

# Pupil premium strategy statement 2020-2021

## School overview

Metric	Data
School name	Pennyman Primary Academy
Pupils in school	398
Proportion of disadvantaged pupils	56%
Pupil premium allocation this academic year	£258,630
Academic year or years covered by statement	2020-2021
Publish date	September 2020
Review date	September 2021
Statement authorised by	D. Fawcett
Pupil premium lead or champion	E. Coupe D. Fawcett

## Disadvantaged pupil barriers to success

Non-attendance or limited attendance and access to formal education during Covid-19 pandemic of disadvantaged pupils who did not meet the DfE criteria to attend school during March to July 2020
Erratic attendance due to changing or challenging home circumstances
Significant percentage of population live in some of the most deprived areas in the country (IDACI) resulting in a very high proportion of pupil premium on roll across all Key Stages
Language and communication skills on entry to school are significantly lower than what would be regarded as typical for many children of a similar age
Outcomes and progress can be significantly related to, for example, emotional literacy, behaviour support or physical development, and the school needs to be strong at identifying the barriers that each individual PP student faces
The high proportion of children identified by school and other agencies as vulnerable and who are exposed to the wide range of risk factors that affect mental health, family unity, prosperity and educational success

## Disadvantaged pupil progress scores for last academic year (up until school closure March 2020)

Measure	Score
Reading	59% (KS1) to 81% (KS2)
Writing	33% (KS1) to 81% (KS2)
Maths	67% (KS1) to 81% (KS2)

Meeting expected standard at KS2	78% (Combined mainstream)
Achieving high standard at KS2	22% (Combined mainstream)

## Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2	At national
Achieving high standard at KS2	At national
Measure	Activity
<b>Priority 1- Quality of education:</b> Recovery curriculum	<ul style="list-style-type: none"> <li>- Develop pedagogical systems for the acquisition of knowledge and subsequent curriculum delivery and evidence through Ambition Teacher Training</li> <li>- Refine and further develop the core offer for reading, writing and maths to impact attainment and achievement through enhancement of library, resources and ICT (including EYFS)</li> <li>- Design and implement a recovery curriculum that accelerates progress whilst support pupils to return to the classroom through Ambition Teacher Training.</li> <li>- Ensure effectiveness of assessment for, and of, learning through monitoring and moderation</li> <li>- Increased rates of accelerated progress in attainment and achievement at, leading to improvement in outcomes at combined measure, through quality first teaching and interventions</li> <li>- Use PiXL approach to identify gaps in learning in all subjects and teach appropriate therapies</li> <li>- Purchase resources to support intervention</li> <li>- Provide access to digital resources both in the academy and at home to support pupil progress</li> </ul>
Barriers to learning these priorities address	<ul style="list-style-type: none"> <li>- Children enter the academy with significantly low levels of language development, English and maths skills.</li> <li>- All year groups have higher proportions of pupil premium than the national average.</li> </ul>
Projected spend	<ul style="list-style-type: none"> <li>- £119,577</li> </ul>
<b>Priority 2 – Language development</b>	<ul style="list-style-type: none"> <li>- Develop an oracy framework and implement, CPD for all staff written, delivered and evaluated</li> <li>- Ensure that 'Pedagogy at Pennyman' has oracy at its core and that it is present in every lesson, through CPD, coaching and mentoring, Voice 21 membership</li> <li>- Learning provision is language rich</li> <li>- Increased parental engagement</li> </ul>
Barriers to learning these priorities address	<ul style="list-style-type: none"> <li>- Pupils enter the academy significantly below expectation, particularly in language and communication, and personal, social and emotional development.</li> </ul>

	<ul style="list-style-type: none"> <li>- All year groups have higher proportions of pupil premium than the national average.</li> </ul>
Projected spend	£20,530
<b>Priority 3</b> – Targeted support to reduce barriers to learning for vulnerable pupils	<ul style="list-style-type: none"> <li>- Attendance tracking for vulnerable PP children</li> <li>- Ensure all pupils have access to nutrition, school uniform, equipment and pastoral support</li> <li>- Support children's emotional health with access to Educational Psychologist and Counsellor</li> <li>- Implement and monitor the updated behaviour policy</li> <li>- Enrichment activities through music and virtual author visits</li> <li>- Outstanding P.E provision, incorporating themes of health and well-being</li> <li>- Free after school Clubs</li> </ul>
Barriers to learning these priorities address	<ul style="list-style-type: none"> <li>- All year groups have higher proportions of pupil premium than the national average.</li> <li>- High level of vulnerability for some PP pupils, as well as attendance concerns.</li> <li>- Pupils enter the academy significantly below expectation, particularly in language and communication, and personal, social and emotional development.</li> </ul>
Projected spending	£127,038

