St Peter's Droitwich Academy Pupil Premium Strategy Statement 2020/21

Vision for the Pupil Premium Grant

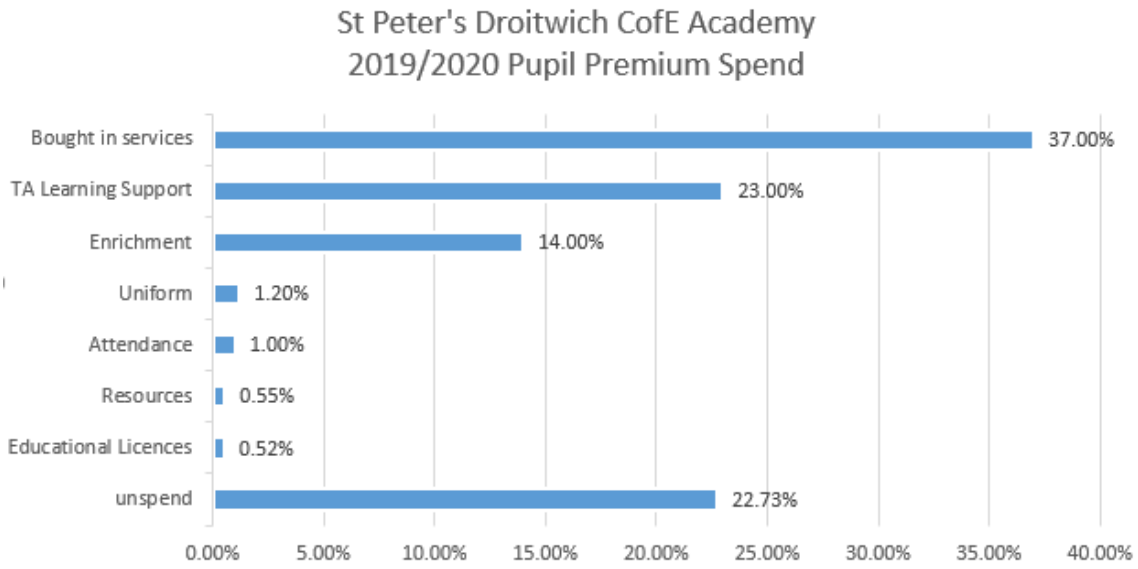
As with every child in our care, a child who is eligible for the Pupil Premium Grant is valued, respected and entitled to develop to his or her full potential, irrespective of need. The PP grant is used on approaches shown to be effective in improving the achievement and opportunities for disadvantaged pupils. This echoes our mission statement, 'Love – Learn –Live'.

1. Summary information					
School	St Peter's Droitwich C of E Academy				
Academic Year	2020/ 2021	**Total PP budget**	£ 43,040	**Date of most recent PP Review**	Sept 2019
Total number of pupils	444	**Number of pupils eligible for PP**	41/444 9%	**Date for next internal review of this strategy**	Autumn 2020

2. Current attainment		
Key Stage 1 SATS 2020 (N/A) Number in cohort: **90** Number of PP pupils**: 8** (12.5%) % in cohort : 91% Non-PP % in cohort : 9% PP	**Y3 Baseline data**	**EOY targets for Y3**
% achieving at least expected standard in reading, writing and maths	**50%**	**63%**
% achieving at least the expected standard in reading	**75%**	**75%**
% achieving at least the expected standard in writing	**50%**	**63%**
% achieving at least the expected standard in maths	**50%**	**63%**
% achieving greater depth in reading	**0%**	**0%**
% achieving greater depth in writing	**0%**	**0%**
% achieving greater depth in maths	**0%**	**12.5%**
Year 1 Phonics 2020 (N/A) Number in cohort: **85** Number of PP pupils**: 7** (14%) % in cohort : 92% Non-PP % in cohort : 8% PP	**Year 2 Phonics Autumn 2020**	
% Pupils reaching the required standard	**71%**	
EYFS 2020 Number in cohort**: 91** Number of PP pupils**: 8** (12.5%) % in cohort : 91% Non-PP % in cohort : 9% PP	**Year 1 baseline data**	**EOY targets for Y1**
% achieving at least the expected standard in reading	**50%**	**62.5%**
% achieving at least the expected standard in writing	**50%**	**62.5%**
% achieving at least the expected standard in maths	**62.5%**	**62.5%**
% achieving greater depth in reading	**12.5%**	**12.5%**
% achieving greater depth in writing	**0%**	**12.5%**
% achieving greater depth in maths	**0%**	**25%**
EYFS 2021 forecast	**Baseline data:% expected**	**EOY targets:% GLD**

Number in cohort: 90 **Number of PP Pupils: 6**		

How did St Peter's spend its Pupil Premium allocation during 2019-20?

