

Pupil premium strategy statement 2019/ 2020



The Pupil Premium Grant (PPG) is additional funding given to schools to enable them to support pupils, who may be disadvantaged, to raise their educational attainment. It is available to schools to support pupils eligible for Free School Meals (FSM), those who are Looked After or in Care (LAC) and those pupils whose parent/s currently serve in the armed forces.

We ensure that appropriate provision is made for pupils who belong to vulnerable groups; this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.

We recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

1. Summary information					
School	The Palmer Academy				
Academic Year	2019/2020	Total PP budget	£179,500	Date of most recent PP Review	Sept 19
Total number of pupils	431	Number of pupils eligible for PP	135	Date for next internal review of this strategy	Sept 20

The impact of Pupil Premium Grant spending on vulnerable pupils at TPA is good. The teaching and provision for pupils eligible for the PPG at TPA is good. Disadvantaged pupils make more progress compared to non PPG pupils by the end of KS2.

KS2	2016 Against standardised score of 100+	2017 Against standardised score of 100+	2018 Against standardised score of 100+	2019 Against standardised score of 100+
% PPG (school)/ % national				
Reading 100+	84%/71%	35%/77%	63%/80%	54%
Writing EXS+	80%/79%	55%/81%		68%
Maths 100+	80%/75%	45%/80%	70%/81%	73%
Reading 110+ (greater depth)	36%/ 23%	5%/29%	11%/33%	14%
Writing GDS+	8%/18%	15%/21%		8%
Maths 110+	32%/ 20%	5%/27%	19%/28%	14%

2. Barriers to future attainment		
A.	Low speech and language skills on arrival to school	
B.	Low baseline assessment across all areas on arrival to school	
C.	Undeveloped social and emotional skills	
D.	Poor attendance and punctuality	
E.	High percentage of PPG pupils who are also SEND	
F.	Unsupportive home learning environments and lack of aspiration	
G.	Narrow experiences	
3. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improved oral language skills	Pupils in reception meet age related speaking skills Improved vocabulary in all year groups Construction of sentences more grammatically correct
B.	Raised attainment of pupils at risk of underachieving in English and Maths Support for those pupils who are at risk of underachieving in English and Maths	The gap between disadvantaged and other is narrowing The number of children underachieving in Reading has significantly reduced
C.	Improved social emotional skills	Fewer exclusions Fewer behaviour incidents across the school in transition times, structured and unstructured times of the day
D.	Increased attendance and punctuality rates for pupils eligible for PPG	Reduce the number of persistent absentees among pupils eligible for PP. Overall PP attendance to improve to 97%
E.	Disadvantaged SEND pupils make accelerated progress from their starting point	SEND pupils make good progress over time
F.	To ensure the high attainment of the more able disadvantaged pupils	Most able pupil premium identified as high ability make the same progress as other pupils with the same prior attainment identified and high ability as measured by teacher assessments and end of year data
G.	To ensure that disadvantaged pupils have equal access to our local curriculum	All disadvantaged pupils have access to resources for homework projects, to attend swimming lessons and trips linked to curriculum outcomes

4. Planned expenditure					
Academic year	2019 2020				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. 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 implemented well?	Staff lead	When will you review implementation?
Improved oral language skills in nursery and reception	<p>Wellcomm screening for baseline will highlight the trends for the cohort.</p> <p>Use of the speech and language development checklist 3 – 5 yrs. to link concepts into topic maps</p> <p>Use of colourful semantics as visual cue to compose sentences</p>	<p>We want to invest some PPG money in longer term change</p> <p>The research evidence states that language at 5 is the biggest indicator of attainment later</p>	<p>Further assessment will show the cohort gaps have been filled</p> <p>Pupil progress meetings will show rising % of PPG pupils on track with speaking.</p> <p>Analysis of tracking data</p> <p>Peer observations of strategies used.</p>	<p>Reception class teachers</p> <p>EYFS AHT</p>	After every term
Improved oral language skills across the school	<p>Introduction of explicit vocabulary teaching – 3x weekly</p> <p>Use of colourful semantics as cue to compose sentences</p>	<p>The research evidence states that language at 5 is the biggest indicator of attainment later</p> <p>Analysis of reading comprehensions show questions concerning vocabulary are a weakness</p> <p>New Ofsted framework states - Reading and vocabulary can 'close the gap' unlocking children's access to a rich curriculum.</p>	<p>Monitoring by AHTs and oracy lead</p> <p>Termly analysis and tracking of Pixl data</p>	<p>AHTs</p> <p>EYFS AHT</p>	
<p>Raised attainment of pupils at risk of underachieving in English - Reading</p> <p>Support for those pupils who are at risk of</p>	<p>Train, implement and monitor a whole school approach to the structure of reading lessons</p> <p>Timetable reading as a whole school at the same time so children can be vertically grouped to adjacent year groups</p>	<p>The progress in reading from baseline needs to be improved</p> <p>More effective use of adults</p>	Monitoring by AHTs and literacy lead	KS1 AHT	

