



## Pupil premium strategy statement 2020/ 2021

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 (CLA) 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					
<b>School</b>	The Palmer Academy				
<b>Academic Year</b>	2020/2021	<b>Total PP budget</b>	£179,500	<b>Date of most recent PP Review</b>	Sept 20
<b>Total number of pupils</b>	402 (372 R-6)	<b>Number of pupils eligible for PP</b>	116 (29%)	<b>Date for next internal review of this strategy</b>	Sept 21

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

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. High percentage of PPG pupils who are also SEND	
C.	Undeveloped social and emotional skills	
D.	Poor attendance and punctuality	
E.	Unsupportive home learning environments and lack of aspiration. 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 and support for pupils at risk of underachieving including more able pupils and pupils with SEND	The gap between disadvantaged and other is narrowing The number of children underachieving in Reading has significantly reduced 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 Disadvantaged pupils with SEND make good progress
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.	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

<b>4. Planned expenditure</b>	
<b>Academic year</b>	<b>2020 2021</b>
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.	
<b>i. Quality of teaching for all</b>	
<b>Desired outcome</b>	<b>Action/ Approach</b>
Improved oral language skills across the school	<ul style="list-style-type: none"> <li>• Baseline assessments to highlight key areas for year groups (Wellcomm screening, PIXL vocabulary assessment, PIXL reading analysis)</li> <li>• CPD from SENCO on using the SEND speech and language assessment pack to highlight any specific reasons for language barriers.</li> <li>• CPD from SALT in use of colourful semantic as visual cues to compose grammatically correct sentences</li> <li>• CPD on Talk For Writing embedding high quality language throughout the writing curriculum.</li> <li>• Whole school CPD sessions on Vocabulary and its role within all subjects</li> <li>• Embed use of Rising Stars scheme on vocabulary in weekly planning</li> <li>• Expose the children to a broad range of vocabulary following the Rising Stars scheme</li> <li>• Ensure high quality texts used throughout the curriculum</li> </ul>
Raised attainment and support for pupils at risk of underachieving including more able pupils and pupils with SEND	<ul style="list-style-type: none"> <li>• Baseline assessments to highlight key areas for year groups (PIXL Pira Puma)</li> <li>• CPD given to staff to develop and improve their understanding of inclusive classrooms and quality first teaching including more effective use of adults</li> <li>• CPD for staff about what support and resources will help access the curriculum and support independent learning</li> <li>• Development of subject leaders to provide support for all members of staff</li> <li>• Teacher CPD on embedding the structure of talk for writing in literacy lessons</li> <li>• PPM focus on disadvantaged pupils with termly planning on how they can be best supported within class e.g. use of resources and adult support to access the curriculum and make good progress.</li> <li>• Develop a robust system of identifying concerns/ barriers to learning, gathering information and planning support</li> <li>• Continue to embed and monitor whole school approach to reading lessons and phonic lessons</li> <li>• Develop common practice for planning for and recording greater depth success</li> </ul>
Improved social and emotional skills	<ul style="list-style-type: none"> <li>• Develop the wellbeing team and build towards a trauma informed school</li> <li>• Embed the new PSHE curriculum through weekly lessons using the Jigsaw scheme</li> <li>• CPD given to staff on the identification of children who have been adversely affected by lockdown and the support the school can give them.</li> </ul>
<b>Projected Spending</b>	

<b>ii. Targeted support</b>	
<b>Desired outcome</b>	<b>Action / Approach</b>
Improved oral language skills across the school	<ul style="list-style-type: none"> <li>• Language groups identified via Wellcomm screening, timed and with measurable targets – ensuring adults time is ringfenced</li> <li>• Following advice from the SALT, Use of speech and language interventions for KS2</li> <li>• Use of pre teaching of vocabulary as part of inclusive teaching</li> </ul>
Raised attainment and support for pupils at risk of underachieving including more able pupils and pupils with SEND	<ul style="list-style-type: none"> <li>• 1:1 daily reading for children with a reading age 16 months or more below their chronological age</li> <li>• 1:1 3x weekly reading for children with a reading age a year behind chronological age</li> <li>• 'Different from' reading groups through KS1 and K2</li> <li>• 1:1 phonics for all pupils underachieving in KS1</li> <li>• CPD for TAs running provision particularly in KS2 where there is the vast majority of children eligible for PPG</li> <li>• CPD on Pixl analysis help target specific gaps even more successfully.</li> <li>• Additional teacher in year 4 – teaching small groups - where a high number of disadvantaged children are underachieving.</li> <li>• Use of ABC volunteer readers to support year 6 underachieving PPG pupils</li> <li>• Additional TA support in year 6</li> <li>• Use of reading eggs to support EAL and SEND readers at school and at home</li> </ul>
Improved social and emotional skills	<ul style="list-style-type: none"> <li>• ELSA group support – focused in year 4 and 5 where there are 39 pupils in receipt of PPG</li> <li>• Play therapy for children looked after</li> <li>• School Counselling for pupils needing help to process trauma</li> <li>• Relax Kids groups focused in year 5 and 6 to develop resilience and strategies to manage anxiety</li> <li>• Ufton outdoor education programme for reception year 3 and year 5 pupils</li> <li>• Targeted family worker support for most vulnerable children and families</li> </ul>
<b>Projected Spending</b>	

<b>iii. Other approaches</b>	
<b>Desired outcome</b>	<b>Actions/ Approach</b>
Increased attendance and punctuality rates for pupils eligible for PPG	<ul style="list-style-type: none"> <li>• Attendance and punctuality a priority on the SDP</li> <li>• Attendance and punctuality report sent out weekly from Arbor and analysed and findings actioned</li> <li>• Additional adult to work with inclusion manager to monitor attendance and punctuality every week</li> <li>• Embed robust process of keeping parents informed of attendance and punctuality – via letters, newsletters etc.</li> <li>• Embed robust process for absence from learning requests and unauthorised holidays – via parent meetings</li> <li>• 3x weekly EWO support</li> <li>• PPG group on the vulnerable list for first day response by the ELSA</li> <li>• Rewards for children with attendance above 97%</li> </ul>
To ensure that disadvantaged pupils have equal access to our local curriculum	<ul style="list-style-type: none"> <li>• All disadvantaged pupils have access to resources for homework projects, to attend swimming lesson and trips linked to curriculum projects</li> <li>• Support given to families to give hem access to items such as uniforms</li> <li>• Priority given to PPG pupils when booking after school clubs.</li> <li>• Provision to access online learning if the school returns to lockdown.</li> </ul>
<b>Projected Spending</b>	