



1. Summary Information					
School	Spa Academy Askern		Total Planned expenditure for PP		£ 220,480
Academic Year	2019/20	Total PP predicted funding	£ 220,440	Date of most recent PP Review	October 2020
Total number of pupils	290	Number of pupils eligible for PP	167	Date for next internal review of this strategy	See 2020-21 Strategy

2. Current attainment				
	All Pupils (Spa - 100 Pupils)	All pupils (National)	Pupils eligible for PP (Spa - 58 Pupils)	Pupils not eligible for PP (Spa - 42 Pupils)
% combined at KS2 ARE (Reading, Writing and Maths)	34%	65%	29.3%	39.5%
% at ARE in KS2 Reading	49%	73%	41.4%	58.1%
% at ARE in KS2 Writing	61%	78%	53.4%	69.8%
% at ARE in KS2 GPS	48%	78%	40.1%	57.8%
% at ARE in KS2 Maths	50%	79%	41.4%	60.5%
KS2 Reading progress	-5.02	0	-5.7	-4.0
KS2 Writing progress	-4.54	0	-5.4	-3.2
KS2 Maths progress	-6.08	0	-6.8	-5.1

3. The best things about PP pupils at Spa Academy Askern

The children at Spa Academy Askern who are eligible for Pupil Premium funding are a pleasure to work with. Many of these children stand out because of their enthusiasm for learning, positive outlook and determination to succeed. Our Pupil Premium children, on the whole, impress staff and visitors alike with their good behaviour and respectful attitudes. Our staff show their enthusiasm and determination to make sure that these learners are given the best opportunities to have the best possible outcomes at school. This is done by making the best possible use of Pupil Premium in order to provide each child with the support that it needs through high quality teaching, precise and timely intervention to secure knowledge where there have been gaps in learning and encouragement to participate in extended school activities, such as sporting events and opportunities beyond the curriculum.

4. Barriers to future attainment (for pupils eligible for Pupil Premium, including high ability)

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

A.	Progress of Pupil Premium pupils is inconsistent in some year groups throughout the school. Targeted support is needed to ensure that these PP pupils perform at their best and that the gap is narrowed between them and pupils Nationally.
B.	Levels of confidence and motivation are lower in some Pupil Premium pupils than in other pupils. This can lead to a lack of engagement in lessons and school life, particularly extended school activities such as sports clubs.
C.	Some Pupil Premium pupils do not achieve the desired outcomes within lessons and are at risk of falling further behind other pupils.
D.	Behaviour issues for a small group of pupils (mostly eligible for Pupil Premium) are having detrimental effect on their academic progress and that of their peers.
E.	A small number of Pupil Premium children have a number of complex needs that require unpicking in order to put effective bespoke support in place.

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

F.	Attendance rates for pupils eligible for Pupil Premium are 93%. This is 3% below the level for pupils Nationally (Based on figures for Sept to July 2019). This reduces their school hours and causes them to fall behind. This percentage was a decline from the previous year which was 93.5% for PP children.
G.	Lateness is an issue for a small group of Pupil Premium pupils reducing their school hours.

5. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Levels of progress of pupils eligible for Pupil Premium are consistently good or better.	Pupils eligible for Pupil Premium make accelerated progress in maths, reading and writing. Measured by teacher assessments. The percentage of pupils eligible for Pupil Premium at or above ARE increases throughout the year.
B.	Levels of confidence and motivation increase in pupils eligible for Pupil Premium.	The percentage of pupils eligible for Pupil Premium at or above ARE increases throughout the year. Overall Pupil Premium attendance improves. Participation in extended school activities increases for Pupil Premium pupils.
C.	Pupil Premium pupils achieve outcomes through targeted support.	Pupils eligible for Pupil Premium are targeted for same day interventions and pre and post teaching from the class teacher as appropriate. This ensures the progress within lessons is good.
D.	Behavioural issues of pupils addressed.	Fewer behaviour incidents recorded for these pupils on the school system (without changing recording practices or standards).
E.	Complex needs are identified and unpicked and a bespoke plan is in place.	The complex needs of Pupil Premium children are met which enable them to access the targeted support. Attendance of this group shows an improvement.
F.	Increased attendance rates for pupils eligible for Pupil Premium.	Overall Pupil Premium attendance improves and the gap closes between this group and National.
G.	A reduction in the number of late marks recorded for Pupil Premium pupils.	Records of punctuality improve for Pupil Premium pupils.

