

# Pupil Premium Strategy Statement: 2021-22

## School overview



Metric	Data
School name	St Uny CE Academy
Pupils in school	228
Proportion of disadvantaged pupils	43
Pupil premium allocation this academic year	£56,420
Academic year or years covered by statement	EYFS – Year 6
Publish date	7 <sup>th</sup> September 2021
Review date	7 <sup>th</sup> December 2021 / 7 <sup>th</sup> March 2022
Statement authorised by	Mr R Hoskins (Head of School)
Pupil premium lead	Mr R Hoskins (Head of School)
Governor lead	Hub Council

## Disadvantaged pupil progress scores: most recent data

Measure	Score
Reading	End of KS2 assessments did not take place due to school closure. 2019: 67% achieved EXS in Reading / Progress score: +1.10
Writing	End of KS2 assessments did not take place due to school closure. 2019: 50% achieved EXS in Writing / Progress Score: -5.66
Maths	End of KS2 assessments did not take place due to school closure. 2019: 58% achieved EXS in Reading / Progress score: -2.66

## Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2	Reading – Baseline of 36% of PP pupils meeting the expected standard (Y6). Writing – Baseline of 27% of PP pupils meeting the expected standard (Y6). Maths – Baseline of 18% of PP pupils meeting the expected standard (Y6). Targeted Academic Support' section outlines specific strategies.
Achieving high standard at KS2	Maths – Baseline of 9% of PP pupils achieving a high standard (Y6). Targeted Academic Support' section outlines specific strategies.

## Quality teaching for all

Measure	Activity
Pupils to have access to high-quality teaching and resources in early reading, phonics and whole-school reading.	<p>Teachers will have one afternoon each week of release time to implement and track teacher-led intervention for specific pupils. Support staff and volunteers to receive training in the teaching of reading and use of questioning to develop pupils' comprehension skills using the VIPERS scheme.</p> <p>EYFS &amp; KS1 staff to receive RWI training and updates in order to ensure provision for early reading is of a high standard.</p> <p>Continuation of 'Reading Karate' for a second year, due to the high impact from 2019-21 in terms of progress, attainment and pupil engagement (including resources).</p> <p>The daily teaching of reading in all classes as well as daily targeted support for identified pupils of all ages.</p> <p>An audit and update of early reading and higher reading texts and resources to enable all pupils to access high quality texts (and early reading texts specifically linked to school phonics scheme).</p> <p>The development of parent support sessions for the teaching of early reading to be established.</p> <p>Evidence / Rationale: Reading has been identified as an area of development across the school (with a specific focus on comprehension skills and KS2). Research from other settings and data trends from 2020-21 regarding to the impact of 'Reading Karate' on pupil engagement in reading for pleasure.</p>

	<p>Progress and attainment for PP and Non-PP pupils increased in reading as a result of strategies in 2020/21.</p>
<p>Pupils to have access to high-quality teacher-led intervention based on specific learning needs.</p>	<p>Teachers will have one afternoon each week of release time to implement and track teacher-led intervention for specific pupils. This will be set through analysis of pupil data to identify class / groups requiring the most targeted support.</p> <p>Evidence / Rationale: Strategy was successful in 2020/21 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. Interventions will be led by qualified teacher who understand the needs of specific pupils. All pupils will have access to high quality art teaching across the school.</p>
<p>Barriers to learning these priorities address</p>	<p>The attainment and progress gaps between PP and Non-PP are still evident and Non-PP pupils achieved a higher % of progress / impact in 2020/21.</p> <p>School closure in 2020 &amp; 2021 has led to a gap in the teaching of early reading skills for all pupils.</p> <p>Parents / carers of younger pupils may require support in the delivery of home reading, through use of phonics and question stems.</p> <p>Parents / carers of PP pupils across the school may require support in the delivery of home reading, through the use of phonics and question stems.</p> <p>Support and training for all staff in the delivery of early reading strategies is needed in order to ensure all pupils are consistently supported in order to make rapid progress.</p> <p>Pupil independence &amp; autonomy. Pupils' skills in meta-cognition and independent learning need to be enhanced across the school.</p>
<p>Projected spending</p>	<p>£29,422 – Teaching £10,196 – Support £500 – Resources</p>

## Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	<p>To develop a consistent spiral approach to the teaching of reading through the use of VIPERS and sentence stems, including the most able.</p> <p>To target the lowest 20% of readers in each class to ensure the attainment gap is closed and misconceptions are addressed.</p>	Review December 2021 & April 2022.
Progress in Writing	<p>To close the writing gap by using accurate initial assessments of pupils' needs to implement high-quality structured interventions to a) help pupils who are struggling with the writing process b) extend and challenge pupils that are working at and above the expected level.</p> <p>To close the writing gap by teaching writing composition strategies and sentence construction skills through modelling and extensive supported practice. Development of 'The Write Stuff' approach to teaching writing consistently across the school.</p>	Review December 2021 & April 2022.
Progress in Mathematics	Identify skills gaps in children's mathematical understanding and plan interventions to close these gaps, especially those children who were working at the expected level before the 2020/21 school closures. Map the 'Ready to Progress' progression strands in order to tackle misconceptions and close the attainment gap.	Review December 2021 & April 2022.
Phonics	<p>Pupils to close the attainment gap and accelerate progress in early reading / phonics as a result of 2020-21 school closure.</p> <p>High quality, daily phonics provision for all pupils. Additional resources and provision to be sourced and implemented for identified pupils. Additional group phonics provided to pupil premium children during dedicated pp afternoons.</p>	Review December 2021 & April 2022.
Art – Nurture / SEMH Provision	To give children the opportunity to express/identify and talk about feelings through art. Provide 'Draw & Talk' training for identified member of staff to support the development of this further.	Review December 2021 & April 2022.

## Targeted academic support for current academic year

Measure	Activity
Pupils to have access to high-quality teacher-led intervention based on specific learning needs.	<p>Teachers will have one afternoon each week of release time to implement and track teacher-led intervention for specific pupils. This will be set through analysis of pupil data to identify class / groups requiring the most targeted support.</p> <p>Evidence / Rationale: Strategy was successful in 2020/21 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. Interventions will be led by qualified teacher who understand the needs of specific pupils. All pupils will have access to high quality art teaching across the school.</p>
PP pupils in KS2 will be targeted with extra support in the classroom, as well as participate in SMEH and team building activities.	<p>Additional support staff in KS2 with a specific focus on supporting identified PP pupils both academically and socially / emotionally.</p> <p>Identified pupils will access high quality 'free art' intervention one afternoon each week, planned and led by an experienced art teacher with 'Draw &amp; Talk' training.</p> <p>All pupils to access art-led well-being activities and 'doodling' sessions to support expression and SEMH development.</p>

	<p>Evidence / Rationale: Year 6 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 5&amp;6 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>
Barriers to learning these priorities address	<p>PP pupils did not make the same level of accelerated progress in 2020/21 as Non-PP pupils. Progress increased across all groups but was more accelerated in Non-PP pupils.</p> <p>SEMH needs currently act as a barrier to learning for a large % of PP pupils.</p> <p>Pupil independence &amp; autonomy. Pupils' skills in meta-cognition and independent learning need to be enhanced across the school.</p>
Projected spending	<p>£29,422 – Teaching</p> <p>£10,196 – Support</p>

### Wider strategies for current academic year

Measure	Activity
Parents & wider family members will be supported for identified PP pupils.	<p>To provide parent workshops and support based on need.</p> <p>To provide support with breakfast club provision in order to ensure identified pupils have a positive start to the school day and identified families are supported.</p> <p>Provide free / subsidised access to clubs, trips &amp; residential for identified pupils.</p> <p>Evidence / Rationale: Parent workshops for identified families provided great support for parents in 2019/20/21 – parent feedback was very positive. Wrap around care provided by support staff, known to the children, in a nurturing environment at the start and end of the day.</p> <p>Provision for trips proved effective in 2019/20 in ensuring all pupils have access to a range of activities and experiences.</p> <p>Support for wider professionals to support pupils and families in school.</p>
Identified families will receive support in school attendance, with the aim of increasing attendance % and reducing persistence absence.	<p>To provide support for attendance for identified families, through regular communication and meetings.</p> <p>To provide rewards and incentives for identified pupils to recognise improvement in school attendance.</p> <p>Evidence / Rationale: The attendance gap between our disadvantaged and non-disadvantaged pupils is a contributing factor for the lower % of progress and attainment. 4% gap in attendance between PP and Non-PP pupils in 2020.21.</p> <p>Case studies in 2020/21 demonstrated that specific support for</p>

