# Stakesby Primary Academy Pupil premium strategy statement

2020-21

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| 1. **Summary information** | | | | | |
| **Academic Year** | 2020-21 | **Total PP budget** | £40,935 | **Date of most recent PP Review** | March 21 |
| **Total number of pupils** | 167 | **Number of pupils eligible for PP** | 36 | **Date for next internal review of this strategy** | July 21 |

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| 1. **Current attainment** | | | |
|  | | *Pupils eligible for PP (your school)* | *Pupils not eligible for PP (national average)* |
| **% achieving expected standard or above in reading, writing & maths** | | **55% (Spring data)** | *Info not yet avail Sept 20* |
| **Progress measure reading** | | Info not yet avail | *Info not yet avail Sept 20* |
| **Progress measure writing** | | Info not yet avail | *Info not yet avail Sept 20* |
| **Progress measure maths** | | Info not yet avail | *Info not yet avail Sept 20* |
| 1. **Barriers to future attainment (for pupils eligible for PP)** | | | |
| **Academic barriers** *(issues to be addressed in school, such as poor oral language skills)* | | | |
|  | On entry to school, essential skills and experience are typically below expectations for their age for the majority of pupils, especially in language. | | |
|  | Children’s ambitions and aspirations may be limited by poor access to wider cultural experiences due to low income or lack of opportunity. | | |
| **C.** | Children’s ambitions and aspirations may be limited by low income and/or low family expectations. | | |
| **Additional barriers** *(including issues which also require action outside school, such as low attendance rates)* | | | |
| **D.** | Attendance of the Pupil Premium pupils, although improved, remains below national expectations. This is directly linked to unauthorised holidays taken during term time, which is directly linked to cheaper costs for families on low incomes, even considering the accompanying fines.  Nearly a fifth of PP pupils are persistently late (over 10 occasions per year). | | |

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| 1. **Intended outcomes** *(specific outcomes and how they will be measured)* | | **Success criteria** |
|  | Pupil premium children will achieve as well, or make rapid progress towards achieving as well, as other pupils nationally, especially in language.  Those who have fallen behind their peers during lockdown will make rapid progress to close the gap so that attainment is the same, or better, than those not in receipt of pupil premium. | For 2020-21, percentages will meet or exceed national scores for attainment and/or progress for other pupils at:  - end of EYFS  - Phonics screening check  - end of KS1  - end of KS2 |
|  | Children’s ambitions and aspirations are nurtured and encouraged through a curriculum that broadens horizons and widens experience. | Disadvantaged pupils have equal access to a wide range of activities, both within and in addition to the ‘taught’ curriculum. |
|  | Children’s ambitions and aspirations are nurtured and encouraged through an ethos that models high expectations for achievement irrespective of background or previous attainment. | Disadvantaged pupils are expected to achieve as highly or make at least similar progress to other pupils.  Effort and attitude are emphasised as key factors in success (Growth Mindset) |
|  | Attendance improves for all families with particular reference to disadvantaged families – holidays are taken during designated school holidays.  No pupil is persistently late. | For 2020-21,  - no PP pupils have attendance below 95%.  - no PP pupil is persistently late |

