



A summary of the main barriers to educational achievement faced by eligible pupils of the school

The barriers facing eligible pupils at Charnwood Academy greatly match the barriers facing the majority of other pupils at our school. Over the last 3 years progress and attainment has been improving for both PP and non-PP pupils following a series of teaching and learning developments and initiatives alongside improved school vision and focus on our core values. Starting points in Early Years are below national average although outcomes are good.

Some of the children who are eligible for pupil premium also have very individual barriers to learning some of these stem from SEN needs which means that interventions here need to be targeted on an individual or small group basis.

How the pupil premium allocation is to be spent to address these barriers and the reasons for that approach.

Following increased improved outcomes for PP and non-PP pupils across the school the 2018-2019 pupil premium grant will continue to be spent in 3 ways.

1) Whole school approach:

The 2018-2019 ADP priority one is Emotional Wellbeing. As a result part of the whole school focus will be providing pupils with strategies for coping with stress, anxiety and mental health. This follows national and local concerns regarding child mental health and specific increased need across the school for this type of support through outside agencies. Whole school spending will involve the use of monitoring software, professional training for staff, qualified leads in coping strategies teaching year groups skills and increased focus on the nurture of our pupils and families including improving attendance – in line with our 2017 Ofsted point for improvement.

Following data analysis; writing, spelling and vocabulary are areas that the school needs to focus on. As part of the 2018-2019 ADP there is to be a whole school focus on raising; including a focus on editing and improving work and being immersed in a vocabulary rich environment. Use of the Write Stuff as a teaching approach is being trialled and some PP funding will be used to support PP pupils in its implementation (specific resources or experiences).

Reading has shown an increase in progress (KS2 progress being 3.4, well above average, in summer 2018) this is partly due to the use of Accelerated Reader across school and this spend will be continued. *Spending money on IT enhancement is based on research by the EEF that digital technology can have a moderate impact on attainment when it is used by numerous subjects to extend the learning of their pupils inside and outside of the classroom.* <https://educationendowmentfoundation.org.uk/evidence/teaching-learning-toolkit/digital-technology/>

Improving home school links will also be a focus through enrichment opportunities in school and celebrating learning outside of the classroom. *This is based on research by the EEF which shows that positive parental involvement can have a moderate impact on pupil attainment.* <https://educationendowmentfoundation.org.uk/evidence/teaching-learning-toolkit/parental-involvement/>

2) **Individual approach:** Previous spending plans did not include a large proportion of individually focused spending. As part of pupil progress meetings staff are encouraged to spend PP money on specific individuals – looking at how these pupils might benefit from certain resources, experiences or quality first teaching intervention and how the PP grant can be used to support this. Teachers are expected monitor if these interventions are successful. A more targeted approach should support those with SEN barriers as interventions will more successfully be tailored to their needs. Nurture support continues to show improved outcomes for PP pupils emotionally and socially. These sessions are focused on individual need and measured through Boxall profiles, teacher assessment and pupil and parent/carer voice. *This approach is based on research by the EEF which shows that targeting social and emotional barriers can have a moderate impact on attainment.*

<https://educationendowmentfoundation.org.uk/evidence/teaching-learning-toolkit/social-and-emotional-learning/>

3) **Small group:** The small group interventions of previous years have had mixed results. Where these were successful in raising attainment and progress they will be continued. These take the form of quality first teaching intervention and TA support and interventions outside of core learning time. *This strategy is based on the findings from the “Pupil Premium Net Steps” published by The Sutton Trust which emphasises the importance of targeted intervention.* <http://www.suttontrust.com/wp-content/uploads/2015/06/Pupil-Premium-Summit-Report-FINAL-EDIT.pdf>

This also includes funding for some after school clubs and activities.

How will the school measure the impact and effect of its expenditure of the pupil premium allocation?

All academic focused interventions will be monitored and assessed through data analysis using our online tracking tool and National Curriculum objectives. Where attainment data is not possible pupil voice, Boxall profiles and other evidence will be gathered to assess the impact of the intervention or support. Review will take place termly by the Principal and pupil premium co-ordinator. Review by the link governor will take place once per term. Teachers will review pupil premium progress and impact of spending each half term and there will be a conversation regarding this at their pupil premium meetings each term.