



As a result of the Coronavirus (COVID-19) all schools in England remained shut from March until their re-opening. National Primary assessments have been withdrawn and Teacher Assessments have been used to make judgements about end of year pupil attainment.

Pupil Premium Report and Strategy Statement

At Edna G. Olds Academy we endeavour to fulfil the Pupil Premium Policy set out by the L.E.A.D Academy Trust by deploying the following Trust strategies to diminish the difference in attainment for pupils in receipt of the Pupil Premium funding.

- clear, responsive leadership
- having a whole-school ethos of attainment for all
- addressing behaviours for learning and conduct behaviours that prevent pupils from learning
- monitoring and addressing low attendance
- facilitating high quality teaching for all through continued professional development of staff.
- meeting individual learning needs including those pupils who are the most-able and seemingly need no support
- deploying staff effectively, both teaching and support staff
- using pupil progress data to inform the planning of interventions and provision.

Each Academy reviews the barriers and outcomes for the pupils in receipt of Pupil Premium to understand the strategies that they to use to raise attainment. Each Academy explains their rationale for choosing the strategies and provides a cost breakdown. If you wish this statement to be explained, then please ask to speak with Pupil Premium Leader via the main office. If you wish to find out more about the DfE policy for Pupil Premium then follow this link: <https://www.gov.uk/guidance/pupil-premium-information-for-schools-and-alternative-provision-settings>

1. Summary information 2019-20	
Academy	Edna G. Olds Academy
Pupil Premium Leader	Michael Blackwell



Academic Year	2019/2020	Total PP budget	£84480	Date of most recent PP Review	Summer 2020
Total number of pupils	243	Number of pupils eligible for PP	64	Date for next internal review of this strategy	September 2020

Pupil Premium Report Academic Year 2019-20 End of Summer Term

Review of impact of Quality First Teaching and Interventions

Year Group	Numbers of Pupils eligible for Pupil Premium/ percentage	Cost of initiatives/ projects	Achievement Review and Evaluation of Impact Examples included in red text but remove and add your own prose	Next Steps
R	7 23.3%	TA 15 hours weekly £7,386	<p>Early Years Foundation Stage children are expected to reach a Good Level of Development by the end of the academic year.</p> <p>Based on Teacher Assessments for July 2020 children eligible for Pupil Premium have made good progress in reading, writing and maths. Pupil Premium children have outperformed non-pupil premium in reading writing and maths.</p> <p>Attendance: Pupil Premium 92.1% Non-PP 87.3% Persistent Absence: Pupil Premium 22% Non-PP 47.6%</p> <p><u>Communication Intervention</u> PP group have small group delivery with highly trained staff. Impact positive with group making good progress from starting point. Language difference identified at baseline assessment.</p>	<p>To continue to ensure minimal gap between pupil premium and non-pupil premium pupils' performance – at least within 1 point if not in line with peers</p> <p>Increase the % of pupils who reach GLD Increase the % of pupils who exceed GLD</p> <p>Further embed the robust monitoring system which tracks the progress of all pupil premium groups in</p>



Edna G. Olds Academy

		<p>Yoga nurture intervention £522.32 annually</p> <p>Allocation of funding to support eligible families with uniform/school costs £571.43 annually</p> <p>Allocation of funding to support eligible vulnerable pupils to access our extended learning club, sports clubs, visits and curriculum enrichment £ 7142.86 annually</p>	<p><u>Developing Mathematical Understanding</u> PP group have small group problem solving and calculation work to promote high challenge and introduce 'reasoning' skills</p> <p><u>Providing yoga / nurture therapy</u></p> <ul style="list-style-type: none"> • Increased confidence levels • Improved learning behaviours • Increased rates of self-belief <p><u>Pupil well-being</u> Parents have been supported with the provision of sports uniform as well as school uniform. This has meant children access our curriculum sports provision in suitable attire as well as feel more confident to participate in extra-curricular clubs</p> <p><u>Extra-curricular opportunities and support</u></p> <ul style="list-style-type: none"> • Increased pupil attainment • Homework activities and home reading will be completed in line with the expectations of other pupils • Improved sports performance and mind-set skills <p>Improved resilience skills through accessing a tailored program</p>	<p>EYFS</p> <p>Continue to scrutinise progress data to identify any underachieving pupils and then create targeted vulnerable pupils' groups and impact groups according to pupils' individual needs</p>
--	--	--	---	--



