

Pupil Premium Strategy Statement 2020-21



Review

The school's evaluation of its own performance is rigorous. Tracking of progress over time for each pupil is thorough, and so we can quickly identify any dips and develop sensible strategies and interventions to promote improvement.

- A wide range of data is used – achievement data, pupils' work, observations, learning walks, case studies and staff, parent and pupil voice
- Assessment data is collected half termly so that the impact of interventions can be monitored regularly
- Assessments are closely moderated to ensure they are accurate
- Teaching staff and support staff – particularly the behaviour Support Manager, attend and contribute to pupil progress meetings each term and the identification of children is reviewed
- Regular feedback about performance is given to children and parents
- Interventions are adapted or changed if they are not working
- Case studies are used to evaluate the impact of pastoral interventions, such as on attendance and behaviour
- Designated members of SLT and Governor maintain an overview of pupil premium spending

We will use ASP as well as whole school data (O'Track/Shine) to evaluate impact in terms of attainment and progress

Barriers

Evidence shows that disadvantaged pupils are especially at risk of under-achievement.

Typical barriers affecting disadvantaged children

- Limited communication skills for children and parents
- Poor attendance
- Limited access to educational resources at home, such as books, laptops and appropriate internet access
- Limited opportunities for enriching cultural experiences (such as trips, theatre, outdoor pursuits, museum visits etc.)
- Complex family situations, and poor parental engagement that make it difficult for parents to give their children support with home learning
- Poor nutrition
- Social and emotional difficulties
- Gaps in attainment and progress due to the impact of COVID-19

Pupil Premium Allocation 2020-2021

Metric	Data
School name	Five Spires Academy
Pupils in school	200
Proportion of disadvantaged pupils	5%
Total number of pupils eligible for Pupil Premium Grant (PPG)	8 + 2 service children
Amount of Pupil Premium Grant (PPG) received per pupil	£1,345 Pupil Premium / £310 Service Child
Pupil premium allocation this academic year	£11,380
Academic year or years covered by statement	2020-21
Staff Leads	Diane Raftery
Governor lead	Richard Chambers

Attainment (2019-2020)

Due to the COVID-19 pandemic and the cancellation of 2020 National tests, the data below relates to the last set of statutory data - the 2018- 2019 assessments.

KS2 Disadvantaged pupil progress scores	Score
Reading	n/a – no KS2
Writing	n/a – no KS2
Maths	n/a – no KS2

Disadvantaged pupil performance overview for last set of statutory results (2018-2019)

EYFS & KS1	No of Pupils	Pupil Premium Pupils EXS	Non-Pupil Premium Pupils (Other)
Meeting GLD in Reception	1	0%	93%
Achieving the Phonics Screening Check in Y1	1	0%	93%
KS1 Reading Attainment	1	100%	76%
KS1 Writing Attainment	1	100%	76%
KS1 Mathematics Attainment	1	100%	79%

KS2	No of Pupils	Pupil Premium Pupils EXS	Non-Pupil Premium Pupils (Other)
Meeting expected standard at KS2 combined	n/a	n/a	n/a
Achieving high standard at KS2 combined	n/a	n/a	n/a

Strategy aims for disadvantaged pupils 2020-2021

Measure	Action
Priority 1	To identify gaps in learning related to COVID-19, particularly in reading and maths, and put in place high quality interventions and targeted support to mitigate the increasing attainment and progress gaps for disadvantaged pupils. <i>This is in addition to the funding from the National Catch Up Programme</i>
Priority 2	To ensure all staff, including new staff have received appropriate training to deliver high quality lessons in line with school policy and pedagogy
Priority 3	To ensuring all disadvantaged pupils have access to digital resources during lockdowns or periods of self-isolation.
Strategies for success	<ul style="list-style-type: none"> • Ensuring there is a clear consistent pedagogical approach in each year group via high quality CPD and feedback to ensure ongoing review and improvement. • Ensuring access to digital resources during lockdowns or periods of self-isolations • Ensuring those pupils who are both disadvantaged and SENd have high quality targeted interventions to meet individual needs. • Ensuring high-quality interventions are planned, mapped, and reviewed regularly for impact.
Projected Spend	£2,200

Teaching Targets & Priorities for current academic year

Aim	Target	Target Date
Progress in Reading	Achieve national average progress scores in KS2 Reading (0)	Sept 21
Progress in Writing	Achieve national average progress scores in KS2 Writing (0)	Sept 21
Progress in Mathematics	Achieve national average progress scores in KS2 Mathematics (0)	Sept 21
Phonics	Achieve at least national average expected standard in PSC	Sept 21
GLD	Achieve national average standard	Sept 21
Other	Improve attendance of disadvantaged pupils to ensure they are line with all pupils nationally (2019 – 96%)	Sept 21
Social & Emotional Barriers	Address social and emotional barriers to learning	Sept 21

Teaching priorities for current academic year

Measure	Action
Priority 1	Ensure high quality reading teaching and resources across school with continued focus on Phonics, Early Reading, and Guided Reading.
Priority 2	Ensure high quality teaching of Mathematics across school with particular focus on mathematical fluency and reasoning.
Priority 3	Raise the standard of writing for all pupils, including disadvantaged, through a rigorous pedagogical approach, including embedded methods to teach SPAG.
Strategies for success	<ul style="list-style-type: none"> • Access to high quality reading texts, particularly class sets linked to the curriculum that support Guided Reading. • CPD for teaching staff via external training and internal training during INSET • PM Benchmark and PUMA/PIRA for accurate benchmarking • Annual purchase to subscriptions of RW Inc and Oxford Owl to support the teaching of early reading, phonics and spelling. Update supporting resources to sustain previous success of the programmes. • Annual subscription to Times Table Rockstars to support mental maths • New staff to receive formal RW Inc. Training • EYFS staff to receive Nuffield Language Programme training
Projected Spend	£1,900