Expenditure Activities	**Cost**
Total PP Budget: £47,436 **Number of pupils eligible 32 (7.25%)**	
	
TA learning Support (KK)	3 x p.m. weekly £ 2,500 5.30%
TA Learning Support (RP)	£8,316 17.54%
Motional intervention (License)	£120 0.25%
Dynamo Maths (Licence)	£122 0.25%
Equipment and Resources	£260 0.55%
Senco £50 per hour M6 £40 per hour URP £45 per hour All with on costs included Additional PP meetings & structured conversations	£2,700 5.70%
Professional agency support £2700 autism LST £5000 per year. Ed Psych £4000 per year. EHCP £3,000 • 9 PP pupils on NHS SALT caseload received intervention with PP S&L teacher • X 4 LST assessment • X 1 CCN team assessment • X 1 EP involvement • X1 EHCP obtained	£14,700 31%

Underspend carried forward.	
£355 trips £550 after school clubs £720 milk Structured Conversations £5000 (all spends relate to September 19 – March 20)	£6,625 14%
School Uniform £560 Attendance £440	£1000 2.11%
Total Spends	£36,343 77%

Pupil Premium 2020-21

At St Peter's Droitwich C of E Academy, we are committed to all pupils making good or better progress from their relative starting points and to most pupils attaining age-related standards or greater, whether they are categorised as disadvantaged or non-disadvantaged.

What are the main barriers to educational achievement for pupils entitled to the Pupil Premium grant?

As a result of small numbers of disadvantaged pupils in each cohort and the differences in their learning needs, progress and attainment is variable across the school and outcomes are very cohort dependent. All of the additional interventions are personalised.

The percentage of pupils entitled to Pupil Premium at St Peter's is currently 9%, so caution must be exercised when comparing data to the national figures whether they be for disadvantaged pupils or non-disadvantaged pupils. (According to Government National Statistics data Sept 2020, 17.3% of pupils nationally are known to be eligible for free school meals.)

Key Generic Barriers to Learning:

1. Often (currently 15/41) 36%), pupils who receive the Pupil Premium entitlement are also pupils with SEND and have more complex needs that can have an adverse effect on their learning.

2. Some of our parents of our Pupil Premium pupils are harder to engage in their child's learning and these pupils lack the support the majority of pupils receive at home.

3. Some of our Pupil Premium pupils have poor attendance - 2019/2020 **94.11%** (Non PP 96.55%)

4. Some of our higher attaining disadvantaged pupils do not reach their true potential as a result of challenging life experiences compared to other pupils in school.

5. Pupils lack confidence in their own abilities leading to a lack of independence and resilience

6. Some of our disadvantaged pupils suffer high anxiety and come from families where mental well-being of parent is impacting upon the pupil

7. A small number (2/41) of pupils who receive the Pupil premium entitlement speak multiple first languages including English. In some cases, this may impact upon home learning.

Year Group Specific Barriers to Learning 2020-21:

Year Group	Demographic and characteristics of year group	Barriers to Learning	Focused Action