1	11 38%		<p>In Year 1 Pupils are assessed in Reading, writing, grammar, punctuation and spelling and in mathematics. Pupils are expected to meet the expected age related standard (ARE) and for some pupils they will show that they are working at greater depth (GD). These are teacher assessments. Year 1 pupils are expected to pass a national phonics screening check. This a short assessment which checks if your child knows the first sounds and blends of sounds.</p> <p>There has not been a Phonic Screening Check for 2020 85% Pupil Premium children had been expected to achieve at least the expected standard in phonics screening. This would have been slightly higher than the predictions for the non-Pupil Premium group.</p> <p>Based on Teacher Assessments for July 2020 pupils eligible for Pupil Premium have made good progress in reading, writing and maths and made slightly better progress than non-Pupil Premium peers. Attainment for the Pupil Premium group in this year group is slightly above the non-Pupil Premium group for reading, writing and maths.</p> <p>Evaluation of the strategy</p> <p>Attainment from Early Years Foundation Stage has been maintained and Pupil Premium group are achieving slightly better than the non-Pupil Premium group.</p> <p>Attendance: Pupil Premium 90% Non-PP 97 % Persistent Absence: Pupil Premium 27% Non-PP 4 %</p> <p><u>Intervention and impact groups</u></p>	<p>To continue to ensure minimal gap between pupil premium and non-pupil premium pupils' performance – at least within 1 point if not in line with peers</p> <p>Increase the % of pupils who reach ARE Increase the % of pupils who reach GDS</p> <p>Further embed the robust monitoring system which tracks the progress of all pupil premium groups from Y1 – Y6</p> <p>Continue to scrutinise progress data to identify any underachieving pupils and then create targeted vulnerable pupils' groups and impact gps according to pupils' individual needs</p>



Edna G. Olds Academy

		<p>TA 15 hours weekly £7,386</p> <p>Yoga nurture intervention £522.32 annually</p> <p>Allocation of funding to support eligible families with uniform/school costs £571.43 annually</p> <p>Allocation of funding to support eligible vulnerable pupils to access our extended learning club, sports clubs, visits and curriculum enrichment</p>	<p>Teaching Assistants withdraw Pupil Premium children for interventions during each afternoon; if they have misunderstood a concept in the morning they will re-visit the learning with the TA to help them to overcome their misconceptions. The afternoon sessions are also used to support children by pre-teaching key concepts that will then support them to be able to access the learning within the classroom.</p> <p><u>Providing yoga / nurture therapy</u></p> <ul style="list-style-type: none"> • Increased confidence levels • Improved learning behaviours • Increased rates of self-belief <p><u>Pupil well-being</u> Parents have been supported with the provision of sports uniform as well as school uniform. This has meant children access our curriculum sports provision in suitable attire as well as feel more confident to participate in extra-curricular clubs</p> <p><u>Extra-curricular opportunities and support</u></p> <ul style="list-style-type: none"> • Increased pupil attainment • Homework activities and home reading will be completed in line with the expectations of other pupils • Improved sports performance and mind-set skills • Improved resilience skills through accessing a tailored program 	
--	--	---	--	--



Edna G. Olds Academy

		£ 7142.86 annually	<p><u>Success in school project work - programme delivered by a nurture therapy and yoga specialist</u> Vastly improved characteristics of learning evident within our FSM pupils / cohorts: resilience, confidence, perseverance and leadership skills</p>	
2	11 36.6%	<p>TA 15 hours weekly £7,386</p> <p>Yoga nurture intervention £522.32</p>	<p>In Year 2 pupils are usually assessed in reading, Writing and mathematics and these results are submitted nationally and compared. These are known as Key Stage 1 assessments. We also test in grammar, punctuation and spelling. These tests provide a starting point to measure progress for the pupils as they move through the school. These are the Teacher Assessments for July 2020 (Be mindful of School Closure due to COVID 19 from March 2020)</p> <p>Evaluation of the strategy</p> <p>Based on Teacher Assessments for July 2020 pupils eligible for Pupil Premium have made good progress in reading, writing and maths. Progress was in line with progress made by all other pupils. Attainment for the Pupil Premium group in this year group is above non-Pupil Premium group.</p> <p>Attendance: Pupil Premium 91% Non-PP 97 % Persistent Absence: Pupil Premium 27% Non-PP 4 %</p> <p><u>Intervention and impact groups</u> Teaching Assistants withdraw Pupil Premium children for interventions during each afternoon; if they have misunderstood a concept in the morning they will re-visit the learning with the TA to help them to overcome their misconceptions. The afternoon sessions are also used to support children by pre-teaching key concepts that will then support them to be able to access the learning within the classroom.</p> <p><u>Providing yoga / nurture therapy</u></p> <ul style="list-style-type: none"> Increased confidence levels 	<p>To continue to ensure minimal gap between pupil premium and non-pupil premium pupils' performance – at least within 1 point if not in line with peers</p> <p>Increase the % of pupils who reach ARE Increase the % of pupils who reach GDS</p> <p>Further embed the robust monitoring system which tracks the progress of all pupil premium groups from Y1 – Y6</p> <p>Continue to scrutinise progress data to identify any underachieving pupils and then create targeted vulnerable pupils' groups and impact gps according to pupils' individual needs</p>



