

Pupil Premium Strategy Statement

School overview

Metric	Data
School name	St Saviour's C of E Academy
Pupils in school	174
Proportion of disadvantaged pupils	29% (42/174)
Pupil premium allocation this academic year	£56,490
Academic year or years covered by statement	2020 - 2021
Publish date	November 2020
Review date	November 2021.
Statement authorised by	Lynn Davis
Pupil premium lead	Tracy Morris
Governor lead	Janson Woodall

Disadvantaged Pupil Progress Scores for Last Academic Year (2019)

Measure	Score
Reading	1.4
Writing	0
Maths	4.8

Disadvantaged Pupil Performance Overview for Last Academic Year (2019)

Measure	Score
Meeting expected standard at KS2	89%
Achieving high standard at KS2	11%

Strategy Aims for Disadvantaged Pupils

Ensure quality first teaching for all children, ensuring any gaps are diminished for PP pupils. Pupil Premium children make at least expected or better progress than their peers in reading (including Year 1 phonics), writing and maths from their starting points.

Improve speech and language in EYFS and vocabulary development across the whole school

Ensuring attendance rates of at least 96% for PP children

Develop and extend children's life experiences

The current year 2020 - 2021

At St Saviour's C of E Academy, we are aware that some disadvantaged children face many complex barriers during their education, which make effective learning very difficult. Other children have very specific needs and others have few barriers at all. Some of the main difficulties faced by disadvantaged children at St Saviour's C of E Academy are identified below, although it must also be said that this is not an exhaustive list and that the difficulties encountered are not unique to those who are disadvantaged.

The main barriers faced by eligible children in 2020 - 2021 are:

- A. Baseline on entry
- B. Speech and Language
- C. Social Emotional and Mental Health
- D. Special Educational Needs and Disabilities
- E. Attendance
- F. Aspirations for the Future

Teaching Priorities for Current Academic Year		
Aim	Target	Target date
Progress in Reading	Achieve at least national average progress scores in KS2 Reading.	September 2021
Progress in Writing	Achieve at least national average progress scores in KS2 Writing	September 2021
Progress in Maths	Achieve at least national average progress scores in KS2 Maths	September 2021
Phonics	Achieve at least national average expected standard in PSC	September 2021
Attendance	Ensure attendance of disadvantaged pupils is in line with national average	September 2021

Teaching Priorities for Current Academic Year	
Measure	Activity
Priority 1 All PP children reach national average or above in reading, writing and maths at the end of KS1 & KS2.	Quality First Teaching is in place in all year groups and is monitored to ensure progress. Interventions and appropriate additional support is in place for any children who require a different approach.
Priority 2 All PP children achieve national expected standard in phonics.	Children are tracked from Foundation Stage into KS1 and appropriate support in place from staff trained in effective phonics teaching. Interventions and additional support in place for children who need a different approach.
Barriers to learning these priorities address	A high proportion of children on entry have below expected baseline. This impacts on the individual's ability to achieve ARE which in turn impacts on self-esteem and life chances. Supporting the development of speech and language skills in the Early Years and throughout the primary phase Supporting the attendance of PP pupils.
Projected Spending	£36,560

Targeted Academic Support for Current Academic Year	
Measure	Activity
Priority 1	Targeted interventions across KS1 and 2 for identified pupils, including, but not exclusively; Speech and Language, Reading, Writing, Maths, Phonics, emotional and social, in order to secure and accelerate attainment and progress.
Priority 2	Teaching and Learning Assistant in Y6 (44% PP) to facilitate accelerated progress.
Priority 3	Vocabulary will be taught more explicitly to address the language acquisition of pupils across the school.

