

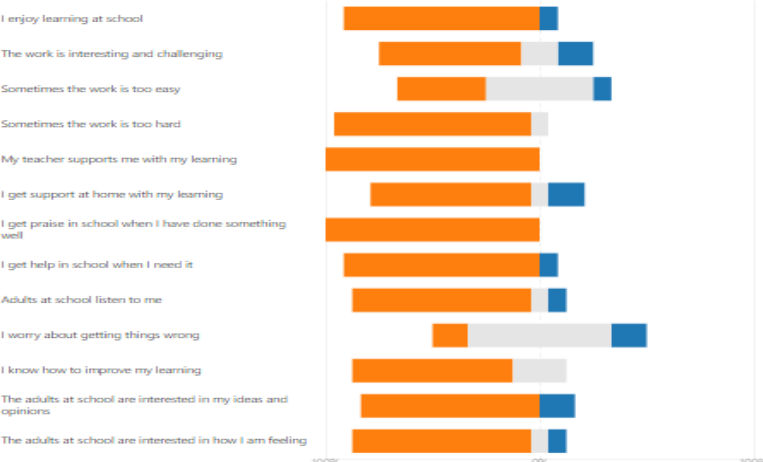
## Pupil premium strategy statement: Frome Vale Academy

<b>School name</b>	Frome Vale Academy
<b>Pupils in school</b>	175
<b>Number and proportion of disadvantaged pupils</b>	42%
<b>Pupil premium allocation this academic year</b>	£101, 211
<b>Academic year or years covered by statement</b>	2020 2021
<b>Publish date</b>	October 2020
<b>Review date</b>	December 2020
<b>Statement authorised by</b>	Janet Saunders
<b>Pupil premium lead</b>	Louise Strachan
<b>Governor lead</b>	Lucy Fulton

<b>Barriers to future attainment (for pupils eligible for PP, including high ability)</b>	
<b>In-school barriers</b> <i>(issues to be addressed in school, such as poor oral language skills,</i>	
<b>A.</b>	There is a vocabulary gap in reading
<b>B.</b>	Gaps in phonic knowledge (specifically in year 2 and year 3)
<b>C.</b>	Lack of understanding about being an 'Active Learner' and children being ready to learn
<b>D.</b>	80% of SEND are PP
<b>External barriers</b> <i>(issues which also require action outside school, such as low attendance rates)</i>	
<b>E.</b>	Attendance
<b>F.</b>	Lack of educational experiences
<b>G.</b>	Parents are less engaged in learning
<b>H.</b>	37% of PP use another language at home which can impact learning in school.

**Teaching priorities for current academic year**

	<b><i>Desired outcomes and how they will be measured</i></b>	<b><i>Bench mark</i></b>																																
<b>A.</b>	<p>Reading outcomes for PP are improved in every year group (Expected and greater depth)</p> <p>Children have a greater bank of tier 2 and tier 3 words and know how to use the bank of resources available to them</p>	<p><b>Term 1:</b> Pupil Premium data only: Year 6: 90% EXS 30% GDS Year5: 82% 24% GDS Year4: Year 3: Year 2: Year 1: EYFS:</p> <table border="1" data-bbox="1283 539 2018 890"> <thead> <tr> <th>Year</th> <th>No Of children</th> <th>On track to expected</th> <th>On track to exceeding</th> </tr> </thead> <tbody> <tr> <td>EYFS</td> <td>4</td> <td></td> <td></td> </tr> <tr> <td>1</td> <td>5</td> <td>17%</td> <td>0%</td> </tr> <tr> <td>2</td> <td>15</td> <td>21%</td> <td>0%</td> </tr> <tr> <td>3</td> <td>13</td> <td>50%</td> <td>0%</td> </tr> <tr> <td>4</td> <td>10</td> <td>90%</td> <td>30%</td> </tr> <tr> <td>5</td> <td>14</td> <td>82%</td> <td>24%</td> </tr> <tr> <td>6</td> <td>10</td> <td>90%</td> <td>30%</td> </tr> </tbody> </table>	Year	No Of children	On track to expected	On track to exceeding	EYFS	4			1	5	17%	0%	2	15	21%	0%	3	13	50%	0%	4	10	90%	30%	5	14	82%	24%	6	10	90%	30%
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<b>B.</b>	<p>80% of children in year 3 who did not pass phonics check in year 1, will pass.</p> <p>80% of PP to pass phonics screening in year 1</p>	<p><b>Term 1:</b> <b>Year 3:</b> 5 children did not pass.</p> <p>3 out of 5 scored over 32 marks in Term 1 (2018 Screening test) 1 child scored just below the pass mark (29) 1 child (SEN) scored 0/40 (SEND pupil)</p> <p><b>Year 2:</b> Phonics score mock 13/29 passed - <b>45%</b></p> <p><b>Predicted:</b> 86%</p> <p><b>Year 1:</b> Green 18/30 = 60% Amber 22/30= 73%</p>																																

