

Sigglesthorne Primary Academy Pupil Premium Strategy Statement 2020/21



1. SUMMARY INFORMATION			
School	Sigglesthorne Primary Academy	Total PP Budget	£13,450
Academic Year	2020/21	Number of Pupils Eligible for PP	13
Total Number of Pupils	46	Date of internal PP Review	September 2021

Whole school 2019 Overview

Due to Covid-19 lockdown, there is no whole school 2019/20 data available to report.

2. BARRIERS TO FUTURE ATTAINMENT (for pupils eligible for PP)	
In-school barriers	
A.	Gaps in learning due to lockdown and the need to build up resilience after an extended period away from school.
B.	Poor language skills are a barrier for some of our pupil premium children.
C.	Attitude to learning and processing of knowledge is sometimes a barrier for some of our pupil premium children.
External Barriers	
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

3. OUTCOMES		
	Desired outcomes and how they will be measured	Success Criteria
A.	A reconnection curriculum established quickly leading to a wider curriculum. Formative/summative assessments used to identify gaps in knowledge. Interventions put in place to address these gaps. SEMH targeted support with a focus on resilience and independence skills	Internal tracking data shows that the progress and outcomes for PP children is improving. Gaps in knowledge and skills are being addressed quickly. Children strive to achieve in lessons More PP children are meeting the national expectations.

B.	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.
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.	Attendance of PP children and enjoyment of school is monitored closely. Remote learning is instant and provides lessons and activities that will motivate the children to learn. To provide music opportunities by learning an instrument and provide extra-curricular by attending breakfast club	PP children are attending school and before and after school club if necessary. Provision for remote learning is in place (including IT devices for PP children) so learning is not affected. Children are given opportunities to explore their talents and skills and engage in the wider life of the school raising aspirations and enjoyment.

4. PLANNED EXPENDITURE 2020/21						
<u>Priority A</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
1.	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.	Head/Maths lead to monitor All staff to take responsibility for the progress and intervention delivery.	Monitored termly July 2021
2.	Greater number of pupils meet ARE in Writing.	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.	SLT to monitor All staff to take responsibility for the progress and intervention delivery.	Monitored termly July 2021
3.	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 SLT	Monitored termly July 2021
<u>Priority B</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

1	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.	SLT	Monitored termly July 2021
2	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.	SLT	Monitored termly July 2021
3	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.	SLT	Monitored termly July 2021
	PRIORITY C					
1.	PP children improve attitude to learning by using the independence strategies taught in class	Teachers to instil a sense of independence by teaching the children strategies to promote a pride in their work	Children who engage in their learning are more likely to retain the information and therefore, make progress	Pupil voice, learning walks, book scrutiny	SLT	Monitored termly July 2021
iii	<u>Priority D</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
1	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 learn a musical instrument and attend before school club, thus benefiting from the social opportunities these provide.	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	Termly monitoring of attendance. Ebor system of attendance analysis. Meetings with parents to discuss attendance concerns. Regular discussions with peripatetic music teacher re each child's progress	Head	Monitored termly July 2021

			vast majority of our pupils are PP and eligible for FSM. (DfE, Oct 18 Pupil absence in England)			
Total Budgeted Cost: Music tuition £960 Intervention and ELSA support £ 11,000 Before School club £1700						£13087

1. REVIEW EXPENDITURE (Previous Academic Year 2019/20)					
i	<u>Quality of teaching for all</u>				
	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	<u>Targeted Support</u>				
	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	<u>Other</u>				
	Desired Outcome	Chosen action/approach	Estimated impact	Lessons learned	Cost

A.					
TOTAL BUDGETED COST					£13,900