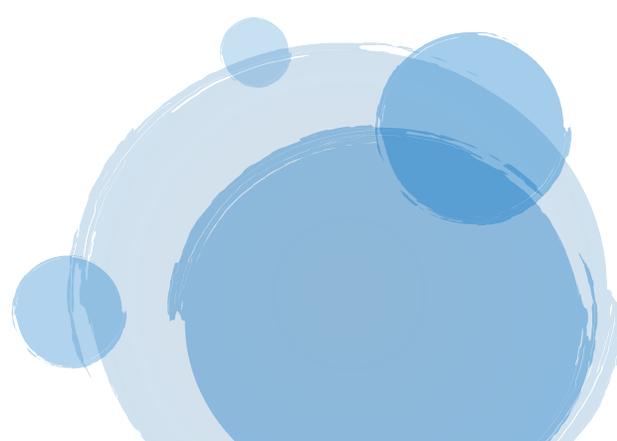




The James Montgomery Academy Trust

Pupil Premium Strategy Statement incorporating the Recovery Premium Information for Headteachers and Pupil Premium Leads

All schools must use the templates available on [GOV.UK](https://www.gov.uk) to publish their 2021 to 2022 pupil premium strategy, by the end of December 2021.



Funding

The Government Advice is for those responsible for managing the use of pupil premium and (recovery premium in the 2021-22 academic year).

Advice is to consider taking a longer-term approach to the use of pupil premium funding and therefore 3 year plans are recommended. This can make it easier to plan the spending. If a multi-year approach is used, then there needs to be a review of the strategy and an updated statement every academic year before 31st December.

The recovery premium provides additional funding for schools in the 2021-22 academic year. Building on the pupil premium this funding will help schools to deliver evidence-based approaches for supporting disadvantaged pupils.

The recovery premium will be allocated using the same data as the pupil premium, so those children eligible for pupil premium funding are also eligible for recovery premium funding.

- Pupils who are eligible for free schools meals (FSM)
- Pupils who have been eligible for free school meals at any point in the last 6 years
- Children looked after by local authorities and referred to as looked-after children (LAC)
- Post-looked after children (post-LAC)

School recovery premium allocations will be calculated on a per pupil basis. Mainstream schools will get:

- £145 for each eligible pupil in mainstream education
- £290 for each eligible pupil in a special unit

There is a minimum payment that is referred to as a 'floor' to ensure that an eligible primary school will receive no less than £2000 (recovery premium).

As with pupil premium, the funding for looked-after children will be paid to the LA and will be managed by the virtual school.

The recovery premium will be paid in 4 payments to schools during the 2021-22 academic year:

Academy payments will be made on the first working day of each month in:

October 21 January 22 May 22 July 22

Pupil premium rates for 2021-22 are:

- £1345 per pupil for pupils in tear groups from reception to Year 6 recorded as Ever 6 free school meals (FSM).
 - £2345 per pupil for Looked-after-Children (LAC) as defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority.
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- £2345 per pupil for Children who have ceased to be looked after by a LA in England and Wales because of an adoption, special guardianship order, or child arrangement order.

Schools should spend the recovery premium on evidence-based approaches for supporting children. In line with EEF pupil premium guide. Activities should include those that:

- Support the quality of teaching, such as professional development.
- Provide targeted academic support, such as tutoring.
- Deal with non-academic barriers to success in school, such as attendance, behaviour and social and emotional support.

For mainstream and special academies, the pupil premium for 2021 to 2022 will include pupils recorded in the October 2020 school census who have had a recorded period of FSM eligibility since January 2015, as well as those first recorded as eligible at October 2020.

Reporting and Accountability

Schools must show how they are using their recovery premium effectively by:

- Reporting on their use of the premium as part of the pupil premium strategy statement.
- Monitored through Ofsted inspections, where inspectors may discuss plans schools have to spend their recovery premium.

The statement must be published by 31st December 2021 to enable schools to take the needs of the new intake of children into account.

Relevant Links to Information

<https://www.gov.uk/guidance/pupil-premium-effective-use-and-accountability>

[Using pupil premium: guidance for school leaders - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/using-pupil-premium-guidance-for-school-leaders)

[Recovery premium funding - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/recovery-premium-funding)

[Diagnostic Assessment Tool.pdf \(educationendowmentfoundation.org.uk\)](https://www.educationendowmentfoundation.org.uk/diagnostic-assessment-tool)

[Pupil Premium Guide | Education Endowment Foundation | EEF](#)



Pupil Premium Strategy Statement

*Before completing this template, you should read the guidance on [using pupil premium](#).
Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.*

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	St Ann's Primary
Number of pupils in school	310
Proportion (%) of pupil premium eligible pupils	52%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 year
Date this statement was published	September 24 th 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Mr L Rowan
Pupil premium lead	Mr L Rowan
Governor / Trustee lead	Mrs S Littlewood

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 217,890
Recovery premium funding allocation this academic year	£23,490
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£241,380

Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

- What are your ultimate objectives for your disadvantaged pupils?
- How does your current pupil premium strategy plan work towards achieving those objectives?
- What are the key principles of your strategy plan?

