

Pupil premium attainment in comparison to other pupils

		2015/16 Cohort (Y3)			2016/17 Cohort (Y2)			2017/18 Cohort (Y1)			2018/19 Cohort (YR)		
EYFS													
School All		90%			84%			90%			81%		
Camden All		66%			68%			71%			73%		
National All		69%			71%			72%			72%		
Disadvantaged		75%			57%			75%			98%		
Camden Dis.		54%			56%			N/A			N/A		
National Dis.		54%			56%			N/A			N/A		
YEAR 1		Read	Write	Maths	Read	Write	Maths	Read	Write	Maths			
All		88%	88%	92%	88%	88%	88%	88%	86%	90%			
Disadvantaged		88%	88%	88%	76%	76%	76%	73%	99%	73%			
Camden Dis.		N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A			
Islington Dis.		N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A			
YEAR 2		Read	Write	Maths	Read	Write	Maths						
All		88%	88%	89%	88%	83%	93%						
Disadvantaged		88%	88%	88%	89%	83%	100%						
Camden Dis.		N/A	N/A	N/A	N/A	N/A	N/A						
Islington Dis.		N/A	N/A	N/A	N/A	N/A	N/A						
YEAR 3		Read	Write	Maths									
All		95%	95%	95%									
Disadvantaged		100%	100%	100%									
Camden Dis.		N/A	N/A	N/A									
Islington Dis.		N/A	N/A	N/A									

2019/2020 Pupil Premium Actions and Impact Report

Action	Expected Impact	Actual Impact as of March 2020 (lockdown)
<p>To purchase a musical instrument for each pupil in receipt of pupil Premium funding. (Long term Loan) 100% of Pupil Premium children in KS1 will have the option of a long term loan of musical instrument.</p>	<ul style="list-style-type: none"> • Pupils will have the experience and opportunity of performing to an audience throughout the year leading to an increase in self-esteem and confidence. • All pupils will have experience of performing in front of large audience, leading to increased self-confidence. • Skills and discipline acquired from learning an instrument can be transferred to other core subject learning. 	<ul style="list-style-type: none"> • All pupils in receipt of PP funding (KS1 and above) have had the opportunity to purchase or loan a musical instrument. This continued through the period of lockdown. • Pupils learning an instrument have performed throughout the year up until closure. This has given them a sense of pride and achievement. • Pupil's patience, commitment and time management skills have improved. • Pupil's love of music continues.
<p>100% subsidised place for pupils to attend an after school club once per term – 3 per year. (Enrichment) Football, multi sports, Learn to create.</p>	<ul style="list-style-type: none"> • Pupils will have the opportunities to engage in and have a well-rounded, culturally rich, education. • Pupils overall attainment and achievement will increase across all areas of the curriculum. (e.g.: improving maths by playing chess); the development of pupil's character (e.g.: their motivation or resilience); or pursue wider goals because these are held to be important. 	<ul style="list-style-type: none"> • Pupils have received at least one club per term of their choice. • Online 'virtual' clubs continued throughout lockdown. • Pupils in receipt to PP funding added to the additional virtual clubs. • Pupils in receipt of PP funding offered a space in school for holiday camps/continuous provision during lockdown. • Pupils have had the opportunity to learn a skill based on their club choice this year. Most pupils have signed up to the same club again to build upon these skills. • Wider opportunities (non-academic) have supporting breaking down barriers to learning including poor attendance, punctuality and behaviour.
<p>100% subsidise of all off site school trips All pupils will have the opportunity to engage in offsite learning and not miss out due to financial reasons.</p>	<ul style="list-style-type: none"> • The impact being that every child will have access to equal learning opportunities to that of their peers. • Pupils overall attainment and achievement will increase across all areas of the curriculum as a result of a rich and stimulating curriculum. 	<ul style="list-style-type: none"> • Pupils received 100%-subsidised trips during the year. • Pupils were able to access opportunities to broadened their knowledge and understanding of a range of topics across the curriculum.

