

## Pupil premium strategy / self-evaluation (primary, middle)

1. Summary information					
<b>School</b>	Stoke Damerel Primary Academy				
<b>Academic Year</b>	2020-21	<b>Total PP budget</b>	£149,700	<b>Date of most recent PP Review</b>	Nov 2020
<b>Total number of pupils</b>	408	<b>Number of pupils eligible for PP</b>	126	<b>Date for next internal review of this strategy</b>	March 2021

2. Current attainment		
<b>Key Stage 2 outcomes as recorded during internal moderation in March 2020 prior to school closure</b>	<i>Pupils eligible for PP (your school)</i>	<i>All Pupils (your school)</i>
<b>% achieving expected standard or above in reading, writing &amp; maths</b>	<b>43%</b>	<b>62%</b>
<b>Key Stage 2 Progress</b> (% making expected progress from Year 2 – March 2020)		
<b>making expected progress in reading</b>	<b>86%</b>	<b>89%</b>
<b>making expected progress in writing</b>	<b>93%</b>	<b>85%</b>
<b>making expected progress in mathematics</b>	<b>93%</b>	<b>84%</b>

3. Barriers to future attainment (for pupils eligible for PP)	
<b>Academic barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	Lack of home support and general engagement with school and low aspirations can result in reduced effort, progress and attainment for disadvantaged pupils
<b>B.</b>	In reading a lack of home support can result in reduced access to books and reading which leads to reduced progress and attainment for disadvantaged pupils
<b>C.</b>	Poor language and communication skills especially on entry to EYFS; these limit the pupils' ability to communicate and understand spoken instructions. The delay in acquisition of age appropriate language skills impacts negatively on all curriculum areas.
<b>D.</b>	Children with potential to access the grammar schools in Plymouth are not accessing the support they need and achieving this aspiration

<b>E.</b>	Service children with social and emotional needs linked to parents serving away from home which leads to lower focus and attention during academic learning	
<b>F.</b>	High behaviour, social and emotional needs, leads to limited focus and attention during academic learning.	
<b>Additional barriers</b> <i>(including issues which also require action outside school, such as low attendance rates)</i>		
<b>G</b>	Attendance of disadvantaged pupils is below that of other children.	
<b>4. Intended outcomes</b> <i>(specific outcomes and how they will be measured)</i>		<b>Success criteria</b>
<b>A.</b>	<p>Accelerate the progress of disadvantaged pupils in all subjects to further reduce in-school gaps in attainment. Reviewed during pupil progress meetings and analysed/monitored via in school tracking/gaps analysis reports.</p> <p>Additional teachers in Years 6 to allow for focused teaching, support, intervention and tutoring in reading, writing and maths.</p> <p>HLTA in years 1 – 5 to support teaching in the core subjects through focused support in lessons and through small group support, additional pre teaching and post teaching in mathematics and writing</p> <p>Improve the support for the learning the fundamentals of mathematics through virtual learning platforms to support home work (Mathletics and times tables Rock stars )</p> <p>Parents supported to address specific family barrier that may impact their ability to support their children (e.g financial or social pressures)</p>	<p>Attainment gap between disadvantaged and non-disadvantaged pupils is reduced (whole school and individual cohorts) due to the accelerated progress of this group in all subjects.</p> <p>In 6 the attainment gap between disadvantaged and non-disadvantaged pupils is significantly reduced through directed support and tuition to ensure that children have the core skills to be ready for the next stage of education.</p> <p>Data demonstrates that disadvantaged pupil attainment and progress is in line with National comparisons in FS/KS1/KS2 and that this is sustained over time.</p> <p>Parent and family support by the PSA and HLTAs shows impact through engagement, attendance and outcomes for specific families and groups</p>

<p><b>B.</b></p>	<p>Accelerate the progress of disadvantaged pupils in reading and phonics to further reduce in-school gaps in attainment. Reviewed during pupil progress meetings and analysed/monitored via in school tracking/gaps analysis reports.</p> <p>Improve the resources to support early reading (RWI) and home learning (Reading Eggs)</p> <p>Increase in regular home reading by disadvantaged pupils. Reviewed through monitoring of the bookmark reward program and parental engagement with specific reading support</p> <p>Specific support for parents in YR – 2 to support them in helping their child to read at home</p>	<p>Attainment gap between disadvantaged and non-disadvantaged pupils is reduced in reading and phonics (whole school and individual cohorts) due to the accelerated progress of this group in all subjects.</p> <p>All children complete the three bookmark reading challenge across the year</p>
<p><b>C.</b></p>	<p>Improved Oral and Communication skills in all year groups but rapid improvement in EYFS and KS1 pupils so that early Speech and Language intervention impacts positively on all outcomes across the curriculum and supports good progress and attainment in Literacy and Numeracy. Pupils eligible for PP in FS to make rapid progress in phonics from their low starting points so that in Y1 they can exit the phonics programme and progress more rapidly onto independent reading for comprehension.</p>	<p>End of EYFS:</p> <ul style="list-style-type: none"> <li>- % gap between disadvantaged and non-disadvantaged pupils attaining GLD continues to narrow</li> <li>- Maintain the very good progress of EYFS PP pupils in the area of speaking.</li> <li>- Reduce the gap in phonics attainment at exit of EYFS between disadvantaged pupils and non-disadvantaged peers</li> </ul> <p>Improved oracy and vocabulary comprehension will support better outcomes in reading comprehension and maths reasoning ability – measured within improved Reading comprehension (PIRA scoring) and maths reasoning outcomes.</p>

