

Shiphay Learning Academy Pupil Premium Strategy 2019-2020

The Government believes that the Pupil Premium Grant (PPG), funding for which is additional to main school funding, is the best way to address the current inequalities by ensuring that funding to tackle disadvantage reaches the students who need it most.

The Pupil Premium Grant for 2019 - 2020 has already been allocated to schools. It has been for schools to decide how the Pupil Premium Grant is spent since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility.

New measures have been included in the performance tables that capture the achievement of those deprived pupils covered by the Pupil Premium Grant. From September 2012, schools are also required to publish online information about how the premium has been used.

Number of pupils and pupil premium grant (PPG) expected 2019 - 2020	
Total number of pupils on roll	453
Total number of pupils eligible for PPG	101
Total amount of PPG received (expected)	£123,980

Planned Expenditure				
Academic Year 2019/2020				
Summary of Pupil Premium Grant spending 2019/2020				
Our priorities for PP spending in 2019/20 are:				
• Increase % of EYFS pupils achieving GLD in Communication and Language, Reading, Writing and Maths. • Ensure KS1 and KS2 pupil premium pupils make expected or better than expected progress above the national average. • Ensure that percentage of Year 1 pupils achieving the Phonics Screening threshold is in line with those not in receipt of PPG. • To use targeted intervention strategies including small group work and 1:1 tuition. • Pre-teaching intervention with class teacher (Maths). • Continue to fund Thrive-trained practitioners to support children with more social and emotional needs and employ a Family Support Worker. • Work with SWFV's attendance service 3 sessions a month • Continue to ensure earlier identification of pupils' specific needs, through analysis of data, monthly Venn diagrams, termly pupil progress meetings and then planning appropriate strategies to support these needs. • To continue to develop effective feedback on pupil performance. • To offer financial support for wider school opportunities such as clubs, enhanced curriculum provision, wrap around care and off-site visits. • To offer financial support for enrichment opportunities such as music tuition, residentials, funding for swimming lessons and workshops for pupils including those working at a Greater Depth.				
A: EYFS				
Chosen approach	Amount allocated	Evidence/Rationale	Intended outcomes	Outcome
SALT specialist Teaching Assistant based across Nursery and Reception.	£ 15,711 (JW)	An increase in pupils needing communication, Language and oracy support on entry has increased.	Pupils will have an increased confidence in communicating with others. An increase in pupils achieving Communication and Language ELG.	
Targeted intervention for PP children who are not reaching their potential in Maths, PSED, CLL and Physical Development to reach/exceed ARE. (Programmes such as Talk Boost, Big Talk - Little Talk, Number work, Social Circles are used).	£ 2,345 TA for 5 hours a week	End of Year data shows below national expectations for GLD. These children will not be able to access the Year 1 curriculum with current gaps and will have a bespoke package of support to enable them to make accelerated progress will be in place.	Ensure PP children achieve a Good level of Development by the end of Reception. Close the gap between PP and non-PP achieving GLD.	
Targeted phonics for PP children across Reception (above and	Teacher 1 hr per week £1,704 Teacher 1 hour per week £1,493	EEF states that Early literacy approaches have been consistently found to have a	Ensure PP children make expected/exceeded levels of progress in reading by the end of Reception.	

