

Pupil Premium Strategy Statement: St Uny CE Academy: 2019-20



1. Summary information

School	St Uny CE Academy				
Academic Year	2019/20	Total PP budget	£60,000	Date of most recent PP Review	September '19
Total number of pupils	230	Number of pupils eligible for PP	34	Date for next internal review of this strategy	December '19

2. Current attainment

Reading	PP	WTS 16%	EXP+ 60%	GDS 24%
	Non-PP	17.2%	76.5%	35.7%
Writing	PP	WTS 30%	EXP+ 40%	GDS 42%
	Non-PP	24.8%	69.4%	22.3%
Maths	PP	WTS 30.6%	EXP+ 49%	GDS 6.1%
	Non-PP	28%	69.4%	28%

KS1 Progress - Current Cohort:

Reading: 100% of pupils are in line with EYFS outcomes. 60% have made accelerated progress.

Writing: 80% of pupils are in line with EYFS outcomes.

Maths: 60% of pupils are in line with EYFS outcomes.

Next Steps:

Pupil Premium pupils need to access precision teaching and intervention in Writing & Maths in order to accelerate progress.

Pupil Premium pupils working at a '1 – Emerging' at the end of EYFS need to make accelerated progress for gaps in learning to be addressed and accelerated progress made.

KS2 Progress - Current Cohort:

Reading: 66% of pupils are in line with KS1 outcomes.

Writing: 100% of pupils are in line with KS1 outcomes.

Maths: 66% of pupils are in line with EYFS outcomes.

Next Steps:

Pupil Premium pupils need to access precision teaching and intervention in Writing & Maths in order to accelerate progress.

Pupil Premium pupils working at 'GDS' and 'EXS' in KS1 need to accelerate progress in order to be in line with KS1 outcomes.

3. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers (*issues to be addressed in school, such as poor oral language skills*)

A.	SEMH needs currently act as a barrier to learning for a large % of PP pupils.
B.	Pupil independence & autonomy. Pupils' skills in meta-cognition and independent learning need to be enhanced across the school.

C.	Data analysis shows that the progress of all PP pupils is not currently ‘on track’ (measured against prior key stage).				
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>					
D.	Attendance rates for Pupil Premium pupils across the school are 3% lower than those of non-PP pupils.				
E.	The wider school community needs resources and support from the school in order to support pupils’ SMEH and educational needs.				
4. Desired outcomes					
	Desired outcomes and how they will be measured			Success criteria	
A.	All pupils have access to high-quality first teaching.			Pupil outcomes in Reading, Writing & Maths will rise. Pupil conferencing will demonstrate positive feedback. Pupil resilience, stamina and behaviour for learning will increase.	
B.	Pupils’ SEMH needs will be met through access to enrichment provision designed to raise self-esteem and motivate learning.			TiS assessments will show progress. Pupil / Parent conferencing will demonstrate positive feedback.	
C.	Pupils to have access to high-quality teacher-led intervention based on specific learning needs.			Specific pupil outcomes will rise & gaps in learning decrease. The % of pupils making at least ‘expected’ progress will increase. All teachers will lead in-class and additional targeted intervention.	
D.	To provide support for parents in supporting pupils’ SMEH & educational needs.			Attendance at parent events & workshops will increase. Parent conferencing will demonstrate positive feedback.	
5. Planned expenditure					
Academic year		2019/20			
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?
All pupils will access quality first teaching.	Review of Reading Comprehension strategies and resources to ensure high quality reading teaching across the school.	Reading has been identified as an area of development across the school (with a specific focus on comprehension skills and KS2).	Half-termly monitoring of reading provision across the school. This will be done through data analysis, learning walks and scrutiny of evidence for reading.	RH / RG / SW	February 2020
	Implementation of ‘Reading Karate’ across the school.	Research from other settings and data trends regarding to the impact of ‘Reading Karate’ on pupil engagement in reading for pleasure.	Half-termly monitoring of reading provision across the school. This will be done through data analysis, learning walks and scrutiny of evidence for writing.	RH / RG / SW	February 2020
	Review of opportunities for high quality writing across the curriculum.	Pupils need to develop skills in writing for different purposes across the curriculum.	Class teachers will be responsible for the half-termly tracking of data for PP pupils.	RH / Class Teachers	December 2020

