

Pupil Premium: planning to overcome barriers to learning at The Academy at St James

September 2020-21

INTRODUCTION	
<p>What is the Pupil Premium? The Pupil Premium is additional funding to help schools close the attainment gap between children from low-income and other disadvantaged families and their peers. If a child has been eligible for free school meals (FSM) at any point over the past 6 years or has been looked after for one day or more (Child Looked After), the school receives an amount per head within their budget. A provision is also made for children who have a parent in the armed services.</p> <p>Strategy We have a clear, strategic 3-part model approach for Pupil Premium funding provision, which focuses on the following:</p> <ul style="list-style-type: none"> - whole-school strategies that impact on <i>all pupils</i> - focussed support to target <i>under-performing pupils</i> - specific support targeting <i>pupil premium pupils</i> <p>We want to support all of our children to achieve well academically. As a result, we plan to spend our Pupil Premium Grant wisely to provide every opportunity for our eligible pupils to match the achievement of their peers nationally. Entitlement to free school meals does not necessarily dictate educational achievement; some of our eligible pupils are the highest achieving in our school. We continue to focus our support on them to make sure that they achieve at the highest level.</p> <p>We base our actions on research done by NFER and the Education Endowment Foundation so that we know there is evidence that the strategies work.</p> <p>At the end of the year, we will report on the success of our plan in terms of academic attainment and review our actions in relation to the intended outcomes.</p>	
Total pupils on roll FS1 to year 6- 315 (286)	Total Pupil Premium Allocation 2019-20
Number of FSM pupils eligible for Pupil Premium	130 at £1,320 = £171,600
Number of pupils eligible for Early Years Pupil Premium	4
Number of Looked after children eligible for Pupil premium of children from Armed Service Families	1

What are the most effective ways to support disadvantaged pupils' achievement? NFER research into effective practice identifies 7 key features of provision:	
1 Whole school ethos of attainment for all: Schools have an ethos of high attainment for all pupils and avoid stereo-typing disadvantaged pupils as all facing similar barriers or having less potential to succeed.	
2 Addressing behaviour: schools ensure effective behaviour strategies are in place, respond quickly to poor attendance and provide strong social and emotional support including working with families.	
3 High quality teaching for all: Schools emphasise “quality teaching first” and provide consistently high standards by setting expectations, monitoring performance and sharing best practice.	
4 Meeting individual learning needs: Staff identify each pupil’s challenges and interests. They seek the best strategies to help each pupil make the next step in his or her learning. Schools provide individual support for specific learning needs and group support for pupils with similar needs.	
5 Deploying staff effectively: Schools devolve responsibility to frontline staff, use their best teachers to work with pupils who need the most support and training teaching assistants to support pupils’ learning.	
6 Data driven and responding to evidence: Teachers use data to identify pupils’ needs, review progress every few weeks and address underperformance quickly. They have manageable Assessment for Learning systems, which provide clear feedback for pupils. Schools use evidence to make decisions about their support strategies.	
7 Clear, responsive leadership: Senior leaders set ever higher aspirations and lead by example. They hold all staff accountable for raising attainment, rather than accepting low aspirations and variable performance. They share their thinking and invest in staff training.	
What strategies will the school be using to support individual pupils and groups of pupils? What is the evidence for the school’s choice of strategies?	
8 PIXL – is a programme of support particularly aimed at Y2 and Y6 but also has resources for Y3,4,5. Several local schools have had success using the strategy. It is based on supporting pupils’ learning behaviours; it supports teachers to analyse the gaps in pupils’ understanding and provides materials for teachers to use to address the misunderstandings. This tailored approach helps children to make rapid progress in reading, writing and maths through therapies which support.	
9 Feedback – EEF research shows that feedback is one of the most effective ways of promoting pupil progress. Feedback takes the form of observing, testing and marking; the teacher finds out what the child knows and can do so that s/he can plan the next steps. Feedback takes the form of discussions with children about what they have achieved and what they need to work on to make most progress. Feedback online still holds the same principles.	
10 Speech and language support - EEF has done research on the impact of poor language skills on pupils’ academic achievement. Poor language skills and limited vocabulary have a significant, detrimental impact, particularly on very young children’s ability to learn to read and write. We target PP grant at overcoming these difficulties, particularly for our youngest pupils.	
11 Individual support for reading, writing & maths – EEF research indicates that some children benefit from 1-1 support; they may have fallen behind their classmates due to poor attendance etc.; they may have mild learning difficulties and require more time to acquire some of the key concepts. This support is usually provided by teaching assistants under the direction of the teacher and is in addition to normal classroom teaching.	
12. Memory and Retrieval- EEF research shows that by understanding how pupil’s memory works we can support them to remember more and do more in the longer term. We have been working with Dixons Research School and have appointed a research champion for school to ensure that our pedagogy changes.	

