

Jacobstow Community Academy -Pupil Premium Strategy

Evaluated Outcomes for the academic year 2021-2022

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ [15,300]

Activity	Evidence that supports this approach	Evaluations September 2022
<p>CPD in language and vocabulary 3 x Staff meeting time and INSET day for all teachers and support staff training £750</p> <p>EYFS teacher to be appointed to allow for further focus on vocabulary development and for HT to be focused on the wider school. Part of remit will be to champion the development of oracy, vocabulary and s</p> <p>Monitoring time x 3 days £750</p> <p>Release time to adapt curriculum maps to include vocabulary and build into skills progression £1000</p> <p>CPD resources to support self-study and ongoing CPD £300</p> <p>Release time for support staff to work with County Speech and Language Therapist to identify class specific, as well as school wide strategies to support acquisition of language and build vocabulary.</p> <p>Release time x 3 to complete work on the I Can Communication Commitment Action points £600</p> <p>Resources to support development of vocabulary development within high quality environment £1500</p>	<p>At Jacobstow School, we know that we have a significant number of children accessing speech and language across our EYFS and KS1 classes each year.</p> <p>We also know that we have previously missed early identification of children who are now at KS2 or beyond and no longer see this as acceptable.</p> <p>We are able to provide targeted support to meet the children's needs, based on advice from SALT, but we also recognise that this is a wider issue of vocabulary development than targeted intervention groups. Writing outcomes have remained low despite writing interventions and we believe that is due to low levels of vocabulary and ability to put together spoken sentences, as well as low levels of GPC awareness and confidence.</p> <p>"Put starkly, our findings raise the prospect of a worsened word gap as a result of the Covid-19 lockdown. But, from this report, what appears critical for pupils as they transition from primary to secondary school is not only the quantity of vocabulary they have at their disposal but the quality."</p> <p>Bridging the word gap – report from OUP.</p> <p>"The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language. Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment." EEF - Oral language interventions</p>	<p>Speech and Language activities formed a key part of activities throughout the day in EYFS.</p> <p>91% of children achieved 'on track' for Communication Language and Speaking compared with 85% the previous year showing an improvement.</p> <p>Out of 3 children with speech targets at the start of the year, 3 made significant progress - with one discharged by SALT.</p> <p>Positive and proactive engagement by all staff with the County Speech Therapist and the communication support team.</p> <p>Child on SEND register with significant communication needs was supported with a successful transition into KS1 using visual cues, own work station and use of spot timers, now and next and visual timetable to support independence.</p> <p>EYFS resources purchased to support vocabulary and being used to support language and interaction - for example in the outdoor area, range of bamboo channels of different lengths and children are using the correct vocabulary in child initiated learning. Increase in results achieving language ELG of 91%</p>
<p>CPD opportunities to be capitalised upon for Curriculum implementation and skills progressions, vocabulary, phonics and reading teaching; Maths webinars to support key skills; involvement in the NCETM Mastering Number project.</p> <p>High quality support for curriculum development and English and Maths £1500-£2000</p>	<p>The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all</p> <p>EEF High quality teaching.</p> <p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	<p>CPD given to all staff as subject leaders which gave staff greater confidence as reported in interviews with LA adviser.</p> <p>Due Diligence in June 2022 identified further development needs for the Curriculum, so work is in progress in Autumn 2022 to move to be in line with Trust expectations to ensure progression and high expectations.</p> <p>Phonics results increased from 2020-2021 to 2021-2022 in Year 1 42% to 58%</p> <p>100% resits at Year 2 which was an increase from 69% of resits at Year 2 in 2020-2021</p>

