

Austin Farm Academy Pupil Premium 3-year Strategy 2021-2024

Academic Year 2022-2023



All members of staff and governors accept responsibility for 'socially disadvantaged' pupils and are committed to meeting their emotional, social and academic needs within the school environment. We are committed to 'closing the attainment gap' between vulnerable pupils and the Pupil Premium forms a vital part of that process.

The governors reserve the right to allocate the Pupil Premium funding to support any pupils or groups of pupils the school has legitimately identified as being socially disadvantaged. Our chosen approaches are research based on the Education Endowment Foundation (EEF) with good teaching being the most important lever to improve outcomes for disadvantaged pupils.

Using the Pupil Premium to improve teaching quality benefits all pupils and has a particularly positive effect on children eligible for Pupil Premium. The school adopts a tiered approach to Pupil Premium spending, balancing the approaches to improve teaching, targeted academic support and wider strategies.

Pupil Premium Statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Austin Farm Academy
Number of pupils in school	140
Proportion (%) of pupil premium eligible pupils	42.6%
Academic year/years that our current pupil premium strategy plan covers (3yr plans are recommended)	2022-2023 2023-2024 2024-2025
Date this statement was published	October 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Ruth Baptiste
Pupil premium lead	Ruth Baptiste
Governor / Trustee lead	Sue Costello

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£77,880
Recovery premium funding allocation this academic year	£3,661
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£81,541

Part A: Pupil premium strategy plan

Statement of intent

At Austin Farm Academy, when we make decisions about using our pupils premium funding it is imperative that we consider the context of the child, their family and the school challenges faced. Essentially providing quality first teaching and high-quality interventions to enable catch-up and consolidation is key to improving outcomes for our children. We must have a strong commitment to supporting the teaching team in providing the best education possible for our pupils and improving outcomes for our most vulnerable and disadvantaged young people. A strong school ethos of high expectations, strong relationships and clear understanding of academic and emotional needs for every child to fulfil their potential.

Ultimately, our objectives are to:

- Narrow the attainment gap between or disadvantaged and non-disadvantaged pupils.
- Support our pupil's well-being and mental health in order for them to be able to access their learning successfully.
- Enable disadvantage pupils to make or exceed expected progress rates.

In order to achieve this:

Our chosen approaches are research based on the Education Endowment Foundation (EEF) with good teaching being the most important lever to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all pupils and has a particularly positive effect on children eligible for Pupil Premium. The school adopts a tiered approach to Pupil Premium spending, balancing the approaches to improve teaching, targeted academic support and wider strategies.

To achieve these objectives:

- Ensuring quality first teaching is evident in all classes and continuously striving for further improvement.
- Provide additional targeted support and interventions to pre-teach and or consolidate learning to support cognitive development. Accelerating progress rates to make at least expected age-related outcomes
- Wider support for pupil wellbeing and care, alongside support for families to access educational visits or residential to develop the wider social and interpersonal skills.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	To raise the attainment and accelerate progress to prevent underachieving in English and Maths, including Speaking and Listening at the end of their key stage and/or the end of their academic year.

2	Oral language skills in Foundation Stage upon entry are lower for our disadvantaged pupils compared to other pupils. This slows reading and writing progress in subsequent years.
3	To provide emotional support for the families and pupils through support of trained professionals with the provision of a skilled parent support advisor, and emotional support of the children through provisions externally and internally to the school. Social, emotional and behaviour support strategies implemented by RSHE Curriculum, ELSA, learning mentor and CT.
4	To ensure access and enrichment to all areas of the curriculum opportunities are provided for all disadvantaged pupils.
5	Disadvantaged pupils make slower progress in Read Write Inc. and read with less fluency in EYFS and KS1. Often, this is due to less parental engagement for these pupils.

Intended outcomes for teaching priorities

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
All staff are clear about the expectations for each subject they are teaching and consistent approaches are seen in all classrooms leading to high quality provision.	<ul style="list-style-type: none"> • AFA curriculum is logically and coherently sequenced to create confident and knowledgeable thinkers. • Considers effective learning and cognitive development - working memory - LTM principles. • Consistency in curriculum delivery across the school and across the curriculum. • Teachers have a secure understanding of how children learn. • Teachers feel confident in mastery curriculum delivery.
More opportunities for sharing high quality texts and strengthening language and vocabulary are in place in the EYFS.	<ul style="list-style-type: none"> • Budget is allocated towards sourcing a growing variety of high quality texts for EYFS staff to share throughout the year. • Spoken language has a high priority within the unit. Children are taught and encouraged to talk in full sentences and with appropriate vocabulary.

