

Pupil premium strategy statement

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	Concordia Academy
Number of pupils in school	324
Proportion (%) of pupil premium eligible pupils	20%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	3
Date this statement was published	1/10/2021
Date on which it will be reviewed	February 2022
Statement authorised by	Raheel Akhtar
Pupil premium lead	Laura Black
Governor / Trustee lead	Stuart Norman

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£73,975
Recovery premium funding allocation this academic year	£13,248
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	£87,223

Part A: Pupil premium strategy plan

Statement of intent

Concordia Academy recognises that for children for disadvantaged backgrounds, there can be multiple barriers to succeeding in school.

We aim to close the gap in attainment and progress between our PP and non-PP children by helping our pupils and their families to overcome these barriers.

Not only do we want to help our pupils to succeed academically, but we aim to equip them with the cultural capital, and aspiration to succeed in life.

Our pupil premium strategy plan works towards achieving this objective by taking a holistic approach towards supporting the school's disadvantaged families. We will support, not just academically, but socially and emotionally as well.

The activities set out in the strategy plan will serve to close gaps in attainment, improve home-school engagement and broaden the children's horizons.

Challenges

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

Challenge number	Detail of challenge
1	Limited English language and communication skills for children and parents
2	Poor attendance and/or punctuality
3	Limited access to educational resources at home, such as books, laptops, internet access and uniform
4	Complex family situations, and poor parental engagement, that make it difficult for parents to give their children support with home learning
5	Poor nutrition
6	Social and emotional difficulties
7	Missed learning due to bubble/school closures
8	Limited experiences outside of school and the 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
Improve language and communication skills of parents and carers	<ul style="list-style-type: none"> • See an increase in uptake compared to courses run prior to the pandemic • See an increase in the number of EAL parents able to engage with the school
Raise attendance and punctuality of disadvantaged pupils	<ul style="list-style-type: none"> • Attendance of Pupil Premium children to be in line with that of non-PP children
Improve access to educational resources	<ul style="list-style-type: none"> • PP engagement with home learning in line with that of non-PP children
Equip parents with skills and networks to support their children at home	<ul style="list-style-type: none"> • Parents from disadvantaged backgrounds to attend school workshops and courses in line with non-disadvantaged
Successfully implement a Healthy Schools policy	<ul style="list-style-type: none"> • All children to have a healthy school meal or packed lunch every day • All children have access to a nutritious breakfast every morning
Equip children with the language and skills to manage their emotions and behaviour	<ul style="list-style-type: none"> • Behaviour incidents for vulnerable and disadvantaged children in line with non-PP
Close the attainment gaps created by the COVID-19 pandemic	<ul style="list-style-type: none"> • Accelerated progress measures for Pupil Premium children • Attainment among Pupil Premium children to meet or exceed that prior to the pandemic
Increase cultural capital by arranging trips and experiences relating to, and outside of the curriculum	<ul style="list-style-type: none"> • Several trips and/or workshops per term

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: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
RWI development days	<p>Effective teaching is the most important factor in improving outcomes for disadvantaged children.</p> <p>Ensuring that <i>all</i> children have access to high quality phonics teaching will have a positive impact on those from disadvantaged backgrounds.</p>	7
Recruitment of a part-time intervention TA	<p>There is evidence that high quality interventions including small group work and 1:1 tutoring can have a positive impact on children who need to catch up with their learning.</p> <p>By recruiting a TA whose role is to lead interventions, we can ensure that they are of a high standard and are carried out routinely.</p>	7
Providing families with IT resources	<p>It is estimated that 9% of families in the UK do not have access to a laptop or computer at home which poses a barrier to accessing homework and other activities which supplement learning in school.</p> <p>By identifying and supporting families without devices or internet access, we will mitigate this barrier to learning.</p>	3 7
Recruitment of a HLTA to lead interventions and phonics groups	<p>There is evidence that high quality interventions including small group work and 1:1 tutoring can have a positive impact on children who need to catch up with their learning.</p> <p>A HLTA who is a phonics specialist will be able to teach their own high quality phonics interventions, as well as being able to upskill other support staff.</p>	7
Termly NTS tests	<p>Assessment can help teachers determine how to most effectively support their pupils.</p> <p>By conducting regular standardised assessments in Literacy and Maths, we will be able to identify pupils who</p>	7

