

# Sigglesthorne Primary Academy Pupil Premium Strategy Statement



1. SUMMARY INFORMATION			
School	Sigglesthorne Primary Academy	Total PP Budget	£16440
Academic Year	2018-19	Number of Pupils Eligible for PP	13
Total Number of Pupils	55	Date of internal PP Review	July 2019

## Whole school 2019 Overview

Reading, Writing & Maths - Year 6				Reading, Writing & Maths - Year 2				GLD			
School	National Other	National Gap	School Gap	School	Reading (Nat)	Writing (Nat)	Maths (Nat)	School	National other	National Gap	School Gap
78	65	+13			86 (76)	71 (70)	71(77)	100			

2. CURRENT ATTAINMENT - PUPIL PREMIUM								
No of pupils - 12	Expected Standard				High Standard			
	% Estimated	% Actual	Difference	Gap (expressed as pupils)	% Estimated	% Actual	Difference	Gap (expressed as pupils)
Reading	(8) 67	(8) 67	0	0	(2) 17	(2) 17	0	0
Writing	(9) 75	(10) 83	(+1) 8	1	(1) 8	(0) 0	(-1) 8	1
Maths	(10) 83	(8) 67	(-2) 16	2	(0) 0	(2) 17	(+2) 16	2
RWM Combined	(10) 83	(10) 83	0	0	0	0	0	0

### 3. BARRIERS TO FUTURE ATTAINMENT (for pupils eligible for PP)

#### In-school barriers

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| A. | Resilience is sometimes a barrier for some of our pupil premium children.                            |
| B. | Poor language skills are a barrier for some of our pupil premium children.                           |
| C. | Retention and processing of knowledge is sometimes a barrier for some of our pupil premium children. |

#### External Barriers

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| D. | The attendance of some pupils is below the expected standard of the academy (97%) to use funding to work with these families to ensure that attendance improves next year, as is the involvement for some children in after school clubs. |
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### 4. OUTCOMES

	Desired outcomes and how they will be measured	Success Criteria
A.	Run KS1 and KS2 nurture groups to develop the language skills and confidence of our pupil premium children.	Pupils will be more confident in their speech and grammatical errors in speech will be reduced.
B.	To improve the writing outcomes for all PP children so that we are healing the gap between PP and non-PP children.	Internal tracking data reflects the outcomes for PP children in writing is improving. More PP children are meeting the national expectations.
C.	Use staff to recap learning and support with listening skills and retention of knowledge. Use same day intervention	Retention of information into the longer term memory. Improved listening skills to help develop greater information retention.
D.	To improve to outcomes for PP children in maths.	Internal tracking data reflects the outcomes for PP children in writing is improving. More PP children are meeting the national expectations.

5. PLANNED EXPENDITURE 2019/20						
i	<u>Quality of teaching for all</u>					
	Desired Outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	Review Date
A.	Greater language skills.	Drama included in all aspects of the curriculum, particularly English.	The more opportunity we can provide for the children to speak, the greater their confidence will be.	Teacher tracker. Book scrutiny.	JG	Monitored termly July 2020
B.	Improved spoken grammar	Staff repeat the incorrect grammar using the correct grammar.	It is important that the self-esteem of children is not damaged and this gives an example without demoralising them.	Teacher tracker.	JG	Monitored termly July 2020
C.	Written grammar will improve.	Targeted marking will provide opportunities for up level and discussion.	Targeted marking with discussion is evidenced to make greater progress for the children.	Book scrutiny.	JG	Monitored termly July 2020
ii	<u>Targeted Support</u>					
	Desired Outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	Review Date
A.	Greater number of pupils meet ARE in maths.	Targeted same day intervention.	Same day intervention means that the support is focussed, timely and tailored to the needs of the child in the moment. It therefore means that the child can continue on their learning journey in line with their peers.	Class tracker Book scrutiny will show evidence of same day intervention.	JG to monitor All staff to take responsibility for the progress and intervention delivery.	Monitored termly July 2020
B.	Greater number of pupils meet ARE in Writing.	Targeted same day intervention.	Same day intervention means that the support is	Class tracker Book scrutiny will show	JG to monitor All staff to take	Monitored termly

			focussed, timely and tailored to the needs of the child in the moment. It therefore means that the child can continue on their learning journey in line with their peers.	evidence of same day intervention.	responsibility for the progress and intervention delivery.	<b>July 2020</b>
<b>C.</b>	Improve learning outcomes for children with complex emotional needs who are eligible for PP	ELSA support to discuss emotional and mental well-being.	Maslow states that a child has to have their basic and emotional needs met before they can reach self-actualisation and as a school that strongly believes in the ethos of achievement for all this is an essential part of the curriculum.	Regular professional dialogue between ELSA, class teacher and SLT to ensure that the needs of the child are being met.	SENDCo ELSA	<b>Monitored termly July 2020</b>
<b>iii</b>	<b><u>Other</u></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>Review Date</b>
<b>A.</b>	To improve the attendance of some of our PP children to be closer to the 97% expectation of Ebor Academy.	Funding made available for some children to attend extra-curricular school activities. Funding to support a member of staff to work with families of children who have low attendance.	If the children are not in school, they are unable to learn. Research states: The overall absence rate for these pupils was 7.3 per cent, compared to 4.2 per cent for non-FSM. The persistent absence rate for pupils who were eligible for FSM (at 23.0 per cent) was more than twice the rate for those pupils not eligible for FSM (at 9.1 per cent). The vast majority of our pupils are PP and eligible for FSM. (DfE, Oct 18 Pupil absence in England)	Termly monitoring of attendance. Ebor system of attendance analysis. Meetings with parents to discuss attendance concerns.	JG	<b>Monitored termly July 2020</b>
<b>B.</b>						

C.						
TOTAL BUDGETED COST						14,820

	1. REVIEW EXPENDITURE (Previous Academic Year 2018/19)				
i	<b><u>Quality of teaching for all</u></b>				
	Desired Outcome	Chosen action/approach	Estimated impact	Lessons learned	Cost
A.	To develop the imagination and life experience of pupils	Purchase “Now, Press, Play” to provide a fully immersive experience for all pupils as needed.	Now Press Play has had a very positive impact on the children. See log of evidence. Learning experiences have been enriched for the children through an immersion in the story.	Drama and role play are a key component for our children in the writing process. So much so that we have adapted our writing structure to ensure that drama and role play are an integral part of our teaching.	Funded from another source.
B.	Improve attainment in R, W and M for pupils eligible for PP across the school.	Small focussed teaching groups to develop skills.	These have had some impact for our children.	We have realised that these sessions are not responsive enough for the children and that we can improve these through same day intervention to support the children at the point of individual need.	
ii	<b><u>Targeted Support</u></b>				
	Desired Outcome	Chosen action/approach	Estimated impact	Lessons learned	Cost
A.	Improved self-confidence for KS1 pupils.	Drama sessions for Yr 1 and 2 weekly to develop communication and confidence.	This has been successful for the confidence and resilience of our children. The communication skills of the children have significantly improved.	The confidence to talk and explain things orally have a positive impact on the children’s ability to then communicate on a range of levels, including English lessons.	
B.	Accelerate progress	1 to 1 and small group intervention for R, W and M.	These have had some impact for our children.	We have realised that these sessions are not responsive enough for the children and that we can improve these through same day intervention to support the children at the point of individual need.	
iii	<b><u>Other</u></b>				

	Desired Outcome	Chosen action/approach	Estimated impact	Lessons learned	Cost
A.					
TOTAL BUDGETED COST					16,440

2. ADDITIONAL INFORMATION