The school's curriculum will be broad & balanced and provide opportunities for the application of skills, SMSC, creativity & imagination.	The redesign of the curriculum will continue into 2019/20 – with a focus on Science, Humanities & Arts.	Monitoring has indicated that pupils need to experience a broader curriculum with equally high challenge for all subjects. Pupils need to be able to apply maths and writing skills across the curriculum.	Termly monitoring schedule to be established with a focus on the wider curriculum. CPD for subject leaders to ensure maximum impact across the school. Whole-staff CPD outline to be put in place to ensure teachers are upskilled at teaching across the curriculum.	RH / Subject Leaders	February 2020
	'Seasonal Enrichment' days (4 throughout the year) to be spent in houses. These will include forest school, beach safety, performing arts & Art / DT.	Pupils need to gain a broader range of experiences through provision across the curriculum. Outdoor learning, art, performance and beach challenges will develop collaboration & communication skills as well as challenge children outside of the classroom.	Heads of House to lead days for their houses, pupil conferencing will determine pupil responses to the provision in place.	Heads of House	February 2020
	Launch of '50 Experiences' scheme across the school.	Pupils enjoyed outdoor education sessions in 2018/19 – continue to improve this provision.	Parent & pupil conferencing to demonstrate impact on specific pupils.	RH	February 2020
Total budgeted cost					£5000
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?
PP pupils will be targeted with swift intervention to ensure rapid progress in R/W/M.	Teachers will have one afternoon each week of release time to implement and track teacher-led intervention for specific pupils.	Strategy was successful in 2018/19 across the school in terms of accelerating progress for identified pupils. Live marking approaches and 'close the gap' sessions will enable teachers to address misconceptions during teacher time. All pupils will have access to high quality art teaching across the school.	Half termly monitoring of intervention provision and progress tracking. Support from SENDCO and HoS to ensure pitch and challenge are appropriate for all pupils.	RH / SB	December 2020
PP pupils will access a bespoke curriculum designed to promote communication & creativity.	Identified pupils will access high quality 'free art' intervention one afternoon each week.	Pupils in 2018/19 have made good progress in art and SMEH needs of pupils have been supported. Pupils need more opportunity to create art based on their own thoughts and ideas – this will provide opportunities for this.	Half termly monitoring of intervention provision and progress tracking. Support from SENDCO and HoS to ensure pitch and challenge are appropriate for all pupils.	RH / LS	December 2020
PP pupils will be provided with group or individual coaching that support social and emotional development.	Teachers will have one afternoon each week of release time to implement and track teacher-led intervention for specific	Identified PP pupils require coaching and support to develop their social and emotional development which will positively impact their learning.	Half termly monitoring of intervention provision and progress tracking. Support from SENDCO and HoS to ensure pitch and challenge are appropriate for all pupils.	RH / SB	December 2020

PP pupils in KS2 will be targeted with extra support in the classroom, as well as participate in SMEH and team building activities.	Additional support staff in KS2 with a specific focus on supporting identified PP pupils both academically and socially / emotionally.	<p>Year 5 cohort has a high % of PP pupils with SMEH and learning needs. The additional support will provide specific targeted intervention and provision for identified pupils, beyond that provided by the class support staff.</p> <p>Mixed Year 3&4 class has a high % of PP pupils with SMEH and learning needs. The additional support will provide specific targeted intervention and provision for identified pupils, beyond that provided by the class support staff.</p>	Half termly monitoring of intervention provision and progress tracking. Support from SENDCO and HoS to ensure pitch and challenge are appropriate for all pupils.	RH / SB / JS	December 2020
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Total budgeted cost £35,000

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?
Parents & wider family members will be supported for identified PP pupils.	<p>Recruitment of a Parent Support Advisor for the school, 2 days each week.</p> <p>To provide parent workshops and support based on need.</p>	<p>Current provision and support for parents of PP pupils needs to be developed further. A member of staff with the skills and expertise of a PSA would provide additional support and provision.</p> <p>Parent workshops for identified families provided great support for parents in 2018/19 – parent feedback was very positive.</p>	<p>Recruitment & induction process to be supported by HoS and SENDCO.</p> <p>SENDCO to ensure a range of workshops are implemented.</p>	<p>RH / SB</p> <p>SB</p>	<p>December 2000</p> <p>February 2020</p>
Pupils will have a positive start to the day in a nurturing environment.	Provide free wrap around care for identified pupils who need it.	Wrap around care provided by support staff, known to the children, in a nurturing environment at the start and end of the day.	Ensure specific families are sign-posted to provision, HoS drop ins to monitor provision, parent and pupil feedback.	HoS / wrap around staff	February 2020
Provide identified pupils with access to enrichment activities which raise self-esteem and motivate learning.	Provide free / subsidised access to clubs, trips & residential for identified pupils.	This proved effective in 2018/19 in ensuring all pupils have access to a range of activities and experiences.	Ensure specific families are sign-posted to provision, HoS drop ins to monitor provision, parent and pupil feedback.	HoS / office staff	February 2020