### Academy priorities due to current COVID pandemic

<b>Priority 4</b> – reducing the gaps to learning currently identified for vulnerable pupils	<ul style="list-style-type: none"> <li>- To employ additional staff to increase capacity across the academy and provide additional support where needed</li> <li>- Continue to promote Seesaw as a learning platform to deliver blended learning between the academy and home should the need arise</li> </ul>
Barriers to learning these priorities address	<ul style="list-style-type: none"> <li>- Address the gaps in learning due to pupils returning to the academy after a period of absence</li> </ul>
Projected spending	<ul style="list-style-type: none"> <li>- £20,092</li> </ul>

### Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores in KS2 Reading (0)	Sept. 21
Progress in Writing	Achieve above national average progress scores in KS2 Writing (1.5)	Sept. 21

Progress in Mathematics	Achieve above national average progress scores in KS2 Mathematics (1.5)	Sept. 21
Phonics	Achieve national average expected standard in Phonics Screening Check.	Sept. 21

**Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.**

### Wider strategies for current academic year

Measure	Activity
Priority 1 – Enrichment, trips and visits	Provide children with free extended school activities Educational visits and access to cultural and sporting events
Priority 2 – Computing	Purchase of iPads for other year groups
Priority 3 – After school clubs, breakfast club provision	Access to free breakfast club
Priority 4 – Health and well-being	Walk a mile running track to promote health and wellbeing and increase levels of fitness
Barriers to learning these priorities address	Poor physical fitness levels Children lacking experiences of enrichment activities and visits which effects their understanding of the world and wider life skills
Projected spending	£

### Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is allocated to allow staff professional development for teachers and leaders.	Use of professional development days and additional cover provided by senior leaders
Targeted support	Ensuring enough time and training for school interventions to support small groups linked to PiXL, FFT, literacy and other interventions.	Additional staff to be deployed to support with intervention. Online resources purchased to support with IT intervention.
Wider strategies	Engaging the families facing most challenges.	Liaise with all agencies and stakeholders and provide support through pastoral and welfare team.

## Impact evaluation statement (a review of 2019-2020 aims and outcomes)

Aim	Impact / Evaluation
Significantly improved levels of language and communication and PSED skills across EYFS.	<p>March 2020:</p> <ul style="list-style-type: none"> <li>79% of children made good or better progress in PSED. 90% of children made good or better progress in Listening and Attention and Understanding. However, 87% of children made the same progress in Speaking with girls outperforming the boys.</li> <li>Focus on speaking and listening across EYFS in the spring term, providing opportunities both indoors and outdoors, including small intervention groups were used to develop this area further. Redeployment of support staff to provided additional support in EYFS.</li> </ul>
Targeted quality first teaching and intervention groups to ensure support and challenge of all PP pupils in core subject areas.	<ul style="list-style-type: none"> <li>Termly assessment, moderation and pupil progress meetings held in the autumn and spring term</li> <li>Additional TA support in Y2 and Y4 for reading intervention and small group support for vulnerable children. Additional teaching capacity in KS2 (predominantly Y5 writing) to provide a nurture group to facilitate progress of vulnerable learners.</li> </ul>
Increase progress rates of pupils across KS1 and KS2 and number of pupils achieving GDS, particularly in reading and writing.	<ul style="list-style-type: none"> <li>In year progress data to date shows all year groups were making at least good progress from individual starting points up until pre-pandemic in spring 2020, with outstanding progress in many areas based on the Anthony Conlin data analysis system.</li> <li>Benchmark year groups were on track to meet predictions at both expected and greater depth standards</li> </ul>
Increase the attendance and punctuality rates of PP pupils throughout the academy.	<p>March 2020:</p> <ul style="list-style-type: none"> <li>Attendance of PP children 91.6% compared to 92.2% of non-pupil premium.</li> <li>First day absence contact made and for recognised vulnerable families, this may be followed up with a visit.</li> <li>ACCs held with support put in place to improve attendance.</li> <li>Opportunities for children to take part in after – school clubs, breakfast clubs and residential visits.</li> </ul>

