

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. <i>July 2021 data Exp/+ Pure PP Reading 78% Writing 79% Maths 72%</i>
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. <i>September 2020 75% (6/8) of PP pupils achieved Phonics Check (Taken in Year 2 due to Covid)</i>
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. <i>When possible, interventions took place in class or through online learning support.</i>
Priority 2	Teaching and Learning Assistant in Y6 (44% PP) to facilitate accelerated progress. <i>TA in Y6 throughout year to support DA pupils</i>

Priority 3	Vocabulary will be taught more explicitly to address the language acquisition of pupils across the school. <i>School priority unable to fully embed due to Covid 19 Lockdown</i>
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. <i>Use of EMHP in school and virtually for children with any mental health concerns. Use of My Happy Mind programme to give children coping strategies in relation to mental health and wellbeing. PSHE and PE curriculum used to support wellbeing. See Covid Reconnection Plan</i>
Priority 2	Planned opportunities for developing high quality vocabulary through drama, media and other sessions. <i>Use of Pathways to Write, Pathways to Read programmes, Knowledge Organisers, vocabulary games, displays, word mats, CPD, key vocabulary identified on flipchart planning, Word Aware resources</i>
Priority 3	Use of VIP Education to support families with attendance Raise attendance of PP children to meet the school target of 96%. <i>Spring 2021 96%, Summer 2021 94%, Autumn 2021 93%</i>
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. <i>Due to Covid 19 unable to action</i>
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.

Covid – 19 School Closure for Lockdowns

PP pupils welcome to attend school if necessary – FSM pupils had meals provided

Additional resources provided to pupils and families to support remote learning e.g. laptops, iPads, stationary, paper/books, video links, personalised learning

Additional class teacher support provided – via phone calls home, email communication

Vulnerable pupils were well supported during the periods of school closure. Work provided was accessible by the child and offered challenge opportunities

Regular contact with pupils, parents, families