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| 1. **Review of expenditure** | | | | |
| **Previous Academic Year** | | **2019-2020 Total Spend available: £52,800** | | |
| 1. **Quality of teaching for all** | | | | |
| **Action** | **Intended outcome** | **Estimated impact:** Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate). | **Lessons learned**  (and whether you will continue with this approach) | **Cost** |
| Enabling access to an enriched curriculum through:  -Support for extra-curricular clubs, resourcing and HLTA hours (Film Club, Computer Club, Art Club, Dance Club, Cricket Club)  -Contribution to ensure access to Residential Visits  -Contribution to support purchase of uniform  -Provision of music tuition for PP pupils  -Provision of Celebration awards  Augment teaching in Y3 (sig underperformance at Y2) and Y5 (high numbers of Pupil Premium) through additional in-class HLTA and ATA hours Cost £11,000 | Children’s ambitions and aspirations are nurtured and encouraged through a curriculum that broadens horizons and widens experience.  Children’s ambitions and aspirations are nurtured and encouraged through an ethos that models high expectations for achievement irrespective of background or previous attainment | ? % of pupils attended at least one after school club  ?% of pupils attended the Year 4 residential  Year 6 residential unable to go ahead due to Covid. All pupil premium children had indicated they would be attending. Deposit had been paid by school)  No pupil in incorrect uniform. All pupils have been provided with Stakesby uniform where needed  Limited number of pupil premium children took up the offer of music tuition (2 pupils)  52/84 pupils awarded ‘Superstar of Stakesby’ were PP | After school clubs are a huge part of personal development at Stakesby. We will continue to provide these free of charge for all pupils  The residential was a huge success. A second visit has been booked for next academic year.  Uniform helps engender a sense of school identity and belonging. Pupils are proud to look smart. We will continue to provide uniform to those in need.  Music tuition only taken up by two children and therefore deemed not value for money. Decision made not to continue.  Celebrating achievement is essential. A positive cycle is more likely to give children the growth mindset needed to overcome socio-economic barriers. This will continue  Additional small groups were created online in both classes, led by HLTA and GTA so that targeted support could be given to those in need during lockdown. | £6000  £5,000  £500  £1,500  £500  £11,000 |
| 1. **Targeted support** | | | | |
| **Action** | **Intended outcome** | **Estimated impact:** Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate). | **Lessons learned**  (and whether you will continue with this approach) | **Cost** |
| Support language and numeracy development through provision of learning intervention programmes organised and delivered by a specialist ATA.  Support to run Homework club  Learning and Intervention resources and training. | Pupil premium children will achieve as well, or make rapid progress towards achieving as well, as other pupils nationally, especially in language. | % of pupils reaching ARE or above in reading = 65 (78)  % of pupils reaching ARE or above in writing = 66 (90)  % of pupils reaching ARE or above in maths = 62 (81)  % of pupils meeting phonics screening check = 100  % of pupils making good or better progress in reading = 78 (89)  % of pupils making good or better progress in writing = 88 (81)  % of pupils making good or better progress in maths = 66 (82)  65% of pupils attending homework club were PP  % of PP children attending homework club = 67 | As far as possible, interventions and additional support continued over lockdown. Pupils receiving targeted intervention continued via Microsoft Teams, however we found that progress was less than expected due to distance and some technology issues. Next academic year, additional classroom support will support learning in the room so that pupils can catch up.  We purchased ipads so that all pupil premium children had access to the support offered through online learning. In the event of a second lockdown, we would continue to provide this to ensure all PP children are able to access learning.  Additional small groups were created so that targeted support could be given to those in need. This benefitted pupils with particular need such as additional phonics, maths basic skills and those accessing a curriculum other than that of their year group. | £19,000  £1000  £5000 |
| 1. **Other approaches** | | | | |
| **Action** | **Intended outcome** | **Estimated impact:** Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate). | **Lessons learned**  (and whether you will continue with this approach) | **Cost** |
| Attendance lead officer, with admin support will continue to:  -monitor closely term time absence and punctuality – especially disadvantaged pupils  -administer attendance protocols including fines for unauthorised absence  -maintain relationship with targeted families to encourage maximum attendance and lateness | Attendance improves for all families with particular reference to disadvantaged families – holidays are taken during designated school holidays.  No pupil is persistently late, with particular reference to disadvantaged families. | Improvements were very positive:  2017-18 Nearly 50% of PP pupils were below 95%  2018-19 This had reduced to 8% - remaining mainly due to medical issues  2019-20 7% of pupils’ attendance was below 95%  2017-18 Nearly 20% of PP pupils were persistently late  2018-19 3% of pupils were persistently late  2019-2020 1% of pupils were persistently late (two families) | These strategies have proved effective with issues that don’t involve term time holidays. To continue.  Despite robust procedures and fines, a small number of families continue to take holidays during term-time due to the seasonal work patterns of a seaside town and the reduced costs. | £4000 |
