

## Pupil Premium Strategy: 2019 – 2020

1. Summary information					
<b>School</b>	St Saviour's C of E Academy				
<b>Academic Year</b>	2019 - 2020	<b>Total PP budget</b>	£63,360	<b>Date of most recent PP Review</b>	5.2.16
<b>Total number of pupils</b>	178	<b>Number of pupils eligible for PP</b>	48 (27%)	<b>Date for next internal review of this strategy</b>	February 2020
<p>At St Saviour's C of E Academy, we have high aspirations and ambitions for our pupils and believe that no pupil should be left behind. We endeavour to ensure that our pupils are given every chance to realise their full potential.</p> <p>In order to do achieve this</p> <ul style="list-style-type: none"> <li>✓ All staff are aware of which pupils are vulnerable children and/or pupil premium</li> <li>✓ All staff are involved in the analysis of data and identification of pupils</li> <li>✓ Underachievement at all levels is targeted.</li> <li>✓ Children's individual needs are considered carefully</li> <li>✓ All pupil premium children benefit from the funding, not just those who are underachieving.</li> </ul>					

<b>2 Performance Data</b>			
	<b>Pupils eligible for PP (school)</b>	<b>School</b>	
<b>EYFS GLD 2019</b>	75% (3/4 pupils)	79%	
	<b>Pupils eligible for PP (school)</b>	<b>School</b>	<b>National</b>
<b>Year 1 Phonics Screen</b>	88% (7/8 pupils)	81%	82%
<b>Year 2 Cumulative</b>	75% (3/4 pupils)	91%	92%
<b>End of Key Stage 1 2019</b>	<b>Pupils eligible for PP (school)</b>	<b>Pupils not eligible for PP (national average)</b>	
<b>% achieving expected standard or above in reading</b>	58% (4/7 pupils)	75%	
<b>% achieving expected standard or above in writing</b>	58% (4/7 pupils)	69%	
<b>% achieving expected standard or above in mathematics</b>	58% (4/7 pupils)	76%	
<b>End of Key Stage 2 2019</b>	<b>Pupils eligible for PP (school)</b>	<b>Pupils not eligible for PP (national average)</b>	
<b>% achieving expected standard or above in reading, writing &amp; maths</b>	88% (7/8 pupils)	65%	
<b>% achieving expected standard or above in reading</b>	100% (8/8 pupils)	73%	
<b>% achieving expected standard or above in writing</b>	88% (7/8 pupils)	78%	
<b>% achieving expected standard or above in mathematics</b>	100% (8/8 pupils)	79%	
<b>Attendance</b>	<b>Pupils eligible for PP (school)</b>	<b>Whole School</b>	
<b>2017 -2018</b>	94.6%	94.8%	
<b>2018 -2019</b>	95.3%	95.2%	

### 3. Areas for Development

<b>A</b>	Development of speaking and listening skills on entry to school
<b>B</b>	Raising expectations and aspirations
<b>C</b>	Improvement in use of language skills
<b>D</b>	Improving attendance
<b>E</b>	Enhancing parental engagement
<b>F</b>	Supporting/enhancing wellbeing

<b>4.</b>	<b>Intended Outcomes</b>	<b>Success Criteria</b>
<b>A</b>	Increased number of pupils accessing S/L programmes. Increased number of EYFS pupils achieving Communication and Language ELG Improved levels of oracy	Increase in the % of pupils achieving expected standard in EYFS Communication, Language and literacy. Increased % in the number of pupils achieving expected standard in Phonics in Y1 and Y2. Measured by EY data, Y1/2 Phonics Screen data.
<b>B</b>	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.	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. Measured by KS1/2 data, DCPRO
<b>C</b>	Improvement in PP pupils' use of vocabulary acquisition, grammar, spelling etc.	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).
<b>D</b>	Improved attendance of PP pupils and vulnerable groups Concerns/issues are raised and acted upon swiftly – relevant and appropriate support is provided in a timely manner	Attendance % (including punctuality) is increased. Number of persistent absences/lates decreases. Measured by attendance data, parent and child voice
<b>E</b>	Increased parental involvement in the life of the school. Greater parental support for the individual child at home and in school.	Improved communication, shared expectations, continued effective involvement of parents. Measured by parental questionnaire, Parent Forum feedback, pupil voice, attendance at school events
<b>F</b>	Improved confidence, self-esteem of PP pupils. Improved support for the physical/emotional wellbeing and positive mental health of all stakeholders.	Stakeholders reach their full potential through a focus on being mentally and physically well. Children, parents and staff know where to seek support. Measured by behaviour data, case studies information, My Happy Mind data, pupil/parent surveys, MH audit