<p>Mentoring/1-1 Tuition</p>	<ul style="list-style-type: none"> • Building self-esteem and confidence through positive role modelling experiences. • Opportunities for pupils to have the same experiences as their peers (museums etc.) • Supporting pupils' behaviour, wellbeing and involvement within school. • Intensive individual support as an additional teaching model. • March 2020 Lockdown: 1:1 teacher/TA sessions with pupils.(Zoom) • Inclusion Manager 1:1 sessions (Zoom)/home visits to vulnerable families. 	<ul style="list-style-type: none"> • Pupils were giving 1-1 mentoring and support across the year and during weekends. (including virtual sessions during lockdown) • Mentors and the Inclusion Manager worked closely to ensure mentoring supported individuals needs of each pupil and a tailored mentoring programme was developed. • Pupil confidence and self-esteem increased. • Discussions with pupils highlighted an improvement in their willingness to maintain eye contact, hold conversations and interact with their peers and adults appropriately. Social skills improved. • Pupil wellbeing, interactions and involvement has increased because of having a personal mentor.
<p>Peer Mentoring</p>	<ul style="list-style-type: none"> • Cross age tutoring, reading buddies and paired learning opportunities will provide positive role models and teaching support for pupils. • Reciprocal peer tutoring, in which learner's alternate between the role of tutor and tutee. • Support for disadvantaged pupils and disadvantaged pupils with English as an additional language. 	<ul style="list-style-type: none"> • Peer mentoring has reduced incidences of negative behaviours across classes and within the playground. • Peers supporting each other has proved a powerful tool in supporting each other during learning in class. • Peer mentoring continues to fit with the Academy ethos and values (toolkit) • Peer mentoring encourages pupils to work collaboratively; excellent examples seen across the Academy this year.
<p>Mastery Learning Maths Mastery</p>	<ul style="list-style-type: none"> • Pupils will acquire 'mastery' of the curriculum. • Mastery allows breaks subject matter and learning content into units with clearly specified objectives which can be pursued until achieved. • Learners can work through a sequential set of steps. Additional tuition, peers support, small group discussions and home learning can be tailored to support pupils' individual needs. 	<ul style="list-style-type: none"> • Pupils have become proficient and competent. • The mastery approach continues to become embedded in learning across the Academy. • Pupils who are not achieving mastery were easily identified and further targeted support was planned to support their individual needs. • Additional home learning provided to support pupils to achieving mastery.

		<ul style="list-style-type: none"> Planned lessons have allowed the mastery approach and cycle work on a carousel basis until achieved, The Mastery approach works well and alongside peer mentoring, mentoring and parental engagement.
Parental Engagement	<ul style="list-style-type: none"> Weekly workshop with a focus topic in order for parents to support their child's academic learning (Phonics Screening) Better outcomes for pupils when parents are involved and understand children's learning/home learning. Support for parents and families in crisis. March 2020 (Lockdown) Weekly wellbeing calls to families, interactive lessons, and parent/child/school interactions virtual. 	<ul style="list-style-type: none"> Parent uptake on workshops continues to be an area of development. Parents rarely attend workshops due to work commitments/timings etc. Teaching staff/SENDCo have met with parents on a 1-1 basis, which is time heavy and not a productive use of time. Pupil outcomes have improved. All non-SEND PP Pupils have made at least expected progress or above. Parents have expressed a better understanding of the cycle of home learning, ethos and how topics are taught across the school. Parents feel they are better informed about what, why and how subjects are taught. Zoom meetings for parents and pupils relating to home learning and activities during lockdown.
Direct intervention to improve achievement. Lunchtime writing and maths club, reading booster, talk boost intervention, use of technology (I pads) to support individual pupil's.	<ul style="list-style-type: none"> Pupils from disadvantaged backgrounds including most able pupils, will make better progress from their starting points in reading, writing and maths. Interventions based around metacognition and self-regulation approaches aim to help pupils think about their own learning more explicitly, teaching specific strategies for support their own learning. Pupils from disadvantaged backgrounds will make on average seven months additional progress (EEF 2019) 	<ul style="list-style-type: none"> Planned quality interventions between the SENDCo/IM and class teachers has enabled pupils to make good progress across a range of curriculum areas. Cost effective interventions ensure a range of pupils (PP/SEND/JAM) can access. Predicted: Non-SEND pupils in receipt of PP made expected or above expected progress across core curriculum areas. Predicted: Pupils in receipt of PP funding and making as good as or better progress than their non-PP peers. Targeted academic support has led to direct improvement and progress.

		<ul style="list-style-type: none"> Using specialist teachers to teach small groups who are underachieving in a specific aspect of English or mathematics
<p>Ongoing Professional Development for staff. (CPD/JPD) Action research Lesson Study Coaching and mentoring</p>	<ul style="list-style-type: none"> Building upon and improving the effectiveness of teachers and teaching staff through CPD/JPD will have a greater impact on the achievement and attainment of Pupils across the Academy. 	<ul style="list-style-type: none"> Using research based evidence to inform thinking, (Voice 21, Big Education, Southwark Teaching, Camden Learning including focused hubs) Ongoing coaching opportunities for all staff across the Academy. In house mentoring and coaching. Targeted performance manager to support ongoing professional development. Building upon our successes. Inducting new staff to the Academy. Auditing the skills within the staffing structure and matching staff to year groups, individual pupils and groups.
<p>SEMH Therapeutic Nurture groups (social and emotional across KCA/FB Schools), Kindness club, Skip garden, Lego therapy, Alexander Technique, Dance, choir Drama, ELSA intervention groups, music therapy</p>	<ul style="list-style-type: none"> Children with higher levels of emotional, behavioural, social, and school wellbeing, on average, have higher levels of academic achievement and are more engaged in school, both concurrently and in later years. Children with better emotional wellbeing make more progress in primary school and are more engaged and ready for their next phase of education. Children with better attention skills experience greater progress across the four key stages of schooling in England. 	<ul style="list-style-type: none"> Social, emotional and behaviour has improved. Barriers to learning have been removed as pupils are able to draw upon therapeutic strategies during learning in class. Playground incidents are less frequent. Teachers are not using as much learning time to unpick playground incidents once back in class. Pupils are becoming responsive to others, learning from each other and taking pride in achieving. Pupil's mental health and wellbeing have increased through therapy groups. Pupils have their own space to share their worries, fears and concerns and are supported by a specialist teacher.
<p>Inclusion Manager Team teaching and planning with outside agencies to ensure disadvantaged pupils have the same access to the curriculum including enrichment opportunities as their peers. Provide Targeted CPD for both teachers and supporting staff.</p>	<ul style="list-style-type: none"> Impact: During 2019/2020, triangulated outcomes (lesson observations, quality of marking and feedback and progress of pupil) teaching will be good or above leading to excellent progress for pupils over time. 	<ul style="list-style-type: none"> The Academy's PP strategy is rooted and embedded into fabric of teaching and learning at the Academy. Impact is measured through the data collected at Pupil Progress Reviews. A deep

