

**Co-op Academy Woodlands**

# **Pupil Premium & Covid-19 recovery funding plans**

**Review of the impact of the 2019/20 pupil premium strategy**

**Pupil premium strategy for 2020/21 plus**

**Covid-19 recovery funding plan**

*Approved by the Local Governing Body: xx/xx/20*

**Review of the impact of the 2019/20 Pupil Premium strategy**

Summary of objectives	Impact	Lessons learned
<p>Teaching</p> <ul style="list-style-type: none"> <li>Teachers at all levels of their career development have access to high quality, high impact training and support, training from the Trust and other agencies</li> </ul> <p>Targeted Academic Support</p> <ul style="list-style-type: none"> <li>Earl years additional teacher (0.5)</li> <li>KS2 additional teacher (0.5 and 0.4)</li> </ul>	<ul style="list-style-type: none"> <li>As a result of EY targeted writing course which was attended by EY teacher and English lead, in Autumn data, average progress in writing was 2.8 steps compared to 2.6 for the same period in 2019</li> <li>Vocabulary development in Early Years course was attended in Autumn term and impact can not be evidenced in Autumn data as this was only implemented in spring term.</li> <li>Foundation subject leader CPD provided by the Trust as well as the Local authority supported the redesign of our curriculum.</li> <li>Pupils were able to access additional support either on a 1:1 basis or in smaller groups. This was done in addition to their usual lessons</li> </ul>	<ul style="list-style-type: none"> <li>Continued investment in development of teaching and learning from outside agencies will bring new ideas and practices in school to be trailed and if effective, supported by data, can be implemented in the wider school</li> <li>Use of intervention teachers to cover in the absence of teachers impact on the regularity and overall impact of progress made by pupils in intervention groups.</li> </ul>
<p>Pastoral</p> <ul style="list-style-type: none"> <li>Safeguarding and family support worker</li> <li>Capacity to carry out preventative and reactive response to families with poor attendance</li> <li>Safeguarding and Pastoral Team leader</li> </ul>	<ul style="list-style-type: none"> <li>Our Safeguarding and family support worker organise parent groups which was well attended by our Eastern-European and Asian Community.</li> <li>Early intervention meetings were held by the Attendance officer supported by the AIO from the cluster. Where</li> </ul>	<ul style="list-style-type: none"> <li>When we went into lock down some of our services which could have been provided online (speech and language, EP traded time) was not possible because the majority of our families do not have access to either computers, other devices to get on-line or wi-fi</li> </ul>

<ul style="list-style-type: none"> <li>• To ensure vulnerable pupils are protected and close relationship with outside agencies minimise the risk of children being missed</li> <li>• Speech and Language support</li> </ul>	<p>improvement was not sustained, fines were issued, including 8 fines for holidays taken during term time.</p> <ul style="list-style-type: none"> <li>• One family were about to be given a court date before the closure of school.</li> <li>• Unfortunately, due to whole school closure as a result of COVID-19, for some of our PA families the process will have to start again</li> <li>• Breakfast club had the capacity for 50 pupils. 70% of these pupils are PP children who we target based on punctuality and absence. Attendance of breakfast club for PP were inconsistent.</li> <li>• All pupils continued to receive breakfast bagels</li> <li>• Speech and language support continued during lock-down</li> </ul>	<ul style="list-style-type: none"> <li>• We took this in consideration when providing home learning. Home learning packs were posted every 2 weeks and teachers made a weekly phone call to all children to support their learning at home. Together with the pastoral well-fare calls to each family (regularity of this based on a tier system) positive relationships were established with some of our hard to reach parents. We want to continue building on this.</li> <li>• During lock-down many families needed support with food parcels and Co-op vouchers. Many of our families also chose to keep their children at home. To be able to provide the best support we could, we were able to get parents to apply for Free School Meals and we added more children to our FSM total.</li> </ul>
<p>Educational Visits and residentials</p>	<ul style="list-style-type: none"> <li>• All year groups had at least 1 external trip, with 3-year groups able to have 2 or 3. Children had the opportunity to experience</li> <li>• the trips as they were supplemented by using PP funding.</li> </ul>	<ul style="list-style-type: none"> <li>• Because of school being closed due to COVID-19, pupils did not experience the anticipated experiences planned.</li> <li>• The review of our curriculum and planning of trips and experiences different to what was done previously will improve the quality and significance of trips and experiences in school. This can only resume once it has been reviewed by the TRUST at the end of Autumn.</li> </ul>

