

James Montgomery Academy Trust Pupil premium strategy statement



1. Summary information					
School	St. Ann's Primary				
Academic Year	2020/21	Total PP budget	£240755	Date of most recent PP Review	n/a
Total number of pupils	338	Number of pupils eligible for PP	179	Date for next internal review of this strategy	
		Number of pupils eligible for EYPP.	1 F1 5 F2		

2. Previous attainment picture for PP					
2018/19 - PUBLISHED PROGRESS	ATTAINMENT				
KS2 Reading Progress PP – 5.5 all – 4.9	ARE PP – 53%	all – 58%			
Writing progress PP - 9.8 all 8.8	ARE PP - 80%	all - 77%			
Maths progress PP - 6.5 all 6.8	ARE PP - 63%	all – 67%			
2019/20 – National Lockdown					
2020/21 – Internal results - Not published	ARE PP – 45%	all – 51%			
	ARE PP - 24%	all - 34%			
	ARE PP - 45%	all – 51%			
			<i>KS1 PP v Non</i>	<i>FS</i>	
	<i>R</i>	<i>W</i>	<i>M</i>	<i>R</i>	<i>W</i>
	18v50	11v25	20v53	23v19	15v19
					<i>M</i>
					23v19

TARGETS 2022 – tbc.		Pupils eligible for PP (Pure PP)			Pupils not eligible for PP		
% predicted to achieve end of EYFS expectation in reading, writing and maths – Summer 2022		Reading %	Writing %	Maths %	Reading %	Writing %	Maths %
% predicted to achieve end of KS1 expectation in reading, writing and maths – Summer 2022		%	%	%	%	%	%
% predicted to achieve end of KS2 expectation in reading, writing and maths – Summer 2022		%	%	%	%	%	%
3. Barriers to future attainment (for pupils eligible for PP)							
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>) Our PP children are not necessarily the lowest attainers							
A.	Writing Poor oral skills leading to low attainment in writing Wide range of attainment in each classroom						
B	Low attainment in reading and lack of reading material at home Wide range of attainment in each classroom						
C	Low attainment in maths. Wide range of attainment in each classroom						

External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Attendance is fluctuating and needs to improve.
E.	Increasing safeguarding needs of our families.
F.	Need to ensure that the basic needs of all children are met. (Breakfast Club) Postponed
G.	Maintain bilingual support focussed on Roma/ Slovak speaking families who are our lowest attending & attaining ethnic group engage this ‘vulnerable group’ and help support reading at home.
H.	Need to continue to subsidise the increasing costs of school trips/ visitors to ensure children receive first hand experiences
4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)	
Outcome	How will we measure this?
A.	Attendance improves and number of PA Pupil Premium children decreases.
B.	Head Teacher with safeguarding responsibility has up to date information from multi-agency meetings documented on CPOMs. Children of concern supported by Early help and have the opportunity to access a range of other services to meet their needs.
	<p>Measure attendance in each class/phase/whole school Layer data to include % attendance excluding covid related and PA What is the attendance with just unauthorised and non covid illness?</p> <p>Over 160 children achieved 95%+attendance Still too many PA children – just over 100 – new tracking and challenge to be implemented next year</p> <p>Termly safeguarding reports from Deputy Safeguarding Lead for Safeguarding Governor are completed (JMAT template)</p> <p>Meetings with DSL/Head take place at least half termly (LR to observe)</p> <p>New DSL trained – JMAT template completed for Governors coering key aspects of safeguarding</p> <p>Safeguarding on the agenda at every meeting.</p>

C.	<p>Increased parental engagement in school activities - communication via parent hub</p> <p>Improve attendance of identified families through home visits (bi-lingual support)</p> <p>(Support admission meetings/ parent evenings)</p>	<p>Start with Parent Hub – 29% coverage – Identify hard to reach and explain new systems – parent hub and parent pay (teacher to parents app)</p> <p>Planned support for key meetings – admissions/ parent consultation</p> <p>Parent Hub increased to 66% - identify 34% and target Autumn term.</p>
D.	<p>Each cohort has a quality super start to their REAL project.</p> <p>Pupil Voice results show that children were inspired by their super start.</p> <p>REAL projects books show quality learning demonstrating impact of ‘Super Start’ and/or bought resources.</p>	<p>Support through project tuning, Monitor Planning and delivery and outcomes of projects</p> <p>Pupil Voice results</p> <p>Summer term sparkling starts in every year group – some visits out, some visitors in</p>
E.	<p>An increased % of children in all cohorts of both PP and Non PP at ARE when compared to the previous year (March 2020) (see cohort trackers)</p>	<p>Target setting – Interventions – Moderation -Pupil Achievement meetings – Formative v summative assessment activities.</p> <p>Mixed results due to Spring term lockdown.</p> <p>Writing a key focus for 2021 22</p>