Barriers to learning these priorities address	A. Baseline on entry B. Speech and Language C. Social Emotional and Mental Health E. Attendance
Projected Spending	£10,580

Wider Strategies for Current Academic Year	
Measure	Activity
Priority 1	Social, emotional and mental health needs of children and families are identified and supported through appropriate strategies.
Priority 2	Planned opportunities for developing high quality vocabulary through drama, media and other sessions.
Priority 3	Use of VIP Education to support families with attendance Raise attendance of PP children to meet the school target of 96%.
Priority 4	Increasing attendance at before school breakfast club, after school enrichment clubs and in-school wider opportunity days e.g. WOW days and trips. Children have the opportunities to engage with the wider world through; new experiences, the curriculum, the exploration of the next steps in education, finance and the world of work.
Barriers to learning these priorities address	C. Social Emotional and Mental Health E. Attendance F. Aspirations for the Future
Projected Spending	£9350

Monitoring and Implementation		
Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development	Effective training and monitoring plan in place to provide time for staff to develop their teaching to best meet the needs of all pupils.
Targeted support	Ensuring individuals and groups are identified and needs met through effective QFT and linked interventions.	Regular pupil progress meetings, professional conversations and discussions with staff to ensure the right programme of support is in place for each child.
Wider strategies	Engaging the families facing most challenges to ensure all the children are able to access the range of opportunities on offer.	Working closely with relevant outside agencies to identify, engage, support and celebrate with the families and children facing the most challenges.

Review: Last Year's Aims and Outcomes	
Intended Outcomes	Success Criteria
<p>Increased number of pupils accessing S/L programmes.</p> <p>Increased number of EYFS pupils achieving Communication and Language ELG</p> <p>Improved levels of oracy</p>	<p>Increase in the % of pupils achieving expected standard in EYFS Communication, Language and literacy.</p> <p>Spring 2020 Listening & Attention 89% (76%)/Understanding 94% (90%)/Speaking 94% (83%)</p> <p>Increased % in the number of pupils achieving expected standard in Phonics in Y1 and Y2.</p> <p>Predicted Phonics Check Y1 83% (81%) Y2 Resit 88% (3/4 = SEND) (91%)</p> <p>Measured by EY data, Y1/2 Phonics Screen data. <i>Previous year's % in brackets</i></p>
<p>PP pupils will make expected or better progress throughout the year in order to diminish the difference in attainment between PP and non-PP children.</p>	<p>The % of PP pupils achieving combined ARE by the end of KS2 is in line with, or above, national for other pupils – target of 70%. All PP pupils making at least expected progress from their own starting points.</p> <p>Measured by KS1/2 data, DCPRO</p> <p>Spring 2020 General PP Y1 100%, Y2 70%, Y3 40% (40% of PP = SEND), Y4 100%, Y5 73%, Y6 55% (20% of PP = SEND)</p> <p>Spring 2020 Pure PP Y2 75%, Y3 50%, Y5 100%, Y6 100%</p>
<p>Improvement in PP pupils' use of vocabulary acquisition, grammar, spelling etc.</p>	<p>70% of PP pupils achieving at least ARE in writing at end of Year 6 (and progress towards or beyond this target seen in all year groups. across school – increasing % of ARE at the end of each year group).</p> <p>Spring 2020 General PP Y1 100%, Y2 73%, Y3 40% (40% of PP = SEND), Y4 100%, Y5 73%, Y6 64% (20% of PP = SEND)</p> <p>Spring 2020 Pure PP Y2 75%, Y3 50%, Y5 100%, Y6 100%</p>
<p>Improved attendance of PP pupils and vulnerable groups</p> <p>Concerns/issues are raised and acted upon swiftly – relevant and appropriate support is provided in a timely manner</p>	<p>Attendance % (including punctuality) is increased.</p> <p>Number of persistent absences/lates decreases.</p> <p>Measured by attendance data, parent and child voice</p> <p>Spring 2020 PP Attendance 95.3% PA 10.5% Lates 1.4%</p>
<p>Increased parental involvement in the life of the school.</p> <p>Greater parental support for the individual child at home and in school.</p>	<p>Improved communication, shared expectations, continued effective involvement of parents.</p> <p>Measured by parental questionnaire, Parent Forum feedback, pupil voice, attendance at school events <i>See Parents' evening Feedback, Parent Survey, Parent Forum Minutes, COVID 19 Parent responses</i></p>
<p>Improved confidence, self-esteem of PP pupils.</p> <p>Improved support for the physical/emotional wellbeing and positive mental health of all stakeholders.</p>	<p>Stakeholders reach their full potential through a focus on being mentally and physically well. Children, parents and staff know where to seek support.</p> <p>Measured by behaviour data, case studies information, My Happy Mind data, pupil/parent surveys, MH audit <i>Ongoing monitoring of above measures</i></p>