underachieving in English - Reading	Reception meet with parents of PPG children who are below ARE once a week to work on small targets for children and with parents of PPG children who are on track once a term.	Involving parents in learning is known to improve outcomes.			
Raised attainment of pupils at risk of underachieving in English and Maths Support for those pupils who are at risk of underachieving in English and Maths	Staff development on the use of Pixl programme Use of Pixl programme in year 3,4,5 as well as year 2 and 6	Effective use of data will sharpen the focus on the key gaps in students learning to help plan personalised intervention for each student to enhance standards	Further assessment will show the year 6 will start closing and a rise in % at end of KS2 Analysis of data will group the children more effectively to close gaps	KS2 AHT	
To ensure the high attainment of more able disadvantaged pupils	Develop a clear understanding of greater depth in all subjects Use Pixl, PIRA and PUMA to identify earlier pupils with greater depth potential. Introduce verbal/ non-verbal reasoning assessments to support these judgements Develop common practice in planning for and recoding greater depth success Use of problem-solving activities and reasoning problems in Maths to differentiate learning.	Our % of GD PPG pupils is still too low – other priorities meant that this target was only partially addressed last academic year Analysis of data show our prior middle attaining group are making the most progress we need to ensure all groups are making the best progress EYFS outcomes also showed that the number of PP pupils achieving greater depth in EYFS was below Non-PP pupils.	Year group tracking grids identify PPG pupils with greater depth potential Track groups termly to ensure the % is increasing particularly in reading. Plan into annual staff training	Phase leaders and SLT	Every term

Improved social and emotional skills	<p>Develop the wellbeing team and build towards a trauma informed school</p> <p>Head and Inclusion manager to roll out training to whole staff</p> <p>Enhance the sensory area of the school</p>	It is difficult to close the attainment gap when pupils are not emotionally ready to learn.	<p>Inclusion team will monitor behaviour and exclusion data</p> <p>Learning walks will highlight resource needs</p> <p>The sensory area is used not only by our high-end ASC pupils but also any other children feeling the need to regulate.</p> <p>Therapeutic behaviour plans are in place for those who need it</p>	<p>Inclusion AHT</p> <p>All staff</p>	Termly
Disadvantaged SEND pupils make accelerated progress from their starting point	<p>Purchase of SEND toolkits to help identify barriers</p> <p>Use of PIVATS to track more securely small step maths progress</p> <p>Develop a comprehensive whole school red flag/ flow chart system that indicates when a pupil needs referring onto a specific intervention</p>	<p>Research shows early intervention works.</p> <p>Staff find it more difficult to plan next steps for maths as it is not linear. PIVATS would clearly show the gaps to differentiate to in each area</p>			
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

Improved oral language skills in reception	Wellcomm screening and language interventions through reception Spirals used as key group input in nursery	We want to invest some PPG money in longer term change The research evidence states that language at 5 is the biggest indicator of attainment later	Teachers have been trained in assessing the children. EYFS staff have previously run interventions which have run well. There needs to be planned adults so that these can be run consistently	Reception teachers	After every term
Improved range of vocabulary and expressive language	Use of speech and language interventions for KS2 - learning vocabulary level 1 and level 2	Analysis of reading assessments have highlighted comprehension as a weakness specifically related to vocabulary	Monitoring of intervention Training from the SALT		
Raised attainment of pupils at risk of underachieving in English – Reading Support for those pupils who are at risk of underachieving in English - Reading	1:1 daily reading for children with a reading age 16 months or more below their chronological age 1:1 3x weekly reading for children with a reading age a year behind chronological age	New Ofsted framework states reading and vocabulary can ‘close the gap’ unlocking children’s access to a rich curriculum.	Termly tracking and assessment Regular Monitoring The number of children 1 year plus behind their chronological age will decrease Ringfence adults time as a priority		
Improved social and emotional skills	ELSA group support (Play therapy Relax kids – year 6)	We cannot close the attainment gap if a pupil is not emotionally ready to learn. Play therapy is successful for our most vulnerable children and a new play therapist needs to be a priority for January for our Children Looked After.	All groups tracked termly and assessment information analysed.	Inclusion team	Every term

Disadvantaged SEND pupils make accelerated progress from their starting point	<p>1:1 daily reading for children with a reading age 16 months or more below their chronological age</p> <p>1:1 3x weekly reading for children with a reading age a year behind chronological age</p> <p>'Different from' reading groups through KS1 and KS2</p>	<p>Closing the gap in reading is a high priority. Evidence of phonic intervention has resulted in a 92% pass rate by year 2.</p> <p>We know that our lower prior attainments are making the least progress by the end of KS2 so we need to change our approach</p>	<p>Regular tracking of progress towards phonics.</p> <p>Termly benchmarking and star reader assessment of SEND pupils</p>	AHT inclusion and reading/phonics	Every term
iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Increased attendance and punctuality rates for pupils eligible for PPG	<p>Attendance and punctuality a priority on the SDP</p> <p>Attendance and punctuality report sent out weekly from Arbor</p> <p>Additional adult to work with inclusion manager to monitor attendance and punctuality every week</p> <p>Revised process of keeping parents informed of attendance and punctuality – via letters, newsletters etc.</p> <p>Revised process for absence from learning requests and unauthorised holidays.</p>	<p>We know that attainment for all pupils can be improved with good attendance. Targeting families and promoting the importance of good attendance is essential to improving outcomes</p> <p>Research undertaken by the DfE in 2016 showed that pupils with no absence are 1.3 times more likely to achieve level 4 or above and 3.1 times more likely to achieve level 5 or above than pupils that missed 10 – 15 per cent of all sessions.</p>	<p>Part of the strategic development plan</p> <p>SLT to target pupils</p> <p>Pupil progress meetings to include attendance data for this group</p> <p>Whole school approach to increasing pupil's attendance to continue.</p>	AHT for Inclusion	

	<p>3x weekly EWO support</p> <p>PPG group on the vulnerable list for first day response by the ELSA</p> <p>Reward activities for 100% ers</p>				
To ensure that disadvantaged pupils have equal access to our local curriculum	All disadvantaged pupils have access to resources for homework projects, to attend swimming lesson and trips linked to curriculum projects			SLT All Staff	
Total budgeted cost					£179,500