St Peter's Droitwich Academy Pupil Premium Strategy Statement 2019/20

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	2019/20	**Total PP budget**	**£** 35,640	**Date of most recent PP Review**	Oct 2018
Total number of pupils	442	**Number of pupils eligible for PP**	23 (5%)	**Date for next internal review of this strategy**	On-going

2. Current attainment		
	% Pupils eligible for PP 2019	**% Pupils not eligible for PP 2019**
Key Stage 1 SATS 2019 Number in cohort: 90 Number of PP pupils**:** 11 pupils	**Summer 11/90 12%**	**Summer 79/90 88%**
% achieving at least expected standard in reading, writing and maths	**45%**	**59/80 74%**
% achieving at least the expected standard in reading	**45%**	**78%**
% achieving at least the expected standard in writing	**45%**	**71%**
% achieving at least the expected standard in maths	**50%**	**71%**
% achieving greater depth in reading	**9%**	**28%**
% achieving greater depth in writing	**9%**	**15%**
% achieving greater depth in maths	**9%**	**25%**
Year 1 Phonics 2019 Number in cohort: 90 Number of PP pupils**:** 6		
% Pupils reaching the required standard	**67%**	**90%**
EYFS 2018 Number in cohort**:** 81 Number of PP pupils**: 1**	**1.2%**	**98.8%**
% Pupils reaching a Good Level of Development	**0% 1 pupil on long term absence**	**75%**

3. 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)*	
A.	Gaps in skills for reading prevent PP pupils achieving ARE and making expected progress.
B.	The cross over for those PP children who are also SEND and are therefore multi-disadvantaged
C.	Social and emotional needs of the PP pupils
D.	EYFS PP pupils with identified speech and language needs
External barriers *(issues which also require action outside school, such as low attendance rates)*	
E.	Attendance of PP pupils, specifically targeted families 2018/19 **91.6%** (Non PP 96.7%) 2017/18 **93.9%** (Non PP 96.7%) 2016/17 **95.03%** (Non PP 97.07%) 2015/16 **96.43%** (Non PP 97.47%) 2014/15 **95.47%** (Non PP 97.14%)

4. Desired outcomes		
	Desired outcomes and how they will be measured	*Success criteria*
A.	To close the attainment gap for reading between PP pupils and non-PP.	MAT focus on reading extends provision and promotes excellent practice and engages PP children in school and home reading. PP pupils show improved attainment through termly data and termly pupil progress meetings. MAT moderation verifies assessment attainment levels. Additional assessment tracking e.g. YARC, Phab 2, Hast 2. Pupils attain 'pass' in phonic screening assessments (yr1 & Yr 2) through targeted reading and phonics provision for PP pupils working towards Phonic screening.
B.	To improve reading, writing and maths skills for PP pupils with SEND (multi-disadvantaged pupils).	Multi-disadvantaged pupils have a range of strategies in place to support their learning. The PP/SEND/LAC pupils will have learning opportunities, resources and intervention to maximise progress. Continued group tracking of the multi-disadvantaged group in regards to chronology of professional agency support, intervention with PP teacher and termly attainment. Continuum band tracking supports the setting of termly targets, PEP targets and High focus IPM targets as required. Continued focus on sourcing appropriate and timely professional agency support and intervention including Educational Psychology, Family Support, Learning Support Team, Complex Needs Team, Behaviour Support Team and Speech & Language Therapy. Personalised homework tasks for children unable to access class tasks. Structured conversations with parents/carers.
C.	Social and emotional needs for PP pupils are identified / assessed and provision in place to meet these needs.	Thorough staff knowledge of our pupils in regard to confidence and self-esteem through pupil conferencing and EP recommended assessment tracking. PP pupils will have the most appropriate provision, intervention and support to enable them to make progress and develop their specific social and emotional needs to ensure readiness for learning. PP pupils will show an increased engagement in learning opportunities across the curriculum. Behaviour management records logged via scholarpack will evidence PP 'orange'/'red' entries for analysis and action to address any underlying needs. Staff training: Emotion coaching, Attachment Awareness and Trauma Informed Schools training, AET level 2 training.
D.	To accelerate speech and language development of PP pupils within EYFS.	Language and speechlink screening of PP children supports early identification of needs and targeted intervention with SAL TA. Targets and resources are shared with parents. Children make accelerated progress as evidence through intervention e.g. narrative group targets, Language link and Speechlink re-assessment.

E.	Increased attendance from **93.9%** to **97%**, specifically to support targeted PP families	Improved attendance for specifically identified PP pupils. Proactive contact with families of targeted children.

