

'Multi-year' pupil premium strategy and self-evaluation for 2019-20

1. Summary information					
School	Swindon Academy Primary Phase				
Academic Years	Total pupil	PP eligible pupils	PP income	Date of most recent full review	July 19
19/20	749	432	£570,240	'light touch review 1'	July 20
20/21	768	430	£578,350	'light touch review 2'	July 21
21/22 (estimate)				Date of planned full review	July 22

The progress of pupils in Year 6 at Swindon Academy has improved over the past three years.

	2017	2018	2019	2019 PP
Progress in Reading (KS2)	-6.08	-4.73	-1.94	-1.8
Progress in Writing (KS2)	-6.23	-2.75	-1.73	-2.0
Progress in Maths (KS2)	-4.92	-3.92	-2.31	-2.2

1. Current attainment (2019)		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% of children reaching GLD	72.7	74.7
% of pupils meet expected standard Yr1 phonics check	79	81.9%
KS1 to KS2 progress - Reading	-1.96	0.28
KS1 to KS2 progress - Writing	-2.16	0.26
KS1 to KS2 progress - Maths	-2.28	0.33

% of pupils working ARE and GD and end of KS2 – Reading	51.6	11.3	77.7	31.0
% of pupils working ARE and GD and end of KS2 – Writing	62.3	6.6	82.8	23.7
% of pupils working ARE and GD and end of KS2 - Maths	59.7	8.1	83.3	31.1

2. Barriers to future attainment (for pupils eligible for PP)

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

A.	Literacy and numeracy skills on entry to Nursery and Reception are low for a significant minority of disadvantaged pupils. This can impact on their ability to access the curriculum which in turn has an impact on attainment and progress.
B.	A higher percentage of disadvantaged students experience social, emotional and mental health issues (SEMH) which affects behaviour and attendance and therefore has a detrimental impact on progress.
C.	For some disadvantaged pupils there is a lack of support with learning at home and a lack of engagement of parents which leaves them vulnerable to underachievement.

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

D.	There are increasing numbers of social care involvement with a significant minority of families.
-----------	--

3. Intended outcomes *(specific outcomes and how they will be measured)*

A.	The decline in the proportion of disadvantaged pupils that pass the phonics screening test is reversed and increases year on year.
B.	The proportion of disadvantaged pupils that reach the expected standard in reading, writing and maths at Key Stage 2 continues to rise.
C.	Rates of persistent absence for disadvantaged pupils continue to decline.
D.	The exclusion rate for disadvantaged pupils continue to decline.

4. Planned expenditure		
Academic years	2019 - 2022	
i. Quality of teaching for all		
Action	Intended outcome	Cost
<p>Invest in training, resources and support to further strengthen the quality of teaching including:</p> <ul style="list-style-type: none"> • The Rosenshine Principles • Data Driven Instruction • Teach Like A Champion • Reading Reconsidered • Maths No Problem • English Novel Studies and Bedrock Vocabulary • Core Knowledge Curriculum • Ruth Miskin Phonics • Daily Supported Reader • Oracy and Voice 21 	<ul style="list-style-type: none"> • The training, CPD and resources will increase teachers’ subject knowledge and expertise, enabling them to plan and deliver a knowledge rich curriculum. • The Maths No Problem scheme will provide a coherent curriculum with medium term plans, training and resources. Outcomes in maths will improve. • The new Novel Studies approach will be underpinned by support and CPD from United Learning advisers who will train middle leaders. A Reading Spine of challenging novels will be purchased. Outcomes in English will improve. • The Core Knowledge Curriculum will provide resources and increase teachers’ subject knowledge and confidence for history, geography and art. The quality of teaching and pupil outcomes will improve. • The further investment in DSR and Phonics will provide training for staff and classroom resources so that outcomes in early reading improve further. 	£34,320
<p>Plan a programme of Middle and Senior Leader CPD and support to develop their capacity to lead teaching and learning:</p> <ul style="list-style-type: none"> • Invest additional resources to release teachers and leaders to carry out in-depth analysis of data. • Send leaders to the Uncommon Schools training for Data Driven Instruction and use these materials along with ‘Check for Understanding’ approaches. 	<ul style="list-style-type: none"> • The new data meetings will provide time for teachers and leaders to take a laser-like approach to monitoring the progress of disadvantaged pupils. • Training leaders in Data Driven Instruction and Check for Understanding approaches will mean that they can train their teams to use live marking, books and data to analyse and address misconceptions and gaps for disadvantaged pupils. 	£5,140