6. Planned expenditure							
Academic year 2019/20							
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.							
i. Quality of teaching for all							
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Cost	When will you review implementation ?	Impact & Lessons Learned
Levels of confidence and motivation increase in pupils eligible for PP. Levels of in year progress of pupils eligible for PP are consistently good or better.	Staff CPD is focussed on increasing the quality of teaching to engage and motivate all pupils. This will include regular whole school moderation to ensure consistency. AHTs to lead Professional Development Teams.	To improve engagement in lessons for all pupils and to enable PP pupils to learn to the best of their abilities.	CPD sessions SLT monitoring of teaching. SLT monitoring of PP provision. Tracking the impact through OTrack and PPMs	Head teacher PDP leads	£12,000	Feb 2020 (appraisal)	<ul style="list-style-type: none"> Unable to fully measure due to lockdown. The quality of teaching has significantly improved, as recognised by the school, Governors, Trust & Local Authority (see Teaching Profile). Effective action has identified addressed historical inadequate teaching. <i>Moving in to 2020-21, a careful and balanced approach to CPD will be required. The momentum of improvements to T&L must not be lost but equal attention must be put on the quality of education provided remotely, in the event of an individual/group/class/whole-school closure.</i>
Pupil Premium pupils achieve outcomes through targeted support.	Same day interventions, pre and post teaching are used by teachers to ensure that pupil premium pupils achieve desired outcomes and make progress.	To ensure the progress of PP pupils in lessons is good and that any gaps in knowledge are picked up on quickly by teachers.	AHT (JW) monitoring of pupil books. AHT (EW) monitoring of PP provision.	Asst Heads	£10,000	Jan 2020	<ul style="list-style-type: none"> Book reviews demonstrate that checking for understanding is increasingly effective and responsive teaching, through support, is a priority for CPD (to be continued in 20-21).
Levels of in year progress of pupils eligible for PP are consistently good or better.	Additional resources purchased for every year group to support Maths.	To ensure that all children have access to resources to help consolidate key concepts. Link to Road to Mastery project.	Monitoring by maths subject leader.	Maths Lead.	£5,000	July 2020	<ul style="list-style-type: none"> Strengthened subject leadership in maths is evident and quality assured by Trust, Governors & Local Authority. A robust assessment system for maths is now in place (that of the predecessor school deemed not fit for purpose) and allows the SLT to identify and address trends in PP attainment.
Levels of in year progress of pupils eligible for PP are consistently good or better.	Additional resources purchased for every year group, particularly to support Reading.	To ensure that all children have access to quality reading resources to engage them as readers.	Monitoring by Reading subject leader.	Reading coordinator.	£5,000	July 2020	<ul style="list-style-type: none"> Assessment tool to determine pupils' reading levels has led to pupils, in all year groups, being able to access age-appropriate books. Literature-Led Curriculum has been designed, to be implemented in September 2020.

Levels of confidence and motivation increase in pupils eligible for PP.	A range of opportunities, beyond the curriculum, are used to engage PP pupils (gardening, sport, character development, Art, ICT)	To use approaches to learning that have been shown to increase engagement and motivation in pupils.	PE & Sport specialist, TAs and learning mentors used.	Head teacher	£6,000	Jan 2020	<ul style="list-style-type: none"> ▪ Pupils have access to a range of opportunities beyond the academic. This currently is based around lunchtime clubs, with the roll-out of an after-school programme hampered by lockdown. ▪ Newly-appointed ASPIRE lead (with TLR) has led the implementation of a personal development curriculum. Pupil voice shows this as a strength of the school and pupils can share how they are developing in independence, resilience and social skills.
Total budgeted cost					£38,000		
Percentage of total PP funding					17.2%		