Attendance incentives	<ul style="list-style-type: none"> <li>• Attendance at the end of Autumn 2020 was down 2% from previous year. Autumn 2019/20 was 92.7 compared to 94.7% Autumn 2018/19.</li> <li>• Data analysis showed that the % of pupils absent due to illness went up 0.9% from the previous year. The rise was due to a large number of pupils absent as a result of high temperature and sickness and diarrhoea. We installed hand sanitisers across the school to try and mitigate the risks of transferal of viruses at the end of January, before COVID-19.</li> </ul>	<ul style="list-style-type: none"> <li>• We need to re-consider our current incentives as this has limited impact and a relaunch might help. We also need to consider how it will be different due to the restriction of COVID-19.</li> <li>• Weekly formal meetings with Pastoral lead and Attendance officer to direct work more closely.</li> </ul>
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*NB: In future years, data from the previous year's cohorts will need to be included; however, we are conscious there will be no published data for 2020/21*

## Pupil Premium Strategy for 2020/21 plus

### 1. Summary of the pupil premium strategy key objectives for 2020/21, 2021/22 and 2022/23

### 2. The Pupil Premium Strategy for 2020/21 highlighting:

- ★ the academy context, including pupil numbers
- ★ the funding allocated in the pupil premium grant for 2020/21
- ★ a summary of the barriers to future attainment
- ★ a brief rationale to explain why the funding is to be spent as such at the academy
- ★ the plan for the year, including:
  - a publish date
  - a review date

- name of the senior leader signing off the strategy
- focus area
- Desired outcomes
- actions to be taken with timescales and identification of those responsible for leading
- success criteria
- costs
- monitoring arrangements
- an ongoing evaluation of success.

## Summary of the pupil premium strategy key objectives for 2020/21, 2021/22 and 2022/23

Year	Summary objectives
2020/21	<ul style="list-style-type: none"> <li>• To ensure attendance for Pupil Premium children recover after COVID-19 school closure in 2019/20.</li> <li>• To ensure children have access to high quality teaching and a curriculum that includes catch-up and targeted support</li> </ul>
2021/22	<ul style="list-style-type: none"> <li>• Consolidate PP attendance so it is least within 1.5% of national PP attendance</li> <li>• Further improve progress for PP children and improved outcomes at end of KS2</li> </ul>
2022/23	<ul style="list-style-type: none"> <li>• PP attendance is in line with national PP attendance</li> <li>• Significantly lower % of PP persistent absence</li> </ul>

# The Pupil Premium Strategy for 2020/21

**Publish date:** September 2020

**Review date:** Dec 2020/April 2021 and July 2021

**Name of the senior leader signing off the strategy:** Adele Clark

## The academy context, including pupil numbers

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.

At Co-op Academy Woodlands, the proportion of pupils eligible for the pupil premium is 218, 55% (23<sup>rd</sup> September 2020). The proportion of disadvantaged pupils for whom the pupil premium provides support is high. 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 table below breaks down numbers further.

		Pupil premium cohort				
Year group	Cohort size	B	G	SEND	Total	Percentage of

						pupil premium pupils in the year group
R	50	16	13	3	32	38%
1	57	17	10	16	27	47%
2	60	15	11	11	26	43%
3	57	18	7	10	25	44%
4	58	22	12	15	34	59%
5	56	21	13	10	34	61%
6	62	22	18	11	40	67%
<b>Totals</b>	<b>400</b>	<b>131</b>	<b>84</b>	<b>76</b>	<b>218</b>	<b>55%</b>

### Allocated funding from the government

The projected funding allocated in the pupil premium grant for Co-op Academy Woodlands for 2020/21 is £271 based on £1345 per pupil.\*

\*This is the projected income from our 3 year budget.

### A summary of the barriers to future attainment

<b>Internal barriers</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <i>Poor basic English language skills; impacts on all aspects of communication in particular reading and writing</i></li> <li><input type="checkbox"/> <i>Reduced experiential learning at home</i></li> <li><input type="checkbox"/> <i>Lack of engagement from families for a range of reasons</i></li> <li><input type="checkbox"/> <i>Low % of engagement in home learning during COVID-19 closure</i></li> </ul>
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## External barriers

- Attendance lower than national
- High levels of deprivation
- High mobility
- Low expectations and aspirations from families
- Access to wi-fi and suitable equipment to access virtual learning at home

## Our rationale to explain why the funding is to be spent as such at the academy

The school expects to receive £271 000 grant. Having evaluated the impact in 2019/20, the school knows it needs to continue to use the funding effectively to ensure gaps continue to narrow. As in previous years we want to ensure that all pupils, including disadvantaged pupils, receive high quality teaching from qualified teachers.