Quality of teaching for all					
Desired Outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is well implemented?	Staff Lead	Review of implementation
A, B, C <i>Improvements in academic data for all year groups</i>	Teaching assistants in all classes in the morning	Pupils receive additional in class support to maximise progress in reading, writing and maths.	Progress tracking data Pupil Progress meetings Book scrutiny Lesson observations Learning walks Pupil voice	SLT	Dec 2019 April 2020 July 2020
B, C <i>Improvements in spelling and application of grammar</i>	Daily phonics/spelling lessons Spelling resources Spelling Crimes Implement Marking Policy Individual/personalised spelling books Word mats Spell checks Dictionaries and thesauruses	Targeted small group approach to maximise phonics and spelling/grammar progress.	Phonics Screen data Phonics Trackers Pupil voice Spelling/phonics planning Book scrutiny Learning Walks	SLT English Lead	Dec 2019 April 2020 July 2020
A, B, C <i>Use of wider vocabulary</i>	Daily whole class reading Daily phonics/spelling lessons Vocabulary wall Lit Film Project, Pathways to Write Focus events	Increased opportunities for children to access and use a wider vocabulary	Book scrutiny Learning Walks Pupil Voice	SLT English Lead	Dec 2019 April 2020 July 2020
A, B, C <i>Improvements in reading data</i>	Whole class reading Beanstalk readers Reading skills applied across curriculum Reciprocal reading Book Swap station Love of reading initiatives	Pupils of all attainment bands are immersed in the same high-quality literature and the discussions that these texts promote.	Reading progress data PIRA data Book scrutiny Pupil interviews DCPRO	SLT English Lead	Dec 2019 April 2020 July 2020
B <i>Improvements in Maths data</i>	Maths Mastery Mixed ability groupings Maths resources Opportunities to record Intervention re number formation	Pupils make links and apply their understanding; consolidating whilst stretching the children	Maths progress data WR unit assessments PUMA data Book scrutiny DCPRO	SLT Maths Lead	Dec 2019 April 2020 July 2020
A <i>Communication</i>	Increase speech and language provision within the EYFS setting through additional adult support every afternoon.	Increased opportunities for the children to access speech and language to tackle the low entry levels of our children.	Increase in % of children achieving expected standard Communication Language and Literacy.	EYFS Lead	Ongoing observations Termly data
A, B, C <i>To ensure that</i>	Quality CPD for teachers and support st aff. Work with BTSA, through NPQSL,	EEF evidence shows that quality first teaching can	Book scrutiny Learning Walks	SLT	Dec 2019 April 2020

<i>all staff have up to date knowledge of the curriculum, and there is a consistent approach to teaching across the school.</i>	NPQML, school to school support within SBMAT  Use of Power Maths, White Rose and Pathways to Write.  Non negotiables in subject areas implemented	only occur with teachers who are confident in their subject knowledge. Improving the quality of teaching is a key factor in improving outcomes for children	Pupil Voice		July 2020
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**Total budgeted cost: £45,850**