Year 4	14/87 16% 5/14 SEND : [redacted] Sept. 2020 Baseline: 8/12 below in reading 9/12 below in writing 7/12 below in maths 6/12 pupils attendance below 97% (October) Updated 26.01.21 (+2) 7/14 below in reading 8/14 below in writing 6/14 below in maths 5/14 pupils attendance below 97% (October)	• 2 x pupils with highly complex SEND needs, EHCP. • 2 x Pupils CLA – attachment/SEMH • 4 x pupils with SEMH needs • 5 x pupils on NHS SALT caseload • 2 x EAL	• Pupils targeted through QFT in R, W and M • Pupils below ARE in reading - additional targeted reading and comprehension work with PP TA and class TA • 1:1 TA support for pupil who is CLA with complex SEND • Additional TA hours secured through LAC funding to provide precision teaching with TA/teacher & direct support to engage carers • Motional assessment and intervention for x 2 pupils to support SEMH needs • TAC meetings to support x 1 LAC pupil • Weekly speech and language intervention sessions with S&L TA Autumn 2020 • Targeted conversations • Dynamo Maths intervention x 3 pupils • Funded Malvern residential visit Summer 2020 • Home tuition with TA x 1 pupil with SEND during lockdown
Year 3	8/90 9% 3/8 SEND: [redacted] Sept. 2020 Baseline: 2/8 below in reading 4/8 below in writing 4/8 below in number 3/8 pupils attendance below 97% (October) Updated 26.01.21: 2/8 below in reading 4/8 below in writing 3/8 below in number 3/8 pupils attendance below 97% (Jan)	• 3 x SEND pupils SEMH • Lower parental capacity to support at home i.e. homework, additional learning - previous parent support 3/8	• Pupils targeted through QFT in R, W and M • Pupils below ARE in reading - additional targeted reading and comprehension work with PP TA and class TA • Personalised support strategies for SEMH difficulties and parental support • Pupils targeted through QFT in R, W and M (especially higher attainers to ensure that they are on track) • Targeted conversations
Year 2	7/86 8% 2/7 SEND: [redacted] (Med) Sept. 2020 Baseline: 6/7 below in reading 6/7 below in writing 4/7 below in maths	• Lower parental capacity to support at home i.e. homework, additional learning - previous parent support. 2/7 • 1 x pupil with SEND transferred in Sept 2020	• Pupils targeted through QFT in R, W and M • Pupils below ARE in reading - additional targeted reading and comprehension work with PP TA and class TA • EIFST involvement Autumn x 1 pupil

	4/7 pupils attendance below 97% (October) Updated 26.01.21: 6/7 below in reading 6/7 below in writing 5/7 below in maths 4/7 pupils attendance below 97% (Jan)	• 1 x pupil medical needs (SEND) impacting on attendance	• Targeted conversations
Year 1	9/90 10% 3/9 pupils SEND: [redacted] Sept. 2020 Baseline: 5/8 below in reading 4/8 below in writing 2/8 below in number 4/8 pupils attendance below 97% (October) Updated 26.01.21 (+1) 4/9 below in reading 4/9 below in writing 3/9 below in number 3/9 pupils attendance below 97% (Jan)	• Lower parental capacity to support at home i.e. homework, additional learning 2/8 • 2 x pupils with SEND are CLA • 2 x pupils with SEND have speech and language difficulties • 1 x pupil monitored for SEMH needs • 1 x pupils with SEND also monitored for SEMH needs	• Pupils targeted through QFT in R, W and M (especially higher attainer to ensure that they are on track) • Pupils below ARE in reading - additional targeted reading and comprehension work with PP TA and class TA • Afternoon TA hours secured through LAC funding to provide targeted intervention for x 2 pupils to reach epep targets specified • TAC/ePEP meetings to support x 2 LAC pupils • Motional tracking and intervention for x 2 pupils • Professional support (EP) for x 1 pupil monitored – SEMH/attachment/attention • Targeted conversations • EP consultation for x 2 CLA
EYFS	9/89 10% 3/9 SEND: [redacted] Sept. 2020 Baseline: 6/6 are below ARE 4/6 below in reading 6/6 below in writing 2/6 below in number 3/6 pupils attendance below 97% (October) Updated 26.01.21 (+3) 2/9 are below ARE 2/9 below in reading 2/9 below in writing 2/9 below in number 4/9 pupils attendance below 97% (Jan 2021) EH (part time) NS KB FD	• Lower parental capacity to support at home reported i.e. homework, additional learning 3/6 due to parental circumstances (work, mental wellbeing, family circumstances) • 3 x pupils with SEND have speech/communication difficulties which impact on phonological skills for reading/writing – NHS caseload • 1 x pupil with SEND has complex needs impacting in speech & language, cognition and motor skills • 1 x pupil with SEND is also CP • 1 x pupil with SEND is post LAC	• TAC meetings to support x 1 pupil with complex needs including EP • Weekly Speech and Language TA intervention sessions • Targeted reading with reading volunteer/SIB member/EYFS leader – additional weekly read with an adult • Targeted conversations • Coaching for parents/carers in completion of home-learning • Home-learning packs delivered • 1:1 SALT intervention for NHS S&L plans continued through school closure • EHCP needs assessment request submitted

How will St Peter's spend its Pupil Premium allocation in order to address these barriers, why have we taken these approaches and how will we measure the impact on pupil outcomes?

