

Pupil Premium Strategy Statement 2019- 2020 Review



1. Summary information					
School	Shaw Wood Academy				
Academic Year	2019/2020	Total PP budget	£141,000	Date of most recent PP Review	
Total number of pupils	408 (ex nursery)	Number of pupils eligible for PP	113	Date for next internal review of this strategy	

1. Current attainment – children achieving the expected standard		
Due to school being closed from March 2020 until September 2020, there is no official data for this cohort. However, the data below shows progress of the children from September 2019 to March 2020 using teacher assessments. Children are currently being reassessed and current data will be displayed on the PP statement for 20-21.		
EYFS (children PP children)	% PP children making good or better progress (September – March)	% Pupils <u>not</u> eligible for PP making good or better progress (September- March)
% achieving expected standard or above in reading		
% achieving expected standard or above in writing		
% achieving expected standard or above in maths		
Year 1 phonics (? PP children)	% PP children who were on track to attain expected outcome	% Pupils <u>not</u> eligible for PP who were on track to attain expected outcome
Year 2 phonics (? PP children – eligible for the test)	% PP children who were on track to attain expected outcome	% Pupils <u>not</u> eligible for PP who were on track to attain expected outcome
Attainment for: 2019-2020 (end of KS1) (9 PP children)	% PP children who were on track to attain expected outcome	% Pupils <u>not</u> eligible for PP who were on track to attain expected outcome
% achieving expected standard or above in reading, writing and maths	56%	68%
% achieving expected standard or above in reading	67%	70%
% achieving expected standard or above in writing	67%	70%
% achieving expected standard or above in maths	78%	80%

Attainment for: 2019-2020 (end of KS2) (17 PP children)	% PP children who were on track to attain expected outcome	% Pupils <u>not</u> eligible for PP who were on track to attain expected outcome
% achieving expected standard or above in reading, writing and maths	71%	84%
% achieving expected standard or above in reading	76%	89%
% achieving expected standard or above in writing	76%	91%
% achieving expected standard or above in maths	76%	86%

A. Planned expenditure			
Academic year	2019-2020		
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?	Impact (based on data from March 2020)
To reduce the attainment gap between PP and non-PP children in writing KS1 gap = - 41% KS2 gap = - 31%	1:1 Coaching conversations	Writing outcomes at the end of KS1 were below the national average.	Key stage 1 The attainment gap between the 2 groups for writing had closed (3% difference)
	Writing linked to challenge curriculum- writing for a purpose and embedding knowledge of the curriculum	Writing outcomes for KS2 were good but there was a 31% gap between PP and non-PP children	
To improve the progress scores for PP children in writing at the end of KS2 from 0.15 in 2019	Embedding cursive script from EYFS and KS1 Staff coaching and support to develop skills and	High quality feedback and marking is proven to be vital to pupils' attitude towards learning and attainment. Change of previous years feedback policy will embed school systems	
For PP children to attain equal outcomes in reading (based of prior attainment scores) to that of non-PP children.	SDP focus for this year (priority 1)	End of year data for 2018-2019 in KS2 was very good. 87.7% of children met the expected standard compared to 73% nationally; progress was also good at +4.19.	Key stage 1 The attainment gap between the 2 groups for reading had closed (3% difference)
	Develop staff knowledge and skills for teaching reading	At KS1, 61.5% achieved the expected standard compared to 75% nationally.	
	Develop leaders knowledge of monitoring and assessing reading		