	attendance led to a decrease in persistent absenteeism.
Barriers to learning these priorities address	School needs to provide further support for identified families and seek coaching / workshops and signpost to agencies where necessary for bespoke support. The overall attendance % for our PP and disadvantaged pupils is lower than other key pupil groups. Lower attendance for identified PP pupils has led to less progress and lower attainment.
Projected spending	£10,196 – Support £1000 – Wider Support £500 – Resources

## Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	<p>The attainment and progress gaps between PP and Non-PP are still evident and Non-PP pupils achieved a higher % of progress / impact in 2020/21</p> <p>School closure in 2020 &amp; 21 has led to a gap in the teaching of early reading skills for all pupils.</p> <p>Parents / carers of pupils may require support in the delivery of home reading, through use of phonics and question stems.</p> <p>Support and training for all staff in the delivery of early reading strategies is needed in order to ensure all pupils are consistently supported in order to make rapid progress.</p> <p>Pupil independence &amp; autonomy. Pupils' skills in meta-cognition and independent learning need to be enhanced across the school.</p>	<p>Half-termly monitoring of reading provision across the school. This will be done through data analysis, learning walks and scrutiny of evidence for writing.</p> <p>Class teachers will be responsible for the half-termly tracking of data for PP pupils.</p> <p>The Reading Lead will establish and lead on-going CPD and coaching for staff at all levels.</p> <p>HoS and Reading Lead will implement and monitor the impact of Reading Karate &amp; VIPERS.</p>
Targeted support	<p>PP pupils did not make the same level of accelerated progress in 2020/21 as Non-PP pupils.</p> <p>SEMH needs currently act as a barrier to learning for a large % of PP pupils.</p> <p>Pupil independence &amp; autonomy. Pupils' skills in meta-cognition and independent learning need to be enhanced across the school.</p>	<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.</p> <p>Half-termly monitoring of reading provision across the school. This will be done through data analysis, learning walks and scrutiny of evidence for intervention sessions.</p> <p>Class teachers will be responsible for the half-termly tracking of data for PP pupils.</p>
Wider strategies	<p>School needs to provide further support for identified families and seek coaching / workshops and signpost to agencies where necessary for bespoke support.</p> <p>The overall attendance % for our PP and disadvantaged pupils is lower than other key pupil groups.</p> <p>Lower attendance for identified PP pupils has led to less progress and lower attainment.</p>	<p>Ensure specific families are sign-posted to provision, HoS drop ins to monitor provision, parent and pupil feedback.</p> <p>Ensure SENDCO &amp; HoS liaise to provide parental support and opportunities for workshops and coaching based on need.</p> <p>Ensure admin team fully advertise and inform identified parents / carers with regards to provision.</p> <p>Continuous analysis of attendance data by HoS / EWO with a plan to intervene and support identified pupils and recognise achievement.</p>