<p><b>D.</b></p>	<p>Establish a coordinator role to link with grammar schools and support GDS pupils and their families</p> <p>Support for parents to set an aspiration for access to grammar schools in year 4</p> <p>Access to tutoring for specific children with potential to access grammar schools in year 5</p> <p>Transition support for children and families with a place at grammar school in year 6</p>	<p>Increased number of PP children attaining GDS are successful in passing 11+ and going to grammar school</p>
<p><b>E.</b></p>	<p>For service children to come to school ready to engage in learning and be supported to deal with external influences. Service pupils to have access to a range of additional welfare services to support them with this need.</p>	<p>PSA to establish a service children online group to maintain connection between the children while 'year group bubbles' are in operation</p> <p>PSA to maintain regular phone communication with service families and support through access to wider support as required</p>
<p><b>F.</b></p>	<p>For children to come to school ready to engage in learning and be supported to deal with external influences. Pupils to have access to a range of additional welfare services to support them with this need.</p>	<p>YR – 5 HLTA establish as a wellbeing champion – regular phone communication with key families, establish wellbeing groups as required e.g. ELSA/lego therapy</p> <p>MAST/CAMHS and Educational Psychology teams are available for pupils and families. Tracking of participation and outcomes from use of these services can demonstrate improved outcomes for pupils and families</p> <p>Behaviour tracking (with a focus on disadvantaged pupils) shows improved behaviours over time and a reduction of higher -level sanctions</p>

<b>G.</b>	Improved attendance for pupils in the disadvantaged group, measured in monthly meetings with the EWO	Overall Attendance at or close to 96.3% to exceed national average Also: - Gap to narrow between disadvantage pupil attendance and non-disadvantaged pupil attendance - Reduction in % pupils persistently absent (15 or more sessions).
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5. Planned expenditure					
<b>Academic year</b>	<b>2020-21</b>				
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?

<p>Progress of disadvantaged pupils is accelerated in all subjects. Quality First Teaching provision for all pupils including enhanced AfL strategies to enable pupils to understand and articulate their learning and next steps</p>	<p>Embed the training for teachers, teaching assistants and pupils in John Hattie's Visible Learning approach. Focus on developing Assessment capable learners and Master Teachers</p> <p>Pupil Progress Meetings to focus on the progress and attainment of PP children</p> <p>Ensure high quality and immediate feedback is given to all pupils within marking and during learning time (with a focus on PP pupils at risk of delayed progress)</p>	<p>John Hattie Visible Learning research – timely and effective feedback has effect size of 0.76 (almost double expected yearly progress)</p> <p>Pupils' ability to visualise and vocalise their own learning resulting in self-aware learners who are eager to challenge themselves to make progress</p>	<p>INSET sessions planned through year focused on John Hattie's 'Assessment capable learners' and the Master Teacher standards</p> <p>Invite all teaching staff to Pupil Progress Meetings when analysing pupil performance (particularly for disadvantaged pupils) – cover implications</p> <p>The effective use of AfL strategies in all subjects is a focus in additional INSET time.</p> <p>Smaller class groups and 6 for core subjects to allow for more personalised teaching, support, intervention and tutoring</p> <p>HLTA class based support in Y1 - 5</p>	<p>SS AB ML NW</p>	<p>At performance review in March 2021</p> <p>During all Pupil Progress Meetings (3x yearly)</p> <p>During monthly 6 assessment and impact meetings</p>
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<p>Improved teaching of reading in all year groups.</p> <p>Increase engagement in home reading, particularly for disadvantaged pupils</p>	<p>Improved outcomes in phonics at the end of Year 1 and year 2</p> <p>All children regularly reading at home and achieving their 3 bookmark reward</p> <p>Pupil Progress Meetings to focus on the reading progress and attainment of PP children so that class provision is constantly revised and improved for PP group.</p>	<p>Sutton Trust/EEF: Developing reading comprehension strategies + 6 Months, Effective teaching of phonics +5 months, 1:1 tuition (through well delivered parent reading support) + 5 months</p>	<p>Early reading to be taught in differentiated groups by 16 members of staff across EY – Y2 using the Read Write Inc approach</p> <p>Reading to be taught within a 45 minute learning session with planned teaching linked to the appropriate reading development stage</p> <p>INSET time to be prioritised</p> <p>Reading coordinator to monitor engagement with the home reading reward program and support the EY – 2 teachers to deliver 1:1 parent support to improve home reading for children falling behind</p>	<p>SS AB</p>	<p>At the Reading coordinator's performance review in March 2020</p> <p>During all Pupil Progress Meetings (3x yearly)</p>
					<p><b>Total cost</b> <b>£82,900</b></p>

