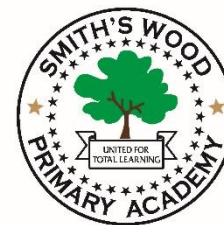


Smith's Wood Primary Academy

Pupil Premium Strategy



1. Summary information					
School	Smith's Wood Primary Academy				
Academic Year	2020/21	Total PP budget	£264 965	Date of most recent PP Review	10/20
Total number of pupils	457	Number of pupils eligible for PP	227	Date for next internal review of this strategy	07/21

2. Current attainment (based on 2018-2019 data)			
	SWPA Pupils eligible for PP	SWPA Pupils not eligible for PP	National
% achieving expected standard or above in reading, writing & maths	83%	87%	65%
% at expected standard in reading	82%	86%	73%
% at expected standard in writing	88%	100%	78%
% at expected standard in mathematics	90%	93%	79%
3. Barriers to future attainment (for pupils eligible for PP)			
Academic barriers (issues to be addressed in school, such as poor oral language skills)			
A	Deprivation levels are high within the locality with approximately 51% of pupils entitled to a Free school Meals.		
B	Children enter school, on average, well below the expected levels.		
C	Communication, language and Literacy (CLL) and numeracy are key areas of weakness on entry to the school, alongside social and emotional development.		
D	Levels of Special Educational Needs are above national average, with a large proportion of pupils requiring S&L tailored support		
E	There are relatively high numbers of pupils with social and emotional issues.		
F	Gap between attainment of PP and Non PP pupils apparent following the lockdown period		
Additional barriers (including issues which also require action outside school, such as low attendance rates)			
G	Historically low perception from parents on the importance of attendance. This includes historic levels of persistently absent pupils		
H	High number of vulnerable families and pupils with social and emotional needs		

4. Desired outcomes <i>(desired outcomes and how they will be measured)</i>		Success criteria
A	PP attainment and progress tracking used to provide relevant intervention	Pupil progress meetings show improved progress and attainment outcomes for PP pupils
B & C	Prompt action to address low baseline in EYFS so pupils have best opportunities to catch up with their peers	Children make rapid progress across all areas of EYFS to meet age related expectations at the end of reception and close gap with non PP children
D	SEND PP pupils to make same levels of progress, from starting point, as their peers	Quality first teaching for all groups is outstanding Quality interventions delivered to address gaps
E	Pupils social and emotional issues supported through extensive inclusion team	Targeted support for social and emotional wellbeing of pupils Tracking monitored for impact on attendance, attainment
F	Gap between PP and Non PP pupils minimal	PP pupils make equal progress in comparison to Non PP pupils
G	Pupils and families with low attendance/high persistent absentee levels supported and challenged	Attendance levels continue to rise and % of PA children reduced.
H	Pupils and families with social and emotional needs supported from team within school	Families receive tailored support to address needs
6. Planned expenditure		
Academic year	2020/21	
The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies		
i. Quality of teaching for all		

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Provide 3 ability groups, in each year group for RWM £ 151 500	Maintain high academic standards currently in place at SWPA Ensure pupils in all year groups make rapid and sustained progress Provide tailored, differentiated sets across all phases	Outcomes of 2018/19 data which shows outcomes for pupils at all phases in line, or above National expectation (see data on 1 st page for KS2 outcomes) Progress measures at end of KS2 are 'average' or 'above average' but aim to improve progress measures, particularly in relation to the gaps of the learning evident following lockdown Gap between PP and Non PP evident following lockdown, as shown through internal standardised data outcomes, therefore smaller group sizes will reduce gap	Review of data at termly PP meetings Intervention outcome analysis Quality teaching reviews- learning walks from SLT and subject leads	SLT	Termly at PP meetings

<p>New whole school home reading phonics scheme linked to RWI scheme</p> <p>£1500</p>	<p>To improve reading fluency and comprehension standards throughout FKS and KS1</p> <p>To enable the % of EYFS children reaching expected standard in Reading to be in line with national expectations</p> <p>To ensure that at least 95% of SWPA pupils pass the phonics screening test</p>	<p>Maintain phonics outcomes across FKS and KS1</p> <p>Improve comprehension skills of FKS and KS1 pupils</p> <p>Fluency of reading skills to improve as evidenced through internal data tracking</p>	<p>RWI lead to monitor</p> <p>Review of RWI outcomes and analysis</p>	VH/ AP	termly
<p>Additional group teacher in Year 6 (VH)</p> <p>Cost of AHT for year including on costs</p> <p>£43 000</p>	<p>Wider levels of differentiation and provision offered for Year 6 pupils</p> <p>Y6 prepared for secondary</p>	<p>Results of internal standardised tests scores show that gap between PP and Non PP is evident following lockdown</p> <p>Need to ensure high standards of KS2 outcomes are maintained- in excess of National</p> <p>Improve rates of progress for Year 6 pupils</p> <p>Ensure gap between PP and Non PP is reduced</p>	<p>Review of termly standardised data outcomes for Year 6 groups</p> <p>Review of intervention actions</p> <p>SLT monitoring & evaluation</p>	VH/ ST	termly