<ul style="list-style-type: none"> • Purchase a PIXL subscription to support the Raising Standards Leader for Year 6. • Schedule two leadership conferences, which will focus on curriculum and teaching and learning. 	<ul style="list-style-type: none"> • The PIXL programme and associated training will support leaders and teachers to monitor key marginal pupils in Year 6 – to spot the gap and fill the gap using Personal Learning Checklists. • The Leadership Conference will strengthen the quality of leadership of teaching and learning and develop a cluster approach to raising attainment and progress for disadvantaged pupils. 	<p style="text-align: right;">£2,540</p>
3-year budgeted cost		£42,000

ii. Targeted support		
Action	Intended outcome	Cost
<p>Staffing: Leaders</p> <ul style="list-style-type: none"> • Appoint a non-class based SENCo at each site. • Increase staffing to ensure that Site Headteachers have the capacity to lead teaching and learning and oversee achievement for disadvantaged pupils • Appoint a Primary Headteacher to oversee both sites 	<ul style="list-style-type: none"> • The SENCOs will have time to work with staff to oversee the targeted interventions and in-class strategies and adjustments to be used for disadvantaged pupils. • Site Headteachers will be able to carry out regular learning walks. They will do weekly staff coaching for inexperienced teachers. Therefore, they will monitor the quality of teaching and progress being made by disadvantaged pupils. • The Primary Headteacher will work across both sites to quality assure the curriculum, quality of teaching and progress for disadvantaged pupils. 	<p style="text-align: right;">£194,539</p>
<p>Staffing: Teachers</p> <ul style="list-style-type: none"> • Appoint additional staff into Reception, Year 2 and Year 6. 	<ul style="list-style-type: none"> • Additional teachers will mean that core lessons (English and maths) can be taught in smaller groups with a focus on closing gaps for disadvantaged pupils. 	<p style="text-align: right;">£52,554</p>

<p>Staffing: Support Staff</p> <ul style="list-style-type: none"> • Appoint teachers into Nursery and increase wages for EYFS practitioners. • Appoint three Inclusion Officers at each Primary Site (six in total) who will support vulnerable and challenging pupils and their families. • Appoint an additional Attendance Officer. 	<ul style="list-style-type: none"> • The quality of staffing and teaching in the Nursery Rooms will improve this meaning that disadvantaged pupils who start school well below expected levels of development will start to catch up. • Inclusion Officers will deliver restorative and other therapeutic approaches to support disadvantaged pupils. They will support the Behaviour for Learning Policy by manning the On-Call Room, and the Rainbow/Orchard Intervention Rooms. • Inclusion Officers will work closely with parents of disadvantaged pupils to help them engage with their child's education. They will work with families where pupils are persistently absent to ensure that they attend school regularly. • The Attendance Officer will monitor first day absence and liaise with Inclusion Officers. They will work on a caseload of legal cases. 	<p>£174,626</p>
3-year budgeted cost		£421,719