	<p>Continue to develop the 'reading school' approach</p> <p>Development of reading reward scheme</p>	<p>There is a three year downward trend for KS1 reading outcomes.</p>													
<p>For PP children to attain equal outcomes in maths (based of prior attainment scores) to that of non-PP children. Reduce the gap</p> <p>KS1 gap = - 20% KS2 gap = - 15%</p>	<p>SDP focus for this year (priority 2). Aimed at maths problem solving and middle ability children.</p> <p>Develop staff knowledge and skills for teaching problem solving in maths</p> <p>Develop leaders knowledge of monitoring and assessing maths</p>	<p>Maths outcomes at the end of KS1 were slightly below national average</p> <p>Maths has previously been a strength at the end of KS2 but data at the end of 2018-2029 shows a slip in % of children achieving expected.</p>	<p>Key stage 1 The attainment gap between the 2 groups for maths had closed (2% difference)</p> <p>Key stage 2 The attainment gap between PP and non PP in year 6 was on track to be 10%, (a reduction of 5% on last year)</p>												
<p>Improved oracy in EYFS</p>	<p>Enhance provision to improve high quality speaking opportunities with a focus on small world, role play and outdoors.</p> <p>Development of outdoor area and resources for promoting oracy</p> <p>Increased contact and support from agencies to support oracy</p>	<p>Data continues to show that the vast majority of children entering our nursery start below the expected in speaking and in listening.</p> <p>Extensive EYFS training and experience and a broader understanding of how children develop and learn.</p> <p>Extending and varying the range of resources available for the children to use as a stimulus will actively engage all children.</p> <p>Training and enabling staff members to facilitate the development of language within EYFS will improve speech and language outcomes.</p>	<table border="1"> <tr> <td>Listening and attention</td> <td>1.80</td> </tr> <tr> <td>Understanding</td> <td>1.96</td> </tr> <tr> <td>Speaking</td> <td>1.98</td> </tr> </table> <p>This table shows the progress of reception children to February 2020. It shows that the children have all made good or better progress (expected is 1.5 pts)</p> <table border="1"> <tr> <td>Listening and attention</td> <td>1.59</td> </tr> <tr> <td>Understanding</td> <td>1.83</td> </tr> <tr> <td>Speaking</td> <td>1.96</td> </tr> </table> <p>This table shows the progress of nursery children to February 2020. It shows that the children have all made good or better progress (expected is 1.5 pts)</p>	Listening and attention	1.80	Understanding	1.96	Speaking	1.98	Listening and attention	1.59	Understanding	1.83	Speaking	1.96
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<p>Total budgeted cost</p> <ul style="list-style-type: none"> TA spend - £286,931 Outdoor equipment - £2,500 Total- £289,431 															

ii. Targeted support

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	Outcomes and impact
<p>For all PP children to make good progress in writing, and to be in line with the other children (non-PP)</p>	<p>In addition to lessons, small writing intervention</p> <p>After school writing intervention for year 2 and year 6.</p> <p>1:1 tuition after school for LAC</p> <p>1:1 coaching conversations</p>	<p>Writing outcomes at the end of KS1 were below the national average.</p> <p>Writing outcomes for KS2 were good but there was a 31% gap between PP and non-PP children this was spelling and handwriting.</p> <p>Small group interventions with qualified staff are shown to be effective, if planned well and differentiated to the correct level. Work needs to link directly with topics and in class daily foci.</p> <p>Coaching conversations link to research on metacognition and self-regulation, proven to have worked in previous years.</p> <p>https://educationendowmentfoundation.org.uk/tools/guidance-reports/metacognition-and-self-regulated-learning</p> <p>https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/feedback/</p>	<p><i>Due to lock down, it is very difficult to assess the impact of the PP spending for intervention groups. Many of these were not fully completed. In addition, due to the extended time away from school some children have regressed or have not progressed. See appendix for assessment data and analysis for PP children.</i></p>

