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| **Woolpit Primary Academy Pupil Premium Strategy**  **2020 - 2021** | | | | | |
| **School** | Woolpit Primary Academy | | | | |
| **Academic Year** | 2020-21 | **Total PP budget** | £52,455 | **Date of most recent PP Review** | 31.07.2020 |
| **Total number of pupils** | 116 | **Number of pupils eligible for PP** | 39 (30%) | **Date for next internal review of this strategy** | 01/21 |

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| 1. **Current attainment from 2019 data (No data in 2020)** | | |
| **KS2 (Y6) Achievement and progress (PP cohort of 11/20 in 2019)** | *Pupils eligible for PP (your school)* | *Pupils eligible for PP (national average)* |
| **% achieving in reading, writing and maths combined** | Reading: 46 %  Writing: 27%  Maths: 36%  Combined: 9% | Reading: 62%  Writing: 68%  Maths: 67%  Combined: 51% |
| **Average progress score in reading** | -5.9 | -0.6 |
| **Average progress score in writing** | -5.1 | -0.5 |
| **Average progress score in maths** | -4.3 | -0.7 |
| **KS1 (Y2) Achievement and progress (PP cohort of 7/28 in 2019)** |  |  |
| **% achieving in reading, writing and maths combined (PP)** | **Combined: 57%**  Reading: 57%  Writing: 57%  Maths: 57% | **Combined: 50%**  Reading: 67%  Writing: 55%  Maths: 62% |
| **Y1 Phonics Screening Check (PP cohort of 9/30 in 2019)** |  |  |
| **% of pupils passing the phonics screening check** | 20% |  |
| **Reception – GLD (PP cohort of ?/19 in 2019)** |  |  |
| **% of pupils reaching a Good Level of Development** | % |  |

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| 1. **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)* | | | |
|  | | Children not working at age related level expected, they have gaps in their learning | |
|  | | Social and emotional and mental health support for families | |
| **C.** | | Weaknesses in learning behaviours e.g. lack of independence, resilience or confidence | |
| **D.** | | Speech and Language on entry is below. This effects vocabulary understanding and development later on in school | |
| **E.** | | Absence and lateness | |
| 1. **Desired outcomes** | | | |
|  | ***Desired outcomes and how they will be measured*** | | ***Success criteria*** |
|  | Good progress and attainment for all pupils. Gaps in knowledge and understanding and beginning to close.  Ensure teaching is precise and of a high quality to meet the needs of all pupils.  Effective home learning | | * Children on Venn diagrams will have made progress from pre-key stage data * PUMAs and PIRAs show that PP children are achieving closer to their peers * Star Reader assessments show progress in vocabulary development and individuals’ areas for development. This will be discussed in Pupil progress meetings * Children will be engaged in their learning. In pupil premium books and pupil perception meetings children will show they have more knowledge from our curriculum in their long-term memory. * All teachers receive appropriate CPD to facilitate QFT * Some vulnerable pupil premium pupils attended during lockdown and made rapid progress socially and emotionally to enable them to participate more fully in their learning |
|  | More families who need mental health and wellbeing support to ensure their children can access their schooling more effectively are being supported by school. | | * Parents of pupil premium children are more confident in discussing issues with family support worker and class teachers * Parents and children who struggle with mental health and wellbeing build good relationships with the staff at school, therefore trust the support we are giving their children * Children are more engaged with school and feel positive about learning because they have built positive relationships with school staff * Parents are willing to access outside agencies support where school have signposted * PATHS training programme will support pupils and their families to manage emotions more effectively |
|  | Challenging behaviours are managed well to support children to access their learning. | | * Consistency with behaviour process throughout the whole school * All staff have the same approach to behaviour needs and show a consistent expectation * All children are able to access to their learning, feel comfortable in their classroom and have their emotional needs met to enable them to fully engage in their learning |
|  | Speech and language gaps to be identified early and support given to enable children to access learning alongside their peers. | | * Baseline assessments on speech and language completed on entry at Reception * Intervention given as a priority to the children who have entered Reception below the expected standard for speech and language * Reading and phonics develop clear progression to support expanded vocabulary * Children to be exposed to stories daily to enhance their understanding of language and vocabulary |
|  | The percentage of attendance has increased to at least national and children arriving late has reduced. | | * All children arriving to school on time and ready to learn * The attendance policy is understood by all stakeholders and used accordingly * Family support worker/attendance officer supporting families who find it difficult to get their children in school. |

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| **How is the money spent?** NB – all amounts listed are not total costs but the contribution taken from PP funding towards these costs. | **COST 2019/20** |
| **Pupil Premium lead**  Has the strategic over view of how pupil premium funds are spent and monitors and evaluates the impact of these, including any school improvement outcomes. | £8800 |
| **Power of Reading – training and resources**  English curriculum is completed through high quality texts, exposing them to a richer vocabulary. Children will be supported to develop their reading skills across the whole curriculum. This will also enable children to develop a wider catalogue of vocabulary to use in writing and will support them with reasoning in maths. | £3600 |
| **Attendance officer time**  Time spent every week to gather the attendance data for all pupils, including PP children. Time will be spent sending letters to parents who have attendance that has dropped. | £875 |
| **Family Liaison Practitioner –**  Supports families and children with increasingly difficult circumstances. | £5785 |
| **Behaviour Support Assistant**  Behaviour support assistant to support pupils with challenging behaviour. This support varies dependent on individual need. Runs a breakfast club each morning to ensure PP children are in school on time and have a nutritious breakfast. During this time they are supported emotionally to get a good start to their day. Develops behaviour support plans to ensure that staff are supported in ensuring a consistent and appropriate level of support that is tailored to the individual needs of the pupil. A number of PP pupils require this support for differing amounts of time. By working specifically with pupils, staff and families behaviour for learning can be improved enabling PP pupils to engage fully in their learning. | £28928 |
| **PATHS Programme**  PSHE scheme and resources to support children in the school to enable them to build relationships that are respectful, enjoyable and build resilience. The programme develops and supports mental health and well-being for all pupils in school and will develop parental skills through workshops, particularly PP children. The ability to manage emotions and develop resilience is something that many PP children struggle with, teaching them strategies to support them with this and developing a consistent approach that works alongside the behaviour strategies used ensures they are supported effectively. | £0 |
| **Curriculum Development**  The English curriculum has been developed through using the Power of Reading programme including training for each Key Stage lead. Phonics programme ensures progression in both reading and writing, with regular assessments to monitor progress and enable focused interventions to be carried out. A well-planned curriculum for all subjects, which encourages greater engagement.  Power of Reading subscription. | £3152  £250 |
| **Nuffield Early Intervention Language Programme**  Looking at gaps in children’s understanding in oral language and then identifying areas to build on in intervention. If accepted for this programme will ensure structured language development for children in Reception. Language Link or alternative intervention to be used if not accepted for the programme. | £0 |
| **HLTA – work on speech and language**  HLTA will be completing speech and language intervention. | £1300 |
| **Total Spend** | £52690 |