iii. Other approaches		
Action	Intended outcome	Cost
<ul style="list-style-type: none"> • Purchase additional time from Educational Psychologists, TAMHS/CAMHS and Speech and Language Therapists. • Buy into the SEMH Team provision offered by the Nylands Campus Outreach Team. (NCOT) • Commission training for staff to develop Lego Therapy, Play Therapy and Nurture Group sessions. 	<ul style="list-style-type: none"> • Disadvantaged pupils who need assessment for SEN are assessed quickly so that suitable provision can be put in place. • The SEMH Team will provide staff will training, advice and guidance in dealing with the most challenging disadvantaged pupils. Some pupils will benefit from 2day/3day placements or a full-time programme at Nylands. • Pupils will benefit from therapeutic approaches which help to regulate their moods and enable them to cope in a mainstream school setting. 	<p>£42,131</p>
<ul style="list-style-type: none"> • Provide a subsidised programme of three trips and visits for each year groups and a Summer Residential for Year 5 pupils. 	<ul style="list-style-type: none"> • Disadvantaged pupils will benefit from a wide range of experiences that will support their learning and enhance their understanding and appreciation of the curriculum. Their vocabulary will be enriched. 	<p>£27,740</p>
3-year budgeted cost		£69,871

1. Impact Statement (adapted to review the impact of remote learning during lockdown 20.03.20 – 01.09.20)			
i. Quality teaching for all			
Action	Impact	Lessons learned	Cost
<p>Invest in training, resources and support to further strengthen the quality of teaching including:</p> <ul style="list-style-type: none"> • The Rosenshine Principles • Data Driven Instruction • Teach Like A Champion • Reading Reconsidered • Maths No Problem • English Novel Studies and Bedrock Vocabulary • Core Knowledge Curriculum • Ruth Miskin Phonics • Daily Supported Reader • Oracy and Voice 21 	<ul style="list-style-type: none"> • The training, CPD and resources will increase teacher subject knowledge and expertise, enabling them to plan and deliver a knowledge rich curriculum. • The Maths No Problem scheme will provide a coherent curriculum with medium term plans, training and resources. Outcomes in maths will improve. • The new Novel Studies approach will be underpinned by support and CPD from United Learning advisers who will train middle leaders. A Reading Spine of challenging novels will be purchased. Outcomes in English will improve. • The Core Knowledge Curriculum will provide resources and increase teacher subject knowledge and confidence for history, geography and art. The quality of teaching and pupil outcomes will improve. • The further investment in DSR and Phonics will provide training for staff and classroom resources so that outcomes in early reading improve further. 	<ul style="list-style-type: none"> • Bespoke training continues to have a positive impact on teacher knowledge, skills and confidence. • The impact of the Maths No Problem scheme will take 2 – 3 years to be seen. However, the common approach, schemes of work and lesson resources are leading to greater consistency and curriculum coverage. • The work of advisers has been invaluable in supporting and challenging leaders. This has resulted in high quality schemes of work and supporting materials. • The Core Knowledge Curriculum has provided some excellent materials. However, we have learned that middle leaders need additional time to adapt these materials and to write booklets to accompany them. Additional CPD for art has been provided using expertise in the secondary phase. This will be explored for other subjects. • Regular training updates for phonics and DSR have proved to be essential so that early reading approaches are embedded across EYFS and KS1. 	<p>£34,320</p>