	would most benefit from additional support.	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £34,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Partnership Explore Learning for additional tuition	Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Partnering with an external tuition provider allows the school to run tuition after school for those most in need of catch up. The provider that we have chosen has a wealth of resources that are available to the children at home, as well as during their sessions, allowing for additional practice.	3 7
Daily interventions and groups	In 2015, 33% of schools did not target PP funding at higher-attaining eligible pupils. Our daily groups will not only be targeted at lower-attaining pupils but will dedicate time to children who are working within the expected and greater depth standards.	7
SATs booster classes	Studies show that there is a correlation between attainment at the end of KS1 and KS2 and subsequent GCSE results. For that reason, it is important for us to ensure that pupils can properly access the KS1 and KS2 SATs.	7

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

Budgeted cost: £23,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increase Family Liaison Officer hours	<p>Evidence shows that parents play a key role in supporting children to learn at home.</p> <p>Increasing the working hours of the FLO will allow us to continually develop the quality of home-school communication, thereby improving attendance and engagement with learning.</p>	4
Recruit School Counsellor	<p>Social emotional development plays an important role in children's ability to function in the school setting and achieve academic success.</p> <p>A School Counsellor will be able to support vulnerable children in developing good social emotional competence. This will lend itself to prolonged attention span, better memory, and self-regulation all of which are important factors in making academic progress.</p>	4
Establish Parent Gym	<p>Research suggests that parental engagement with school has an impact on a child's attainment and progress.</p> <p>Establishing Parent Gym (parenting sessions) will encourage networking among, and provide support for, some of the most vulnerable families.</p>	4
Run ESOL courses	<p>Evidence shows that parents who are new to English or have limited language proficiency in English often have a significant lack of knowledge and understanding of important areas concerning school life, such as the school system.</p> <p>It is important for the school to support its community in learning English so that understanding and</p>	1

	engagement among EAL parents can be improved.	
Support from LA Attendance Officer	Poor attendance is a barrier to learning. Additional support from the LA Attendance Officer will improve attendance and, in turn, attainment and progress.	2
Support from Speech and Language Therapist	Research shows that children with specific speech and language difficulties may have associated difficulties that impair their access to the curriculum, and their social relationships at home and in school. It is important that these SSLD are identified and addressed in order to prevent barriers to learning and social development.	6
ELSA interventions	Children with poor social emotional development are at risk of a wide range of negative outcomes, including low attainment. Running emotional literacy interventions will better equip children to self-regulate and function in a school environment.	6
Subsidise places in Little Market breakfast club	Nutritional deficiencies prior to school entry have the potential to impact upon cognitive outcomes in school-aged children. It is therefore, important to ensure that all children - particularly the most vulnerable groups - have access to a healthy breakfast before starting school.	5
Supplies on site for children's breakfast	Children with nutritional deficiencies are particularly susceptible to the moment-to-moment metabolic changes that impact upon cognitive ability and performance of the brain. We will therefore ensure that there are healthy food options available on site for <i>all</i> children who have not had a healthy breakfast before school.	5
Subsidise places in Little Market after school club	Attendance can be impacted by inadequate access to childcare. Ensuring that parents who are struggling with this have support will have a positive impact on attendance and progress.	5

Run Healthy Eating workshops	While the constraints of low income create practical barriers to healthy eating, additional socio-environmental factors, such as culture and lack of education reinforce the effects of deprivation. By educating parents on the importance of healthy eating, we aim to overcome this.	5
Supply uniform to families in need of support	Studies have shown that many families in deprivation struggle to pay for school uniform and will sometimes make sacrifices on other essentials in order to cover the cost of this. We intend to support families with this where necessary.	3
Subsidise trips and visits for disadvantaged pupils	There are theories which suggest that cultural capital can give children advantages in life. By giving children a range of cultural experiences, as well as educational ones, we aim to equip them with cultural capital which should support the within, and outside of school.	8

Total budgeted cost: £87,000

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.

<p>Due to high quality phonics teaching and interventions across the school, we achieved 87% in the Phonics Screening Check for Y2 in the December submission, despite significant school disruption and closures.</p> <p>At EOY, 72% of EYFS children achieved GLD with Pupil Premium children achieving in line with the whole cohort.</p> <p>Progress measures across the school were good or better as a result of additional tutoring and targeted interventions.</p>
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Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Explore Learning Schools Delivery	Explore Learning
Language Link and Speech Link	Speech Link Multimedia Ltd.