



Pupil Premium Strategy Statement 2021- 2022

1. Summary information

School	Shaw Wood Academy				
Academic Year	2021/22	Total PP budget	£133,395	Date of most recent PP Review	
Total number of pupils	390	Number of pupils eligible for PP	95	Date for next internal review of this strategy	

Due to the closure of school for 5 months in 2020 and a subsequent 3 months in 2021, there is no standardised end of key stage data. We assessed all children when they returned to school and have allocated funding based on these outcomes. The information below shows relative starting points and end of year targets for both pupil premium and non-pupil premium children.

	Reading		Writing		Maths		Total of 12 SEN children 6 of whom are also pupil premium
Current year 1 children	Non PP (30)	PP (10)	Non PP (30)	PP (10)	Non PP (30)	PP (10)	
% of children presently working at expected standard+ (Sept 21)	No prior data						
% target for each group	56%	20%	38%	20%	60%	10%	
Current year 2 children	Non PP (33)	PP (19)	Non PP (33)	PP (19)	Non PP (33)	PP (19)	Total of 12 SEN children – 6 of whom are also pupil premium
% of children presently working at expected standard+ (Sept 21)	26%	5%	21%	5%	21%	5%	
% target for each group	61%	26%	51%	16%	61%	26%	
Current year 3 children	Non PP (33)	PP (10)	Non PP (33)	PP (10)	Non PP (33)	PP (10)	Total of 6 SEN children – 2 of whom are pupil premium
% of children presently working at expected standard+ (Sept 21)	47%	50%	43%	25%	49%	50%	
% target for each group	72%	70%	69%	60%	73%	60%	
Current year 4 children	Non PP (36)	PP (11)	Non PP (36)	PP (11)	Non PP (36)	PP (11)	12 SEN children – 3 of whom are pupil premium
% of children presently working at expected standard+ (Sept 21)	45%	50%	26%	10%	29%	30%	
% target for each group	64%	64%	50%	27%	69%	64%	
Current year 5 children	Non PP (24)	PP (22)	Non PP (24)	PP (22))	Non PP (24)	PP (22)	9 SEN children – 7 of whom are pupil premium
% of children presently working at expected standard+ (Sept 21)	25%	13%	11%	6%	27%	13%	
% target for each group	76%	32%	60%	9%	64%	27%	
Current year 6 children	Non PP (43)	PP (16)	Non PP (43)	PP (16)	Non PP (43)	PP (16)	10 SEN children – 5 of whom are pupil premium
% of children presently working at expected standard+ (Sept 21)	25%	13%	11%	6%	27%	13%	
% target for each group	79%	50%	74%	50%	84%	75%	

1. Barriers to future attainment (for pupils eligible for PP, including high ability)		
External Barriers		
A.	Children have missed a significant amount of school due to school closures resulting from Covid	
B.	Continued fluctuating absence linked to ongoing high incidence of Covid in Doncaster	
C.	Rising levels of deprivation within the community – 47% of families within the 40-50% most deprived households nationally	
D.	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,)	
E.	Lack of understanding and knowledge linked to the development of writing in our most vulnerable families leading to significant loss of learning for PP children – particularly in the subject of writing.	
F	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. This has been compounded by a lack of exposure to Early Years settings for some children during Covid.	
G.	63% of school community is within the lowest 20% of deprivation areas in England using Education and Skills as a measure - impacting on parent's ability to support children in their home setting	
Internal Barriers		
A.	Instability of attendance in school due to ongoing cases of Covid – and ongoing levels of child and staff absence as a result	
B.	The very high incidence of regression in all subjects for all children, but particularly writing. This has resulted in a much larger percentage of children needing additional support throughout school without the additional staffing necessary to provide it.	
C.	Children join school with poor speech and language - 27% at age related expectations in communication skills on entry to nursery - which can inhibit their ability to progress with reading and writing	
D.	32% of pupil premium children are classed as SEN support – including 5 LAC children with complex academic and social vulnerabilities	
E.	Weaknesses in learning behaviours e.g. lack of independence and resilience – 11% of children working at age related expectations in Physical Development on entry to nursery	
F.	Social, emotional and behaviour problems affecting wellbeing and progress	
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	PP children have developed speech and language so that they achieve expected standard in the area of communication
E.	Writing outcomes, for those disadvantaged children without complex learning needs, to be in line with their non-PP peers at the end of KS1 and KS2 (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 those disadvantaged children without complex learning needs, to be in line with their non-PP peers at the end of KS1 and KS2 (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 those disadvantaged children without complex learning needs, to be in line with their non-PP peers at the end of KS1 and KS2 (closing the gap)	For PP children to achieve the end of KS1 / KS2 maths expectations (in line with the national average)