beyond normal classroom practice)		positive effect on early learning outcomes.		
Targeted Library and reading sessions for key families	£1,704 £1,493	EEF states that Early literacy approaches have been consistently found to have a positive effect on early learning outcomes. Evidence from our Shiphay community shows that many families do not have the skills and/or knowledge to be able to support the development of early reading.	Ensure PP children make expected/exceeded levels of progress in reading by the end of Reception and develop healthy attitudes to readings for the future. Story sharing and library sessions after school for targeted families.	
B.KS1 Provision				
Phonics and Writing intervention	Teacher 1 morning a week £5,632	Phonics and writing intervention for children arriving in Year 1 having not passed the ELG for reading and writing.	Provide some extra transition work to boost literacy on entry. Ensure every child receiving PPG can reach their potential in Reading (ARE/GD) and can pass the Phonics Screening Check.	
Year 2 Intervention	Teacher additional 0.1 each week £3,985	Focussed intervention for Year 2 pupils who are in need of support to reach their potential - ARE and progress measures.	Ensure pupil premium children have every opportunity to achieve ARE.	
Targeted Oracy for PP children across EYFS & Year 1	TA 1 day a week £2,336	For children's communication skills to support their social and emotional development as well as their academic achievements.	For all pupils to confidently articulate their ideas, needs, dreams and learning. Ensuring all pupils make a good level of progression in Speaking and Listening and achieve at least ARE.	
C. KS2 Provision				
Increased feedback for Pupil Premium children on Maths and Writing.	All Teachers x 2hrs per week £58,151	Disadvantaged pupils have additional weekly conferencing time on their feedback to further support the development of metacognition.	Children will develop both subject knowledge and understanding as well as increasing their metacognitive skills furthering their independence and strategic skills.	
Art Therapy - Drawing and Talking	Pastoral team member £12,919	Targeted therapy for children	Continuation of therapies for targeted children.	
Gym Trail/Fun fit	£2,912 TA x5 hrs per week (0.2)	Opportunities for pupils with SEN and gross motor difficulties to have tailored practise of specific movements and activities.	Children benefit from increased physical activity leading to quicker engagement in activities in the classroom and enhanced physical co-ordination.	
Lego Therapy	Thrive practitioner 10 hrs a week £5,253	Support for pupils who have communication difficulties, enabling them to develop communication and social skills while engaged in a therapy focused on Lego	Children benefit from opportunities to develop communication and social skills and are able to use these skills outside the therapy setting.	
D: School Wide Provision				

Family Support Worker	1.5 days a week of FSW £11,700	Support for families, provide pastoral support and organise interventions for families and children. Liaise with outside agencies.	The number of families with complicated domestic issues has risen. Proportion of PP has risen. DA reports has risen. This role allows vital family support to continue each year and support for DSL in liaising with outside agencies.	
Thrive based-staff/Inclusion Team to support SEMH needs and learning needs (including brain breaks, mindfulness/resilience / social skills)	3 inclusion team members £38,140, £14,242 £16,446	School staff need to provide significant pastoral support to identified pupils.	Children are settled in the school with effective support emotionally and socially	
Provide breakfast/ after school and holiday club	£40,000 cost but with £65,000 income so a net income generator of £25,000 These opportunities are offered to parents on a need basis.	Children who may not be able to access these facilities normally will have opportunities for additional social engagement and interaction.	Good uptake from children from disadvantaged backgrounds. Decreases vulnerability for children during holidays and provides structure, physical activity and fun!	
Subsidised residential trips	£ forecast to be based on last year -	Provide part-funded residential cost s(to cover board and lodgings) for France, PGL and Bellever.	Uptake of school residential trips has been good each year. They have great benefits to children attending especially to those who do not normally travel further afield.	
Subsidised day trips	£ forecast to be calculated	Provide 50% subsidy for day trips	As above.	
Life Skill development opportunities	£200	Targeted skills for pupils with SEN and with specific vulnerabilities - shopping, handling money, cooking, cleaning, road safety etc.	Pupils develop skills that will help them in their next steps and life beyond primary school.	
Training of staff	£4,500	Ensure staff are developed to cater for the increased complexity in special educational needs and vulnerability. - Attachment Awareness Leads - Speech and Language - Makaton signing - Rainbow Sentences - SALT - Total communication - Children & Young People's Mental Health - Plymouth Oracy Project - Let's Think in English - Early Adopter - RSE (This list is not exhaustive).	Impact of training has meant that staff can take more leading roles in the support and provision for all pupils and specifically those with a vulnerability. This is a model that we wish to continue.	