<p><b>C</b></p>	<p>100% of PP children at Y in last academic year can articulate their 'Learning Journey' and being an Active Learner.</p>	<p>Out of 12 KS2 PP children involved in the pupil conferencing in T1:</p> <ul style="list-style-type: none"> <li>- 11 expressed positive views about returning to school</li> <li>- 10 felt that the school had supported them with their learning and in staying safe at school (social distancing)</li> <li>- 5 felt that the adults in school supported them to learn</li> <li>- 5 name other strategies that they could use to support themselves with their learning</li> </ul> <p>How strongly so you agree or disagree with the following statements:  <a href="#">More Details</a></p> <p>■ Agree ■ Disagree ■ Neutral</p>  <table border="1"> <caption>Chart Data: Agreement with Statements</caption> <thead> <tr> <th>Statement</th> <th>Agree (%)</th> <th>Disagree (%)</th> <th>Neutral (%)</th> </tr> </thead> <tbody> <tr> <td>I enjoy learning at school</td> <td>92</td> <td>8</td> <td>0</td> </tr> <tr> <td>The work is interesting and challenging</td> <td>75</td> <td>25</td> <td>0</td> </tr> <tr> <td>Sometimes the work is too easy</td> <td>33</td> <td>67</td> <td>0</td> </tr> <tr> <td>Sometimes the work is too hard</td> <td>83</td> <td>17</td> <td>0</td> </tr> <tr> <td>My teacher supports me with my learning</td> <td>100</td> <td>0</td> <td>0</td> </tr> <tr> <td>I get support at home with my learning</td> <td>75</td> <td>25</td> <td>0</td> </tr> <tr> <td>I get praise in school when I have done something well</td> <td>83</td> <td>17</td> <td>0</td> </tr> <tr> <td>I get help in school when I need it</td> <td>83</td> <td>17</td> <td>0</td> </tr> <tr> <td>Adults at school listen to me</td> <td>75</td> <td>25</td> <td>0</td> </tr> <tr> <td>I worry about getting things wrong</td> <td>17</td> <td>83</td> <td>0</td> </tr> <tr> <td>I know how to improve my learning</td> <td>75</td> <td>25</td> <td>0</td> </tr> <tr> <td>The adults at school are interested in my ideas and opinions</td> <td>75</td> <td>25</td> <td>0</td> </tr> <tr> <td>The adults at school are interested in how I am feeling</td> <td>75</td> <td>25</td> <td>0</td> </tr> </tbody> </table>	Statement	Agree (%)	Disagree (%)	Neutral (%)	I enjoy learning at school	92	8	0	The work is interesting and challenging	75	25	0	Sometimes the work is too easy	33	67	0	Sometimes the work is too hard	83	17	0	My teacher supports me with my learning	100	0	0	I get support at home with my learning	75	25	0	I get praise in school when I have done something well	83	17	0	I get help in school when I need it	83	17	0	Adults at school listen to me	75	25	0	I worry about getting things wrong	17	83	0	I know how to improve my learning	75	25	0	The adults at school are interested in my ideas and opinions	75	25	0	The adults at school are interested in how I am feeling	75	25	0
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<p><b>D</b></p>	<p>Teachers have a clear understanding using the engagement model of how to progress pupils with SEND</p>	<p>Trials of model have taken place with TAs Implement for term 2 assessment.</p>																																																								
<p><b>E</b></p>	<p>Attendance is above national (95.8%) and persistence absence is reduced closer to national (8.7%)</p>	<p><b>Baseline from last academic year.</b> PP attendance 94.6% PP persistent absence 11.3%</p>																																																								
<p><b>F</b></p>	<p>All children have access to wider educational opportunities</p>	<p>50% of those who attend breakfast club &amp; after school provision are PP.</p>																																																								
<p><b>G</b></p>	<p>'The Love of learning' is completed by at least 90% of families 100% of parents/carers come to parent's meetings</p>	<p><b>Term 1 Love of Learning:</b> Reception: Year 1: average 45% Year 2: average 73% Year 3: average 80%</p>																																																								

		Year 4: average 94% Year 5: average 30% Year 6: average 80%
<b>H</b>	There will be no gap between PP and all across all subjects	Current PP gaps in year 1 all subjects, year 2 all subjects and Y3 maths

