



# Pupil Premium Strategy Statement – St Stephen Academy

1. Summary information					
School	St Stephen Churchtown Academy				
Academic Year	2020/21	Total PP budget	£114,220	Date of most recent PP Review	October 2020
Total number of pupils	284	Number of pupils eligible for PP	94	Date for next internal review of this strategy	January 2021

2. Current attainment		
2019 SATs	<i>Pupils eligible for PP</i>	<i>Whole Cohort</i>
% meeting standard or above in reading, writing and maths	33%	58%
% meeting standard or above in reading	58%	69%
% meeting standard or above in writing	67%	80%
% meeting standard or above in maths	75%	89%
2019 Progress	R -1.01, W -1.67, M +1.12	R -1.9, W -1.5, M +0.64
<b>2020 SATs (Predicted)</b>	<b><i>Pupils eligible for PP</i></b>	<b><i>Whole Cohort</i></b>
% meeting standard or above in reading, writing and maths	53%	71%
% meeting standard or above in reading	73%	74%
% meeting standard or above in writing	73%	83%
% meeting standard or above in maths	67%	83%

3. Barriers to future attainment	
In-school barriers	
A.	A greater proportion of PP children do not achieve the Phonics standard in Y1 resulting in poor word reading skills. (83%N v 64%).
B.	Children do not bring a wide vocabulary to their learning and this inhibits their progress in reading comprehension and writing.
C.	Attainment of the expected levels in Writing is lower by the end of KS1 for PP children and has decreased over a 3 year period. In 2019 50% achieved versus 73% National. Correct spelling in particular is an issue within writing.

<b>D.</b>	Many disadvantaged pupils experience additional social, emotional and/or behavioural needs. Some Pupil Premium children's resilience levels are not as fully developed in comparison to their cohort.	
<b>E.</b>	42 out of the 70 children in school on the Record of Need are PP.	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>F.</b>	A proportion of PP parents are less able to support learning and engage with school and learning.	
<b>G.</b>	Attendance of disadvantaged children is 94.6% against non disadvantaged of 97%	
<b>4. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	All disadvantaged children will make good progress in Phonics.  This will be measured using Phase assessments recorded on tracking sheets and progress in book band levels as well as Phonics Check.	Higher % of PP children succeed in Phonics Screening Check PP children make progress across the book bands of the Reading scheme
<b>B.</b>	Develop understanding of a wider vocabulary in Reading and the use of this in Writing.	Higher % of PP children achieving EXS and GDS in Reading and Writing.
<b>C.</b>	Children will become confident writers with increasingly accurate spelling.	Higher % achieving 2 in EYFS for writing and EXS by the end of KS1 and on to at least EXS at KS2.
<b>D.</b>	All Pupil Premium children will have clear strategies for coping in the face of challenge. They will approach new learning experiences with a sense of confidence and wonder. Children will be articulate about the strategies they employ in the face of challenge. They will not let setbacks derail their learning and equate such events as opportunities to learn from. Pupil conferencing and drop ins	Children will show sustained engagement and participation in the lesson. The level of disruptions caused by students and the detrimental effect their behaviour has on their and others learning is diminished. Academic progress and attainment of key groups will improve.
<b>E.</b>	Parental engagement – high % of parents of PP children attending organised events (virtually initially) and engaging with remote learning systems where necessary. Increase the capacity of families to parent effectively through early identification and referral to the in school parent support advisor and outside agencies.	All PP parents will engage in parents evening phone calls All PP parents engage in other events the schools puts forward - bedtime stories. Should remote learning become necessary, parents will engage with the systems in place
<b>F.</b>	Attendance will increase to be in line with non-disadvantaged.	% attendance will be in line for non and disadvantaged children.

