

# Pupil premium strategy / self-evaluation Stapleford Abbotts Primary Academy 20-21



1. Summary information					
School	Stapleford Academy				
Academic Year	Sep 2020	Total PP budget	£45,860	Date of most recent PP Review	July 2020
Total number of pupils	121	Number of pupils eligible for PP	33	Date for next internal review of this strategy	July 2021

2. Barriers to future attainment (for pupils eligible for PP)	
Academic barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	Low starting point at entry, in speech and language development.

B.	Pupils in receipt of Pupil premium also have significant educational needs- cognition and learning communication and interaction.	
C.	Lack of English language skills, poor oral language, limited exposure to wider vocabulary through home circumstance.	
Additional barriers (including issues which also require action outside school, such as low attendance rates)		
D.	Social and emotional barriers preventing pupils from fully engaging in the learning process, school community and attending school.	
E.	Improve attendance	
4. Intended outcomes (specific outcomes and how they will be measured)		Success criteria
A.	Further improve the quality of teaching of writing for pupils eligible for PP across the school.	Pupils eligible for Pupil Premium identified make at least as much progress as ‘other’ pupils across all key stages in writing. Measured by teacher assessments and successful moderation practices established across the Multi Academy Trust (MAT).
B	Further improve the quality of teaching of reading for pupils eligible for PP across the school.	Pupils eligible for Pupil Premium identified make at least as much progress as ‘other’ pupils across all key stages in reading. Measured by phonics (R, Y1, Y2) and teacher assessment judgements; measured in Y3, 4, 5 and 6 by teacher assessments and PIRA data.
B.	Continue to improve the teaching of maths (vocabulary use and application to problem solving) for pupils eligible for PP across the school.	Pupils eligible for Pupil Premium identified make at least as much progress as ‘other’ pupils across all key stages in maths. Measured by teacher assessments and successful moderation practices established across the Multi Academy Trust (MAT) and use of standardised test – NTS data.

<b>C.</b>	Improve the interventions for reading, writing and maths across Early Years, KS1 and KS2 for those also with a special educational need.	Pupils eligible for PP with identified SEND make as much progress as 'other' students. Measured by teacher assessments and successful moderation practices established across the Multi Academy Trust (MAT) and use of standardised tests - PIRA/PUMA data.
<b>D.</b>	Improve the use of formative assessment to target in class misunderstandings and/or gaps in knowledge.	Pupils eligible for PP make comparable progress across all subjects. Measured through pupil interviews and book looks.

6. Planned expenditure					
Academic year					
The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies					
i. Quality of teaching for all					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
1.Use L and S to improve EYFS	Phonics to be at or above 90%	Current Phonics teaching has had proven track record of improving outcomes in Y1.	Phonics lead will monitor and track EYFS alongside Y1 and Y2. Sharing data	BW	Dec / March/June 2021

phonics teaching and tracking			across Tkat schools to compare effectiveness of intervention and teaching .		
2. Improve the link between phonics and reading books	Phonics scores translate in to Y2 reading scores	Phonics should link to reading in its wider sense.	Set up linked tracking system for phonics and reading books. Lead for EYFS and Y1 and Yr teacher meet regularly to review monitor effectiveness.	BW	Dec/March/June 2021
3.Use whole class reading as a reading teaching approach	Reading scores increase to above national	Increase of whole class reading, sharing same text enables wider conversation and exposes all children to good quality text.	Modelled the teaching of reading through lead teacher. Monitored through observation by lead.	NJ	March 2021
4.Use of maths mastery	Maths scores at KS1 and 2 to rise to be inline with national.	Mathematics mastery as a programme has worked well in other schools and in lessons is observed to have a positive impact on children. To be introduced across the whole school	Implement math's mastery in in KS1 and 2 Lead will monitor effectiveness.	ES	March /June 2021
5.Use of NTS data to identify gaps	RWM scores to be in line with National	Increased awareness by teachers of the gaps in learning and lessons are planned effectively to improve outcomes	NTS data used to target children to make progress. Feedforward meetings analysis outcomes. Monitor through data and book looks ensure those	ES	March 2021