	<ul style="list-style-type: none"> • Ambitious vocabulary is discretely taught and reinforced to up level the language skills of pupils.
Read Write Inc. is well led. Good quality teaching is in place in all lessons and all children are making at least expected progress over time. The number of disadvantaged pupils passing the Phonics Screening Check is increased. The number of disadvantaged pupils achieving below the expected level in a cohort decreases year on year	<ul style="list-style-type: none"> • RWI continues to have a high priority within the school. • The RWI lead is provided with release time to monitor the provision of the subject and support programmes are put in place where required. • Accurate assessment ensures that all children are placed in the correct group and children who are not making progress are identified. • Additional support is put in place for children who are not making the expected progress and/ or working below the expected level. • RWI Development Days and Refresher Training packages are used to ensure external support is in place for RWI lead and staff are receiving the most up-to-date information. • Resources are replaced as appropriate to ensure all children and staff have access to the resources they need.
All children, including PP children, are engaged in reading for pleasure and achieve well in reading throughout the school.	<ul style="list-style-type: none"> • AR is well-led and has a high priority in the school. • Children read regularly both in school and out of school for pleasure and are motivated to read. Reading targets and regular quizzing ensure that motivation remains high. • Reading engagement is tracked carefully and support is put in place for children who are not reading frequently.
Strong PSHE provision is in place through the Jigsaw program so that all children develop resilience, self-confidence and co-operation.	<ul style="list-style-type: none"> • Jigsaw is delivered well and children enjoy sessions. • Resilience, self-confidence and cooperation is improved as children focus upon these skills during weekly Jigsaw sessions and linked assemblies.

Intended outcomes for targeted support priorities

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Pupils at risk of not making expected rates of progress receive targeted intervention support to close gaps in learning	<ul style="list-style-type: none">• Teaching assistants are used effectively to run intervention programmes (1:1 RWI tutoring, precision teaching, pre and post teaching).• Thorough analysis of assessment data is completed to identify pupils in need of catch-up intervention and to pinpoint gaps in learning.• Evidence based intervention programmes are used to accelerate progress.
Children who entered EYFS with poor speech and language have made accelerated progress due to intervention programmes received.	<ul style="list-style-type: none">• Early identification of children requiring SALT ensures that children receive support quickly.• PLP Speech and Language is bought in to provide 0.2 weekly SALT programmes to children in EYFS and Year 1. Follow up programmes are provided for school and parents.• The Language Screen is used to identify children who would benefit from additional speech and language support. From this NELI is used to provide targeted intervention.

Pupils at risk of not making expected progress in Read Write Inc are quickly identified and support is put in place.	<ul style="list-style-type: none"> • Accurate assessment procedures are in place to quickly identify children who are not making the expected progress. • Strongest RWI teachers teach the lowest attaining children. • Clear communication strategies are in place to ensure that all reading teachers know which children have not made progress each term and who the PP children are in their group. • If required, 1:1 tutoring is provided for children working below the expected level or who are not making expected progress.
--	---

Intended outcomes for wider strategy priorities

This explains the outcomes for targeted academic support priorities that we are aiming for by the end of our current strategy plan, and how we will measure whether they have been achieved.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Intended outcome	Success criteria
Pupil Premium children attend school, are punctual and are ready to learn upon arrival.	<ul style="list-style-type: none"> • Regular attendance reviews undertaken with the EWO to ensure that children have strong attendance and attend school on time. • PSA works with identified families to put procedures in place to ensure that children arrive at school on time and ready to learn.