## 5. Planned expenditure

Academic year

2020-21

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 ?
Quality first teaching in Phonics leading to an increase in those achieving the Phonics standard in Y1 and reading at an expected level.	KS lead to plan KS1 Phonics for consistency. Use of regular assessment and fast intervention where necessary. Monitoring and coaching of teaching. CPD where needed. Extra time dedicated to Phonics due to lockdown gaps.	EEF moderate impact for very low cost Impact + 4 months	Structured plan for monitoring and feedback/coaching. Outcomes monitored also through PSC at 3 points in year and phase assessments.  Reading data from assessments	CS	Jan 2021
Children will use an extended vocabulary in speaking and writing. They will understand what they read. This will lead to an increase in % achieving EXS in Reading and Writing.	Quality first teaching of vocabulary. Regular in class: book discussions, opportunities to read aloud, poetry performances. Teachers explicitly modelling and extending pupils vocabulary. Pre teaching of unfamiliar words in new texts. Visual images to support understanding.	EEF Oral language interventions give moderate impact for very low cost Impact +5 months	Monitoring of books and drop ins. Coaching and feedback given.  Data from assessments	CS AS	Jan 2021

Children will be confident in their writing and spelling will be increasingly accurate	Quality first teaching of Writing. Spelling taught explicitly through Phonics or the RWI spelling programme. Extra spelling in morning books for KS1. Zero tolerance approach to spelling mistakes in books (with professional	EEF Phonics and oral language interventions  Respectively impact + 4 months and +5 months	Book scrutinies Phonics monitoring Assessment outcomes	AS	Jan 2021
Increase in pupils' learning independence. Children to reflect on their learning and become more proactive and independent learners. All staff to implement and embed metacognition strategies to support independence and resilience.	Improving pupils cognition through having specific strategies to plan, monitor and evaluate their learning.  Explicitly teach children metacognitive strategies.  Teachers to plan sessions which ensure prior knowledge is activated, appropriate time for independent practice is given and there is structured reflection time.	EEF Promoting metacognition and self regulation is a high impact strategy for low cost.  Impact +7 months.	Outcomes will be monitored through pupil voice, including child survey, and through termly pupil progress meetings between class teachers and senior leaders.		Jan 2021
<b>Total budgeted cost</b>					£ 7,000
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation ?</b>

<p>To intervene quickly to ensure children succeed in Phonics and therefore word reading.</p>	<p>Rapid identification of those at risk of falling behind. Rapid Phonics delivered by DW to identified children for 20 mins 4 times a week following fine tuned assessments. TA intervention 3 times a week for 15 mins for those with gaps caused by Covid 19 lockdown. In class interventions for identified groups.</p>	<p>EEF Phonics Impact+4 months</p>	<p>Regular timetabled assessments in Phonics. Drop ins of interventions Data from PSC and book band progress as well as standardised Reading tests.</p>	<p>CS</p>	<p>Jan 2021</p>
<p>To quickly identify those children who may need extra support with writing and to implement successful strategies. A higher number of children will achieve a 2 in EYFS or EXS in KS1/2 writing</p>	<p>Dyslexia screening used where there are concerns, either early or standard test as appropriate. Screening is used to inform approaches for individuals. Small group work targeted as necessary.  Speech and language support through DW</p>	<p>EEF Phonics and oral language interventions  Respectively impact + 4 months and +5 months</p>	<p>Learning passport targets and reviews. Outcomes for Writing</p>	<p>JE/RG AS</p>	<p>Jan 2021</p>
<p><b>Total budgeted cost</b></p>					<p>97,000</p>

<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation ?</b>
Parents will engage with school provision and will feel more able to support their child and become involved with their learning.	Personal invites to online/in person events. Follow up those who have not engaged in these as well as remote learning. Use social media to celebrate parent/child contributions to learning. Parent voice contributions	EEF parental engagement Impact +3 months	Monitor uptake across the school for various organised events including parent consultations. Review parent voice responses.	CS LJ	Jan 2021
Children will feel well supported in terms of their social, emotional and behavioural needs. Parents will know how to access support.	SCARF curriculum to act as a basis for supporting needs. Sequenced activities provided leading to skill development. Combined with TIS approach. Any additional COvid 19 needs will be addressed via PSHE as a class or Individually as appropriate. Support via school PSA for families in need.	EEF Social and emotional learning  Impact + 4 months	PSHE lead to monitor skill development. Improvement in behaviour choices. Pupil conferencing	LK	Jan 2021
Increase attendance rates for disadvantaged pupils by understanding the reasons for poor attendance. Offer appropriate challenge and support if necessary.	Good attendance will be promoted through newsletters and board in school. Absence, including persistent absence, this will be monitored.		Attendance will be monitored. PSA to engage with families. Support from EWO as required.	LJ SC	Jan 2021

