

## Pupil Premium Strategy Statement 2020- 2021 Review



### 1. Summary information

<b>School</b>	Shaw Wood Academy				
<b>Academic Year</b>	2020/21	<b>Total PP budget</b>	£133,015	<b>Date of most recent PP Review</b>	Dec 20
<b>Total number of pupils</b>	390	<b>Number of pupils eligible for PP</b>	93	<b>Date for next internal review of this strategy</b>	July 2021

The children missed 9 weeks of school from January to March 2021. There were classes in school who experienced additional missed face to face learning due to isolation. See table below:

Class	% of PP in each class	% Actual attendance, excluding lockdown period	% of children in school during lockdown
Reception- Bumblebees	7	82.0	40
Reception- Butterflies	17	84.3	43
Year 1- Hedgehogs	44	74.0	33
Year 1- Red squirrels	27	96.9	32
Year 2- Foxes	19	90.5	36
Year 2- Pine Marten	18	92.8	14
Year 3- Owls	18	95.1	39
Year 3- Robins	24	89.5	52
Year 4- Bluebells	48	95.0	36
Year 4- Poppies	52	93.1	48
Year 5- Willow	27	87.5	40
Year 5- Oak	28	87.1	17
Year 6- Horse Chestnut	38	94.3	13
Year 6- Chery Tree	42	93.4	21
Year 6- Maple	23	90.9	35
<b>Totals</b>		<b>89.76</b>	<b>33</b>

Progress for each group, measured in average learning steps from September 2020 to July 2021. Please consider that these children returned to school at much lower starting points than they usually would have due to the lockdown in 2020. So, the vast majority of children needed to make accelerated progress (4 steps +)

	Reading			Writing			Maths		
	All	PP	Non PP	All	PP	Non PP	All	PP	Non PP
Reception	4.10			3.92			4.57		

<b>Year 1</b>	3.24	2.94	3.39	3.24	3	3.36	3.53	3.61	3.48
<b>Year 2</b>	3.33	3.5	3.28	3.02	3.26	2.97	2.98	3	2.97
<b>Year 3</b>	2.88	3.1	2.82	2.53	2.4	2.57	2.98	3.2	2.92
<b>Year 4</b>	2.88	3.1	2.82	2.53	2.4	2.57	2.98	3.2	2.92
<b>Year 5</b>	2.6	2.25	2.72	2.38	2.38	2.39	2.6	2.32	2.71
<b>Year 6</b>	3.13	2.8	3.28	3.56	3.24	3.7	3.18	2.88	3.33

1. Barriers to future attainment (for pupils eligible for PP, including high ability)	
External Barriers	
<b>A.</b>	Children have missed a significant amount of school due to school closure from March to September 2020
<b>B.</b>	Continued high absence linked to isolation or classes and individuals due to Covid 19
<b>C.</b>	Rising levels of deprivation within the community – 86% of families within the 40-50% most deprived households nationally
<b>D.</b>	Complex multiple vulnerabilities 38% of PP children presently access additional services for support (e.g. social care, early help hub, family support workers, parenting courses,)
<b>E.</b>	6 LAC children with significant and complex vulnerability
<b>F</b>	Increasingly low standards of communication skills: both on entry to EYFS and also as a result of high levels of gaming and other IT influences throughout
<b>G.</b>	Parental low aspirations and low expectations 12% of school community being within the most deprived area in England using Education and Skills as a measure.
Internal Barriers	
<b>A.</b>	Instability of attendance in school due to bubbles, individuals and staff having to isolate

B.	Unable to be flexible with staffing classes and intervention groups due to class bubbles	
C.	Children join school with poor speech and language - 24% at age related expectations in communication skills on entry to nursery - which can inhibit their ability to progress with reading and writing	
D.	26% of pupil premium children are classed as SEN support	
E.	Weaknesses in learning behaviours e.g. lack of independence and resilience – 17% of children working at age related expectations in Physical Development on entry to nursery	
F.	Social, emotional and behaviour problems affecting wellbeing and progress	
G.	Unable to deliver as many pastoral/Thrive groups due to limitations on group sizes and mixing of class bubbles	
Desired outcomes		
	Desired outcomes	Success criteria
A.	To ensure that all PP children who regressed or remained the same through lockdown make accelerated progress to catch up	Children make accelerated progress through the year, ensuring they meet their end of year targets (based on prior attainment)
B.	To improve experiences for the children that are outside that of their normal daily life, enabling them to have higher aspirations and expectations	Children have an enriched and challenging curriculum which include a range of experiential learning opportunities, which will have a positive impact on attainment and attendance.
C.	To ensure that all pupil premium children are emotionally and socially ready to access learning	Children are confident and positive learners, and therefore make good progress (by the end of KS are working within the required standard and have made good progress)
D.	For children to express themselves effectively by the time they leave EYFS	For PP children to express themselves effectively and meet the required standard towards the early learning goal
E.	Writing outcomes for disadvantaged children at the end of KS1 and KS2 to be in line with their non PP peers (closing the gap)	For PP children to achieve the end of KS1 / KS2 writing expectations (in line with the national average)
F.	Reading outcomes for disadvantaged children at the end of KS1 and KS2 to be in line with their non PP peers (closing the gap)	For PP children to achieve the end of KS1 / KS2 reading expectations (in line with the national average)
G.	Maths outcomes for disadvantaged children at the end of KS1 and KS2 to be in line with their non PP peers (closing the gap)	For PP children to achieve the end of KS1 / KS2 maths expectations (in line with the national average)

Each area is **RAG** rated for impact, with additional notes if needed.