<u>What are our pupils’ internal and external barriers to learning?</u>	<u>What are the intended outcomes of our action plan?</u>
1. Lost learning due to Covid pandemic	

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| <ol style="list-style-type: none">2. Reading and pupils decoding has been a key barrier through the pandemic3. Vulnerable families with emotional and social needs4. Vulnerable families lacking engagement with education5. Low attendance that impacts negatively on learning6. Lack of <i>cultural capital</i> and experience impeding ability to contextualise learning7. Low baseline pupils on entry to YR8. Underachievement due to lack of engagement with education9. Speech and language delay on entry to school10. Specific behaviour that impedes learning | <ol style="list-style-type: none">A. % of pupils achieving age related expectations in reading, writing and maths match national outcomes to continue to rise to in being line with national (2020 it was 64%)B. Gaps with school and national other have narrowed by more than 10%C. PP assessment and tracking is robust and is used to inform subsequent provisionD. Support is provided for families' and pupil's social, emotional and health needsE. Curriculum is planned so that pupils at home and in school get an equal entitlementF. Pupils' attendance is in line with others nationally and no longer limits access to learningG. More able PP pupils are achieving at high levelsH. Underachieving pupils are closing the gap with their peers: progress for PP closing the gap on national otherI. Low baseline pupils are school ready in the summer termJ. Pupils are provided with access to a wide range of experiences that enhance their knowledge and understanding of the world and support learning across the curriculum particularly in literacy and mathematicsK. Specific gifts and talents are identified and encouraged; engagement with learning is improved |
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What are our targets for our PP cohort for summer 2021										
TARGETS	Cohort		Reading		Writing		Maths		Combined	
SUMMER 2021	No. PP	% PP	No. exp	% exp	No. exp	% exp	No. exp	% exp	No. exp	% exp
Year 6	22	46.8%	15	68	13	59%	16	72%	13	59%
Year 5	18	47.4%	12	70%	13	76%	10	58%	10	58%
Year 4	12	33.3%	8	66%	7	58%	5	42%		
Year 3	20	57.1%	10	50%	6	30%	10	50%		
Year 2	21	44.7%	10	48%	10	48%	12	57%	10	48%
Year 1	15	42.9%	7	46%	5	33%	5	53%		

*EY Pupil Premium numbers not yet available

Pupil Premium Action Plan 2020/2021								
Research base	Barrier to learning	<u>Action</u> Pupil premium used for	<u>Amount Allocated</u>	<u>New / continued action</u>	<u>Targeted group(s)</u>	<u>Intended Outcomes</u> How the actions impact on achievement	<u>Monitored by</u>	<u>Impact</u>
Whole School Strategies for all pupils (raising expectations for 120 PP)								
2	4 & 5	We will continue to fund the attendance work done by our Pastoral and Attendance Team (P&AT)	£12,151	Continued	124PP	Ensure that children are safe and access their entitlement to 190 days education – particularly in EY & KS1	HT	
2	3 4 & 5	We will provide a breakfast club for children at risk from poor attendance from 7.30	£2,237	Continued	15PP attend 104 receive some classroom food	Provide incentive to be in school on time each day – resulting in access to learning	SLT	
2	5	We will provide incentives for groups of pupils e.g. green parties to celebrate good attendance	£12,151	Continued	124PP	To reward and motivate pupils to manage their behaviour and meet the school’s high expectations of attendance	SLT	
1 & 3	6 & 8	We will provide a broad, experiential curriculum - specialist staff for music & sport, transport, entry fees, resources etc.	£16,834	Continued	124PP	To provide children with <i>cultural capital</i> often missing from PP pupils’ out of school experience. Music, sport provision from specialist to develop engagement with learning.	SLT	
	6 & 7	We will take our Y4 & Y6 residential pupils on residential trips and cover the costs for eligible pupils.		Continued	83PP	To provide children with <i>cultural capital</i> often missing from PP pupils’ out of school experience. Residential visit provides an important experience of learning to be independent of home.	SLT Y6 pupils	
1 & 7	3 & 4	We will hold family events through the year – out of hours events e.g.	£9,317	Continued	124PP	To improve relationships between school and families – build trust and the impact of poverty on children’s family lives	PIW	