Total budgeted cost £20,000

6. Review of expenditure

Previous Academic Year		2018/19		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

<p>All pupils access quality first teaching.</p> <p>A rich and broad curriculum provides regular opportunities for SMSC, creativity, problem-solving and challenge.</p>	<p>Intensive Maths support from MAT lead to improve effectiveness of Maths teaching.</p> <p>Review teaching of reading comprehension to vary strategies and provide additional resources.</p> <p>Review long-term plan for writing genres and embedding grammar to ensure real and exciting purposes for writing.</p> <p>Whole school review and redesign of curriculum to follow the seasons and make the most of outdoor</p>	<ul style="list-style-type: none"> The quality of Maths provision across the school has improved as a result of the intensive support for teachers. Support in LKS2 has enabled teachers to use streaming to target specific pupils requiring support and intervention. The teaching of Maths across the school is of a higher quality and is typically consistent. Reading comprehension has continued to develop. The % of pupils achieving ARE has increased across the year. Writing genres have been reviewed by the English leads and HoS, this is an on-going project which will continue into 2019/20. The impact on writing has been that children are writing for more purposes and across more genres. Strategies for engaging PP pupils in writing will continue in 2019/20. The curriculum has been redesigned to focus on coverage, seasonal enrichment and lasting experiences for all pupils. The curriculum is now much more varied for all learners and pupils are developing 	<ul style="list-style-type: none"> Upskilling leaders to audit and implement strategies in provision across the school has been effective and this will continue into 2019/20. The big focus will be reading for next year with a focus on comprehension and reading across the curriculum. Development of the curriculum has been valuable for all learners. The school is still on its journey to developing the curriculum and this will continue into 2019/20. 	£30,000
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ii. Targeted support

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p>PP pupils provided with swift intervention in RWM in order to make rapid progress.</p> <p>PP pupils provided with group or individual coaching to improve social and emotional development.</p>	<p>KS2 teachers have one afternoon a week to carry out own interventions All classes have TA in afternoon who can take class or carry out interventions.</p> <p>KS2 teachers have one afternoon a week to carry out own interventions All classes have TA in afternoon who can take class or carry out interventions.</p>	<ul style="list-style-type: none"> Teachers have had release time to support identified pupils weekly in meeting their targets. Progress for these pupils has accelerated as a result of this time and gaps in learning have been addressed. Teachers have had release time to support identified pupils weekly in meeting their targets. SMEH and TiS strategies have been implemented across the school. Identified pupils are now far more successful in accessing learning as a result of their SMEH needs being met with specific provision and intervention. 	<ul style="list-style-type: none"> This has been a valuable strategy for pupils in KS2. Moving forward, this approach will be continued in 2019/20 but we will ensure that KS1 pupils also have access to more specific teacher-led intervention. The staffing structure across the school will be reviewed for 2019/20 to ensure all teachers have additional adults who can provide and support focused intervention. 	£20,000

iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p>PP pupils have positive start and end to the day in nurturing environment</p> <p>PP pupils will have access to enrichment activities that raise self-esteem and motivate learning.</p>	<p>Offer free wrap around care for PP pupils who need it.</p> <p>Offer free access to paid clubs, trips and activities</p>	<ul style="list-style-type: none"> Pupils and families have been supported through a consistent routine at the start and end of the day, with food provided, to ensure the best possible start and end to the day. Pupils have been able to access residential and trips (where criteria have been met), providing an enhanced school experience. 	<ul style="list-style-type: none"> This has been a valuable strategy for pupils across the school. The consistency has enabled pupils to have a more effective start to the school day, which has had a positive impact on learning. This will continue into 2019/20. 	£4000