Provision of additional TA time to support targeted groups in morning and deliver interventions Based on 1 additional TA per year group for morning support £50 400	Close the gap between PP and Non PP children	Data shows that following lockdown, there now exists a gap between PP and Non PP achievement	Review year group interventions Observations/monitoring Teaching and learning review Half termly pupil progress meetings	MT/ NH/ PK	Termly
Additional staffing employed for phonics delivery £4050	All pupils make rapid progress in RWI Outcomes for Yr 1 phonics screening to be in excess of National (as is has been since test was introduced) PP pupils to achieve attainment and progress in line with Non PP pupils	Outcomes of phonics data for last 5 years shows outcomes for pupils in excess of National expectation 2018/19- 97% National 82% 2017/18- 97% National 81% 2016/17- 97% National 81% 2015/16- -95% National 77% 2014/15- -94% National 74%	RWI lead to monitor Review of RWI outcomes and analysis	SLT	termly
Total budgeted cost					£250 450

ii. Targeted support- Inclusion

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Increased access to school counsellors for SWPA pupils</p> <p>CI- £8785 CB- £4345 EW- £900</p>	<p>Pupils referred to inclusion team to have rapid access to identified in school counsellor</p> <p>Emergency referrals to receive support within 5 days</p>	<p>High level of vulnerable pupils in the school needing swift support</p> <p>Impact of social and emotional issues on learning can be minimised through targeted inclusion support</p>	<p>Termly assessment data – improving test scores and ability to access tests</p>	MT/ NH/ PK	Termly
<p>Child & Family Support Workers x 2</p> <p>£41 900 based on</p> <p>PK 5 days a week LO 3 days a week</p>	<p>To lead as DSL's in the school and support with CP concerns</p> <p>To swiftly respond to family and pupil's issues raised so that learning is not affected</p> <p>To support families with individual identified needs (e.g. attendance, debt, crisis, bereavement...)</p>	<p>51% PP children</p> <p>High level of depravation in local area serving school</p> <p>Families and individuals are often identified as needing additional support</p>	<p>Weekly inclusion meetings with inclusion manager, DHT/ HT/ SENCO</p> <p>C&FSW to track input through case studies/ reviews</p> <p>Feedback from analysis linked to school counselling tracking</p>	MT/NH/PK/LO	termly

<p>CSAWS attendance support</p> <p>£9000</p>	<p>Target attendance to increase levels</p> <p>Support in monitoring and reducing PA levels</p> <p>Work with families to meet and discuss strategies for positive school attendance</p> <p>Liaise with enforcement for families not engaging</p>	<p>To achieve National levels of attendance, external support is required to tackle long standing attendance issues</p> <p>PA levels can rise rapidly</p> <p>Some families in the community have historically low levels of attendance and continual work needs to be done</p>	<p>Weekly attendance prize in assembly</p> <p>Class prizes by individual teachers</p> <p>Weekly meetings with inclusion manager to review impact</p> <p>Data to be sent half termly to SM to detail PP attendance/PP Persistent absence and impact of intervention from CSAWS – case studies</p>	VH/ DG/ SV	Termly
<p>Head of Personal development, Behaviour & Attitudes</p> <p>£39 400</p>	<p>Ensure pupils at SWPA experience 'outstanding' personal development opportunities, alongside the academic</p> <p>To improve attainment and progress in all subjects through development of personal development and well-being</p>	<p>Many vulnerable pupils, in a deprived area need to have the opportunity to experience opportunities which contribute to skills for life</p> <p>Enhance the 'More than a School' motto which SWPA holds</p> <p>SWPA pupils deserve to be offered opportunities outside of the norm</p>	<p>Close tracking of personal development opportunity offered</p> <p>Data analysis of impact on pupils' behaviour/ attendance</p> <p>Outcomes of inclusion support</p>	NH/ DG	termly
<p>Speech & Language therapist employed by school for assessments</p> <p>£2000</p> <p>Support staff member for 2 afternoons a week to deliver S&L interventions</p>	<p>Identified pupils with S&L concerns assessed and offered intervention swiftly</p> <p>Tailored S&L support provided for individual pupils through 1: work</p>	<p>High numbers of pupils enter school with Communication and language difficulties</p> <p>Time waiting for support for external agencies can be long, therefore in school provision targets need swiftly</p>	<p>Regular reviews to be undertaken between S&L therapist and support member</p> <p>Assessments completed to show progress made</p> <p>Reviews and training undertaken as required</p>	MT/ AC/ NT	termly

£3500					
NELI – DFE language programme for EYFS pupils Low costings, but awaiting final figure	To improve the Communication and language strand of EYFS	Low baseline for pupils entering SWPA in terms of communication & language Need to increase the % of pupils achieving the expected standard in CLL in EYFS	Monitoring and data analysis from EYFS lead	AP	termly

Total budgeted cost £109 830 currently

iii. Other approaches

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Provide enhanced extra-curricular opportunities for SWPA pupils KK/ DM £2500 Commando Jane £11 000	Improved pupil engagement in activities which extend their core learning Increase confidence levels for SWPA	High number of disadvantaged and vulnerable pupils who deserve opportunities to extra personal development opportunities to enhance core school provision Opportunities for SWPA pupils to engage in opportunities outside of school minimal	Review of extra-curricular attendance data Behaviour log analysis Response to pupil and parent views	NH/ DM/ KK	Termly

Total budgeted cost £13 500

Total Pupil Premium predicted spend for the academic year 2020-21 **£373 780**

Over spend of £108 815 in relation to the £264 965 received