<p>Ensure there is consistency across year groups by monitoring and evaluating practice. Provide modelled lessons and opportunities to share good practice. Supporting targeted individuals.</p>		<p>analysis of data, interventions and discussions with pupils informs the next steps for pupils.</p> <ul style="list-style-type: none"> • Data tracking to identify further gaps (in school and externally) • Comprehensive CPD programme for all staff tracked across the year. • Targeted funding and resources to support pupils self-studying and researching topics (Ipads) • Inclusion Manager 1-1 dedicated time with pupils, teachers, professionals, and parents – mapping provision and spend for each term. • Targeting and mapping the funding allocations in the autumn term. Working with professionals and teaching staff to look at potential barriers that may impact learning year upon year. • Pupil gaps are narrowing for PP pupils with SEND. • No current attainment gap between PP pupils and their non-PP peers. (up until lockdown) • Link between professional services and parents (parents with additional learning needs). This includes housing, social services, court, therapy, citizen’s advice etc.
<p>School/Home Welfare Practitioner/School Nurse Pupil attendance and parental engagement will be identified early through discussion between the Academy, welfare practitioner and families taking into consideration individual needs and sensitivity around family issues/needs. SHWP will work alongside the Academy and families to ensure that clear guidelines conveyed to parents relating to the impact of attainment and achievement if there are high numbers of absences from school etc. SHWP will sign post parents to networks and organisations that can offer support to families in need.</p>	<ul style="list-style-type: none"> • Strong relationships between families and the Academy through the work of the SHWP will impact on pupil attendance, attainment and achievement in line with the national average or above. • Improved attendance at family events across the year. • Improvement in overall health and wellbeing of pupils 	<ul style="list-style-type: none"> • Improved partnerships with parents. • Greater links with organisations such as Chance UK, Kids Network etc. • Workshops with the EWO based around attendance, punctuality etc. • Support for families (alongside SENDCo/IM) relating to individual family circumstances that create barriers for pupils (Bereavement, separation etc.) • Targeting sessions and hard to reach families has improved. • One family supported and now have a permanent home.

		<ul style="list-style-type: none"> School nurse has attended EHCP Annual reviews, provided training for staff and attended CIN/CP meetings.
<p>Uniform Reduces stress factors within the family/parents who are unable to afford to purchase uniforms.</p>	<ul style="list-style-type: none"> Positive impact on pupil confidence and wellbeing. Pupils are warm and have appropriate clothing for schools, PE lessons etc. 	<ul style="list-style-type: none"> Breaking down barriers that may affect wellbeing and involvement. Pupils take pride in wearing the Academy uniform. For some, this has meant less behavioural issues. Pupils are equipped with the same uniforms as their peers and do not feel isolated. An example would be having a full PE kit. School Uniform promotes commonality among pupils and removes potential stigma.
<p>Magic Breakfast A “magic” breakfast is healthy and nutritious and complies with the Government’s School Food Standards. It is designed to give children energy, protein, vitamins and minerals, and is low in sugar, salt and fat.</p>	<ul style="list-style-type: none"> Educational attainment levels, for the pupils who had received breakfast will improve Breakfast leads to improved concentration levels. Having breakfast will lead to improved levels of attendance at school Punctuality rates of disadvantaged pupils will improve, as a result of the provision Breakfast provision will lead to improved energy levels/alertness amongst the pupils. <p>Reference: Journal of Public Health Nutrition. Association between breakfast consumption and educational outcomes in 9–11-year-old children. Hannah J Littlecott, Graham F Moore, Laurence Moore, Ronan A Lyons and Simon Murphy. Link to article: Cardiff University Research</p>	<ul style="list-style-type: none"> Lateness has improved. Pupil engagement and concentration has risen. Pupils’ energy levels and readiness to learn has improved. Opportunities for parental engagement and meeting others reduces isolation and loneliness for lone parents. Pupils’ are developing healthy eating habits and linking them to their physical and mental wellbeing. Pupils’ social skills have improved. All families in need of food parcels were able to get weekly deliveries. All families in receipt of PP funded were able to access food vouchers.