<p>For all PP children to make good progress in reading, so outcomes are in-line with the other children</p>	<p>Data based reading intervention (including Rapid Reading)</p> <p>Daily readers In Y1</p> <p>1:1 tuition after school for LAC</p>	<p>End of year data for 2018-2019 in KS2 was very good. 87.7% of children met the expected standard compared to 73% nationally; progress was also good at +4.19.</p> <p>At KS1, 61.5% achieved the expected standard compared to 75% nationally. There is a three year downward trend for KS1 reading outcomes.</p> <p>Small group interventions with qualified staff are shown to be effective, if planned well and differentiated to the correct level. Work needs to link directly with topics and in class daily foci.</p> <p>Children who have received Rapid reading intervention at least 3 times a week over the year make accelerated progress, particularly the SEN children. It improved fluency, decoding and understanding.</p>	<p>See statement above</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>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>100% of children who worked with PC for speech and language intervention, made progress and met their individual targets set by the speech and language therapist.</p> <p>This will continue to be a focus 20-21.</p>
<p>Total budgeted cost</p> <ul style="list-style-type: none"> • LAC 1:1 tuition £4,200 • TA support for Speech and language- £14,890.35 • Total £19,090.35 			

iii. Other approaches

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	Impact
To improve attendance for PP children so it is above 96%	<p>Employed Pastoral manager, where one day a week she will be focused on school attendance, liaising with EWO and meeting with parents.</p> <p>PP reward voucher scheme</p>	We can't improve attainment for children if they aren't actually attending school. NFER briefing for school leaders identifies addressing attendance as a key step.	Unable to evaluate due to school closure.
To improve experiences for the children that are outside that of their normal daily life, enabling them to have higher aspirations and expectations.	<p>A wide range of after school clubs, school trips and residential visits throughout school (at least 2 per year).</p> <p>Outside educational visitors in school e.g. Planetarium, Sam Safari, Dinosaurs and fossil, Shakespeare company and theatre performers.</p> <p>Topics are varied and exciting.</p> <p>Continued development of challenge curriculum throughout school. Curriculum aims to excite children and support their learning through 'real life' learning experiences</p> <p>Challenge coach in position from June 2017, supporting small groups to develop socially and learning behaviours (e.g. resilience) <i>50% funded through PP</i></p>	<p>Children are given opportunities to see what is beyond their normal experience, which should enable them to aspire to do well in school and have aspirations for the future.</p> <p>After a successful 2-year programme introducing the challenge curriculum, school will continue to develop and embed the challenge ethos into daily planning and learning. Children's learning embedded, as they are able to put their learning into practice.</p>	<p>All school trips were cancelled during the summer term. The school trips which took place before closure were:</p> <p>Eden Camp-Year 6 (25/09/19)</p> <p>Doncaster Museum – (19.9.19)</p> <p>Conisbrough castle - (9.10.19)</p> <p>Hepworth centre – (17.10..19)</p> <p>Y5 Peter Pan theatre trip (13.12.19)</p> <p>Y3 coal mining museum (10.2. 20)</p> <p>Y6 - Crucial crew (6.3.20)</p>

<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>1:1 mentoring from Worth Ltd</p>	<p>Thrive shows impact through measurable outcomes, and has supports a child so they are ready to learn.</p> <p>www.thethriveapproach.com</p> <p>Government document November 2015: 'Knowledge and skills statements for practice leaders and practice supervisors.'</p>	<p>During the school closure, school and the pastoral team continued to support families, particularly those receiving PP funding. This included:</p> <ul style="list-style-type: none"> • Admin support to print and receive the government food vouchers and delivery of vouchers to homes where needed • Making and delivering pack lunches to homes • Weekly welfare phone calls to families offering support • Sign posting families to other agencies for financial support • Home visits to door steps/gardens to speak to families of vulnerable children • Thrive support packs hand delivered to homes for children whom had been having additional support from the pastoral team in school • Teachers continued to work throughout lockdown and school remained open for key worker's children and vulnerable children (particularly LAC). • Teachers produced differentiated paper based learning packs weekly, which were either posted/delivered to home or collected from school on a Monday
<p>Total budgeted cost</p> <ul style="list-style-type: none"> • Reward voucher scheme- £1,500 • Attendance teams and prizes- £700 • Clubs and trips- £4,400 • Challenge coach-£4,400 • Pastoral team salary- £57,387 • Thrive room and resources- £200 • Total- £68,987 			