<b>Targeted Support</b>					
<b>Desired Outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is well implemented?</b>	<b>Staff Lead</b>	<b>When will you review implementation?</b>
A, B, C <i>Improvements in academic data for all year groups</i>	Teaching assistant intervention	Provide targeted interventions for PP pupils Small group tuition and interventions have all been shown on the EEF to have a positive impact of up to 4 months improvement on children's outcomes	Pupil progress meetings Book scrutiny, learning walks Pupil interviews DCPRO	SLT Subject Leads	Dec 2019 April 2020 July 2020
F, B <i>Emotional wellbeing</i>  <i>That children and staff reach their full potential through a focus on being mentally and physically well.</i>	Identify children to have access to counselling, group or 1:1 support for MH concerns Social, emotional and well-being needs are quickly identified and effectively addressed to support learning	Small group or 1:1 provision effectively reflecting and meeting the needs of vulnerable pupils. Raised self-esteem and attitudes allow for pupils accessing the curriculum in class leading to raised levels of attainment	Improvements in self-belief and self-worth Pupil voice Case studies Improvements in behaviour Meetings with EMHP	SLT SENCO	Dec 2019 April 2020 July 2020

**Total budgeted cost: £8160**

Other approaches					
Desired Outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is well implemented?	Staff Lead	When will you review implementation?
<p>D</p> <p><i>Attendance</i></p> <p><i>To ensure pupils are in school every day</i></p>	<p>Attend EDC</p> <p>Regular tracking/monitoring of PA children.</p> <p>Build partnerships with Attend EDC, school and families.</p> <p>Incentives for regular attendance</p>	<p>Pupils who have large or regular periods of absence often fall behind due to gaps in their learning. Improvement of attendance will have a positive impact of progress and attainment.</p>	<p>Regular meetings with Attend EDC</p> <p>Attend EDC to discuss progress and pupils who are identified as a focus.</p> <p>Analysis of attendance data</p>	<p>SLT</p> <p>Office staff</p>	<p>Half Termly</p>
<p>E</p> <p><i>Parental Engagement</i></p> <p><i>To increase parental engagement with school</i></p>	<p>Parent Forum</p> <p>Improved channels of communication</p> <p>Increased number of events for parents to attend</p> <p>More effective working partnership with parents</p>	<p>Children who read at home regularly and receive support with homework, perform much better than those who do not have that support. The EEF's Teaching and learning toolkit suggests that effective parental engagement can lead to improvements of 3+ months over a year.</p>	<p>Registers of attendance at events.</p> <p>Parental surveys</p> <p>Parent Forum as a platform for parental questions, concerns</p>	<p>SLT</p>	<p>Termly</p>
<p>F</p> <p><i>Developing life experiences</i></p> <p><i>To ensure that children have a range of experiences that they may not otherwise experience.</i></p> <p><i>To develop children's knowledge of topics being taught</i></p>	<p>Educational visits and visitors</p> <p>Extra-curricular activities</p>	<p>Children have exposure to and immersion in a range of situations, activities and experiences in order to enrich the curriculum opportunities that they receive. Children can draw on these increased experiences in all curriculum areas, particularly in writing to raise achievement. Greater aspirations for all children as they gain experience of the wider world around them.</p>	<p>Pupil voice</p> <p>Club data</p> <p>Case studies</p> <p>Reviews of visits by staff/pupils – photos, comments</p>	<p>PP</p> <p>Champion</p>	<p>Termly</p>
<p>F, B</p> <p><i>Wellbeing</i></p> <p><i>To ensure that Pupils have a positive attitude towards their life &amp;</i></p>	<p>Half termly dedicated "wellbeing time"</p> <p>Wellbeing Committee</p> <p>My Happy Mind</p> <p>Continued use of Growth Mindset</p>	<p>Access to a wider and engaging curriculum. Enriches and motivates the children. Develop social interaction between the children.</p> <p>EEF evidence shows that effective implementation of these</p>	<p>Pupil &amp; parent voice</p> <p>My Happy Mind data</p> <p>Learning Walks</p> <p>Feedback from Wellbeing Committee</p>	<p>SLT</p> <p>Teaching staff</p>	<p>Termly</p>

<p>work. <i>To develop pupils' aspirations for the future.</i></p>		<p>approaches can have as much as a 7-month improvement on children's progress and attainment.</p>			
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**Total budgeted cost: £ 9350**