5.					
Academic year	**2019/20**				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	**Chosen action / approach**	**What is the evidence and rationale for this choice?**	**How will you ensure it is implemented well?**	**Staff lead**	**When will you review implementation?**
Improved progress for all PP pupils.	Implement a teaching philosophy which promotes quality first teaching for all.	Research undertaken by the NFER and DfE suggest high quality teaching and learning for all is 1 of 7 building blocks of schools successful in raising attainment for PP pupils.	Data tracking Whole MAT subject moderation SLT learning walks / Pit Stops / book trawls PP teacher attending MAT network /County meetings Regular SIB member visits	SLT PP Mentor (KK) Class teachers	PP review with PP MAT Lead **Termly** PP SIB members meetings **Termly** Pupil Progress Meetings
				Total budgeted cost	**35,640**

ii. Targeted support

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A **To close the attainment gap for reading between PP pupils and non-PP** (MAT focus)	Whole school approach to provision of enrichment activities for reading. Targeted support in lessons and 1:1 / small group interventions with PP TA based on collaboration with the class teacher. Response intervention Targeted intervention for phonics, reading strategies and spelling (common exception words) Additional assessment tracking e.g. YARC, Phab 2, Hast 2. Continuum Toolkit targets. Targeted parent support for home reading. Access to online resources	Small group interventions have shown to be effective. Evidence indicates that 1:1 tuition can be effective, on average accelerating learning by approximately five additional months progress. Short regular sessions (30 mins 3-5 mins per week) over a set period of time (6-12 weeks) appear to result in optimum impact (EEF).	Ongoing assessment Termly Pupil Progress Meetings Data evidence recorded on pupil trackers/assessment. Staff to review and act upon the work that pupils complete during PP intervention. Pit stops – planning to include specific reference to PP pupils Monitoring of home reading via PP pupil reading diaries.	SenCo CS English Co-ordinators	Senco £50 per hour M6 £40 per hour URP £45 per hour All with on costs included **£14,840 £42%**
B **To improve reading, writing and maths skills for PP pupils with SEND** (multi disadvantaged)	Provision of learning opportunities, tools and intervention to support targeted PP children with SEND. Response intervention Continuum Toolkit targets Targeted parental engagement Personalised learning & resources Outside agency involvement where appropriate Access to online resources Structured conversations with carers/parents. Targeted parent support for home work. Pre-teaching of homework tasks with parents as required.	Small group interventions have shown to be effective. Evidence indicates that 1:1 tuition can be effective, on average accelerating learning by approximately five additional months progress.(EEF) Actively involving parents in supporting their children's learning can accelerate the children's progress by three months.(EEF)	Monitoring of attainment of Continuum Toolkit targets Termly Pupil Progress meetings Outside agency assessments Structured conversations with parents / Parent /Pupil Voice feedback	SenCo LC CS English & Maths Co-ordinators HE (AFA)	Babcock support £2700 autism LST £5000 per year. Ed Psych £6000 per year. TA precision teaching EHCP £3,000 **£16,700 47%**

C **Social and emotional needs for PP pupils are identified / assessed and provision in place to meet these needs**	Nurture/therapeutic provision where appropriate to meet SEMH/sensory needs. Structured conversations. Continued frequent communication with parents Self-esteem questionnaires (provided by EP) and pupil voice interviews Support via Early Intervention Family Support and referral to other support agencies e.g Reach4Wellbeing, LST, EP etc. **Enrichment activities:** School visits- curriculum linked and residential Extra-curricular activities – monitor participation Keyboard lessons Bikeability	Interventions which target social and emotional learning seek to improve pupils' interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community. SEL interventions have a valuable impact on attitudes to learning and social relationships in school. They have an average overall impact of four months' additional progress on attainment. (EFF) Adventure learning opportunities (Malvern residential) consistently show positive benefits on academic learning and provide wider outcomes such as self-confidence (EEF). School visits are a powerful and positive teaching tool that help enhance the social, personal and emotional development of all learners. New environments can help teach life skills and improve independence. (EFF)	Monitoring through pupil engagement and pupil progress – do staff know and clearly identify this group? Monitoring through parental engagement / structured conversations Pupil Voice – individual interviews Early Intervention Family Support Team (EIFST) Reach 4 Well-Being Parenting support services SDQ's (Strength and Difficulties Questionnaires)/EP recommended assessment tools for self-esteem tracking Monitor number of PP pupils who participate in enrichment activities Monitoring of behaviour tracking records via Scholarpack	SENco Class teachers	£1500 trips £1000 after school clubs £500 milk **£3,000 8%**
D **To accelerate speech and language development of PP pupils within EYFS.**	Language and speechlink screening of PP children for early identification of needs and targeted intervention with SAL TA. Targets and resources are shared with parents			EYFS team/SAL TA/SENDCo	

