



# David Livingstone Academy

## Our approach to Pupil Premium expenditure

At David Livingstone we prioritise providing staff with the very best professional development, grounded in evidence-based research. Weekly professional development sessions provide staff with the opportunity to develop their subject knowledge, take time to deliberately practice their pedagogy, and discuss academic papers.

As suggested by the EEF (June, 2019) we use a tiered approach to balance our use of pupil premium spending.

- We prioritise using pupil premium funding on improving teaching, understanding that this will have an impact on not only the Pupil Premium (PP) children at David Livingstone.
- We use targeted intervention where we have evaluated it will result in rapid improvements in specific areas of the curriculum.
- We use strategies that relate to seemingly non-academic obstacles such as attendance and social, emotional, mental health barriers.

We understand that any inferences we make from the data we collect must be evaluated for validity and reliability, for example, when comparing KS1 and KS2 cohort PP data we must ensure the sample is unchanged. We prioritise inferences made following formative assessment, using only the standardised end-of-year GL assessments and KS2 SATs as a summative measures to make inferences from. External inspection frameworks, such as OFSTED, state they will not require information related to gaps in attainment or progress.

Although a significant proportion of our pupils are eligible for Pupil Premium, there will be a number who are not eligible but will socially and economically struggle as much as those who are. Therefore, our aspiration is not to reach a point where there is no gap between PP and Non-PP, but instead for us to provide quality first teaching to all PP children every lesson.



1. Summary information					
School	David Livingstone Academy				
Academic year	2020/21	Total PPG budget	£87,425	Date of most recent PPG review	09/2020
Total number of pupils	198	Number of pupils eligible for PPG	70 (35%)	Date for next internal PPG review	04/2021

2. Current Attainment		
<b>No KS2 assessments were completed due to partial school closure in March 2020</b>		
	Pupils eligible for PP	Pupils not eligible for PP
% achieving national Standard in Reading, Writing & Maths		
Progress in Reading (standardised score)		
Progress in Writing (standardised score)		
Progress in Maths (standardised score)		

<b>3. Barriers to future attainment (for pupils eligible for PP)</b>	
In-school barriers (issues to be addressed in school, such as poor oral language skills)	
A	Staff have not yet been provided with the full professional development to result in a consistent quality first pedagogical approach to be seen across the academy.
B	Ability to read fluently is resulting in difficulties accessing the curriculum. If PP children leave the academy unable to read fluently then they are far more likely to fall behind academically in their Secondary education.
<b>External barriers (issues which also require action outside school, such as low attendance rates)</b>	
C	Attendance of PP children is significantly below attendance of non-PP.
D	No access to remote learning online resources

4. Desired outcomes (Desired outcomes and how they will be measured)		Success criteria
A	High quality professional development, grounded in evidence-based research, is delivered by professionals with deep subject knowledge.	All staff attend 100% of continuing professional development. A consistent pedagogical approach is embedded across the academy.
B	Staff make it a priority that all children have mastered the simple decoding for all children, above coping strategies.	All class teachers have completed linguistic phonics training. All children receive weekly phonics instruction. Staff are able to identify gaps in individual pupil's reading paradigm. Impact of interventions demonstrates progress made



C	PP attendance levels improve significantly.	Children eligible for PP have attendance levels that narrow the gap with non-PP EWO has case studies that demonstrate the positive impact on PP attendance
D	Every PP child has the ability to access online learning resources from home if required to self-isolate	Children have a digital device they can use All children state they feel confident accessing the online resources

### 5. Planned expenditure

Academic Year 2020.21

#### Quality First teaching for all

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?
High quality professional development, grounded in evidence-based research, is delivered by professionals with deep subject knowledge.	Additional leadership staff deployed to support capacity within the academy to rapidly improve pedagogy. This will include CPD and daily teaching and learning support in class.	Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school (EEF, 2019) Sutton Trust (2014) states subject knowledge and quality of instruction as indicators of what makes good teaching.	Head of School monitoring daily learning walks Timetabling same-day interventions in reading, writing and mathematics. Weekly meetings with EHT to evaluate progress.	EHT / HofS	July 2021



Total budgeted cost					£50,000
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**Targeted academic support**

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?
Staff make it a priority that all children have mastered decoding. Staff make it a priority that all children have mastered the simple decoding for all children, above coping strategies.	Diagnostic reading screening completed termly. Linguistic phonics delivered daily, training for all staff. Interventions are planned to meet the specific needs identified in diagnostic tests – eg. Simple, extended, polysyllabic codes.	Children must be able to master decoding before moving to automaticity or fluency.  Staff can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching (EEF, 2019)	All staff trained in linguistic phonics (Sounds Write)  Phonics sessions monitored by trained SLT	HofS, SENCo	April 2021

Total budgeted cost					£1,600
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**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?
PP attendance levels improve significantly.	HofS to lead the attendance team. EWO employed to support the school	If children are not in school we cannot have an impact on their learning. Significant	HofS leads weekly attendance meetings. Monthly reports received from EWO.	HofS, EHT	April 2021



	through home visits and fortnightly meetings.	gaps will emerge if children are regularly absent from school.	SLT to receive updates weekly as a standing agenda item in SLT meetings.		
Every PP child has the ability to access online learning resources from home if required to self-isolate	Leaders to support all PP children in accessing digital devices if they are required to self-isolate. Developing staff to provide high-quality remote learning provision which adheres to the academy's existing teaching approach. Capacity for daily teaching support for PP children in accessing and engaging in remote learning.	As a consequence of current requirements to self-isolate for an extended amount of time, it is essential PP children have access	Safeguarding meetings weekly review if needs are being met.	SLT	April 2021
Total budgeted cost					£36,000