ii. Targeted support							
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Cost	When will you review implementation?	Impact & Lessons Learned
Levels of in year progress of pupils eligible for PP are consistently good or better.	Small group specific teaching in English and maths. Taught by classteachers during Intervention Time	Some of the students need targeted support to catch up. Sutton Trust research shows that this is an effective tool for accelerating progress.	Progress will be regularly monitored by SLT through Pupil Progress meetings and monitoring.	SLT	£12,000	July 2020	<ul style="list-style-type: none"> Progress is being made in narrowing the gap between PP and non-PP pupils and actions from Raising Achievement Meetings, where met, are having a positive impact on progress; similarly, where unmet, these are being challenged by school leaders. End of KS2 (unvalidated) data shows...
Levels of confidence and motivation increase in pupils eligible for PP. Levels of progress of pupils eligible for PP are consistently good or better.	Daily smaller group sessions in Y6 for pupils that were high-attaining at the end of KS1 (Y2) with experienced teacher, in order to ensure pupils meet GDS	Additional support to maintain high attainment. Small group interventions with highly qualified staff have been shown to be effective.	Tracking of this group of pupils in school tracking, at PPMs and moderation activities.	Head teacher	£10,000	July 2020	<ul style="list-style-type: none"> Small group of Y6 pupils (significant % of disadvantaged pupils) were identified as having significant gaps, not identified by the predecessor school. Small group work is providing tailored and bespoke curriculum, based around assessment of gaps.
Levels of in year progress of pupils eligible for PP are consistently good or better.	Management time to monitor and plan suitable provision for PP pupils	To closely monitor and thoroughly plan provision to ensure the highest possible levels of progress and attainment.	Overseen by Headteacher	SLT	£6,000	July 2020	<ul style="list-style-type: none"> Leadership capacity is strong and Local Authority audit reflects rapid progress being made in all aspects of school improvement. <i>Strengthened subject leadership is now needed to secure sustainability of improvements across the curriculum for PP pupils.</i>
Complex needs are identified and unpicked and a bespoke plan is in place.	1:1 targeted support for PP children with complex needs. Prioritised access to pastoral team and other outside agencies.	Time given to ensure our most vulnerable pupils are able to attend school and access a suitable curriculum.	AHT – Emma Wragg to oversee provision.	AHT – EW	£78,480	July 2020	<ul style="list-style-type: none"> A strengthened support system is in place for pupils with SEND, including the identification of needs. Assistant Head works closely with external agencies to provide support for these children with complex needs (individual case studies demonstrate this).
Levels of confidence and motivation increase in pupils eligible for PP. Levels of progress of pupils eligible for PP are consistently good or better.	Mentors to support children not making expected progress through in class support and targeted intervention.	We want to provide extra support to maintain high attainment.	Overseen by AHT – Emma Wragg	AHT - EW	£30,000	July 2020	<ul style="list-style-type: none"> <i>A robust, proactive plan for the support of vulnerable PP pupils with complex needs must be in place for September 2020, in the case of extended school closures.</i>
Levels of in year progress of pupils eligible for PP are consistently good or better.	Teacher release time by HLTAs to allow class teachers to work one to one or in small groups with pupils eligible for PP.	Class teachers support pupils through their next steps in learning. Sessions are used for pre and post learning so that pupils approach new topics with confidence.	Extra teaching time Monitored by Headteacher	Head teacher	£8,000	July 2020	<ul style="list-style-type: none"> HLTAs have allowed class teachers to work with small groups to further progress of PP pupils. <i>Further development of HLTAs and support staff to be considered for coming year.</i>

Total budgeted cost	£144,480	
Percentage of total PP funding	65.5%	

iii. Other approaches							
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Cost	When will you review implementation?	Impact & Lessons Learned
Increased attendance rates for pupils eligible for PP to close the gap to National (96%).	Pastoral Team monitors pupils and follow up quickly on absences. First day response provision. First Day Home Visits. In School half termly monitoring check, LA meetings half termly.	To improve attainment for children by encouraging them to actually attend school. Support for targeted families with persistent low attendance.	Pastoral team & admin staff will collaborate to ensure processes work smoothly. Attendance Gov to monitor impact.	Pastoral Team	£2,000	Termly by Inclusion Lead and HT	<ul style="list-style-type: none"> Positive relationships with the community and parents evidenced through parent surveys and parent voice. This is having a positive impact on engaging with our most vulnerable families. <i>A robust approach needs to be in place to support the attendance of pupils should pupils/groups/school have to self-isolate. This to be a crucial element of the school's September operation plan.</i>
A reduction in the number of late marks recorded for Pupil Premium pupils.	Inclusion manager and Learning Mentor monitors pupils arriving at school. Phone calls made to families of persistent late arrivers and pick ups carried out if needed. Offer of breakfast club if needed (see below)	To improve attainment for children by encouraging them to be punctual. Support for targeted families with persistent lateness.	Pastoral team & admin staff will collaborate to promote good attendance. Attendance Gov to monitor impact.	Head teacher pastoral team,	£2,000	Termly by Inclusion Lead and HT	<ul style="list-style-type: none"> Breakfast club is being attended by persistently late pupils. Continued work with the EWO has supported more complex cases and family engagement.
	Breakfast club funded for PP children who are persistently arriving late for school.	To improve attainment for children by encouraging them to be punctual and to ensure they have had breakfast.	Monitor half termly to ensure that this is a successful strategy for each child. EWO to challenge individual cases.	Head teacher pastoral team,	£1000	Termly by Inclusion Lead and HT	