Workshops and group activities for pupils working at Greater Depth	£800-1000	% of pupils achieving at Greater Depth is less than non-pupil premium pupils	Pupils benefit from working with other pupils across a range of schools to develop skills in Writing and Maths	
---	-----------	--	--	--

Barriers to future attainment (for pupils eligible for PPG including high ability)	
In school barriers	
A	Generally lower attainment on entry to EYFS and in particular lower Communication and Language skills - impacting into KS1
B	Increasing levels of child mental health issues and DA reported causing children affected to be 'ready for learning'
C	Parental engagement with supporting learning
D	Numbers of SEN and vulnerable children entering the school (Nursery & Reception) has increased
E	Attendance and punctuality
F	Pupils deemed to be disadvantaged in reading, writing and maths are not ALL achieving age related expectations in ALL year groups

Outcomes		
	Desired outcomes and how they will be measured	Success Criteria
A	Reduce the attainment gap of pupils deemed to be disadvantaged in Communication and Language, Reading, Writing and Maths.	Pupils eligible for PP make more progress than their peers to reduce the attainment gap. Measured termly by teacher assessments, summative assessments and successful moderation practices established across MAT.
B	Ensure pupil premium pupils are ready and settled to learn quickly to allow them to make expected or better than expected progress.	Pupil premium children have their social and emotional needs met. Ensuring that their mental health and wellbeing concerns are addressed and learning tailored to the child's needs enabling good progress. Pupils can confidently show and articulate their mental wellbeing.
C	Parents of those in receipt of pupil premium grant engage well with school and where possible support pupil learning.	A thriving relationship is established between parents and school, attendance to school meetings including parent consultation meetings is good, and pupils are able to establish good routines for learning at home and school.
D	Early identification of pupils' specific needs, through analysis of data, monthly Venn diagrams, termly pupil progress meetings to facilitate good progress. To use targeted, measurable intervention strategies including small group work and 1:1 tuition.	Pupils with additional needs and in receipt of PPG access timely intervention, provisions and support to make consistently good progress.
E	Attendance and punctuality of pupils' in receipt of Pupil Premium Grant to improve.	To Increase attendance of pupil premium pupils to 96% (ensuring it is at least in line with national average).
F	Targeted pupils have equal access to extra-curricular activities and outdoor learning.	All PP children take up funded places on both residential and external trips and visits.

--	--	--

Reception

- 70% of all pupils in Reception attained a Good Level of Development (2019 national average yet to be published).
- 42% (12 pupils) of pupils in receipt of PPG in Reception attained a Good Level of Development.

Reception	Emerging		Expected		Exceeding	
	All pupils	PPG ()	All pupils	PPG ()	All pupils	PPG ()
Reading	27%	50% (6)	67%	42%(5)	7%	8% (1)
Writing	27%	50% (6)	70%	50% (6)	3%	0
Maths	22%	42% (6)	67%	50% (6)	12%	8% (1)

Year 1

- 80% of Year 1 pupils attained the expected standard in the Phonics Screening Test (above the local and national average).
- 69% of Year 1 pupils in receipt of PPG (9 / 13) attained the expected standard in the Phonics Screening Test (in line with the national average).

KS1

KS1	EXS +			Greater Depth		
	All	PPG(11)	PP Not SEN(9)	All	PPG (11)	PP Not SEN(9)
Reading	80%	72% (8)	89% (8)	20%	27% (3)	33% (3)
Writing	70%	63% (7)	78% (7)	15%	9% (1)	11% (1)

Maths	80%	72% (8)	89% (8)	23%	27% (3)	33% (3)
RWM	68%	63% (7)	78% (7)			

KS2

KS2	100 +			110+/GD			Average scaled score			Progress		
	All	PPG (7)	PP Not SEN (2)	All	PPG (7)	PP Not SEN (2)	All	PPG (7)	PP Not SEN (2)	All	PPG 7()	Not SEN (2)
Reading	74%	29% (2)	100%	25%	0	0	104.7	99	107	0.42	-2.36	-0.31
Writing (TA)	92%	57% (4)	100%	21%	14% (1)	50%				2.17	3.46	8.14
Grammar	84%	29% (2)	100%	42%	14% (1)	50%		100	112			
Maths	72%	43% (3)	100%	21%	29% (2)	100% (2)	102.9	99	109	-1.82	-1.12	1.46
Combined	67%	29% (2)		8%								

Attendance

- Attendance of all pupils was 95.54%.
- Attendance of pupils in receipt of PPG was below the school average of 93.79%.