Targeted academic support for current academic year

Measure	Action
Priority 1	<p>To establish small group reading interventions for disadvantaged pupils who are falling behind age-related expectations in reading (relating to COVID-19 or otherwise).</p> <p><i>On top of any funding from National Catch Up Programme</i></p>
Priority 2	<p>To establish small group maths interventions for disadvantaged pupils who are falling behind age-related expectations in reading (relating to COVID-19 or otherwise).</p> <p><i>On top of any funding from National Catch Up Programme</i></p>
Strategies for success	<ul style="list-style-type: none"> • Work on phonic decoding and reading fluency strategies • Encourage and reward wider reading and reading for enjoyment through a range of strategies • Work on mathematical fluency, e.g. multiplication and division facts, recall of number facts • Set up in-school rewards and competitions for mathematical fluency e.g. TTR • Ensuring there is a clear consistent pedagogical approach in each year group via high quality CPD (Staff Meetings/INSET/External Training) and feedback to ensure ongoing review and improvement. • Ensuring access to digital resources during lockdowns or periods of self-isolations • Ensuring those pupils who are both disadvantaged and SEND have high quality targeted interventions to meet individual needs through targeted management time for Inclusion Manager and teaching staff.
Projected Spend	£3,000

Wider strategies for current academic year

Measure	Action
Priority 1	Continue to offer Breakfast Club free of charge to disadvantaged pupils, encouraging strong attendance, offering a nutritious breakfast, and starting the day, 'ready to learn'.
Priority 2	Continue to provide a Learning Mentor to support families with attendance and acute need.
Priority 3	Continue to provide a Learning Mentor to support pupils with behaviour, social and emotional support through in-school strategies, interventions and liaison with external agencies
Priority 4	Ensuring that enrichment experiences subsidised so that they are available to support the curriculum and development of cultural capital of disadvantaged pupils.
Strategies for success	<ul style="list-style-type: none"> Take swift action and intervention to improve attendance, well-being and readiness to learn for disadvantaged pupils. Subsidise trips and enrichment experiences so they are available to all, particularly those that are disadvantaged.
Projected Spend	£4,300

PROJECTED TOTAL SPEND	£11,400
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Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring that all staff are given enough time to allow for professional development.	Use of staff meeting time, INSET days and additional cover being provided by senior leaders or cover staff.
Targeted support	Enough time for SENCO/Inclusion Manager to support the monitoring of small group intervention, to quality assure and measure impact.	Management release time to be protected.
Wider strategies	Ensuring that we can support our hardest to reach families.	Staff, including DSLs to work closely with local agencies to continue to support families who face the most challenges.

Review: last year's aims and outcomes

Due to the COVID-19 pandemic and the cancellation of 2020 National tests, the data below relates to the last set of statutory data (2018/19).

Aim	Outcome	Next Step
<p><u>Progress in Reading</u> PP pupils to reach standards of attainment and progress in line with, or close to their national peers by the end of KS1</p>	<p>100% of disadvantaged pupils achieved both the GDS and EXS standard in the 2018/19 Key Stage 1 Reading data. This compares favourably to non-disadvantaged pupils who achieved 76% at the EXS and 24% at GDS.</p> <p><i>Please note this relates to only 1 disadvantaged pupil.</i></p>	Target Met
<p><u>Progress in Writing</u> PP pupils to reach standards of attainment and progress in line with, or close to their national peers by the end of KS1</p>	<p>0% of disadvantaged pupils achieved the EXS standard in the 2018/19 Key Stage 1 Writing data. This compares unfavourably to non-disadvantaged pupils who achieved 76% at the EXS and 14% at GDS.</p> <p><i>Please note this relates to only 1 disadvantaged pupil.</i></p>	Target Ongoing – renewed focus on writing and SPAG skills
<p><u>Progress in Mathematics</u> PP pupils to reach standards of attainment and progress in line with, or close to their national peers by the end of KS1</p>	<p>100% of disadvantaged pupils achieved the EXS standard in the 2018/19 Key Stage 1 Mathematics data. This compares to non-disadvantaged pupils who achieved 79% at the EXS and 28% at GDS.</p> <p><i>Please note this relates to only 1 disadvantaged pupil.</i></p>	Target Met
<p><u>Phonics</u> Achieve at least national average expected standard in PSC</p>	<p>0% of disadvantaged pupils passed the Y1 Phonics Screening Check 2018/19. <i>(This relates to only 1 disadvantaged pupil)</i>. This compares to non-disadvantaged pupils where 90% achieved the expected standard.</p>	Target Ongoing – whilst phonics remains a strength of the school this area will remain a priority.
<p><u>GLD</u></p>	<p>0% of disadvantaged pupils achieved a good level of development at the end of EYFS 2018/2019 <i>(this relates to only 1 disadvantaged pupil)</i>. By comparison 93% of non-FSM achieved a good level of development.</p>	Target Ongoing - whilst EYFS remains a strength of the school this area will remain a priority.
<p><u>Attendance</u> Improve attendance of disadvantaged pupils to ensure they are line with all pupils nationally (2019 – 96%)</p>	<p>In 2018/19, Ever 6 FSM had an absence rate of 7.8% (92.2%) compared to a national absence rate of 5.6%. (94.4%) <i>(This relates to 7 pupils)</i></p> <p>Non-Ever 6 FSM had an absence rate of 3.1% (96.9) compared to 3.5% (96.5%) nationally. <i>(This relates to 81 pupils)</i></p>	Target Ongoing – however attendance trends in 2020 had been showing an improving trajectory prior to lockdown.