Planned expenditure					
Academic year	2020 2021				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support wider school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action or approach / barriers this will address	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Improved outcomes (expected &amp; greater depth) in reading,</p> <p>Increased subject knowledge for staff across school including planning and accurate assessment.</p> <p><b>AREA A</b></p>	<p>Targeted professional development with South Gloucestershire – Integra</p> <p>Targeted 'in house' CPD with staff supported in their development by members of SLT</p> <p>Planned CPD sessions on planning and differentiation (Term 1 Inset to introduce planning for Active Learning)</p>	<p><a href="#">EEF PP report June 2010 recommends schools take a tiered approach with teaching being the top priority, including professional development, training and support for early career teachers</a></p>	<p>Timetable cover using supply &amp; SLT coverage</p>	<p>SLT</p>	<p>Monitoring of teaching and learning, books scrutiny, planning and outcomes each term and pupil progress meetings .</p>
<p>Increase subject knowledge and confidence of staff planning and teaching whole class phonics in EYFS and KS1.</p> <p><b>AREA B</b></p>	<p>Engaging Mangotsfield hub to accelerate progress. Funding will be used to provide further phonics training through observations/ team teaching.</p>	<p><a href="#">EEF phonics + 4 months (Phonics)</a></p> <p>25% in KS1 classes &amp; Y3 not accessing appropriate phase for year/age.</p>	<p>An external expert has worked with school staff to carry out as baseline audit and will continue to monitor and measure impact of collaboration.</p>	<p>MC</p>	<p>Termly assessments of pupils in Y1-Y3 by phase</p>

<p>Train and empower all staff to meet the language learning needs of all their pupils leading to improved outcomes in reading and writing.</p> <p><b>AREA A</b></p>	<p>Supporting spoken language in the classroom</p> <p>Train and deliver on the impact of the vocabulary gap and strategies to reduce this shared with staff.</p> <p>All year groups to implement appropriate strategies for improving the teaching of vocabulary.</p>	<p><b>EEF + 5 months (Oral language and early years intervention)</b></p> <p>Lower starting points for EYFS.</p> <p><b>Closing the vocabulary gap –</b> Trialling vocabulary vaults in year 2 and year 4 in term 2</p> <p>Inset training in term 3.</p>	<p>Focus on AIP for the year.</p>	<p>MC</p>	<p>Reading termly assessment and pupil conferencing</p>

<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action or approach / barriers this will address</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<p>Improved speaking and listening outcomes across foundation and KS1.</p> <p><b>AREA A</b></p>	<p>Small group speech and language interventions at KS1 – Talk boost 12 weeks</p>	<p><b>EEF + 5 months (Oral language and early years intervention)</b></p> <p>Lower starting points for EYFS..</p>	<p>Specific training and assessment cycle every 12 weeks using SLC progression tool.</p>	<p>MC</p>	<p>Term 2, term 4 and term 6</p>

<p>Improved outcomes for phonics screening</p> <p><b>AREA A</b></p>	<p>Small group phonics intervention at KS1 &amp; y3</p> <p>Small group catch-up sessions in Reception &amp; Y1</p>	<p><b>EEF phonics + 4 months (Phonics)</b>  Identified as not being on track to achieve phonics screening or instant catch-up to keep up sessions in EYFS or Y1</p>	<p>Ongoing training for teachers. Termly assessment</p>	<p>MC</p>	<p>Termly</p>
<p>Increased number of SEN pupils showing improvement on the engagement level scale.</p> <p><b>AREA D</b></p>	<p>Early adoption of the engagement assessment framework. Planned CPD to ensure all staff understand how to use and opportunities for trialling.</p>	<p><b>EEF + 4 months (Small group)</b>  Identified SEN pupils in Upper key stage 2 make accelerated progress against own targets</p> <p>The named interventions have proved successful for progress in previous years.</p>	<p>Entry and exit data based on a baseline</p>	<p>JS</p>	<p>Termly</p>
<p>Attendance for PP will be above national and the percentage of PP children identified as persistently absent will reduce</p> <p><b>AREA E</b></p>	<p>DSL to lead attendance team including admin staff &amp; EWO</p> <p>Raise profile of attendance with a whole school approach with everyone knowing their part on improving attendance. Analyse individual attendance on a weekly basis to ensure quick intervention. Regular</p>	<p><b>Every child matters – ‘attendance is the single most influential factor on achievement’</b>  Attendance data showed PP group were lower last year so needed targeted support</p> <p>This targeted strategy has proved successful in the past closing the attendance gap</p> <p><b>Narrowing the attainment gap - Daniel Sobel</b>  FSM children are twice as likely to be persistently absent.</p>	<p>Data on attendance monitored by DSL on a weekly basis and quality assured by EWO</p> <p>Impact shared termly with link AC member and with wider academy council through principal report</p>	<p>JS/HM</p>	<p>Monthly basis with EWO meetings</p>