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| 1. **Planned expenditure** | | | | | | | | | | |
| **A Academic year** | | **2020-2021 Total Spend available: £** | | | | | | | | |
| The three headings below demonstrate how we are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.  Our overall Pupil Premium strategy is based on the findings from ‘Supporting the attainment of disadvantaged pupils: Articulating success and good practice’ Mcleod et al- DfE/NFER 2015. Alongside this, we have used the Education Endowment Fund Toolkit to identify and implement approaches and interventions that have evidence to show that they are effective at raising achievement. | | | | | | | | | | |
| 1. **Quality of teaching for all** | | | | | | | | | | |
| **Action** | **Intended outcome** | | **What is the evidence and rationale for this choice?** | | **How will you ensure it is implemented well?** | | **Staff lead** | | **When will you review implementation?** | |
| HLTA to support Year 6 3x mornings per week to ensure rapid progress is made post-lockdown  GTA to support Year 3&4 full time to ensure targeted provision and support for those needing additional input (including pre and post teaching)    Pupils offered place in school during second partial closure | Pupil premium children will achieve as well, or make rapid progress towards achieving as well, as other pupils nationally, especially in language.  Those who have fallen behind their peers during lockdown will make rapid progress to close the gap so that attainment is the same, or better, than those not in receipt of pupil premium. | | EEF Toolkit Average Gain:  Individualised Instruction - +3 mths  One-to-One support - +5 mths  Phonics - +4 mths Reading Comprehension Strategies +6 mths Small Group Tuition - +4 mths Primary Homework - +2 mths Additional interventions for language +5 mths | | Daily class walkthroughs ensure maximum time is spent on teaching and learning  Teachers and TAs liaise effectively and share responsibility for updating distance marking sheet  Progress and attainment is reported to AIC  Regular book scrutinies show clear improvement and progression  Close monitoring of online learning by Principal and SLT | | Principal  Class teachers and TAs  Subject leads  SLT | | January 2021  January 2021  Ongoing  Ongoing  Ongoing – ceased March 2021 | |
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| **Total budgeted cost** | | | | | | | | | £17,500 | |
| 1. **Targeted support** | | | | | | | | | |
| **Action** | **Intended outcome** | | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | | **Staff lead** | | **When will you review implementation?** | |
| Enabling access to an enriched curriculum through:  Support for extra-curricular clubs, resourcing and HLTA hours (Film Club, Computer Club, Art Club, Dance Club, Cricket Club)  Contribution to ensure access to Residential Visits  Contribution to support purchase of uniform  Provision of Celebration awards | Children’s ambitions and aspirations are nurtured and encouraged through a curriculum that broadens horizons and widens experience.  Children’s ambitions and aspirations are nurtured and encouraged through an ethos that models high expectations for achievement irrespective of background or previous attainment | | EEF Toolkit Average Gain Arts: Participation - +2 mths Digital Technology - +4 mths Sports Participation - +2 mths Outdoor Adventure Lng - +4 mths  School Uniform - +0 mths  Arts Participation - + 2 mths | All staff are aware of disadvantaged children in their class.  Registers are kept for all clubs and activities and analysed to see participation of disadvantaged pupils. These pupils are encouraged to join.  Families are made aware – and school is proactive in checking to find ways to encourage attendance at visits.  Admin staff are proactive in encouraging families to apply for additional funding.  Families are made aware – and school is proactive in encouraging participation. | | Office Admin  Office Admin  / Principal | | Ongoing  Ongoing – Clubs have been postponed due to Covid second wave.  New uniform implemented March 2021 | |
| **Total budgeted cost** | | | | | | | | £23,000 | |
| 1. **Other approaches** | | | | | | | | | |
| **Action** | **Intended outcome** | | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | | **Staff lead** | | **When will you review implementation?** | |
| Renewed attendance policy ensures that meetings are held with parents if a child’s attendance falls below 95% or they are late more than 5%  Maintain relationship with targeted families to encourage maximum attendance and lateness | Attendance improves for all families with particular reference to disadvantaged families – holidays are taken during designated school holidays.  No pupil is persistently late. | | Robust and proactive monitoring and intervention over recent years has improved attendance and punctuality. Approaches that are informal and targeted on individual families have led to the best outcomes. Average gain Proactive support for persistent absence +3 mths | Principal to work with office staff to ensure attendance is monitored closely weekly  SLT to report on attendance figures of all pupils, with particular reference to those receiving PP  Organise transport for persistent absentee/late family to ensure timely arrival at school  Report to AIC | | Principal – Emma Robson; office staff Rachel Butler  Principal – Emma Robson  Principal – Emma Robson | | April 2021  June 2021  June 2021 | |
| **Total budgeted cost** | | | | | | | | £300 | |