<p>Staff meeting support time to raise expertise and increase confidence – valuing ongoing CPD £400</p> <p>Curriculum development meetings with MLT – according to focus on STAR SDP £750</p>		<p>Mastering number programme was begun but not used consistently – a focus for support for 2022-2023 from Trust Lead</p>
<p>Contribution towards new SSP scheme from EYFS upwards, including across the school resources to support with application in writing £2500</p> <p>Online Ebooks access each year to allow for access at home for all children £175 annual fee</p> <p>Reading leader release time at the end of each assessment block to test, assimilate results and support staff with allocating to the right level. Release time to also monitor lessons in phonics and reading £1000</p> <p>Release time for parents meetings to offer support and training – including the production of support materials and online resources for those unable to access in school. £250</p> <p>Staff CPD time ongoing and for new staff, including INSET day £500</p>	<p>Despite having results which have fluctuated over time, but have generally been higher or inline with National levels in the phonics screening test, we have now performed lower than national on the phonics screening check. Our phonics scheme was used sequentially but did not provide what was expected as part of the revalidation of phonics programmes, mainly as we had very few decodable books aligned to the phonics knowledge children had. Teaching was also not helping pupils to meet the expected standard in reading and writing by the end of Year 2 and to be prepared for the demands of KS2.</p> <p>Our children in lower KS2, as we as those spread throughout KS2 do not have a secure grounding in phonics to enable them to access writing and reading at the appropriate level so therefore they need support to ensure they close these gaps.</p> <p>“The average impact of the adoption of phonics approaches is about an additional five months’ progress over the course of a year. Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months’ progress. Research suggests that phonics is particularly beneficial for younger learners (4–7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches), though it should be emphasised that effective phonics techniques are usually embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy.” EEF - Phonics</p>	<p>New SSP (LW) introduced in Sept 2021</p> <p>Year 1 PSC results increased from 42% to 58% in year 1 100% resits in 2022, compared with 69% in 2021.</p> <p>Positive comments noted from Ofsted February 2022 – but recognised still gaps in higher years and it was in its early stages. Decision taken to move to RWI from September 2022 to enable wider trust support and support from Ilsham English Hub.</p> <p>Decision taken to second a reading leader to support with move to RWI from September 2022.</p> <p>A small number of parents attended training for LW. Of those who attended, 100% felt that the session was informative and they knew some ways to support their child's phonics at home.</p>
<p>Recruitment of a separate EYFS teacher to enable the HT to return to a more strategic role and support with the input of CPD across the school, as well as distribute leadership and upskill the staff team</p> <p>Contribution to support the wider impact this will have £2500</p>	<p>Smaller class sizes and CPD of staff</p>	<p>EYFS teacher appointed and made a positive start in January 2022. Children made strong relationships with the teacher and the transition did not appear to affect progress or confidence – all children met or exceeded their predicted end of year ELGS</p> <p>HT was released to spend time focusing on more strategic overview etc – but as a result of the OFSTED report February 2022, this became a focus on the post Ofsted action plan and move to academisation.</p> <p>Having the HT focused on this ensured deadlines were met and the transition was completed quickly.</p>
<p>Recruitment/retention of two part time members of staff to support and lead on our S.P.A.C.E provision across the school. One to focus on delivery of class wide strategies for supporting emotional literacy and positive mindset and mental health, one to lead on assessment based interventions for small groups and individuals</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	<p>JP retained to support with TIS for targeted children. Tracking showed improvements in confidence and resilience, as well as a more settled time in school for 100% of the children (4 children targeted for specific focus)</p> <p>SA continued to work across school with whole groups and individuals. 96% of parents who responded to a survey commented that they felt that SA and our Relax and Grow sessions offered a valuable aspect to our school offer, with 98% responding that their child/ren enjoyed their time with SA and 98% that their child had an adult in school they</p>

		knew they could speak to if they were concerned or had a worry.
Staff CPD and release time as MLT and SLT to review use of our Learning Characteristic Animals to shape practise and teaching and learning – ensuring children have the skills to discuss how to learn and what helps them to learn £500	Metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning. Interventions are usually designed to give pupils a repertoire of strategies to choose from and the skills to select the most suitable strategy for a given learning task. Self-regulated learning can be broken into three essential components: cognition – the mental process involved in knowing, understanding, and learning metacognition – often defined as 'learning to learn'; and motivation – willingness to engage our metacognitive and cognitive skills. EEF Metacognition and Self regulation	Curriculum review led to other areas of focus, so this aspect has not been developed during the past year.