5. Planned expenditure	
Academic year	2020/21
<p>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</p>	
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	Budgeted costs
More children at ARE in each class when compared to the previous year	Reduce the ratio of adults: children to enable more in class support for various needs	Wide spectrum of attainment in each year group	Allocate extra adults to each bubble Phase leaders to allocate target children Monitoring to focus on termly target children Book looks – marking by all staff. Evidence presented at Pupil Achievement meetings	LR	3 x HLTA =81k
<p>See Phase plans for detail of focussed support though 'Strategies' disrupted due to COVID and national lockdown. Successful Pupil Achievement meetings took part at the end of the academic year to feed into 'catch up plan for 2021/22' 2021 22 - Further capacity increased by using NTP</p>					
The regular daily support for the SEND / Low achieving pupils is better suited to their needs leading to each child achieving their carefully selected targets.	Audit our current strategies What works well? What needs changing? How can we set up a system that works both strategically and operationally? Staff training on the support of SEND	An increasing percentage of children are on the SEND register. It is becoming more difficult for teachers to pitch their learning whilst supporting these children's needs. Some children have made little progress over an extended period of time in our school	Leadership review Whole school training on tracking/assessment of SEND children Whole school training of approaches to teaching	MS	30k
<p>Change of Operational support - Focussed support from SENDCo- focussing on different year groups weekly with gap tasks and drop ins. SEND Pupil Achievement meetings too place to champion these children outside of the general meeting. EEF Intervention linked to working memory to take place in Y3 – supporting lowest attainers in maths Whole school research based project (CPD) – linked to maths</p>					
Total budgeted cost for part i					111k

ii. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Budgeted costs
Increased attainment in reading for lower attaining pupils	Differentiated reading input – Phonics v Whole class guided reading	A wide range of attainment in reading is apparent in each year group - Children, get their stage related rather than age related input	Staff training Monitored in each phase	DB	80 k TA costs
Increased attainment for children below ARE in maths and reading	Deliver ECC interventions - previously trained staff Train all staff to deliver interventions to each bubble has options	Children have gaps from previous years in their knowledge. Previous years – the vast majority of children who have taken part in these interventions have made accelerated progress	Staff training by National ECC trainer Children selected by Phase leaders/HT Monitor input	LR GB	
			Total budgeted cost for part ii		191k
<p>All interventions did not happen or were not completed due to Spring term absences – training can be applied in 2021 /22 Phonics training and immediate focus for Autumn term 2021 – whole school training and release time for adults All TAs and HLTAs to be focussed on interventions from week 3 Aut 21</p>					

iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Budgeted costs

Children's attendance improves	TA – focusses on the Attendance Officer role part time	Families need monitoring, challenging and supporting	Structured approach - TA to take on role Training/ support in use of Integris Meetings with HT Layered Attendance reports completed for Governors	LR	AC KM costs 30k
Safeguarding effective families supported	Is and are Increased demand on supporting vulnerable groups. Re-designation of Learning Mentor role to in response to increasing safeguarding needs of our families	Increased incidents of Child protection leading to support/admin, meetings and paperwork	Regular informal meetings between Safeguarding mentor and DSL Termly Formal meetings LM & DSL Safeguarding report to Govs	SB/LR	27k
			Total budgeted cost for part iii		66k
<p>New DSL trained and Safeguarding Officer role established Integris established Successful support of families despite lock down – families supported via calls, home visits and use of learning platform. Increased capacity by issuing over 100 IT devices 2021/22 Inclusion Team New Attendance Officer, adding to Safeguarding and Welfare Officer, behaviour Manager, SENDCo and new DSL to form Inclusion team – team norms linked to attendance established Sept 21. Recordmy system linked to intergris Nov 21 – to link above Inclusion team info.</p>					
Total budgeted cost ALTOGETHER					248k