<p>Children are supported emotionally</p> <p><b>AREA C &amp; E</b></p>	<p>Play therapy</p> <p>Use CPOMS monitoring and in class assessments to identify children who would benefit from play therapy</p>	<p><b>EEF + 5 months (Social and emotional interventions)</b></p> <p>Impact in previous years has shown that children who were emotionally supported have made good progress.</p> <p>.</p>	<p>Clear line management in inclusion team and target children monitored in pupil progress meetings</p>	<p>JS/HM</p>	<p>Termly</p>
<p>Children with SEMH difficulties have strategies to manage different feelings and unstructured times</p> <p><b>AREA C &amp; E</b></p>	<p>Support for pupils with SEMH difficulties. One to one or small group support for all pupils</p>	<p><b>EEF + 5 months (Behaviour interventions)</b></p> <p>High % of pupils with SEMH difficulties. CPOMS &amp; teacher voice highlight pupils' difficulties with peer relationship, unstructured times, and conflict resolution.</p>	<p>Pastoral support plan monitoring. Pupil and teacher voice. Record of behaviour incidences</p>	<p>HM/JS</p>	<p>Termly</p>



iii Wider Strategies					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Children with severe SEMH needs can succeed in mainstream school</p> <p><b>AREA C &amp; E</b></p>	<p>Subscription to the Nest to cater for children at risk of PEX and to support children transition to secondary school. Advice &amp; training for staff</p>	<p>Significant reduction in SEMH need since 2017</p> <p>Identified children in Y6 need support with transition to secondary schools.</p> <p>Supported transitions proved successful last year.</p>	<p>Referral to the Nest identifying needs</p> <p>Thrive assessments</p> <p>Fortnightly review</p> <p>Transition plan</p>	<p>JS</p>	<p>Termly</p>
<p>Children can access enrichment opportunities within school.</p> <p><b>AREA F</b></p>	<p>Subsidised or free trips including additional swimming, Y6 camp, life skills, SS Great Britain, UWE and sports competitions. Science week activities (All PP students prioritised for sports clubs – Sports premium)</p>	<p><b>EEF + 4 months (Outdoor adventurous learning)</b></p> <p>Engagement in these opportunities or clubs by PP children is low so we want to ensure that cost does not stop them attending.</p> <p>Enriching education has instinct benefits. All children including those form disadvantaged backgrounds deserve a well-rounded culturally rich education.</p>	<p>Clubs and enrichment activities are well run and have very good feedback from parents and children</p>	<p>JS</p>	<p>Term 2, term 4 and term 6</p>
<p>All looked after, CP and CIN children meet ARE and feel safe in school.</p> <p><b>AREA C &amp; E</b></p>	<p>Targeted support through PEP process. Safeguarding lead out of class to be the key person and attend all meetings.</p>	<p><b>EEF + 5 months (One to one tutoring)</b></p> <p><b>EEF + 4 months (Social and emotional support)</b></p> <p>Consistent high levels of LAC, CP and CIN pupils who have different needs.</p>	<p>Children meet age related expectations. Pupil voice</p>	<p>JS</p>	<p>Termly but ongoing throughout year</p>

<p>All parents can support with 'Love of Learning' work.</p> <p><b>AREA G</b></p>	<p>Targeted support for parents to engage and collaborate in learning so they can help their children at home</p> <p>Reading 'workshops' accessible online.</p> <p>Teacher expectations made clear. Use of interactive materials</p>	<p>EEF +5 months (Collaborate learning) EEF +3 months (Parental engagement)</p> <p>Low levels of parental engagement to events with a learning focus e.g. maths &amp; phonic workshops</p>	<p>Monitor homework learning from 'Love of Learning' on Wordpress</p>	<p>SLT</p>	<p>Termly</p>
<p>Ensure the most vulnerable have access to provision before school.</p> <p><b>AREA F</b></p>	<p>Breakfast club Subsidised through fair share.</p>	<p>EEF + 5 months (Extending school hours)</p> <p>Deprivation indicator shows that families cannot access paid provision.</p>	<p>Register of use</p>	<p>JS</p>	<p>Termly</p>

### Review in January 2021

AREA	IMPACT	NEXT STEPS
<p>A. Reading outcomes for PP are improved in every year group (Expected and greater depth)</p> <p>Children have a greater bank of tier 2 and tier 3 words and know how to use the bank of resources available to them</p>		
<p>B. 100% of children in year 3 who did not pass phonics check in year 1, will pass.</p>		

80% of PP to pass phonics screening		
C. 100% of children of at Y in last academic year can articulate their 'Learning Journey' and being an Active Learner.		
D. Teachers have a clear understanding using the engagement model of how to progress pupils with SEND		
E. Attendance is above national (95.8%) and persistence absence is reduced closer to national (8.7%)		
F. All children have access to wider educational opportunities		
G. 'The Love of learning' is completed by at least 90% of families 100% of parents/carers come to parent's meetings		
H. There will be no gap between PP and all across all subjects		