Edna G. Olds Academy

		<p>annually</p> <p>Allocation of funding to support eligible families with uniform/school costs £571.43 annually</p> <p>Allocation of funding to support eligible vulnerable pupils to access our extended learning club, sports clubs, visits and curriculum enrichment £ 7142.86 annually</p> <p>Success in Schools Project £609.38 annually</p>	<ul style="list-style-type: none"> • Improved learning behaviours • Increased rates of self-belief <p><u>Pupil well-being</u> Parents have been supported with the provision of sports uniform as well as school uniform. This has meant children access our curriculum sports provision in suitable attire as well as feel more confident to participate in extra-curricular clubs</p> <p><u>Extra-curricular opportunities and support</u></p> <ul style="list-style-type: none"> • Increased pupil attainment • Homework activities and home reading will be completed in line with the expectations of other pupils • Improved sports performance and mind-set skills • Improved resilience skills through accessing a tailored program <p><u>Success in school project work - programme delivered by a nurture therapy and yoga specialist</u> Vastly improved characteristics of learning evident within our FSM pupils / cohorts: resilience, confidence, perseverance and leadership skills</p>	
--	--	--	---	--



3	12 40%	<p>TA 15 hours weekly £7,386</p> <p>Yoga nurture intervention £522.32 annually</p> <p>Allocation of funding to support eligible</p>	<p>In Year 3 pupils are given teacher assessments and their progress is tracked from their Key stage 1 assessments.</p> <p>Evaluation of the strategy</p> <p>Based on Teacher Assessments for July 2020 pupils eligible for Pupil Premium have made good progress in reading and maths. In writing progress was not as strong as all other pupils. Attainment for the Pupil Premium group in this year group is in line with non-pupil premium for reading and maths and slightly below for writing.</p> <p>Attendance: Pupil Premium 93 % Non-PP 97 % Persistent Absence: Pupil Premium 33% Non-PP 4 %</p> <p><u>Intervention and impact groups</u></p> <p>Teaching Assistants withdraw Pupil Premium children for interventions during each afternoon; if they have misunderstood a concept in the morning they will re-visit the learning with the TA to help them to overcome their misconceptions. The afternoon sessions are also used to support children by pre-teaching key concepts that will then support them to be able to access the learning within the classroom.</p> <p><u>Providing yoga / nurture therapy</u></p> <ul style="list-style-type: none"> • Increased confidence levels • Improved learning behaviours • Increased rates of self-belief <p><u>Pupil well-being</u></p> <p>Parents have been supported with the provision of sports uniform as well as school uniform.</p>	<p>To continue to ensure minimal gap between pupil premium and non-pupil premium pupils' performance – at least within 1 point if not in line with peers</p> <p>Increase the % of pupils who reach ARE Increase the % of pupils who reach GDS</p> <p>Further embed the robust monitoring system which tracks the progress of all pupil premium groups from Y1 – Y6</p> <p>Continue to scrutinise progress data to identify any underachieving pupils and then create targeted vulnerable pupils' groups and impact gps according to pupils' individual needs</p>
---	-----------	--	---	--



Edna G. Olds Academy

		<p>families with uniform/school costs £571.43 annually</p> <p>Allocation of funding to support eligible vulnerable pupils to access our extended learning club, sports clubs, visits and curriculum enrichment £ 7142.86 annually</p> <p>Success in Schools Project £609.38 annually</p>	<p>This has meant children access our curriculum sports provision in suitable attire as well as feel more confident to participate in extra-curricular clubs</p> <p><u>Extra-curricular opportunities and support</u></p> <ul style="list-style-type: none"> • Increased pupil attainment • Homework activities and home reading will be completed in line with the expectations of other pupils • Improved sports performance and mind-set skills • Improved resilience skills through accessing tailored program <p><u>Success in school project work - programme delivered by a nurture therapy and yoga specialist</u> Vastly improved characteristics of learning evident within our FSM pupils / cohorts: resilience, confidence, perseverance and leadership skills</p>	
4	14 51.7%		<p>In Year 4 pupils are given teacher assessments and their progress is tracked from their Key stage 1 assessments.</p>	<p>To continue to ensure minimal gap between pupil premium and non-pupil premium pupils'</p>



