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**Stuart Road Primary Academy Pupil Premium**

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| 1. **Summary Information** | | | | | |
| **School** |  | | | | |
| **Academic Year** | 20/21 | **Total PP Budget** | £80,905 | **Date of most recent review** | May 21 |
| **Total number of pupils** | 181 | **No of pupils eligible for PP** | 61 | **Date of next review** | July 21 |
| **Total no of pupils eligible for PP in EYFS** | | | 10 | **Total EYFS PP budget** | £9,415 |

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| 1. **End of year attainment – Year 6 (2019)** | | |
|  | **Pupils eligible for PP (your school)** | **Pupils not eligible for PP (nat. ave) i.e. other pupils** |
| **Achieving ARE in reading, writing and maths** | **40** | **65** |
| **Progress in reading** | **40** | **73** |
| **Progress in writing** | **60** | **78** |
| **Progress in maths** | **60** | **79** |

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| 1. **Barriers to future attainment (for pupils eligible for PP, including high ability)** | |
| **In-school barriers (issues to be addressed in school, such as poor oral language skills)** | |
| **A.** | Gaps in skills and knowledge due to home learning and that learning not being provided by teachers. |
| **B.** | Bridging the mental health gap for children who have been impacted by the lockdown. |
| **C.** | Introducing and implementing VL learning dispositions to improve readiness to learn and a positive attitude towards school and learning outcomes. |
| **D.** | EYFS struggled to access remote learning and many have slipped back as a result. |
| **External barriers (issues which also require action outside school, such as low attendance rates)** | |
| **E.** | To support families via the PSA, SENCO, SLT and EWO to increase attendance and reduce occasions of lateness. |

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| 1. **Desired outcomes** | | |
|  | **Desired outcomes and how they will be measured** | **Success Criteria** |
| **A.** | Introduced Cornerstones curriculum from Y1 to Y6, RWI for delivery of reading from EYFS and KS1, change in approach for the delivery of writing across the school, and further embedded a mastery approach to maths for all staff. | Through assessment pupils gaps will be diminished across all core subjects by end of the year. |
| **B.** | Increased ELSA session with PSA from Term 4.  Purchased BOXALL assessment tool for emotional and social needs to provide a support plan.  Support individual pupil needs, providing alternative settings for them to access their education.  Revamp current music room into a sensory room to provide a calm, safe, secure environment for pupils to support their emotional needs. | Pupils become more emotionally aware and learn independent strategies to support themselves.  To identify clear gaps and areas for development within the social and emotional needs of pupils.  Individual pupils accessing education successful through the use of personalized programmes.  For pupils to feel safe in an environment that they can share their feelings which in turn will support their learning in class and allow them to be ‘ready to learn’. |
| **C.** | Teaching staff INSET delivered at the start of T5 by VL lead.  Weekly whole school recorded assemblies introducing each of the learning disposition robots  Class dojos introduced  Amended behavior policy to ensure consistent and clear approach  Pupils self-reflective traffic lighted behavior class tool  Amended marking and feedback policy which links into VL and learning behaviours  RSE surveys for parents and pupils, to inform teacher PSHE planning. | To develop a school culture of a growth mindset where pupils to feel empowered to learn.  Clear marking and feedback enables pupils to have ownership of their learning and be aware of next steps.  RSE curriculum delivered with a consistent approach across the school. This will develop year on year. |
| **D.** | Received support from within the Trust, Early Excellence and EYFS Advisor from Aspire Trust Cornwall, to improve quality of continuous provision throughout the setting.  RWI training for all EYFS staff and programme implemented.  Tapestry online learning journey to be available by the end of the school year.  2 x iPads purchased to support this. | EYFS staff revamped and improved outdoor continuous provision following Early Excellence guidelines.  Increased parental engagement through online tool.  RWI scores to increase |