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ [8500 + additional TA costings]

Activity	Evidence that supports this approach	Evaluations September 2022
Little Wandle Letters and Sounds revised 1:1 and small group keep up and catch up programme from Class teacher in initial set up phase (whilst covered by HLTA), then from HLTA / TA training to be a HLTA HLTA 4 hours per week = £2500 TA 4 hours per week= £2000	RWI 1:1 and small group tuition from HLTA HLTA 20 hours per week = £11700 "Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to pupil understanding. Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum." EEF small group tuition "It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning." EEF phonics	Children in Year 2 and 3 who did not pass PSC previously were targeted and 100% passed resits in Summer 2022
Speech and language TA / HLTA - 4 hours per week = £2500 Training from SALT (C.S) and access from January 2022 to county training suite **NB – following training by NELI during a time when a staff member was shielding and then affected by COVID, this is to be refreshed and introduced next year**	"The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language. Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment." EEF – oral language interventions <i>("The attainment gap between disadvantaged children and their more affluent peers opens early and continues throughout schooling. There is a wealth of evidence to show that early intervention has great potential to narrow the gap, but few nursery and reception year programmes 1 8 have been rigorously tested for impact. This is why the EEF funded the Nuffield Early Language Intervention." NELI evidence)</i>	County training offer was delayed significantly so access not available. However, access was available to Communication and Interaction team who supported a child with SALT needs to successfully transition to KS1. Approaches gained from training are now in place in all classrooms for targeted individuals.
Use of TAs to offer quality and precise interventions based on GAPS analysis from assessments and in class work. All classes given 3x afternoons per week to support all children with interventions; including an additional 1.5 days of support for ELSA/TIS/SPACE. Costings still needed.	"The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year. However, effects tend to vary widely between those studies where teaching assistants are deployed in everyday classroom environments, which typically do not show a positive benefit, and those where teaching assistants deliver targeted interventions to individual pupils or small groups, which on average show moderate positive benefits. The headline figure of four additional months' progress lies between these figures." EEF – Teaching assistant interventions	All TAs delivered interventions based on GAPS analysis. Most children were able to meet the small step targets identified in Maths, Writing, Reading and Phonics which was evident in children making individual progress against their starting points in assessments. Strongest progress made in Year 1 phonics target group (4 children, one absent in test window, 2 children passed and one missed by 1 mark) and in year 2 and 3 phonics group with 100% resits.

Use of TAs across the school to deliver interventions and pre-teaching (4X TAs paid from 8:45; 1 hr per week - £1500)	Development of interventions and tracking of progress is an area to develop further Autumn 2022.
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ [4,500]