Edna G. Olds Academy

		<p>TA 15 hours weekly £7,386</p> <p>Yoga nurture intervention £522.32 annually</p>	<p>Evaluation of the strategy</p> <p>Based on Teacher Assessments for July 2020 pupils eligible for Pupil Premium have made good progress in reading, writing and maths In maths, pupil premium were in line with non-pupil premium and in reading pupil premium outperformed non-pupil premium. In writing progress was not as strong as all other pupils but there was only a 1% difference. Attainment for the Pupil Premium group in this year group is in line with non-pupil premium for writing and maths and above for reading.</p> <p>Attendance: Pupil Premium 88 % Non-PP 97 % Persistent Absence: Pupil Premium 58% Non-PP 4 %</p> <p><u>Intervention and impact groups</u> Teaching Assistants withdraw Pupil Premium children for interventions during each afternoon; if they have misunderstood a concept in the morning they will re-visit the learning with the TA to help them to overcome their misconceptions. The afternoon sessions are also used to support children by pre-teaching key concepts that will then support them to be able to access the learning within the classroom.</p> <p><u>Providing yoga / nurture therapy</u></p> <ul style="list-style-type: none"> • Increased confidence levels • Improved learning behaviours • Increased rates of self-belief <p><u>Pupil well-being</u> Parents have been supported with the provision of sports uniform as well as school uniform. This has meant children access our curriculum sports provision in suitable attire as well as feel</p>	<p>performance – at least within 1 point if not in line with peers</p> <p>Increase the % of pupils who reach ARE Increase the % of pupils who reach GDS</p> <p>Further embed the robust monitoring system which tracks the progress of all pupil premium groups from Y1 – Y6</p> <p>Continue to scrutinise progress data to identify any underachieving pupils and then create targeted vulnerable pupils’ groups and impact gps according to pupils’ individual needs</p>
--	--	---	--	--



Edna G. Olds Academy

		<p>Allocation of funding to support eligible families with uniform/school costs £571.43 annually</p> <p>Allocation of funding to support eligible vulnerable pupils to access our extended learning club, sports clubs, visits and curriculum enrichment £ 7142.86 annually</p> <p>Success in Schools Project £609.38 annually</p>	<p>more confident to participate in extra-curricular clubs</p> <p><u>Extra-curricular opportunities and support</u></p> <ul style="list-style-type: none"> • Increased pupil attainment • Homework activities and home reading will be completed in line with the expectations of other pupils • Improved sports performance and mind-set skills • Improved resilience skills through accessing tailored program <p><u>Success in school project work - programme delivered by a nurture therapy and yoga specialist</u> Vastly improved characteristics of learning evident within our FSM pupils / cohorts: resilience, confidence, perseverance and leadership skills</p>	
5	12 40%		In Year 5 pupils are given teacher assessments and their progress is tracked from their Key stage 1 assessments.	To continue to ensure



Edna G. Olds Academy

		<p>TA 15 hours weekly £7,386</p> <p>Yoga nurture intervention £522.32 annually</p> <p>Allocation of funding to support eligible</p>	<p>Evaluation of the strategy Based on Teacher Assessments for July 2020 pupils eligible for Pupil Premium have made good progress in reading, writing and maths. In reading, writing and maths progress was slightly better than non-pp children. Attainment for the Pupil Premium group in this year group is in line with the non-Pupil Premium group.</p> <p>Attendance: Pupil Premium 96% Non-PP 97 % Persistent Absence: Pupil Premium 0% Non-PP 4 %</p> <p><u>Intervention and impact groups</u> Teaching Assistants withdraw Pupil Premium children for interventions during each afternoon; if they have misunderstood a concept in the morning they will re-visit the learning with the TA to help them to overcome their misconceptions. The afternoon sessions are also used to support children by pre-teaching key concepts that will then support them to be able to access the learning within the classroom.</p> <p><u>Providing yoga / nurture therapy</u></p> <ul style="list-style-type: none"> • Increased confidence levels • Improved learning behaviours • Increased rates of self-belief <p><u>Pupil well-being</u> Parents have been supported with the provision of sports uniform as well as school uniform. This has meant children access our curriculum sports provision in suitable attire as well as feel more confident to participate in extra-curricular clubs</p>	<p>minimal gap between pupil premium and non-pupil premium pupils' performance – at least within 1 point if not in line with peers</p> <p>Increase the % of pupils who reach ARE Increase the % of pupils who reach GDS</p> <p>Further embed the robust monitoring system which tracks the progress of all pupil premium groups from Y1 – Y6</p> <p>Continue to scrutinise progress data to identify any underachieving pupils and then create targeted vulnerable pupils' groups and impact gps according to pupils' individual needs</p>
--	--	--	--	--



		<p>families with uniform/school costs £571.43 annually</p> <p>Allocation of funding to support eligible vulnerable pupils to access our extended learning club, sports clubs, visits and curriculum enrichment £ 7142.86 annually</p> <p>Success in Schools Project £609.38 annually</p>	<p><u>Extra-curricular opportunities and support</u></p> <ul style="list-style-type: none"> • Increased pupil attainment • Homework activities and home reading will be completed in line with the expectations of other pupils • Improved sports performance and mind-set skills • Improved resilience skills through accessing tailored program <p><u>Success in school project work - programme delivered by a nurture therapy and yoga specialist</u> Vastly improved characteristics of learning evident within our FSM pupils / cohorts: resilience, confidence, perseverance and leadership skills</p>	
6	12 41.3%		<p>In Year 6 the pupils take tests that are externally marked in Reading and Mathematics, Grammar, punctuation and spelling. Writing remains a teacher assessment which is moderated, often by the Local Authority. These tests did not take place in 2020 due to the COVID 19 School Closure. These are the Teacher Assessments.</p>	