<p>Plan a programme of Middle and Senior Leader CPD and support to develop their capacity to lead teaching and learning.</p> <ul style="list-style-type: none"> • Invest additional resources to release teachers and leaders to carry out in-depth analysis of data. • Send leaders to the Uncommon Schools training for Data Driven Instruction and use these materials along with 'Check for Understanding' approaches. 	<ul style="list-style-type: none"> • The new data meetings will provide time for teachers and leaders to take a laser-like approach to monitoring the progress of disadvantaged pupils. • Training leaders in Data Driven Instruction and Check for Understanding approaches will mean that they can train their teams to use live marking, books and data to analyse and address misconceptions and gaps for disadvantaged pupils. 	<ul style="list-style-type: none"> • Time invested in release for data meetings has had a significant impact on the quality of these meetings. The new Data Books and analysis of PIRA and PUMA outcomes has enabled teachers to better identify pupils who need additional support in order to meet their targets. • We have learned that it is difficult to provide sufficient time for leaders to run effective Data Driven Instruction meetings. One school will trial a way of reducing the amount of time it takes to prepare for a run a meeting. • We have learned that Check for Understanding approaches can have a positive impact in class – but that this has not been adopted consistently across the school. Further training will be provided. 	<p>£5,140</p>
<ul style="list-style-type: none"> • Purchase a PIXL subscription to support the Raising Standards Leader for Year 6. • Schedule two leadership conferences, which will focus on curriculum and teaching and learning. 	<ul style="list-style-type: none"> • The PIXL programme and associated training will support leaders and teachers to monitor key marginal pupils in Year 6 – to spot the gap and fill the gap using Personal Learning Checklists. • The Leadership Conference will strengthen the quality of leadership of teaching and learning and develop a cluster approach to raising attainment and progress for disadvantaged pupils. 	<ul style="list-style-type: none"> • The PIXL focus on Year 6 provides us will clear and useful data on a pupil by pupil basis. This has helped to drive up standards, and will be used by The Core Group again. • The Leadership Conference in November was used up train and upskill leaders to understand the new Ofsted framework and how it can be used to drive up standards across the school. The AIP Conference was taken online due to Lockdown. 	<p>£2,540</p>

How was high-quality teaching sustained during lockdown? How successful was the remote offer and how do you know? What lessons did you learn?

- The principles of TLaC and Rosenshine were embraced by teachers during Lockdown and used in planning lesson materials and resources.
- CPD was provided for teachers so that they could adapt their SWAYs and use the agreed instructional methods.
- Engagement and work completion rates were monitored throughout Lockdown and increased over the period, as leaders and teachers found ways to challenge pupils and parents over non-engagement and non-completion.
- Leaders have realised that a programme of live-teaching and the best way to respond to a Lockdown situation for pupils in Years 4 and above, and training has been provided for staff so that they are confident to move to this mode of delivery if needed.
- Daily class meetings have been provided for pupils in YR – Y3 so that teachers can provide some direct teaching, model learning and give pupils feedback on the previous day’s learning.

ii. Targeted support and intervention			
Action	Impact	Lessons learned	Cost
<p>Staffing: Leaders</p> <ul style="list-style-type: none"> • Appoint a non-class based SENCo at each site. • Increase staffing to ensure that Site Headteachers have the capacity to lead teaching and learning and oversee achievement for disadvantaged pupils • Appoint a Primary Headteacher to oversee both sites 	<ul style="list-style-type: none"> • The SENCOs will have time to work with staff to oversee the targeted interventions and in-class strategies and adjustments to be used for disadvantaged pupils. • Site Headteachers will be able to carry out regular learning walks. They will do weekly coaching staff for inexperienced teachers. Therefore, they will monitor the quality of teaching and progress being made by disadvantaged pupils. • The Primary Headteacher will work across both sites to quality assure the curriculum, quality of teaching and progress for disadvantaged pupils. 	<ul style="list-style-type: none"> • Non-teaching SENCOs continue to have a considerable impact. The additional time they have due to not teaching enables them to assess pupils at an early stage, provide high quality interventions and apply for EHCPs where needed. • The programme of Learning Walks, Coaching and Development Days has been pivotal in improving the quality of teaching and learning and curriculum. • The role of Primary Headteacher has provided consistency and challenge for the two primary Headteachers. 	£194,539