<p>Levels of confidence and motivation increase in pupils eligible for PP.</p>	<p>Many targeted interventions in place for identified students. Headteacher, Pastoral Team, will engage with parents before specific intervention begins.</p> <ul style="list-style-type: none"> • Groups to focus on positive behaviours. • 1:1 Emotional and behavioural support • THRIVE • Rainbows • Peer Mentors • Transition work 	<p>To ensure targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils.</p>	<p>Ensure identification of target pupils is fair, transparent and properly recorded. Monitor behaviour but also monitor whether improvements in behaviour translate into improved attainment.</p>	<p>AHT (EW), pastoral team,</p>	<p>£12,000</p>	<p>July 2020</p>	<ul style="list-style-type: none"> ▪ There is a clear process for managing behavior in place and this is reducing the amount of FTE. ▪ Pastoral Support and interventions being provided are positively impacting the reduction in behavior incidents as well as those leading to FTE. ▪ <i>Further work to be completed with Paul Carlile (behavior consultant) as we are seeing the impact of this and will continue to monitor this in 2020-21.</i> ▪ <i>Further work needs to be planned regarding transition from Y2/3 and Y6/7 in 2020-21 for those eligible for PP.</i>
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Levels of confidence and motivation increase in pupils eligible for PP. Increased attendance rates for pupils eligible for PP.	Financial assistance to attend trips, activities and residential visits.	Pupils eligible for PP need to engage in all areas of school life if they are to achieve their potential.	Ensure accurate identification of target pupils. Increase in the number of PP pupils accessing these.	Finance Manager	£1000	July 2020	
Levels of confidence and motivation increase in pupils eligible for PP. Levels of progress of pupils eligible for PP are consistently good or better.	'Futures' programme – Y5 and Y6 pupils eligible for PP are taken to visit a workplace of their choice or have visitors into school to consider their future career options. Links made to Secondary School.	Raise aspirations within the community and widen their experience to further opportunities beyond school. Confidence and motivation is greatly increased if pupils have a long term target to work towards.	Discussion with pupils to ensure the right place is visited to meet the needs of each child.	Head teacher	£4000	July 2020	
Levels of confidence and motivation increase in pupils eligible for PP. Increased attendance rates for pupils eligible for PP.	Sports and creative arts programme – available to all pupils – pupils eligible for PP are targeted to participate.	To enable pupils to engage with school life and leads to raised levels of confidence and motivation. Some sessions before school help pupils eligible for PP to be punctual and attend school.	Review the participation of PP pupils to ensure they have priority access.	AHT (JD) & Sport Lead (MG)	£7,000	Jan 2020	
Complex needs are identified and unpicked and a bespoke plan is in place.	Pastoral Room used for nurture activities to give high levels of input to some PP pupils at key trigger points during the day.	Nurture Activities provide a secure environment for pupils to access at trigger points.	Targeted pupils are better managing their trigger points (monitored through CPOMs & plans)	Pastoral team,	£6000	Jan 2020	
Behavioural issues in key pupils addressed	Identify a targeted behaviour intervention for identified students. Head of School, pastoral team, to engage with parents before intervention begins. Develop restorative approaches and focus on positive behaviours.	To ensure that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils.	Incidents of high level behaviour are reduced in target group.	Pastoral Team	£3000	Jan 2020	
Total budgeted cost					£38,000		
Percentage of total PP funding					17.2%		