Subscription to Multi Agency Support Team (MAST) ensures that the school can access a wider range of external support services. ELSA support is available so that children can access support when needs are identified.	<ul style="list-style-type: none"> Children in need of support are referred to MAST accessing external services such as counselling, anger management therapy etc. Two teaching assistants have been trained in ELSA to provide pastoral support across the school.
More Pupil Premium children access enriching experiences including residential visits and after school clubs leading to improved life experiences, self-confidence and motivation back in the classroom.	<ul style="list-style-type: none"> Eligible pupils receive a subsidy towards the cost of clubs and residential visits.
Pupil premium children are in an emotionally good place to be able to engage fully with learning at school.	<ul style="list-style-type: none"> PSA is employed to provide support for our most vulnerable families to ensure pupils maintain good levels of attendance and support for their emotional wellbeing.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £14,879

Activity	Evidence that supports this approach	Challenge number(s) addressed
All staff are clear about the expectations for each subject they are teaching, and consistent approaches are seen in all classrooms leading to high quality provision.	EEF Mastery Teaching +5	1
More opportunities for sharing high quality texts and strengthening language and vocabulary are in place in the EYFS. Quality texts are purchased through the year providing children with greater exposure to high quality texts.	EEF Communication and Language Approaches +6 EEF Oral Language Interventions +6	2
All reading teachers receive support through regular Read Write Inc training, termly RWI Development days and master classes to maintain quality first	EEF Phonics +5 Ofsted Reading Framework July 2021	5

teaching of phonics through the whole school Read Write Inc approach		
Release time for SENDCo/ inclusion lead to ensure that provision is mapped out, is timely, effective and can demonstrate impact.	Tightly focused ILPs ensure provision is mapped out for children to meet identified needs, support greater engagement in learning, acquiring skills to accelerate progress from starting points.	1
Implementation of POWER maths to support mastery development	NCTEM research and support to raise attainment and accelerate progress of those children at risk of underachieving in Maths at the end of their key stage and/or the end of their academic year.	1
All children, including PP children, are engaged in reading for pleasure and achieve well in reading throughout the school. Continue to embed use of Accelerated Reader across all year groups. Provide release time for Reading manager to coordinate the programme	EEF Reading Comprehension strategies + 6 Ofsted Reading Framework July 2021	1,5
Strong PSHE provision is in place through the Jigsaw program so that all children develop resilience, self-confidence and co-operation.	EEF Social and Emotional Learning +4	3

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

Budgeted cost: £ 18,925

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide targeted individual and small group intervention support for pupils who have fallen behind, through additional Teaching Assistants to support the delivery of evidence-based programmes (1:1 RWI Phonics, Precision Teaching, pre and post lesson teaching)	<ul style="list-style-type: none"> • EEF Feedback +6 • EEF Individualised Instruction +4 EEF • EEF Small Group Tuition +4 • EEF Teaching Assistant Interventions +4 	1, 5
Provision of a Speech and Language therapist and school support strategies (queued articulation / Makaton / phonics) to the	Children will be able to have instant support with Speech and Language (including therapist support) to ensure progress from starting point is accelerated.	2

school to ensure support is there for the children from the start		
---	--	--

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 34,419

Activity	Evidence that supports this approach	Challenge number(s) addressed
To provide a Family Support Advisor/Pastoral Worker so that parents have a direct contact in school, to support families with advice, information or signposting to relevant agencies.	Positive relationships with parents are developed. There are improved outcomes because the risk of social, emotional or behavioural concerns which may lead to low attendance or disengagement are addressed, reducing need for higher level professional involvement.	3
Provision of ELSA and pastoral trained practitioners within the school.	Children who need additional support, or within small groups or 1-1 sessions, are provided with trained professionals to support their needs, allowing them to engage within the school life with others.	3
Commissioning of MAST services to provide disadvantaged children with external support to overcome barriers to learning and provide targeted support for children, families and school.	Disadvantaged children have improved outcomes due to a programme of multi-agency support for families, providing clear strategies to ensure effective learning can continue, progress made so reducing the need for higher level professional involvement and removal of barriers to learning.	3
Pupil Premium funding will be used to provide a subsidy for eligible pupils towards the cost of residential visits (when safe to resume) to ensure more children access enriching experiences, leading to improved life experiences, self-confidence and motivation back in the classroom.	EEF Social and emotional learning +4	4

Total budgeted cost: £ 65,918

Actual budgeted cost: £68,423

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

- Attendance for disadvantaged group improved 88.4% to 95.98% from previous year through effective analysis and referral with support from EWO services.
- Families and children supported through the MAST provision
- 100% increase in referrals to support services in MAST.
- Overall whole school attendance for 2020-2021 was 95.44%.
- Consistent behaviour approach across the school to promote consistency and equality. Children able to understand and begin to regulate their emotions.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
RWI	Ruth Miskin
Power Maths	Pearson

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Access to MAST subscription. ELSA support available
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.