Edna G. Olds Academy

		<p>TA 15 hours weekly £7,386</p> <p>Yoga nurture intervention £522.32 annually</p>	<p>Evaluation of the strategy</p> <p>Based on Teacher Assessments for July 2020 pupils eligible for Pupil Premium have made good progress in reading, writing and maths. Progress was in line with non-pp peers. Attainment for the Pupil Premium group in this year group is above the non-Pupil Premium group.</p> <table border="1" data-bbox="645 539 1688 778"> <thead> <tr> <th></th> <th>Reading PP</th> <th>Reading Non PP</th> <th>Writing PP</th> <th>Writing Non PP</th> <th>Maths PP</th> <th>Maths Non PP</th> <th>GPVS PP</th> <th>GPVS Non PP</th> </tr> </thead> <tbody> <tr> <td>ARE</td> <td>100%</td> <td>76%</td> <td>100%</td> <td>76%</td> <td>100%</td> <td>76%</td> <td>100%</td> <td>76%</td> </tr> <tr> <td>GD</td> <td>58%</td> <td>35%</td> <td>33%</td> <td>35%</td> <td>58%</td> <td>35%</td> <td>58%</td> <td>35%</td> </tr> <tr> <td>Progress from KS1</td> <td>100%</td> <td>100%</td> <td>100%</td> <td>100%</td> <td>100%</td> <td>100%</td> <td>100%</td> <td>100%</td> </tr> </tbody> </table> <p>Attendance: Pupil Premium 95 % Non-PP 97 % Persistent Absence: Pupil Premium 18% Non-PP 4 %</p> <p><u>Intervention and impact groups</u> Teaching Assistants withdraw Pupil Premium children for interventions during each afternoon; if they have misunderstood a concept in the morning they will re-visit the learning with the TA to help them to overcome their misconceptions. The afternoon sessions are also used to support children by pre-teaching key concepts that will then support them to be able to access the learning within the classroom.</p> <p><u>Providing yoga / nurture therapy</u></p> <ul style="list-style-type: none"> • Increased confidence levels • Improved learning behaviours 		Reading PP	Reading Non PP	Writing PP	Writing Non PP	Maths PP	Maths Non PP	GPVS PP	GPVS Non PP	ARE	100%	76%	100%	76%	100%	76%	100%	76%	GD	58%	35%	33%	35%	58%	35%	58%	35%	Progress from KS1	100%	100%	100%	100%	100%	100%	100%	100%	
	Reading PP	Reading Non PP	Writing PP	Writing Non PP	Maths PP	Maths Non PP	GPVS PP	GPVS Non PP																																
ARE	100%	76%	100%	76%	100%	76%	100%	76%																																
GD	58%	35%	33%	35%	58%	35%	58%	35%																																
Progress from KS1	100%	100%	100%	100%	100%	100%	100%	100%																																



Edna G. Olds Academy

		<p>Allocation of funding to support eligible families with uniform/school costs £571.43 annually</p> <p>Allocation of funding to support eligible vulnerable pupils to access our extended learning club, sports clubs, visits and curriculum enrichment £ 7142.86 annually</p> <p>Success in Schools Project £609.38 annually</p>	<ul style="list-style-type: none">• Increased rates of self-belief <p><u>Pupil well-being</u> Parents have been supported with the provision of sports uniform as well as school uniform. This has meant children access our curriculum sports provision in suitable attire as well as feel more confident to participate in extra-curricular clubs</p> <p><u>Extra-curricular opportunities and support</u></p> <ul style="list-style-type: none">• Increased pupil attainment• Homework activities and home reading will be completed in line with the expectations of other pupils• Improved sports performance and mind-set skills• Improved resilience skills through accessing tailored program <p><u>Success in school project work - programme delivered by a nurture therapy and yoga specialist</u> Vastly improved characteristics of learning evident within our FSM pupils / cohorts:</p>	
--	--	---	---	--



Edna G. Olds Academy

		<p>Additional booster teaching sessions £1962.80</p>	<p>resilience, confidence, perseverance and leadership skills</p> <p><u>Additional Booster Teaching Sessions</u> Year 6 Pupil Premium pupils were able to access additional after school teaching sessions in order to help them develop their understanding and learning further. The booster groups were used to enable all pupils, including the more able, to excel in their learning and achieve their full potential-illustrated in their end of year teacher assessments. As a result of the booster sessions, the Pupil Premium children in Year 6 were on track to maintain excellent SATs results as shown in their teacher assessments following on from last year's success at Edna G. Olds Academy.</p>	
--	--	---	--	--

Review and evaluation of the impact of whole school strategies not already mentioned.