Activity	Evidence that supports this approach	Evaluations September 2022
<p>Uniform Support - including bookbags provided for all new starters to ensure a healthy relationship with reading begins. PE tops provided free of charge for all DAP £500 Review of school uniform expectations and demands to reduce anxiety and pressure carried out in 2021 summer term to release ahead of time for staff to be able to purchase uniform and make use of our Nearly New uniform swap shop. (Name chosen after feedback from a child about our Second Hand uniform stall)</p>	<p>Parental Survey 2019-2020 Parental feedback about child's anxieties surrounding PE kit, lack of kit, Pupil voice re: uniform choices and PE kit, changing etc School Standards Minister Nick Gibb said: ' School uniforms are important in establishing the right ethos in a school. They also help to improve behaviour and a sense of belonging and identity. But we want to be sure they are affordable for parents. This new law will help to save families money and ensure the cost of a blazer or shirt is never a barrier to accessing the best possible education.' The new law, introduced as a Private Members' Bill by Mike Amesbury MP and given Government backing, enables the Government to set statutory guidance for schools to consider about costs for uniforms.</p>	<p>All new starters were provided with a bookbag, with PE tops also provided FOC for all DAP children, or those identified by staff as being likely to benefit.</p> <p>Uniform swap shop in place and supported well with donations and people perusing the items available. This is always offered and shared as a positive when new parents look around or new families start our school.</p> <p>All DAP families had correct school uniform during Spring and Summer 2022.</p>
<p>Attendance, punctuality and support plan meeting and time to liaise with families who are in need of additional support due to their own or children's anxieties around school attendance or family needs Release time for TIS/ELSA member of staff and SLT £500</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)</p>	<p>Attendance for those anxious about attending school increased, on the whole, throughout the year – with 6/7 families reporting that their child was more positive about attending school and the 'soft start' we had in place supported this.</p> <p>All families of children with identified anxieties were supported with a plan for their child.</p> <p>However, significant periods of covid, chicken pox and other cold like illnesses meant that attendance data across the school fluctuated heavily. Worst affected year groups were year 6, 4, ½ and Reception.</p>
<p>Free Breakfast Club spaces offered to all PP children who have expressed a need, through difficulties getting to school on time or difficulties with settling in school. Free spaces offered to after school clubs, based on need. Club fees kept deliberately low due to staff running in a reorganisation of times etc. (500)</p>	<p>Parental feedback and requests 2020 2021 Googleforms to ascertain need and barriers – Summer 2021</p>	<p>All PP children offered a free Breakfast Club space if attending and costs kept to a minimum for all other families. Free spaces offered to 3 families in need due to mental health issues, school anxiety or family circumstance changes.</p> <p>After School Club offer of free teacher run clubs each day and low cost for extended services supported those families who had identified a need in the Summer 2021 questionnaire.</p>
<p>Funding for children to experience residential trips – costed per year depending on experience and number of children in relevant year groups</p>		<p>100% PP children who attended the residential (1 chose not to due to personal family reasons) were able to do so at a reduced costing. 3 of the 5 families said they would not have been able to go if the subsidised offer hadn't been in place.</p>
<p>Curriculum enhancement and enrichment funding for all classes to ensure that each class has a wide variety of experiences to</p>	<p>Feedback from parents and children about experiences provided in school. Monitoring and pupil voice discussions about impact on learning and retention</p>	<p>All classes experienced a range of externally provided visits, visitors or trips. Costs were kept to a minimum as far as possible, due to subsidised costs.</p>

<p>enhance experiences and learning as well as to help widen opportunities Funding allowed per year £2000-£3000</p>		<p>Positive feedback about trips and the costings – following 2 years of restrictions.</p>
<p>use of PE premium to access high quality training and free after school clubs run by teachers to allow for a small charge for quality clubs. Clubs for DAP children and those determined as in need to be supported through PE premium access. Meeting target of all being able to swim by end of KS2 – some funding allocated from PE premium for this.</p>	<p>Parental Feedback Pupil voice PE leader discussions</p>	<p>Successful introduction of high quality coaching ensured a range and breadth of experiences: Tennis Association Jason Thomas Dance Coaching Kwik Cricket Exeter Chiefs Rugby Plymouth Argyle Football Community Outreach Circus Skills Surf Life Saving sessions</p> <p>And continued access to: Relax and Grow Forest School Bikeability</p> <p>Improved access to swimming by moving to a nearby pool – reducing costs but increasing time spent in the pool for all children. 93 %Year 6 children reached the expected standard of swimming, with 80% year 5 also reaching the standard by July 2022.</p>

Total budgeted cost: £ [28,300]

NB: this total, also includes money allocated from staffing but apportioned to raising standards for children with PP, it also draws a contribution from the SEN Line due to the number of children who are also on our SEN register with PP. PE Sports Premium will also allocated an amount to provide wide ranges of experiences and boost activity – such as swimming.