Whilst it is well documented that smaller classes alone do not raise attainment, increasing the number of teachers allows additional support to be provided for those children at risk of underachieving. The school is fully committed to narrowing the gap between disadvantaged pupils and non-disadvantaged pupils nationally and as such monitors individual progress of all pupils to ensure disadvantaged pupils with low, middle or high prior attainment are provided with appropriate challenge in their learning.

Dfe guidance published June 2019 states:

*School leaders are best placed to decide how to use the pupil premium to improve disadvantaged pupils' academic attainment. There is a growing body of evidence on how schools can best help disadvantaged pupils make progress. The needs of all pupils should be assessed and the grant used to make maximum impact in the school. Pupil needs will differ and will cost differing amounts to address.*

*There is no expectation that schools should spend the grant only on eligible pupils, or on a per eligible pupil basis.*

*Some of the most effective spending will be on whole school strategies, including improving the quality of teaching, which have the potential to impact positively on all pupils.*

The statements above support the academy's view that it is morally wrong to allocate resources and support based on the benefits pupils' parents do, or do not, receive. Further that pupil premium eligibility is a mechanism for identifying a schools' level of deprivation and the funding is not, and never was, meant to be allocated only to pupils who are eligible for free school meals.

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



*(The EEF Guide to Pupil Premium)*

*"Every teacher needs to improve, not because they are not good enough, but because they can be even better"*

*(Dylan Wiliam)*

## The Plan for 2020/21

<b>Focus area (eg to address Barrier): Poor basic English language skills impacting on outcomes for pupils in reading writing and maths</b>					
<b>Desired outcome</b>	<b>Actions, including timescales and identification of those responsible for leading</b>	<b>Success criteria</b>	<b>Impact</b>	<b>Costs</b>	<b>Monitoring arrangements and ongoing evaluation of success</b>
PP pupils will continue to achieve as well as or better than the national other average.	<p>Academic interventions (include early talk boost, phonics, writing, handwriting fine and gross motor skills and maths) for children identified from baselines and teacher assessment</p> <p>Weekly CPD staff training and monitoring cycle created by SLT and other leaders so that a consistent approach and focus - adaptive/responsive to meet needs as required.</p> <p>2-3 x CPD sessions over a half term for support staff (inc. TAs) led by SENCo</p>	<p>CPD/monitoring - Autumn 1 plan by SLT 11.9.2020</p> <p>Intervention monitored and tracked for impact discussed in key stage meetings, monitored by SENCO and pupil progress meetings with intervention teachers.</p> <p>SLT &amp; leaders know which packages for funding programme.</p>	<p>PP outcomes are in line or better than peers nationally in:</p> <p>GLD in reception</p> <p>Y1/Y2 Phonics (&amp;Y3 catch up)</p> <p>KS1 reading, writing, maths and science combined</p> <p>KS2 reading, writing, maths and science combined</p>	<p>Early Years additional teachers (0.2, 0.5) £17, 000</p> <p>KS1 additional teacher (0.5) £19 000</p> <p>KS2 additional teachers (0.4, 0.6) £30 000</p> <p>Other interventions subscriptions £11 000</p> <p>Training of</p>	<p>Pupil Progress meetings</p> <p>SLT review meetings</p>