Strategy	Number of pupils	Cost	Impact	Next Steps/recommendations
Provision of free musical instrument tuition	12	£1279.20	<p>Pupil well-being</p> <p>Raised performance in mathematics attainment</p> <p>Increase to pupils auditory listening skills – timing, notation</p> <p>Equal numbers of pupil premium to non-pupil premium accessing specialised tuition as well as participating in the school orchestra</p>	<p>Continue to embed and develop opportunities for PP pupils to participate in extra-curricular music provision across the school.</p> <p>Continuation of music programme – further developed to include participation in joint school orchestras and LEAD music events.</p>



Edna G. Olds Academy

			All pupils have made excellent progress – attention skills are increasing as well as academic attainment	
Photography Workshops	14	£1400	<p>Pupil well-being</p> <p>Increased pupil involvement within peer mentorship programme – showcasing work to wider audiences and staging exhibitions</p> <p>Highly developed coordination skills</p> <p>Pupils have the opportunity to be creative and learn new skills which they can apply to the wider context of their learning</p> <p>Parents and pupil involvement in education increases – developing community links</p>	Photography workshops to be further developed to offer pupils the opportunity to develop their creativity and confidence through acquiring a new and sophisticated skill.
1:1 Counselling	6	£3600	<p>Increased rates of pupil well-being</p> <p>Improved characteristics of learning evident within our PP pupils / cohorts: resilience, confidence, perseverance and leadership skills</p> <p>Individual vulnerable pupils achieve in line with their peers – reduction in any learning behaviour targets</p> <p>Improved attitudes and dispositions towards learning</p>	Continue to ensure counselling is implemented for most vulnerable FSM pupils.
COVID MEASURES		Lockdown measures to provide our PP groups with the greatest	<p>LOANING IPADS</p> <p>WEEKLY MONITORING</p> <p>HAND DELIVERY/ COLLECTION OF WORK PACKS</p> <p>COMP ATTENDANCE INTO KEY WORKER VULNERABLE IF CONCERNS AND NOT COMPLETING WORK</p> <p>WEEKLY SAFE AND WELL CHECKS</p> <p>SHOWBIE</p>	



		quality education we could wish for day to day running costs		

Summary: how well are eligible pupils doing? Is the difference diminishing?

-

Summary of Proposed Actions for the 2019/2020

Edna G.Olds Academy has an allocation of £ 84,838 pupil premium for this academic year. The table below shows how the money will be spent and the planned impact. At regular intervals throughout the year, the spending is evaluated and the impact monitored.

Our Main Objectives are as follows:

- Curriculum – to continue to embed strategies to ensure pupil premium children make progress in line with and exceed that of non-pupil premium children
- Catch up programme



Edna G. Olds Academy

- Teaching and Learning – to further embed our core behaviours within all areas of the curriculum to ensure that every pupil can flourish as an inquisitive, intuitive, inspirational, critical thinker and leader
- Wider outcomes – provide a range of opportunities for pupils, no matter what their background, to access learning opportunities outside the curriculum.
- Attendance – to ensure attendance of pupil premium children is at least 96%.

Strategy for 2020-21

Based upon the evaluation of the outcomes from the previous academic year, research of projects for raising attainment and our own knowledge of what has worked well in our own academy the following strategy has been agreed:

1. Summary information for 2020-21					
Academy	Edna G. Olds Academy				
Pupil Premium Leader	Michael Blackwell				
Academic Year	2020-	Total PP budget	£84838	Date of most recent PP	Summer 2020



	21			Review	
Total number of pupils	251	Number of pupils eligible for PP	76	Date for next internal review of this strategy	September 2020

2. Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers (<i>issues to be addressed in school, such as weak teaching, low attainment of whole cohort, etc</i>)	External barriers (<i>issues which also require action outside school, such as low attendance rates, high new EAL, mobility, social care and safeguarding</i>)
a) Communication and language skills on entry to school are low.	a) Low attendance at school
b) Parental support for out of school learning	b) Disrupted home life for some identified children
c) Low self-esteem	c) Wider experiences for some children are limited
d) Impact of Covid-19 school closure	d) financial barriers



3. Implementation and/or Impact of the curriculum – separate for each year group as each cohort has its own profile and needs. This could include training to improve the implementation of the curriculum, strategies to engage pupils in specific curriculum areas or interventions to raise attainment in core subjects.						
What do we want to achieve?			How?	What is the rationale for this chosen strategy?	How will it be monitored	Cost?
Year Group	What do you want to achieve and how they will be measured	Success criteria	How will the intervention or provision be delivered?	Refer to research from EEF or other research to justify the choice of strategy.		Provide simple breakdown of proportionate or full costs.
Nursery (if applicable and Early Years Foundation Stage Pupil Premium has been identified)						
Year R	Continue to ensure minimal/no gap between pp and non-pp	100% of pp children making progress in line with non-pp peers	Communication and mathematical interventions	The EEF has found that High quality interventions in Early Years has positive benefits. +5 months.	Early Years Foundation Stage Leader to analyse data each half term.	£7386