At St Peter's, we think strategically about using strategies that will combat the barriers and have the biggest impact on pupil learning and outcomes. We take into account findings from the EEF and find out as much as we can about best practice nationally to make the biggest difference to our pupils.

During 20-21, we will spend the Pupil Premium allocation in the following ways in order to minimise and eradicate the barriers outlined above:

A) See focused action outlined above

B) High quality provision for all PP pupils

1) Continue to recruit high quality teachers and learning assistants to deliver effective Quality First Teaching for all
2) Continue to regularly monitor progress rates of Pupil Premium pupils and adopt a forensic approach when identifying what is needed to accelerate their progress i.e. tailor all intervention and enrichment activities to impact significantly on progress rates
3) Targeted teaching and progress tracking using the Birmingham Continuum Toolkits for English and maths
4) Build in additional support via Pupil Premium teaching assistant Karen King for targeted reading & comprehension work
5) Extend MAT focus on reading and comprehension to become the primary focus for PP children in 2020-21 via a targeted curriculum, appropriate and effective organisation of teaching groups and high quality resourcing:

Autumn 1:

- Obtain baseline reading data
- Share systems for communicating progress of PP pupils between class teachers, Pupil Premium TA and SENDCo/DT
- Direct PP teaching to developing reading routines, additional teaching of phonics and prompts for reading fluency using Engage texts.

Autumn 2:

- YARC assessment of reading comprehension with all PP pupils
- Use of reading comprehension teaching resources with pupils targeted within guided reading/intervention sessions, provision of home learning tasks
- identification of pupils who are not reading regularly at least 3 x weekly with a *staged approach to securing engagement of parents
- Identification of pupils who are not completing weekly homework tasks via Seesaw with a staged approach to securing engagement.
- Monitoring of progress through 'book looks' and Birmingham Continuum tracking
- Learning walks

Spring 1:

- YARC assessment of reading comprehension to be completed with pupils present
- Reading comprehension resources to be used across setting for PP pupils attending and available for targeted home learning work
- Monitoring of responses to home learning
- Calls to families to provide coaching and support to access home learning
- Weekly updates on vulnerable pupils recorded and collated to assess ongoing levels of need
- Access to Engage Literacy ebooks secured and appropriate book bands to be accessed shared with pupils/families
- PP teacher and TA directed to supporting curriculum access across year 2
- Continued attention to provision on a personalised level in terms of targeted support and professional involvement

- Additional TA support for PP/SEND pupils across Year 4: Dynamo maths, targeted reading, Comprehension focus.

6) Continue to develop CPD programmes for learning assistants so that all intervention programmes are delivered by highly effective personnel, e.g. attachment awareness, emotion coaching
7) SENDCo/DT to follow the graduated approach to SEND and engage with professional teams in a timely manner to ensure effective teaching strategies and interventions are in place for multi-disadvantaged pupils. Involvement will be recorded in year group chronologies for pupils with SEND. Reports will be shared via team meetings involving professionals, class teachers, parents/carers and SENDCo. Class teacher will action recommended strategies with the support of the SENDCo/SLT
8) Weekly focused attention to targeted outcomes in planning
9) Monitor attendance of Pupil Premium pupils regularly and target all pupils to have an attendance record in excess of 97% . Mrs O'Keeffe-Pullan to receive a weekly report for attendance and punctuality
10) Use extra-curricular activities as enrichment activities and also as a motivational tool e.g. Upton Warren activity day
11) Continue to think creatively about how we organise teaching groups
12) Promote 'Growth Mind-set' throughout the whole school
13) Pupil conferencing
14) Initiatives suggested and launched by the LA Virtual Head teacher in Worcestershire
15) SENDCo & DTCLA attend relevant mental health training (Mental Health First Aider trained) to enable us to better support pupils and access CAMHS more readily
16) Pupils who speak multiple languages or for whom English is an additional language are identified and additional action is taken to ensure communication with parents/carer is facilitated in the most effective way possible e.g. face to face contact to share messages and information regarding pupil progress. Access to documents available on the school website is increasingly supported by the addition of audio clips to accompany PowerPoints. Pupils are targeted for language group intervention, where appropriate
17) Direct involvement of SLT in targeting and teaching of pupils, e.g. EYFS lead read with EYFS pupils in receipt of pupil premium funding on a weekly basis
18) Reward systems: Postcards home for children summarising positive outcomes. Reward card and reward box for pupils reading 3 x weekly
19) Explicit reference to resources and provision made available through Pupil premium funding to parents/carers of pupils with ePEPs and EHCPs
20) 'Parent voice' is accessed through direct contact with parents/carers, home learning platforms (Seesaw/Evidence Me) and forms of communication mutually agreed
21) Access to home learning for all pupils eligible for receipt of pupil premium funding is scrutinised and the staged approach for securing engagement is followed