### **Covid 19 statement and TVED local context**

In March 2020 the threat to public health caused by the global Covid-19 pandemic led to a national 'lockdown' in the United Kingdom. Mandatory actions were immediately imposed and included the partial closure of all schools, with only a minority group of children being allowed to attend (children of key workers, those with EHCPs or categorised as 'vulnerable'). Schools prepared to make their environments Covid secure during the summer term, to allow the safe and full reopening to all children in September 2020. The long-term societal impact of the pandemic will be far reaching and cannot be underestimated; schools will continue to play a vital role in the control of the pandemic and the safeguarding of children.

Throughout the lockdown period, all TVEd academies offered provision to those children who met the government criteria to attend. The Trust priority from the outset was to ensure the majority of children not in attendance remained in close contact, with Academy SLT working closely with local stakeholders to ensure this. Many of the children not eligible to attend were eligible for pupil premium. The Trust was resolute in its decision to target and deploy PP funding quickly and effectively to this large group of children, many of whom come from extremely disadvantaged backgrounds in the most deprived wards in the country.

Key strategic decisions made at the beginning of the lockdown proved effective and allowed each TVEd academy to support not only the children attending, but also crucially, those who were not, meaning every child received some form of learning, pastoral and welfare support. This involved re-organising staffing and SLTs into rotas and bubbles on a monumental scale, with increased numbers of staff diversifying from their substantive operational duties to cover the overwhelming pastoral and welfare demands imposed by the lockdown.

The DfE are clear that a three-tiered approach should be used to effectively deploy PP funding, with non-eligible pupils also benefitting in certain circumstances. The three tiers are **Teaching, Academic Support** and **Wider Approaches**. Non-academic use of the pupil premium is permitted, such as school breakfast clubs, holiday clubs, therapies and programmes that help increase pupils' confidence and resilience and encourage them to be more aspirational.

The evaluation and impact of the 2019-20 pupil premium funding will understandably differ this year from previous years. Covid-19 justifiably required SLT to re-prioritise pupil premium funding, such as poverty proofing, resilience, welfare and safeguarding. The contribution towards removing barriers to learning and narrowing the attainment gap remained, but against the backdrop of children receiving very limited or no access to formal learning. No statutory testing took place during the 2019-20 academic year, with only interim assessment and progress data being available within the academy (for the period of September 2019 to March 2020).

To increase school funding the government also announced a Catch Up Grant which will be provided to schools in instalments, on a per pupil basis, during 2020-21.

<b>Aim</b>	<b>Outcome</b>
To ensure identified key vulnerable children (from DfE list) were offered a place within the academy (during term time, school holidays and bank holidays)	Academy was made Covid secure with key children attending; higher staff ratios delivered informal learning, optimising both indoor and outdoor spaces within small 'bubbles'
To ensure all children were not adversely affected by 'food poverty' during the pandemic	Over 5227 meals (breakfast and lunch) prepared and delivered or collected from the academy (March to July) FSM and food bank vouchers were delivered to some families each week
Trust Educational Psychologist	Trust employs Educational Psychologist for 1.5 days per week to support resilience, EHC parent consultations and referrals to CAMHS
To ensure the welfare of all children was monitored so that any potential safeguarding concerns could be referred to relevant agencies. Support targeted where needed	SLT and welfare teams were strengthened in number, providing 325 weekly telephone calls and 50 home visits to families – this provided Social Care and Health teams with essential safeguarding information
To provide resilience and counselling support to identified children	Trust counsellor worked with children 1:1 in academy (also during school holiday period) and conducted joint doorstep welfare visits to families
To ensure all children not attending school accessed a work pack for home learning; staff uploaded regular website content (video learning and other resources)	Children not attending the academy received a variety of work packs and resources delivered home each week
Children working from home to have direct weekly phone contact with a member of teaching and learning staff from their year group	T&L staff phoned children to maintain links and provide verbal assistance with weekly work packs
To ensure all CIN and CP meetings were attended by Academy DSLs and weekly LA datasheets completed and returned	Academy DSLs were able to provide continuity and essential information to LA colleagues for vulnerable child(ren)