	Early patterns of absenteeism will be acted upon. Build strong supportive partnerships with families.				
<b>Total budgeted cost</b>					£10,000

6. Review of expenditure				
Previous Academic Year		2019-20 (Budget Allocated was £???)		
i. Quality of teaching for all				
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 (and whether you will continue with this approach)	Cost
All pupils access quality first teaching.	Appropriate training for all staff. Feedback and marking training for all Teaching Assistants.  Meta cognition training to build learning power.	Metacognition training was completed and a start was made on implementation.	Continue to implement. Update staff through training.	
Increase in pupils' learning independence. Staff to begin to implement and embed meta cognition strategies that support pupils to develop learning independence and increased resilience.	Developing cognition. The mental process involved in knowing, understanding, and learning.  Meta cognition which is learning to learn.	Staff had begun to use meta cognition strategies following a number of training sessions. This was interrupted by the National lockdown.	The approach was giving children more ownership of their learning. The approach needs to be revisited with further CPD reminders and implementation.	



<p>Improve written language skills for pupils eligible for PP in EYFS and KS1.</p>	<p>Teacher / Teaching Assistants to carry out oral language activities to support specific and general needs.</p> <p>Schools own speech and language support system. Book discussion. Explicitly extending pupils spoken vocabulary. Use of structured questioning to Targeting reading allowed develop reading comprehension.</p>	<p>The teaching of vocabulary through WCR was introduced across the school.</p> <p>No end of year data is available to assess writing outcomes.</p>	<p>This needs to be continued especially allowing for the fact that a number of children will not have written regularly during the pandemic.</p>	
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**ii. Targeted support**

<b>Desired outcome</b>	<b>Chosen action/approach</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>£97000</b>
<p>Provide targeted intervention for our disadvantaged pupils to either improve skills in the core subjects or to develop resilience to engage in learning more effectively.</p>	<p>Weekly opportunities for experienced Teaching Assistants to work with identified pupils to ensure personalised feedback is given to</p>			

<p>Increase attendance levels of disadvantaged children and keep persistent absence for this group to a minimum.</p> <p>An increase in the overall percentage attendance for PP children to be in line with 96% national average and/or there is no difference between PP/non-PP in school data.</p>	<p>SLT to track attendance and absent levels.</p> <p>Challenge parents where appropriate.</p> <p>Provide support for parents through the PSA role.</p> <p>Work closely with EWO.</p>	<p>Attendance could not be tracked across the year due to lockdown.</p>	<p>Attendance levels are slightly below those for non disadvantaged pupils and this target will remain.</p>	
<p>iii.</p>				
<p><b>Desired outcome</b></p>	<p><b>Chosen action/approach</b></p>	<p><b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p><b>Lessons learned</b> (and whether you will continue with this approach)</p>	<p><b>Cost</b> <b>£18000</b></p>
<p>School supports disadvantaged children who experience SEMH issues arising from ACE's and promotes resilience. Detrimental impact of poor behaviours for learning on academic attainment and progress of that group of learners is reduced and pupils are better able to access formal learning. Fewer behaviour incidents recorded for these pupils on the school system. This should ensure that they maximise teaching and learning time.</p>	<p>Whole school and targeted Trauma Informed School.</p> <p>Increase amount of PSA time to work with children and families experiences SEMH issues.</p>	<p>School provided good support for those with SEMH needs using PSHE and a TIS approach combined with intervention and support from the PSA where necessary. Her hours at the school have been 2 days a week.</p>	<p>Due to the impact of Covid 19 on SEMH and a rise in the number of disadvantaged children in school, this will continue. The PSA will work 1 week in this school and 1 week in her other school but remaining on call.</p>	

## 7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.

Our full strategy document can be found online at: [www. http://ststephenchurchtown.org.uk/website/pupil\\_premium/159738](http://ststephenchurchtown.org.uk/website/pupil_premium/159738)