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?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
All children make accelerated progress in reading, writing and maths, ensuring they catch up to achieve end of year targets (based on prior attainment data where available)	Targeted interventions in school time, and in small groups. Taught by class teachers and experienced TAs. Groups focus on plugging learning gaps and consolidating classroom learning/targets.	Data analysis throughout school indicates significant gaps in attainment and progress in all year groups.	Head of School – KS2 responsible for the monitoring and evaluation of impact linked to this priority	L Taylor	Autumn 2 - 2021 Spring 2 - 2022 Summer 2 – 2022
Total budgeted cost					
TA costs = 50% of total TA cost less costs included elsewhere = £171,404.					

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?
For PP children to express themselves effectively by the time they leave EYFS	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>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>EYFS data analysis</p> <p>Drop in monitoring sessions on interventions and class oracy</p> <p>Monitoring of provision maps and timetables</p> <p>Observation of specialist TA and regular meetings</p>	PC and LT	Progress will be reviewed by the school SENDCO on a half termly basis
For PP children to demonstrate resilience and positive learning behaviours particularly when faced with a challenge.	Targeted interventions with the challenge coach working on the specific skills of grit and self-belief.	School based assessment system linked to the challenge curriculum indicates that a large percentage of PP children have gaps in teamwork, self-belief and grit.	Monitoring of the challenge wheel to assess progress of children developing skills in these two areas.	ZT / Pastoral Team	ZT to provide termly updates for SLT – via use of the challenge wheel assessment tool

Increase attendance for PP children who are identified as having persistent absenteeism – or attendance below 96%	Individual mentors to be paired with children and their families to encourage and reward regular attendance	Data shows individual rates of attendance for some PP children is much lower than that of the majority of children in school	Monitoring of attendance action plan by SLT and governors which includes impact measurements for this group of children	MR	Half termly
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Total budgeted cost

Speech and language = £7,438
Coach time = £15,316
Attendance budget = £1,000
TOTAL = £23,754.

iii. Other approaches

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?
To ensure that all pupil premium children are emotionally and socially ready to access learning	Employed a full time pastoral manager Employed a full time behaviour manager Thrive emotional, social and behavioural support programme 1:1 mentoring from Worth Ltd	Thrive shows impact through measurable outcomes, and has supports a child so they are ready to learn. www.thethriveapproach.com Government document November 2015: 'Knowledge and skills statements for practice leaders and practice supervisors.'	PM for pastoral team Vulnerable children meetings Review impact of pastoral support on attainment Data analysis	SLT	Termly meetings with pastoral team to evaluate the progress of children against the progressive stages of THRIVE Feedback from children and mentors linked to progress via Worth Ltd

<p>To develop the skills of parents so that they can more effectively support their children at home.</p> <p>Anticipated impact:</p> <ul style="list-style-type: none"> Improved baseline scores in all areas for children entering EYFS over time Improved support for children with home learning in early communication, reading, writing and maths. Improved parental engagement for PP children 	<p>Work in partnership with Children's Centre, Parish Council and other external providers to promote and host a range of community groups and workshops that are free at the point of access to families and can be accessed by parents of pre-school children and those already in school</p>	<p>Increasingly low baseline scores on entry – particularly in the areas of PSED and communication</p> <p>Evidence of high levels of regression for PP children throughout school where parental support for remote home learning has been necessary</p>	<p>Monitoring of sessions – and rates of attendance</p> <p>Community satisfaction surveys</p> <p>Continued feedback discussions with partnership professionals</p>	<p>MR</p>	<p>Initiatives will be reviewed on a termly basis so that a programme that is both popular and meets the needs of the community can be devised and continued.</p>
<p>Total budgeted cost</p> <ul style="list-style-type: none"> Pastoral costs = £28,056 Worth counselling = £2,000 Thrive = £2,200 Community work including SLT time = £2,500. TOTAL COST = £34,756 					
<p>TOTAL COSTS = £229,914</p>					