<b>ii. Targeted support</b>					
<b>Action</b>	<b>Intended outcome</b>	<b>What is the evidence and rationale The</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Early identification and intervention for pupils with speech and language issues	1 x S&L intervention HLTA to support daily and weekly programmes  Additional HLTA support for key children in FDN to develop CLLD	The communication Trust – By the age of 5, 75% of children who experience poverty persistently throughout the early years are below average in language development...	EYFS leader will monitor through regular meetings with the S&L intervention  EYFS leader will monitor the quality of intervention Teaching Assistant provision of speech and language  EYFS leader will monitor the impact of HLTA support	ML	Mid year: March 2021
Support for GDS pupils to access grammar schools	Grammar school access coordinator role established  Y 4 – 6 program established including access to tutoring for 11+ in year 5	Long term outcomes for children who attend grammar school  Increased access to university	Head teacher to establish the role and support the set up of the access program	SS	Jan 2021/ July 2021



<p>Barriers to learning and engagement can be removed for pupils requiring support with social, emotional, mental health and behavioural issues.</p>	<p>HLTA wellbeing champion in YR – 5 / SENDco champion in Year 6</p> <p>PSA support for service children</p> <p>Educational Psychology services</p>	<p>Sutton Trust/EEF: Social and Emotional Learning + 4 Months.</p> <p>On average, SEL interventions have an identifiable and significant impact on attitudes to Learning Mentor/ counselling/Art therapy Support: Outside provision is brought into the school to work with individuals to help overcome trauma, bereavement, build social skills and self-esteem and develop positive attitudes to learning, thus raising academic attainment.</p> <p>Ed Psych service: Early intervention for complex problems.</p>	<p>Services within school to be coordinated by SENDCo to ensure pupils with highest level of need can be prioritised and to liaise with parents/carers and MAST professionals Plymouth Excellence Cluster quality assurance and ongoing professional development training for MAST</p> <p>Observations of SEMH interventions during Half termly inclusion learning walks by the SENDco</p> <p>Half termly review and planning meetings between HLTA / PSA and SENDCO</p>	<p>IE SS</p>	<p>Half termly</p> <p>March 2021</p>
<p>PP children to have continued access to educational and social experiences</p>	<p>Support for access to residential trips in Year 4 and 6</p>	<p>Equality of access</p>	<p>All PP children able to attend residential trips</p>	<p>GS/ NW</p>	<p>After the experiences have taken place – review of impact.</p>

**Total budgeted cost  
£53,600**

**iii. Other approaches**

<b>Action</b>	<b>Intended outcome</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<p>Raise attainment through improved attendance and reduced frequency of lateness and persistence absenteeism.</p>	<p>Enhanced EWO services (purchased from LA) to enable increase to fortnightly monitoring of attendance Dedicated administrator to ensure the prompt response to dropping attendance (and coordination with PSA/EWO). The purchase of whole school end of year attendance wards to encourage individual pupil attendance and to raise positive profile of attendance in school and parent/carer community</p>	<p>Good attendance is pivotal to good progress and high attainment: NfER briefing for school leaders (2015) identifies addressing attendance as a key step. To ensure good attendance, especially of vulnerable pupils. Previously poor attending pupils have improved attendance and punctuality. Overall attendance target for the school is now 96.3%.</p>	<p>4-weekly EWO visits with Deputy Head teacher, and dedicated administrator will result in prompt referral to EWO or PSA</p>	<p>AB GS</p>	<p>End of each term on receipt of attendance – tracking report from EWO service</p>

<p>Support for families in challenging circumstances which impact negatively on pupil's ability to learn.</p>	<p>Parent Support Advisor available</p> <p>Access to INCo and MAST family services</p> <p>Enhanced welfare support and involvement with hard to reach parents and highly vulnerable families (10% of Safeguarding Lead timetable)</p> <p>HLTA wellbeing elad to keep in regular contact with vulnerable famiiles</p>	<p>Sutton Trust/EEF: Parental Involvement + 3 months</p> <p>External factors linked to disadvantaged circumstances clearly impact negatively on pupils' ability to concentrate and often are the underlying cause of negative behaviours.</p> <p>The success of other strategies outlined in this plan will be greater and be more sustainable in the longer term if underlying family issues can be improved</p>	<p>Meetings between the SENDCO/ Designated Safeguarding Leads to identify needs and support (including sign posting to external agencies when more appropriate to need)</p>	<p>IE ML AB SC</p>	<p>Annual report to Governors (PSA and safeguarding)</p>
					<p><b>Total budgeted cost</b></p> <p><b>£13,200</b></p>
<p><b>Total spend = £149,700</b></p>					
<p><b>6. Additional detail</b></p>					
<p>Please also refer to the catch up premium spending plan to look at how this will complement the spending of the pupil premium grant.</p>					