> | <p>Analysis of reading interventions</p> <p>Appointed a Phonics lead for 2019 to monitor impact and coach</p> | SEM | Termly |
| Talk Boost and other S&L Intervention | To accelerate pupil progress by ensuring that speaking and listening are not a barrier to learning | <p>Provide capacity for Assistant SENDco to work directly with prioritised pupils with S&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> | NMC | Termly |
| Book Club | Provide specialist teaching in reading through RWI and Book Club | Provide more personalised learning opportunities through a progression from RWI to Book Club with a lead teacher | Literacy Lead and Phonics lead collaborating to ensure planning of a quality standard. | FRE | Termly |

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| | | | All primary teachers and support staff teaching in small groups. | | |
| 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 | BOW/PFO | 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. | BOW/PFO | Termly report figures for HWCU |
| 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 | 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 |

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| | and communication skills. | | | | |
| 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. | BOW | 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 | Have teaching staff eating with pupils daily to nurture | Children eat healthily and benefit from adult | PFO and FRE | Annual |

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| | environment for all pupils | social communication and a rich experience. | interaction and modelling of conversation. | | |
| 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 | GST | Termly |
| Targeted intervention from our attendance officer and Hub. | Attendance of our most vulnerable students is significantly above the national average post lockdown. | Research has made it clear that the impact of Covid-19 will be most keenly felt by the most vulnerable communities. It is imperative that they return to school to ensure that there is no increase in the attainment gap. | Attendance Officer and Hub to communicate daily with key families. Invite students to school before the start of the academic year for a resettling induction period. | JBA | Daily/weekly report |
| Centralised tracking system of student engagement with online learning. | Ensuring that we keep regular contact and provide personalised support for students who are not able to access online working. | Research and national data suggest that disadvantaged students do not have equal access to technology. | Deputy Headteacher for Culture and Relationships to ensure daily calls are being made when students are not submitting work. Overall %'s and data reported to the whole staff. | PFO Phase leaders | Daily/weekly report |
| Intensive coaching | Underachieving PPG students provided with | Small group mentoring has been supported by research undertaken by the EEF. | Deputy Headteacher for Culture and Relationships to ensure the setting and | PFO | Weekly report |

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| | personalised intensive coaching from MLT and SLT. | | completion of targets and actions are being set and completed. | | |
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To be completed in September 2021

| 6. Review of expenditure | | | | |
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| Previous Academic Year | | | | |
| i. Quality of teaching for all | | | | |
| Action | Intended outcome | 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 |
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| ii. Targeted support | | | | |
| Action | Intended outcome | 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 |
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| iii. Other approaches | | | | |
| Action | Intended outcome | 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 |
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7. Additional detail