E Increased attendance from 91% to 95% - raising attendance for specifically identified PP families	School Uniform grant. Attendance rewards (attendance alien, certificates). Texts/phone for children with attendance concerns. Following meetings with SLT to ascertain reasons.		Head and SW to run regular attendance data checks using Scholar Pack database. SW and SENco to discuss concerns and liaise with school health & Early Intervention Team.	Head teacher SENco SW	School Uniform £1,000 Attendance £100 **£1,100 3%**
				Total budgeted cost	**35,640**

6. Review of expenditure

Previous Academic Year		**2018/19**			
i. Quality of teaching for all					
Desired outcome	**Chosen action/approach**	**Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.		**Lessons learned:** (and whether you will continue with this approach)	**Cost**
Improved progress for all pupils eligible for PP.	Quality First teaching allowing access to a broad and balanced curriculum.	**'16-'17 '17-'18**	**R** **W** **M**	PP Mentor demonstrates deep knowledge of PP pupils and collaboration with class teacher for reactive teaching is evident in pupil workbooks. Workbooks scrutinised by curriculum leaders, AforA coach and PP lead teachers. The answers to the following point were discussed by leaders and will inform the new strategy: Which of the current Y4 did not achieve in writing 2018-19?	
		EYFS **to Y1** (7 PP) (11 PP)	86% / **45%/** 86% / **45%** 71% / **54%**		
		Y1 **to Y2** (4 PP) (4 PP)	100%/**100%** 100%/**100%** 75% / **100%**		
		Y2 **to Y3** (9 PP) (12 PP)	56% / **67%** 56% / **50%** 44% / **58%**		
		Y3 **to Y4** (12 PP) (14 PP)	50% / **64%** 17% / **43%** 58% / **57%**		
			R **W** **M**		
		2018-19 Y1 (6)	67% 33% 67%		

		Y2 (11) Y3 (5) Y4 (13)	45% 80% 61%	45% 80% 54%	45% 100% 69%		
A. The attainment gap for writing between PP pupils and non-PP will be closed.	Intervention groups	PP Writing 18-19 Y2 (11) 45% ARE Non PP 71%				Y2 reduced size of teaching groups through use of SENDCo and TA support to target pupils to ARE. Personalised learning opportunities and reduced teacher to pupil ratio for PP children was achieved. Y2019: Year 2 target groups will continue depending on staff availability/teaching capacity.	
B. To improve reading, writing and maths skills for PP pupils with SEND.	Weekly small group / one to one sessions in writing /reading/maths with Pupil Premium Mentor. Targeted AFA intervention Additional adult reading support put in place to for children who do not read regularly at home. Structured approach to phonics development. Phonics workshops for parents.	Individual pupil progress identified through book looks. Targeting of learning outcomes was further supported by the introduction of the Birmingham Tooklits for Literacy and maths.				AforA support: See Multi-disadvantaged pupil report 2018-19 A for A coach supported lead teachers in target planning and reviewing strategy. Pupils were placed 'under a spotlight' in order to evaluate needs closely and to provide intervention. Chronologies of agency assessment and intervention are comprehensive. Every targeted pupil has received professional assessment of needs. Birmingham Toolkit continuums have been established as a means of tracking progress, identifying targets and to support weekly curriculum planning. 2019: No further involvement with A for A coach although strategies documented will continue.	
C. The social and emotional needs of PP pupils are identified / assessed and provision is in place to meet these needs.	1:1 pupil voice questionnaires. SDQs.	Pupil voice questionnaires and SDQ questionnaires were completed for all PP pupils. Pupils with high levels of concern were referred for additional support as required e.g. through CCN team review. Individual pupil behaviour tracking started on scholarpack				2019: Continued tracking of wellbeing and self- esteem via EP recommended assessment on a termly basis. Monitoring of behaviour tracking to continue and to initiate a response in terms of assessment of needs/triggers.	
D. Increased school attendance from current	Breakfast places for children.	Class teachers reported that PP pupils who attended Breakfast Club demonstrated a readiness to learn and an improvement in concentration.				The answers to the following points were discussed by leaders and will inform the new strategy:	

93.9% to 97% specifically to support targeted PP families	School Uniform grant. Attendance rewards (attendance alien, certificates). Texts/phone for children with attendance concerns.		Are there specifically identified families who account for large proportion of absence? Does this priority demonstrate excellent value for money? Should we consider this against other areas of spend for 2019/20? Do all PP pupils complete their homework / read daily? Consider for 2019/20. To continue to monitor termly attendance for all PP pupils. 2019: Continuation of breakfast club provision will be reviewed in 2019 in response to budget constraints and demand. Continued proactive communication with parents in order to address absence of targeted pupils.	
			Total budgeted cost	**35,640**

7. Additional Detail

More details about our school can be found at www.stpetersdroitwichcofe.co.uk