<p>Staffing: Teachers</p> <ul style="list-style-type: none"> • Appoint additional staff into Reception, Year 2 and Year 6. 	<ul style="list-style-type: none"> • Additional teachers will mean that core lessons (English and maths) can be taught in smaller groups with a focus on closing gaps for disadvantaged pupils. 	<ul style="list-style-type: none"> • Providing trainees in key year groups has provided additional time for leaders. However, we have learned that trainees having experience as a Teaching Fellow before they become trainees gives them a much better chance of success. 	<p>£52,554</p>
<p>Staffing: Support Staff</p> <ul style="list-style-type: none"> • Appoint teachers into Nursery and increase wages for EYFS practitioners. • Appoint three Inclusion Officers at each Primary site (six in total) who will support vulnerable and challenging pupils and their families. • Appoint an additional Attendance Officer. 	<ul style="list-style-type: none"> • The quality of staffing and teaching in the Nursery Rooms will improve, meaning that disadvantaged pupils who start school well below expected levels of development will start to catch up. • Inclusion Officers will deliver restorative and other therapeutic approaches to support disadvantaged pupils. They will support the Behaviour for Learning Policy by manning the On-Call Room, and the Rainbow/Orchard Intervention Rooms. • Inclusion Officers will work closely with parents of disadvantaged pupils to help them engage with their child's education. They will work with families where pupils are persistently absent to ensure that they attend school regularly. • The Attendance Officer will monitor first day absence and liaise with Inclusion Officers. They will work on a caseload of legal cases. 	<ul style="list-style-type: none"> • We have learned that the quality, qualifications and experience of EYFS staff directly impacts on the quality of provision in EYFS. • The work of Inclusion Officers is now well-embedded in the school, and they are a vital part of our pastoral provision. • Inclusion Officers have a positive impact on attendance rates. Attendance has improved significantly over the past three years and levels of persistent absence have fallen. 	<p>£174,626</p>

How did you target the needs of PP pupils during lockdown? How successful were you and how do you know? What lessons did you learn?

- During Lockdown, pastoral and senior leaders continued to provide targeted support for PP pupils.
- A programme of regular welfare calls was put in place and regular contact was maintained for the most vulnerable families.
- However, referrals and RFIs reduced significantly – it became clear that being able to ‘see’ pupils in person is important.
- In the final stages of Lockdown, pastoral leaders started to make ‘doorstep’ visits. There were greatly appreciated and will be used more widely if there is a future Lockdown.

iii. Other approaches			
Action	Impact	Lessons learned	Cost
<ul style="list-style-type: none"> • Purchase additional time from Educational Psychologists, TAMHS/CAMHS and Speech and Language Therapists. • Buy into the SEMH Team provision offered by the Nylands Campus Outreach Team. (NCOT) • Commission training for staff to develop Lego Therapy, Play Therapy and Nurture Group sessions. 	<ul style="list-style-type: none"> • Disadvantaged pupils who need assessment for SEN are assessed quickly so that suitable provision can be put in place. • The SEMH Team will provide staff will training, advice and guidance in dealing with the most challenging, disadvantaged pupils. Some pupils will benefit from 2day/3day placements or a full-time programme at Nylands. • Pupils will benefit from therapeutic approaches which help to regulate their moods and enable them to cope in a mainstream school setting. 	<ul style="list-style-type: none"> • Purchasing additional EdI Psych, TAMHS/CAMHS and ESOL Therapists had meant that SEN pupils have been assessed more quickly and better strategies have been provided for teachers to use in class. • We have learned that the SEMH Team are able to observe and suggest useful strategies to support the most challenging pupils. This has been helpful for class teachers. 	£42,131
<ul style="list-style-type: none"> • Provide a subsidised programme of three trips and visits for each year groups and a Summer Residential for Year 5 pupils. 	<ul style="list-style-type: none"> • Disadvantaged pupils will benefit from a wide range of experiences that will support their learning and enhance their understanding and appreciation of the curriculum. Their vocabulary will be enriched. 	<ul style="list-style-type: none"> • We have learned that it is important to time the trips carefully and provide teachers with time to plan if these experiences are to have maximum impact. 	£27,740
<p>How did you support PP pupils to participate in remote learning during lockdown? How successful were you? What lessons did you learn?</p>			
<ul style="list-style-type: none"> • It was difficult to engage some disadvantaged pupils during lockdown. Many families were struggling without the devices they needed for children to complete the work set. In some families, multiple siblings had very little access to a laptop or Chromebook. • Senior leaders developed their approach over time and lists of students who were not engaging were drawn up and allocated to staff so that phone calls could be made. 			