		Hallowe'en ball / firework party / Christmas event These events will be online e.g mobile library						
3 & 7	1 2 & 10	We will continue to establish high expectations in all classes; all adults will model expectations and set high standards for work and behaviour	£15,787	Continued	124PP	To ensure that children try hard are productive and make good progress	SLT & Govs	
2	10	We will continue develop Enrichment Time – targeted to children’s interests	£13,575	Continued	124PP	To reward and motivate pupils to manage their behaviour and meet the school’s high expectations	Forest School and PE lead	
2	3 & 4	We will provide a Parent Involvement Worker to offer practical support and signpost families to outside agencies. She will work with families; e.g. family learning events, workshops in maths and phonics etc.	£1,728	Continued	23PP	To provide practical support for families and create strong platform for emotional and physical well-being. To promote positive relationships with school and engender good attitudes to education.	SLT & Govs PIW	
4	2, 7 & 8	We will hold monthly pupil progress meetings; SLT meet with teachers to review progress of target children including PP	£15,787	Continued	124PP	To ensure that all teachers know who their PP pupils are and that they are using assessment to identify the gaps in their learning and are teaching effectively to address the gaps. SLT will offer advice and support for improvement.	SLT	
Targeted group strategies for underperforming pupils (focus on PP)								
2	3& 8	We will continue the work of our supporting PIW	£21,644	Continued	17 PP	To tailor the learning environment so that children can be included	SLT	

		children’s well-being; e.g. nurture sessions				and flourish in mainstream provision		
6,7 & 9	5 & 10	We will target adult support for early years pupils ensuring high adult: pupil ratios in YR	£4,035	Continued	82 16PP	To ensure that there is a language-rich environment for our youngest pupils, where they can interact frequently with adults using a rich and varied vocabulary	DHT	
4	9	We will continue our SLA with S&L service to target support for groups of pupils	£4,508	Continued	12PP	To address pupils’ physical difficulties with speech so that they can develop their language skills	SENDCO DHT	
4 & 7	5	We will target the support of our PE and Forest School Leader on the physical development of our youngest pupils	£3,941	New	36PP	To develop core muscle strength, balance and hand-eye co-ordination	Forest School and PE lead	
3 & 4	1 & 7	We will provide extra adult support for KS1 pupils (1:8 ratio): extra support for basic skills curriculum; opportunities to work in provision-based setting;	£4,688	Continued	36PP	To support rapid progress throughout KS1; accelerate the development of key concepts to support academic progress into KS2	L3 TA support-ratios	
4, 5 & 6	1 & 8	We will provide daily phonics session per week for a group of pupils in Y3 whose (end of Y1 ex)	£1,064	Continued	8PP	To overcome delay in reading development – to accelerate pupils’ reading to lime bookband	Phonics Lead & SLT	
8	1 & 7	We will use PIXL to target pupils in Y6 and Y2 who are at risk of not meeting their end of KS target; we will train our staff and hold fortnightly pupil progress meetings to secure their progress	£5,347	Continued	42PP	To ensure that PP are prepared for their next stage of education	SLT	

Individual support (focus on PP)								
4 & 5	1	We will provide individual, daily reading for all pupils until they achieve a reading age of 8yrs	£6,620	Continued	52PP	To enable children to acquire necessary reading skills to master the KS2 curriculum	Eng co-ord & SLT	
5 & 11	1 & 8	We will provide individual support for Y3 pupils who did not pass phonic screening in Y2; TAs will work daily with children	£1,064	Continued	8PP Support for 14 who did pass but need to improve decode decoding	To enable pupils to pass the phonic screening test in Y3	Phonics HG Lead & SLT Teach First	
5 & 11	1 & 8	We will provide intervention support for KS2 pupils 1-1 for specific learning needs (Reading Fluency and Reciprocal reading)	£2,801	New	47 22PP	To address gaps and enable children to eliminate errors from their work	Eng leader & SLT	
5 & 11	1 & 8	We will provide intervention support for KS1 pupils 1-1 for specific learning needs	£2,103	Continued	35PP	To provide advice and monitoring to ensure that children's needs are met	L3 TA	
4 & 5	8 & 10	We will provide 1 – 1 intensive support for range 4 and above pupils to maintain them in education	£9,396	Continued	4PP	To overcome barriers to learning from emotional needs	Class teacher Learning Mentors x2	
Total annual allocation 2020/21			£166,780					
Total 2019/20			£171,600					