A. Planned expenditure			
Academic year		2020-2021	
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?	Comments
All children make accelerated progress in reading, writing and maths, ensuring they catch up to achieve end of year targets (based on previous end of key stage outcomes)	<u>Year 5 and 6</u> Targeted interventions during and after school. In groups of no more than 5 children. Taught by class teachers and experienced TAs. Groups focus on plugging learning gaps and consolidating classroom learning/targets.	Data collected in September when the children returned to school, showed that the % of children in upper KS2 who had regressed or stayed the same was much higher than the rest of the school.	<b><i>Due to lockdown and the significant periods of missed school, we are unable to accurately measure this. Data below show the end of year outcomes for each key stage.</i></b>
			End of KS1 (y2) % of children working at AREX
			Reading
			Writing
			Maths
			PP
			NON PP
			50
			47
25			
43			
50			
49			
End of KS2 (y6) % of children working at AREX			
PP			
NON PP			
28			
37			
0			
6			
4			
20			
Total budgeted cost			
• TA spend- £271,824			
ii. Targeted support			
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	Comments

For PP children, who have regressed or made no progress in reading, writing and maths, to make accelerated progress, enabling them to access the curriculum at age related expectations (with the exception of some SEND children)	<p>Precision teaching in all year groups linked to careful interrogation of data.</p> <p>All staff to highlight key gaps in learning for each subject and key actions to fill these gaps. All actions to be precise and time limited.</p>	<p>Data analysis indicates that, whilst not regressing, many children have remained a pre-lockdown stages in learning. Gaps in curriculum teaching have been identified linked to key defined outcomes in each subject.</p> <p>Additional assessment and planning time has been allocated to all staff who have used rigorous work scrutiny to identify sequential gaps in learning.</p> <p>Given the number of children affected high quality precision teaching, delivered in class, by teaching teams is the most effective route</p>	<p><b><i>Due to lockdown and the significant periods of missed school, we are unable to accurately measure this</i></b></p>
For PP children to express themselves effectively by the time they leave EYFS	<p>Trained and experienced speech and language TA, delivering 1:1 programmes and talk boost or Lego language development with small groups. Liaising with EYFS staff linking to oracy work within the classrooms.</p> <p>Nuffield Early language Intervention. Delivered by PC and EYFS staff as an intervention and through whole class teaching.</p>	<p>TA liaises effectively with speech and language therapists, with excellent outcomes based on achieving targets (see SLT targets and reviews)</p> <p>Talk boost is a proven language intervention tool, used to support confidence, discussion and language knowledge.</p> <p><i>"There is good evidence that children's early speech, language and communication skills are powerful predictors of later life chances."</i> EEF</p>	<p><b><i>This is difficult to measure as the children missed a lot of school and had very low starting points.</i></b></p> <p><b><i>Progress of communication and language for reception children: 4.25 steps</i></b></p> <p><b><i>Progress in nursery:</i></b>  <b><i>Listening and attention-3.44</i></b>  <b><i>Understanding-3.35</i></b>  <b><i>Speaking-3.60</i></b></p>
<p><b>Total budgeted cost:</b></p> <ul style="list-style-type: none"> <li>LAC 1:1 tuition £4,200</li> <li>TA support for Speech and language- £15,390.35</li> <li><b>Total £19,590.35</b></li> </ul>			
<b>iii. Other approaches</b>			
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>Comments</b>

<p>To ensure that all pupil premium children are emotionally and socially ready to access learning</p>	<p>Employed a full time pastoral manager</p> <p>Employed a full time behaviour manager</p> <p>Thrive emotional, social and behavioural support programme</p>	<p>Thrive shows impact through measurable outcomes, and has supports a child so they are ready to learn.  <a href="http://www.thethriveapproach.com">www.thethriveapproach.com</a></p> <p>Government document November 2015: 'Knowledge and skills statements for practice leaders and practice supervisors.'</p>	<p><b>On going support given throughout lockdown to children. Most vulnerable attended school and pastoral team supported remotely where possible. There are still some significant issues around children's social and emotional health but the vast majority of children have returned to school with a positive attitude.</b></p>
<p><b>Total budgeted cost</b></p> <ul style="list-style-type: none"> <li>• Thrive training and software-£1730.70</li> <li>• Pastoral staff salary- £60,630</li> <li>• <b>Total spend- £62,260.70</b></li> </ul>			
<p><b>Total spend- £353,675.05</b></p>			