## Review: 2020-21 Aims & Outcomes

Aim	Chosen Action / Approach	Outcome / Impact																																							
Pupils to have access to high-quality teaching and resources in early reading, phonics and whole-school reading.	<p>Review of Reading Comprehension strategies and resources to ensure high quality reading teaching across the school.</p> <p>Development of 'Reading Karate' across the school.</p> <p>Development of 'Bedtime Stories' and strategies to further boost engagement in reading.</p> <p>Reading a high priority for monitoring and assessment.</p> <p>Development of the 'Record of Need' and assessment systems to be able to drill down into data to track small steps of progress.</p>	<p>The implementation of the actions and approaches have led to positive and sustained impact on teaching, learning and pupil outcomes across the school year.</p> <table><tr><td rowspan="2">Reading</td><td>Whole School</td><td colspan="7">69.5% EXS+ +3.1% SP21 26.6% GDS +6% SP21</td></tr><tr><td>Year Groups EXS+</td><td>KY</td><td>POL</td><td>ZEN</td><td>GOD</td><td>MOU</td><td>WD</td><td>MOR</td></tr><tr><td></td><td></td><td>86.7%</td><td>65.5%</td><td>73.3%</td><td>80%</td><td>52%</td><td>60.7%</td><td>62.5%</td></tr></table> <table><tr><td rowspan="3">Reading</td><td></td><td>WTS</td><td>EXP+</td><td>GDS</td></tr><tr><td>PP</td><td>33.3%</td><td>52.1% +2.1%</td><td>12.5% +2.1%</td></tr><tr><td>Non-PP</td><td>20.6%</td><td>74.9% +3.8%</td><td>31% +7.3%</td></tr></table>	Reading	Whole School	69.5% EXS+ +3.1% SP21 26.6% GDS +6% SP21							Year Groups EXS+	KY	POL	ZEN	GOD	MOU	WD	MOR			86.7%	65.5%	73.3%	80%	52%	60.7%	62.5%	Reading		WTS	EXP+	GDS	PP	33.3%	52.1% +2.1%	12.5% +2.1%	Non-PP	20.6%	74.9% +3.8%	31% +7.3%
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PP pupils in KS2 will be targeted with extra support in the classroom, as well as participate in SMEH and team building activities.	<p>Additional support staff in KS2 with a specific focus on supporting identified PP pupils both academically and socially / emotionally.</p> <p>'Nurture Art' sessions to be provided for identified PP pupils weekly by a skilled art teacher.</p>	<p>The SEMH needs of pupils, especially KS2, have been positively impacted this year – with key pupils accessing more learning and making better progress.</p> <p>Pupils accessing nurture art have been provided with tools to use to express their emotions in a creative way. Pupil well-being and relationships with each other and key adults have developed as a result of this – seeing a reduction in SEMH needs within identified group.</p>																																							
Pupils to have access to high-quality teacher-led intervention based on specific learning needs.	Teachers will have one afternoon each week of release time to implement and track teacher-led intervention for specific pupils.	<p>Identified pupils have benefitted from weekly intervention sessions with their class teachers. By targeting specific pupils, disadvantaged outcomes have shown impact:</p> <table><tr><td rowspan="2">Reading</td><td>PP</td><td>33.3%</td><td>52.1% +2.1%</td><td>12.5% +2.1%</td></tr><tr><td>Non-PP</td><td>20.6%</td><td>74.9% +3.8%</td><td>31% +7.3%</td></tr><tr><td rowspan="2">Writing</td><td>PP</td><td>33.3%</td><td>45.9% +14.6%</td><td>2.1% +2.1%</td></tr><tr><td>Non-PP</td><td>32.3%</td><td>60.6% +4.7%</td><td>13% +5.8%</td></tr><tr><td rowspan="2">Maths</td><td>PP</td><td>39.6%</td><td>45.9% +4.2%</td><td>4.2% +4.2%</td></tr><tr><td>Non-PP</td><td>20.6%</td><td>74.2% +7.7%</td><td>22.6% +3.5%</td></tr></table>	Reading	PP	33.3%	52.1% +2.1%	12.5% +2.1%	Non-PP	20.6%	74.9% +3.8%	31% +7.3%	Writing	PP	33.3%	45.9% +14.6%	2.1% +2.1%	Non-PP	32.3%	60.6% +4.7%	13% +5.8%	Maths	PP	39.6%	45.9% +4.2%	4.2% +4.2%	Non-PP	20.6%	74.2% +7.7%	22.6% +3.5%												
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<p>Parents &amp; wider family members will be supported for identified PP pupils.</p> <p>Identified families will receive support in school attendance, with the aim of increasing attendance % and reducing persistence absence.</p>	<p>To provide parent workshops and support based on need.</p> <p>Extra support provided during school's Coronavirus closures for parents and families and well as school places offered for the most in need.</p> <p>Provide free wrap around care for identified pupils who need it.</p> <p>Provide free / subsidised access to clubs, trips &amp; residential for identified pupils.</p>	<p>Feedback from parents highlighted the positive support received for pupils and families during the school's closures. The most vulnerable pupils were able to attend school in smaller groups.</p> <p>Pupil uptake for wrap around care has enabled parents to be supported for a longer duration across the school day.</p> <p>Pupils have engaged with and experienced a range of trips and experiences, especially during the school's first 'Activities Week' in 2021.</p>
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