	<p>and leader of interventions/ inclusion - allowing time for reflection and impact.</p> <p>PP intervention teachers and HLTA to carry out interventions.</p> <p>Specialist SEND intervention groups for PP children who fall within this category -</p> <p>SENCO to carry out interventions to support SEN within complex year groups Y4 and Y6 - depending upon need.</p> <p>Chatterbug speech and language service to provide specialist speech provision and assessing these using Bsquared where appropriate.</p> <p>Explore packages and English National Tutoring Programmes such as word aware, welcome screening tool for Nuffield early language intervention.</p> <p>Shine - short, sharp interventions on test and lead by TAs.</p>			<p>teachers £20 000</p> <p>Speech and language therapist £30 000</p>	
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	Alison Bailey - English consultant work.				
<b>Focus area (eg to address Barrier): Reduced experiential learning at home</b>					
<b>Desired outcome</b>	<b>Actions, including timescales and identification of those responsible for leading</b>	<b>Success criteria</b>	<b>Impact</b>	<b>Costs</b>	<b>Monitoring arrangements and ongoing evaluation of success</b>
Engagement and exposure to exciting educational experiences for all pupils in a cross-curricular way.	<p>Educational experiences alongside Topic curriculum mapping are linked to the whole curriculum and introduced as knowledge hook(s) within the start of each half-term.</p> <p>Enhanced children's exposure to a variety of experiences including the use of libraries, role-play, drama, ICT and other available technology and media - including purchasing chrome books for some year groups.</p> <p>Planned by teachers and overseen by the curriculum leader Mr Trower (AHT).</p>	<p>All PP have at least one external visit or visitor.</p> <p>All year groups will engage in one extra-curricular activity per half term.</p> <p>PP in upper KS2 attend residential (or equivalent due to covid-19 restrictions).</p>	<p>Equity of pupils' experience and access of the wider curriculum and add cultural capital experience that they can then use to talk about their learning and knowledge of the world.</p> <p>Support transition between academy and home learning and adds to general life experience to support their growth and experiences outside of school.</p>	£20,000	<p>Evolve teacher questionnaire - EVC</p> <p>Monitoring cycle (half-termly reviews)</p> <p>Pupil voice (questionnaire)</p> <p>LGB curriculum governor</p> <p>Curriculum review - termly Jo Pearson</p> <p>Pupil outcomes - SLT</p> <p>Academy curriculum reviews (HT/Chief Education Officer)</p>

**Focus area (eg to address Barrier): Poor engagement from families and community members**

Desired outcome	Actions, including timescales and identification of those responsible for leading	Success criteria	Impact	Costs	Monitoring arrangements and ongoing evaluation of success
Improved communication and relationship (trust) between the academy and families	<p>ISW to organise and manage parent clubs and groups to maintain positive relationships</p> <p>Translating of letters and other means of communication to support engagement of families whose first language is not English</p> <p>Growing pastoral team to respond and support families and children</p> <p>Breakfast club with capacity for 50 pupils</p> <p>Free Milk for EY and KS1</p>	<p>ISW to organise and manage parent clubs and groups to maintain positive relationships</p> <p>Capacity to carry out preventative and reactive responses to families who are disengaged and hard to reach</p> <p>Vulnerable children are protected and close relationships with outside agencies minimise the risk of children being over-looked</p> <p>Provide healthy breakfast and pastoral support that allow children to have a positive start to the day</p> <p>Boost calcium intake and hydration to aid concentration</p>	<p>Improved attendance and engagement at aren't consultation evenings</p> <p>More engagement from parents evidenced where EBooks are accessed from home</p> <p>Pupil survey shows that children feel safe and well looked after</p> <p>Positive parent survey outcomes</p>	<p>ISW £27 000</p> <p>Pastoral lead £57 000</p> <p>BF club £14 000</p> <p>Milk £8 000</p> <p>Additional translating cost £5000</p>	<p>Academy review meetings</p> <p>Pastoral team meetings and case review</p> <p>Internal monitoring and evaluation of parent groups</p> <p>Improved outcomes for children</p>

**Focus area (eg to address Barrier) Attendance lower than the national average**

Desired outcome	Actions, including timescales and identification of those responsible for leading	Success criteria	Impact	Costs	Monitoring arrangements and ongoing evaluation of success
Improved attendance for PP pupils	<p>Reintroduce traffic letters for attendance</p> <p>Rehaul of attendance incentives for children in school in light of COVID restrictions</p> <p>Cluster AIO to support and work with families who have low attendance or are PA (below 90%)</p> <p>Early intervention from school through early identification of possible PA</p> <p>HT to block Wednesday mornings to meet with parents re low attendance.</p> <p>AO to provide coaching and mentoring to these children, small incentives and individual prizes to be given.</p>	<p>Parental understanding of improved attendance and how low attendance impacts on children's learning</p> <p>Incentives are engaging and leads to better attendance-children have more of a say in coming to school</p> <p>Preventative work and identification lead to fewer families falling in PA category</p>	<p>PP attendance improves and is above or at least within 1.5% of national PP attendance</p> <p>Reduced PP persistent absence</p> <p>Attendance for 2020/21 all equal to or above 96%</p> <p>PA reduced</p>	<p>Incentives £6000</p> <p>Inner east cluster £16 000</p>	<p>Weekly attendance meetings</p> <p>Governors report</p> <p>Half termly meeting with Attendance link governor</p>
<b>Total costs</b>				£280 000	

## Covid-19 recovery funding plan

On 19 June, 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:

- ❑ head teachers 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](#).

