

Pupil premium strategy statement (3 year plan – 2020/23)

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	David Livingstone Academy
Number of pupils in school	198
Proportion (%) of pupil premium eligible pupils	36%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2020-2023
Date this statement was published	September 2020
Date on which it will be reviewed	August 2022
Statement authorised by	Alun Evans
Pupil premium lead	Claire Mitchell
Governor / Trustee lead	James Toop

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 102,220
Recovery premium funding allocation this academic year	£ 11,890
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	£ 114,110

Part A: Pupil premium strategy plan

Statement of intent

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 Benedict.

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 the majority 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.

Challenges

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

Challenge number	Detail of challenge
1	Staff new to the academy team 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.
2	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.
3	Attendance of PP children is significantly below national averages.
4	No access to remote learning online resources if children are required to work from home

Intended outcomes

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
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
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
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
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

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.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £74,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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	1

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

Budgeted cost: £11,890

Activity	Evidence that supports this approach	Challenge number(s) addressed
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)	2

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

Budgeted cost: £28,220

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>HofS to lead the attendance team.</p> <p>EWO employed to support the school through home visits and weekly meetings.</p>	<p>If children are not in school we cannot have an impact on their learning. Significant gaps will emerge if children are regularly absent from school.</p>	<p>3</p>
<p>Leaders to support all PP children in accessing digital devices if they are required to self-isolate.</p> <p>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</p>	<p>As a consequence of current requirements to self-isolate for an extended amount of time, it is essential PP children have access</p>	<p>4</p>
<p>Develop a common language and set of interventions using zones of regulation. Resulting positive impact to be seen on attendance and engagement in lessons.</p>	<p>EEF - Social and Emotional Learning Case studies (May 2021) report positive impacts using zones of regulation. To be monitored closely, gathering anecdotal evidence in addition to the academic outcomes.</p>	<p>2 & 3</p>

Total budgeted cost: £114,110

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 2020 to 2021 academic year.

2020-21 was an unsettled year nationally.

Teacher assessments or professional judgements completed by the academy show the vast majority of children across the school eligible for PPG made expected progress in the year 2020-2021.

- In Reading, Writing and Maths 98% (82/84) of children eligible for PPG made expected progress

For those children eligible for PPG in Year 6, outcomes were above Non-PPG in Reading and Maths. All children were judged to make at least expected progress within the academic year.

Teacher assessments for KS2 outcomes (Y6 July 2021)

	PPG	Non-PPG
Reading	92% 12/13	75% 12/16
Maths	92% 12/13	69% 11/16

During the period of remote learning during 2020/21, David Livingstone Academy distributed 24 devices to children identified as needing support and those eligible for PPG. Overall, 86% of children eligible for PPG funding accessing the academy's remote learning offer.

Externally provided programmes

Programme	Provider
N/A	

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.