Edna G. Olds Academy

<p>Year 1</p>	<p>To continue to ensure minimal gap between pupil premium and non-pupil premium pupils' performance – at least within 1 point if not in line with peers</p>	<p>100% of pp children making progress in line with non-pp peers or better</p>	<p>Teaching Assistants withdraw Pupil Premium children for interventions during each afternoon; if they have misunderstood a concept in the morning they will revisit the learning with the TA to help them to overcome their misconceptions. The afternoon sessions are also used to support children by pre-teaching key concepts that will then support them to be able to access the learning within the classroom.</p>	<p>Accelerated rates of progress</p> <p>Pupil Premium pupils will outperform non Pupil Premium</p> <p>Gap in learning closed</p>	<p>½ Termly data monitoring TA impact files</p>	<p>£7386</p>
<p>Year 2</p>	<p>To continue to ensure minimal gap between pupil premium and non-pupil premium pupils' performance – at least within 1 point if not in line with peers</p>	<p>100% of pp children making progress in line with non-pp peers or better</p>	<p>Teaching Assistants withdraw Pupil Premium children for interventions during each afternoon tailored to specific areas for development based on teacher assessment and Afl.</p>	<p>Accelerated rates of progress</p> <p>Pupil Premium pupils will outperform non Pupil Premium</p> <p>Gap in learning closed</p>	<p>½ Termly data monitoring TA impact files</p>	<p>£7386</p>



Edna G. Olds Academy

Year 3	To continue to ensure minimal gap between pupil premium and non-pupil premium pupils' performance – at least within 1 point if not in line with peers	100% of pp children making progress in line with non-pp peers or better	Teaching Assistants withdraw Pupil Premium children for interventions during each afternoon tailored to specific areas for development based on teacher assessment and AfL.	Accelerated rates of progress Pupil Premium pupils will outperform non Pupil Premium Gap in learning closed	½ Termly data monitoring TA impact files	£7386
Year 4	To continue to ensure minimal gap between pupil premium and non-pupil premium pupils' performance – at least within 1 point if not in line with peers	100% of pp children making progress in line with non-pp peers or better	Teaching Assistants withdraw Pupil Premium children for interventions during each afternoon. Specific focus on writing to ensure any gaps are closed from small gap in Y3.	Accelerated rates of progress Pupil Premium pupils will outperform non Pupil Premium Gap in learning closed- writing	½ Termly data monitoring TA impact files	£7386
Year 5	To continue to ensure minimal gap between pupil premium and non-	100% of pp children making progress in line with non-pp peers or better	Teaching Assistants withdraw Pupil Premium children for interventions during	Accelerated rates of progress Pupil Premium pupils will outperform non Pupil Premium	½ Termly data monitoring TA impact files	£7386



Edna G. Olds Academy

	pupil premium pupils' performance – at least within 1 point if not in line with peers		each afternoon tailored to specific areas for development based on teacher assessment and AfL.	Gap in learning closed		
Year 6	To continue to ensure minimal gap between pupil premium and non-pupil premium pupils' performance – at least within 1 point if not in line with peers	100% of pp children making progress in line with non-pp peers or better	Teaching Assistants withdraw Pupil Premium children for interventions during each afternoon tailored to specific areas for development based on teacher assessment and AfL.	Accelerated rates of progress Pupil Premium pupils will outperform non Pupil Premium Gap in learning closed	½ Termly data monitoring TA impact files	£7386



Whole School Initiatives/the wider curriculum	How?	What is the rationale for this chosen strategy?	How will it be monitored?	Cost?
<p>Embed the robust monitoring system which tracks the progress of all pupil premium groups from EYFS – Y6</p>	<p>Analyse performance of Achievement for All cohorts to ensure they consistently achieve above rates of progress (as of 2018/2019 data trends)</p> <p>Scrutinise progress data to identify any underachieving pupils and then create targeted vulnerable pupils' groups and impact gps according to pupils' individual needs</p> <p>Ensure that any attainment gaps are closed by the end of Key Stage 2</p>	<p>Accelerated rates of progress</p> <p>Pupil Premium pupils will outperform non Pupil Premium</p>	<p>Pupil progress data</p> <p>Pupil questionnaires</p> <p>Learning walks evidence a significant rise in pupil independent learning behaviours (Pupil Premium performance in line with peers)</p>	<p>Proportionate cost plus leadership time cost</p>



