

Pupil Premium Strategy Statement 2020- 2021



1. Summary information					
School	Shaw Wood Academy				
Academic Year	2020/21	Total PP budget	£133,015	Date of most recent PP Review	
Total number of pupils	390	Number of pupils eligible for PP	93	Date for next internal review of this strategy	

Due to the closure of school from March 2020 to September 2020, there is no standardised end of key stage data. We have assessed all children when they returned to us in September 2020 and have allocated funding based on these outcomes. Therefore the information below shows year a baseline assessment for each year group, identifying children that have regressed or stayed the same. For more detailed information on children working at age related expectations, please see the data appendix.

	Reading		Writing		Maths	
	Non PP (35)	PP (9)	Non PP	PP (9)	Non PP	PP (9)
Current year 2 children						
% of children that have remained the same	3	33	37	44	26	22
% of children that have dropped back	5	0	0	11	0	0
Current year 3 children						
% of children that have remained the same	48	22	33	44	28	56
% of children that have dropped back	0	11	8	0	0	0
Current year 4 children						
% of children that have remained the same	21	41	25	36	43	59
% of children that have dropped back	16	27	16	22	10	18
Current year 5 children						
% of children that have remained the same	70	41	66	36	75	59
% of children that have dropped back	11	6	45	35	9	12
Current year 6 children						
% of children that have remained the same	38	41	20	36	46	59
% of children that have dropped back	27	33	80	80	53	46

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 closure from March to September 2020
B.	Continued high absence linked to isolation or classes and individuals due to Covid 19
C.	Rising levels of deprivation within the community – 86% 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.	6 LAC children with significant and complex vulnerability
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 throughout
G.	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	
A.	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	

	<i>Desired outcomes</i>	<i>Success criteria</i>
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)

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 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.	Lead learning mentor Y6 to support impact evaluation on 4 weekly basis and provide feedback for SLT	SLT	Reviewed 3 times a year, linked to school assessment weeks (Nov, Feb and June)
Total budgeted cost					
<ul style="list-style-type: none"> TA spend- £271,824 					

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?
<p>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>	<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>Monthly performance support meetings between a member of SLT and year group teams to evaluate progress/impact against agreed short term objectives.</p>	<p>SLT</p>	<p>Monthly throughout the year and termly through summative assessment</p>
<p>For PP children to express themselves effectively by the time they leave EYFS</p>	<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>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>	<p>AH and LT</p>	<p>Paula’s impact on SALT will be monitored through EYFS data and individuals will be monitored on a 1:1 basis through looking at progress towards targets.</p>

Total budgeted cost:

- LAC 1:1 tuition £4,200
- TA support for Speech and language- £15,390.35
- **Total £19,590.35**

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	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 Due to Covid 19, there is a possibility that the attendance of children and staff will be poor. (Due to isolation and illness) This will need monitoring alongside the assessment data for impact.	SLT	Reviewed at the same time as assessment data collection. (November, February and June)
<p>Total budgeted cost</p> <ul style="list-style-type: none"> • Thrive training and software-£1730.70 • Pastoral staff salary- £60,630 • Total spend- £62,260.70 					
<p>Total spend- £353,675.05</p>					