While, at this point, the amount of funding per school is unknown, it is clear that, like the pupil premium funding, schools will be accountable for how well the additional money is spent. It is therefore essential that our academies have a plan in place and agreed by local governing bodies which identifies what the funding will be spent on and how successful it has been.

### The academy context

The majority of pupils at Co-op Academy Woodlands have had limited access to facilities and equipment that would support home learning. The vast majority of pupils did not have access to adequate wi-fi and or computers to access online resourcing or learning. Over 42 pupils were not in the United Kingdom according to school contact in July 2020 as many families returned to home countries during lockdown. This means a large number of families would not have been immersed in the English language during this time. It is also expected that many families will return late to school in the academic year 20-21 as a result.

In addition many of our families had to be supported by school for basic provisions and we are aware that many of our families will have struggled financially and emotionally during the covid-19 crisis.

## Allocated funding from the government

The funding allocated to Co-op Academy Woodlands for 2020/21 is £32080\*

\*Estimate

## The Plan for 2020/21

Focus area:					
Desired outcome	Actions, including timescales and identification of those responsible for leading	Success criteria	Impact	Costs	Monitoring arrangements and ongoing evaluation of success
To provide greater access to suitable electronic devices to aid home learning and mitigate home learning barriers in the event of further school closures	<p>To provide Wi-fi provision for all pupils in Year 6 by the end of autumn term</p> <p>To provide electronic devices for home learning for all pupils in year 5 and targeted pupils in the rest of KS2.</p>	<p>All pupils have access to home learning device at home (chrome book provided last term and wi-fi access) to support home learning</p> <p>Pupils in Year 5 have devices they can use at home and school to support learning and access to virtual</p>	In event of a bubble closure pupils will continue to have good access to online resource to support learning from home supporting pupil outcomes	<p>4G router device: One off cost for 70 @ £72 per unit and set up (including 10 more devices for existing devices)</p> <p>£5040</p>	<p>Data outcome reviews Termly</p> <p>Monitoring cycle (ongoing by SLT)</p> <p>LGB reviews including Teaching and Learning committee (HT and curriculum governor)</p>

	<p>Subscribe to Purple Mash to support home learning in other year groups</p> <p>Extend the use of Tapestry for Nursery to year 3 (previous engagement from parents was high) to enable teachers to deliver short learning sessions (used during lock-down successfully)</p>	<p>resources provided by teachers.</p> <p>In addition, other pupils in KS2 who are identified with greater need to be provided with a device wherever possible</p>		<p>Monthly subscription @£15 per month £1050</p> <p>6 months initially £ 6300</p> <p>60 Chrome books (Based on cost in summer)</p> <p>£16 200</p> <p>Purple mash subscription</p> <p>Extended Tapestry subscription for more pupils</p> <p>£600</p>	<p>Academy reviews (Education Director)</p> <p>End of year outcomes</p>
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**Focus area: Poor engagement in home learning during Covid-19 Lockdown**

<b>Desired outcome</b>	<b>Actions, including timescales and identification of those</b>	<b>Success criteria</b>	<b>Impact</b>	<b>Costs</b>	<b>Monitoring arrangements and ongoing evaluation of</b>
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	<b>responsible for leading</b>				<b>success</b>
Small group and 1:1 tuition to support pupils in catching up with learning and accelerating their progress in maths and English.	Organise tuition with the Tutor Trust (contact to be made) and identify and invite pupils during the autumn term	Pupils are provided access to small group tuition to support skills and knowledge gaps by end of autumn term 20.	Those pupils accessing tuition are making accelerated progress (from starting points) by the end of the academic year	Tuition for 12 packages @ £2,250 X 3 @ £6750	Data outcome reviews (Termly with Trust review) Monitoring cycle (ongoing by SLT) LGB reviews including curriculum committee (HT and curriculum governor) Academy reviews (Education Director) End of year outcomes
<b>Focus area: Poor attendance and late return to school in 20-21</b>					
<b>Desired outcome</b>	<b>Actions, including timescales and identification of those responsible for leading</b>	<b>Success criteria</b>	<b>Impact</b>	<b>Costs</b>	<b>Monitoring arrangements And ongoing evaluation of success</b>
<b>Total costs</b>				£35 790	