***Staged approach to securing engagement with parents in home learning:**

1) Class teacher to make a phone call or have a direct conversation with parent/carer to share concerns and impact upon progress. Identify any barriers where possible and consider steps needed to address them. Review after 2 weeks.
2) Phone call from SLT to parent/carer to escalate concerns and review barriers and steps taken to address them. Share concerns with SENDCo/DT/SLT. Review after 2 weeks.
3) Formal letter to parent/carer to request a meeting (structured conversation). Meeting to be scheduled with class teacher and SENDCo/DT to determine actions and potential support required. Review date to be set within 3 weeks.

Our decisions about the sort of provision the children will receive have been made as a result of thorough analysis of their barriers to learning and their prior attainment, through attendance at local and national events in order to gain an understanding of what works and best practice and through using the EEF Toolkit that demonstrates which interventions are most effective.

Expenditure Activities	Cost
Total PP Budget: £44,880 **Number of pupils eligible 42**	
Pupil Premium direct teaching/precision teaching (KK) (JW) (NR)	[redacted]
TA Learning Support (RP)	[redacted]
Motional intervention (License)	[redacted]
Dynamo Maths (Licence)	[redacted]
External professional services	[redacted]
Relax Kids Weekly intervention	[redacted]
Equipment and Resources (ebooks - [redacted] certificate design [redacted])	[redacted]
Enrichment Activities Trips After school clubs Milk School Uniform	[redacted]
PEP specific spending (X 4 pupils): Directed TA support Resources to support personalised teaching approaches including home learning	[redacted]

How will we measure outcomes for Pupil Premium pupils?

Quantitative:

Target % Working at ARE and ARE+:

Year group	reading	writing	maths	RWM
Year 2	**3/7 43%**	**1/7 14%**	**3/7 43%**	**1/7 14%**
EYFS	**7/9 78%**	**7/9 78%**	**7/9 78%**	**7/9 78%**

Target % Working at Greater Depth

Year group	reading	writing	maths	RWM
Year 2	**0/7 0%**	**0/7 0%**	**0/7 0%**	**0/7 0%**
EYFS	**1/9 11%**	**0/9 0%**	**1/9 11%**	**0/9 %**

Qualitative:

- Improved engagement levels ascertained through teacher/pupil questionnaires/conferencing
- Improved parental/carer support and engagement in learning through structured conversations to examine barriers to learning and agreed action to reduce them – All pupils reading at home 3 x weekly.
- Improved emotional health and wellbeing through Motional intervention programmes and mentoring
- Improved progress through effective use of personalised teaching strategies as directed by professionals - educational psychologist, CCN team, LST recorded on High Focus IPMs and PEPs.
- Improved wellbeing through acquisition of CAMHS support.
- Improved wellbeing through referral to Early Help and access to a family support worker
- Improved support for complex pupils through effective communication with professional teams
- PEP plans for pupils who are CLA rated as good or better
- CLA Funding secured and used effectively to provide support tailored to the individual child's needs. Impact of provision evident.

The Pupil Premium Strategy for St Peter's Droitwich C of E Academy will be reviewed in July 2021.