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| 1. **Planned Expenditure** | | | | | | | | | | |
| **Academic Year** | | **2020/21** | | | | | | | | |
| 1. **To address the deficit both educationally and socially due to COVID-19 lockdown.** | | | | | | | | | | |
| **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 close the gap identified due to lockdown.  This will be measured through regular assessment and monitoring of pupils. | | To implement Cornerstones, RWI, Talk for Writing and WRM to delivery high quality teaching and learning. | | Working in year group teams with another school in the Trust, sharing planning and resources. | | With regular monitoring of books, lessons and pupil voice.  Termly assessment and data analysis.  Regular CPD opportunities | | | BN | July 2021 |
| To reduce pupil anxiety following lockdown by providing regular wellbeing and PSHE sessions. | | Use of Jigsaw programme and whole school INSET  ELSA provided to specific identified pupils | | Jigsaw provides all planning, resources and rationale appropriately aimed at each year group for teacher to use. | | CPD by Goosewell PSHE lead  Parental feedback  Pupil voice | | | BN | July 2021  IWB 2,000  Edison – 1670 |
| **Total budget cost** | | | | | | | | | | **£** |
| 1. **To continue to develop the Cornerstones Curriculum alongside maths and English so that all pupils have equal access to learning.** | | | | | | | | | | |
| **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?** |
| Cornerstones demonstrates that pupils are making at least expected progress from their return to school baselines due to high quality provision.  This is monitored by book looks, lesson observations, pupil conferencing and moderation. | | To close gaps and accelerate catch up  Use of NTP | | Through assessment pupils gaps will be diminished across all core subjects by end of the year. | | Regular CPD  Monitoring | | | BN  JH  AI | July 2021 |
| **Total budget cost** | | | | | | | | | | **£** |
| **To support families via the school and EWO to ensure that all children attend school** | | | | | | | | | | |
| **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?** | | **Desired Outcome** |
| All pupils will be 90% or above attendance. | Office to track attendance and call parents when children are absent.  Work with the EWO to ensure pupils and parents are challenged on non-attendance.  Will not authorize any holiday that does not meet specific criteria.  Attendance awards  Improving on ‘school refusers’.  Provide Lego therapy to engage pupils and achieve a positive start to the school day. | | Pupils who are not in school are not learning and will fall significantly behind their peers. | | Fortnightly checks with school office admin staff and SENCO report back to HT during SLT/Safeguarding meetings. | | BN  MR  JO  AI  KM | On-going | | Increased pupil attendance |
| **Total budget cost** | | | | | | | | | |  |

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| 1. **Review of Expenditure 2019 -20** | | | | |
| **Previous Academic Year** | | |  | |
| 1. **Implementation of the new curriculum is appropriately adapted to meet the needs of SEND and disadvantaged pupils so that better than expected progress is made by these pupils.** | | | | |
| **Desired Outcome** | **Chosen action/approach** | **Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | **Lessons learned**  (whether you will continue with this approach) | **Cost** |
| That all disadvantaged children will make good progress from their starting points. | Implementation of the Concentric Curriculum to ensure a broad and balanced curriculum.  TA support to allow all pupils access to learning. | Limited due to COVID-19 lockdown. Therefore we didn’t have the same access as we would have had if all pupils had been in school.  Not all children accessed the learning that was sent home and the access to staff was not as strong as we would have wished.  We did maintain twice weekly phone calls with our disadvantaged children to maintain good mental health and to offer support with learning. | We need to ensure that we have remote learning in place to ensure all pupils can have the same access to lessons.  We will continue to develop the curriculum over the next year. | £ 34,524 |
| 1. **Oracy and vocabulary are prioritized to improve levels of progress and attainment in reading and writing** | | | | |
| **Desired Outcome** | **Chosen action/approach** | **Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | **Lessons learned**  (whether you will continue with this approach) | **Cost** |
| Pupils will be able to apply phonic knowledge to their decoding allowing them access to more complex texts.  Pupils able to widen their vocabulary and apply this to enhance their writing.  Pupils are able to explain the language they use in their writing. | Pupils to have support S&L to develop language skills.  TA to support chn in class with language acquisition and application in writing  Staff to read with children to allow them to access more complex texts  Continue to develop oracy in class to allow children to widen their vocabulary bank | This was not achieved due to lockdown and COVID-19. | This is a key focus for the school development this year.  We need to ensure pupils continue with this approach. | £ 31,514 |
| 1. Improve behavior across the school | | | | |
| **Desired Outcome** | **Chosen action/approach** | **Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | **Lessons learned**  (whether you will continue with this approach) | **Cost** |
| All pupils to make good progress due to having good behaviours to learning.  There are less incidents of dysregulation in school. | Implement TIS across whole school  Implement new behavior policy  Staff to set high expectations in behavior in class and the playground  To use EMAT service to support our EAL children  To access support from MAST | There was an improvement in behavior in class in the first half of the year. Children were able to focus on their lessons and had a clear understanding of expectations in schools.  We then closed for COVID-19. | We will continue to develop our behavior strategies in school and will be completing work on non-verbal cues to manage behaviours.  Use our VL lead to continue with our work on Mindsets | £ 3,000 |
| 1. Increase attendance in school | | | | |
| **Desired Outcome** | **Chosen action/approach** | **Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | **Lessons learned**  (whether you will continue with this approach) | **Cost** |
| Attendance will be in line with national outcomes | Office staff to track attendance and call parents when children are absent.  We will work with EWO to ensure that pupils and parents are challenged re non-attendance  We will not authorize holiday that does not meet specific criteria  Introduce attendance awards  Maintain soft start breakfast club to address children who struggle to get into school | Limited due to COVID and lockdown. | Yes we will continue work on strategies to ensure that our attendance is in line with national. | £ 2,310 |
| **Total Spend** | | | | £ 78,528 |
| **Total contribution from PP grant funding** | | | | £ 73,655 |