Edna G. Olds Academy

<p>Allocation of funding to support eligible families with uniform/school costs</p>	<p>Parents will be supported with the provision of sports uniform as well as school uniform. This has meant children access our curriculum sports provision in suitable attire as well as feeling more confident to participate in extra-curricular clubs</p>	<p>Whilst it is acknowledged that uniform does not on its own increase attainment (EEF research) we believe it is important to support the inclusion and well-being of our pupils who are eligible by removing this barrier.</p> <p>Pupil well-being</p> <p>Improved sports performance - comfort</p>	<p>Questionnaire to pupils</p> <p>Feedback from stakeholders</p>	<p>£4000</p>
<p>Intervention and impact groups</p>	<p>Teaching Assistants withdraw Pupil Premium children for interventions during each afternoon; if they have misunderstood a concept in the morning they will re-visit the learning with the TA to help them to overcome their misconceptions. The afternoon sessions are also used to support children by pre-teaching key concepts that will then support them to be able to access the learning within the classroom.</p>	<p>Accelerated rates of progress</p> <p>Pupil Premium pupils will outperform non Pupil Premium</p> <p>Gap in learning closed</p>	<p>Pupil progress data</p> <p>Observations</p> <p>Learning walks</p>	<p>£51,702.00</p>
<p>Provision of free musical instrument tuition</p>	<p>Musical instruments purchased by the school in order to ensure FSM pupils can access music tuition</p>	<p>Pupil well-being</p> <p>Raised performance in mathematics attainment</p> <p>Increase to pupils auditory listening skills – timing, notation</p>	<p>ABRSM accredited musical qualifications</p> <p>Pupil progress data</p>	<p>£1279.20</p>



Edna G. Olds Academy

	Equal numbers of pupil premium to non-pupil premium accessing specialised tuition as well as participating in the school orchestra			
Success in school project work - programme delivered by a nurture therapy and yoga specialist.	Yoga nurture specialist trained to deliver programme	<p>Improvement in characteristics of learning evident within our FSM pupils / cohorts: resilience, confidence, perseverance and leadership skills</p> <p>Individual vulnerable pupils achieve in line with their peers – reduction in any learning behaviour targets</p> <p>Parent / pupil / school partnership work goes from strength to strength – parents note the improved attitudes and dispositions towards learning</p>	<p>Pupil voice feedback</p> <p>Pupil interviews – feedback</p> <p>Pupil questionnaires</p> <p>Nurture journals</p>	£3656.25
1:1 Counselling	Trained counsellor to deliver specialist sessions	<p>Increased self-confidence</p> <p>Increased rates of self-belief</p> <p>Increased rates of pupil well-being</p> <p>Improved characteristics of learning evident within our FSM pupils / cohorts: resilience, confidence, perseverance and leadership skills</p> <p>Individual vulnerable pupils achieve in line with their peers – reduction in any learning behaviour targets</p>	<p>Pupil progress data</p> <p>Pupil questionnaires</p> <p>Learning walks evidence a significant rise in pupil independent learning behaviours (Pupil Premium performance in line with peers)</p> <p>Pupil interviews – feedback</p>	£3600



Edna G. Olds Academy

<p>Photography Workshops</p>	<p>Specialist photographer to deliver sessions</p>	<p>Pupil well-being</p> <p>Increased pupil involvement within peer mentorship programme – showcasing work to wider audiences and staging exhibitions</p> <p>Highly developed coordination skills</p> <p>Increased self-confidence</p> <p>Developing sophisticated speaking and listening skills</p>	<p>Pupil voice feedback</p> <p>Pupil interviews – feedback</p>	<p>£1400</p>
<p>Providing yoga / nurture therapy</p>	<p>Yoga nurture specialist trained to deliver programme</p>	<p>Increased rates of pupil well-being</p> <p>Embedded growth mind-set culture - all FSM pupils</p> <p>Improved rates of concentration</p> <p>Behaviour management</p>	<p>Pupil progress data</p> <p>Pupil questionnaires</p> <p>Learning walks evidence a significant rise in pupil independent learning behaviours (Pupil Premium performance in line with peers)</p>	<p>£3656.25</p>



Edna G. Olds Academy

		Stress reduction	Pupil interviews – feedback	
Allocation of funding to support eligible vulnerable pupils to access our extended learning club, sports clubs, visits and curriculum enrichment	<p>Pupils access quality after school care – attend our extended learning club provision (3:15 – 5:50pm 2X weekly)</p> <p>Uptake and attendance of pupils at extra-curricular/enrichment activities</p> <p>ARE - APS attainment progress data</p>	<p>Increased pupil attainment</p> <p>Homework activities and home reading will be completed in line with the expectations of other pupils</p> <p>Improved sports performance and mind-set skills</p> <p>Improved resilience skills through accessing tailored program</p> <p>Pupil Premium pupils access all trips in school to further develop their skills – embed their learning and understanding</p>	<p>ARE - APS attainment progress data</p> <p>Feedback from pupils and parents</p>	£50,000



L.E.A.D. Academy Trust

Lead • Empower • Achieve • Drive

Edna G. Olds Academy

covid

Date: _____

Pupil Premium Leader: _____