			children underperforming are given appropriate challenge.		
Implementation of Accelerated reader Note - the cost is for the second year of a three year subscription.	Reading to be in line with appropriate age range	Improve the tracking of reading and children's engagement in and reading for pleasure	Children are consistently challenged to read and make progress and ability.	NS/ES	March 2021
1-1 support from Welling being lead and mentor for PP children and the most vulnerable	Children have positive attitude to learning	Improved Mental health and willingness and attitudes to learning.  The school to have a clear understanding of needs of this group to keep them on track to improved outcomes	Some of the external challenges our PPG children experience result in them not always being emotionally prepared for learning TA and or Mentor to provide support on a consistent basis meeting 1-1	TB/KTH	June 2021
Review of curriculum resources available for staff to teach the wider curriculum	Most up to date resources in place for each aspect of the foundation curriculum	Knowledge skills and understanding gives the children a deeper understanding of the foundation subjects and can verbalise learning well and confidently.	Subject leaders to drive the new subject matrix. Monitoring and reviewing to hold staff to account.	Subject leaders/ES	
Use of spelling shed and timetables Rockstar's	Engaging resources to encourage and improve outcomes	Children engage with activities that are interactive	Class teachers implement both data is collected and shared with Phase leaders	ES/BW	
<b>Total budgeted cost</b>					£45,060
<b>ii. Targeted support</b>					

Total budgeted cost					
iii. Other approaches					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Engagement of parents via social media / website and Marvelous Me	Parents become more aware of school activities and how the school encourages pupils and praises them	Previous years work with parents and feedback from surveys	All parents will be given log ins and link to social media. Identified staff member for social media and website updates	KT	March 2021  £1300
Continue to improve attendance	Ensure all children are above PA attendance and target of 95%	Prior working with rigorous monitoring and intervention of attendee has seen all children attendance rise	Weekly data analysis with the HT meeting with Attendance office. Letters of concern to be sent meetings held and legal outcomes if appropriate. Praise for 100% attendance	KT	June2021  £1.500
				<b>Total budgeted cost</b>	£45,860









## Pupil premium strategy / self- evaluation (secondary)

1. Summary information					
School					
Academic Year		Total PP budget		Date of most recent PP Review	
Total number of pupils		Number of pupils eligible for PP		Date for next internal review of this strategy	

2. Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
Progress 8 score average		
Attainment 8 score average		

3. Barriers to future attainment (for pupils eligible for PP)	
<b>Academic barriers</b> <i>(issues to be addressed in school, such as poor literacy skills)</i>	
A.	Low literacy and numeracy starting points on entry.
B.	Pupils in receipt of pupil premium who also have a significant special educational need.
C.	Low level of wider knowledge and knowledge retention skills.
<b>Additional barriers</b> <i>(including issues which also require action outside school, such as low attendance rates)</i>	
D.	

4. Intended outcomes <i>(specific outcomes and how they will be measured)</i>		Success criteria
A.		
B.		
C.		

D.		
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## 5. Planned expenditure

Academic year

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

### i. Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Total budgeted cost					

### ii. Targeted support

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Total budgeted cost					

### iii. Other approaches

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Total budgeted cost					

6. Review of expenditure				
Previous Academic Year				
iv. Quality of teaching for all				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
v. Targeted support				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
vi. Other approaches				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost



7. Additional detail

## Pupil premium strategy / self-evaluation (SEN schools)

1. Summary information					
School				Type of SEN (eg.PMLD/SLD/MLD etc.)	
Academic Year		Total PP budget		Date of most recent PP Review	
Total number of pupils		Number of pupils eligible for PP		Date for next internal review of this strategy	
2. Current attainment					
			Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)	
% achieving UQ targets in communication					
% achieving UQ targets in maths					
% progress specific to school setting					
3. Barriers to future attainment (for pupils eligible for PP )					
In-school barriers					
A.					
B.					
C.					
External barriers					
D.					
4. Intended outcomes <i>(specific outcomes and how they will be measured)</i>				Success criteria	
A.					
B.					



<b>C.</b>		
<b>D.</b>		

## 5. Planned expenditure

**Academic year**

The headings enable you to show how you are using pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

### iv. Quality of teaching for all

Action	Intended outcome	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Total budgeted cost					

### v. Targeted support

Action	Intended outcome	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Total budgeted cost					

### vi. Other approaches (including links to personal, social and emotional wellbeing)

Action	Intended outcome	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

<b>Total budgeted cost</b>					

<b>6. Review of expenditure</b>				
<b>Previous Academic Year</b>				
<b>vii. Quality of teaching for all</b>				
<b>Action</b>	<b>Intended outcome</b>	<b>Estimated impact:</b> Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
<b>viii. Targeted support</b>				
<b>Action</b>	<b>Intended outcome</b>	<b>Estimated impact:</b> Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>

ix. Other approaches (including links to personal, social and emotional wellbeing)				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost

7. Additional detail
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