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Attendance of a significant number of children is low
2	Many of our children do not have rich and varied life experiences.
3	There are a significant amount of home safeguarding concerns amongst our pupils
4	Increased numbers of our pupils have multiple complex needs, including speech and language, social and communication, poor working memory, attention difficulties and social emotional and mental health needs,
5	Low attainment, particularly in reading and writing.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improve attendance rates	Attendance for identified children increases Attendance across school improves month on month
A rich and wide curriculum is delivered in every class - including extra-curricular activities	Every project has a sparkling start Extra-curricular activities, including a breakfast club, are offered to each class every half term.
Identified Families are well supported both in and out of school	Case studies show examples of how our inclusion team have supported identified families. Parents' survey show families feel well supported in school
To improve children's; S&L, Social and communication skills, Working memory Social emotional and mental health needs	Identified children with S&L needs achieve their target Communication and Language target attainment scores in Foundation are achieved Children identified with Mental health – pupil surveys reflect an enjoyment of school

To accelerate progress and improve attainment in reading writing and maths	All children achieve their annual academic target
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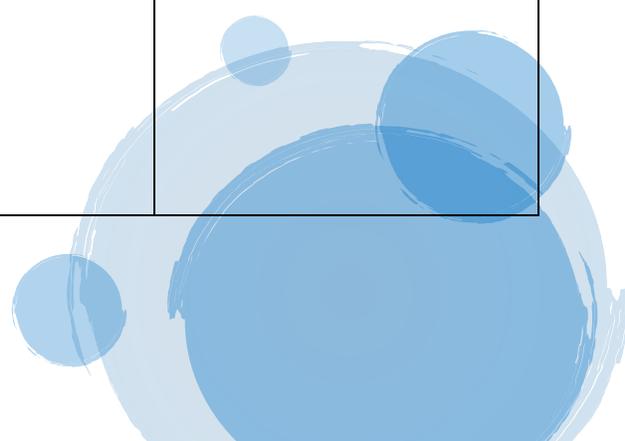
Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 120,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Employment of additional teachers.</i></p> <p><i>Senior Leaders to have additional non-class based time out to coach/ mentor and support quality first teaching in all classes</i></p>	<p>Lowers ratios</p> <p>EEF approach to Pupil Premium – tiered approach – supporting teachers through quality CPD</p> <p>Sutton trust – Quality first teaching has direct impact on pupil outcomes</p>	4,5
<p><i>Additional HLTA and TAs in classes ensuring targeted support in lessons including first day intervention</i></p>	<p>Lowers ratios in classrooms</p> <p>Impact of same day intervention</p>	4,5
<p><i>Purchase Phonically decodeable reading books to support the new scheme which can also be used for home reading</i></p>	<p>EEF – parental engagement</p> <p>Reading research illustrating the benefits of children re-reading texts</p>	4,5
<p><i>Purchase of web based programmes to be used in school and at home</i></p> <p><i>Power maths</i></p> <p><i>Timestable Rockstars</i></p> <p><i>Numbots</i></p> <p><i>Bug Club</i></p> <p><i>Purple Mash</i></p> <p><i>Spelling beats</i></p>	<p>EEF – Parental engagement</p> <p>EEF – digital technology has a beneficial impact on children’s academic performance</p>	4,5



Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Communication Friendly Setting accreditation</i>	National Programme developed by Elklam – who train speech and language therapist. Aim is to improve C&L for children and staff subject knowledge.	4,5
<i>Nuffield Early Language Intervention (NELI)- target to improve outcomes for children who are not on track in reception in C&L</i>	DfE – endorsed Recognised on EEF toolkit	4,5
<i>Additional HLTAs and TAs in every classroom</i>	High quality group interventions – including phonics that are proven are delivered	4,5
<i>Tutors from the National Tutoring Programme are employed</i>	EEF – High quality tuition with low ratios of 1:3 have a significant impact on pupils' progress	4,5
<i>After school tutoring – Y6 – preparation for the SATs</i>	EEF – High quality tuition with low ratios of 1:3 have a significant impact on pupils' progress	4,5

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £80,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>SENDCo to be given non – contact time to support increasing SEND demands in school, including CPD of colleagues.</i>	EEF approach to Pupil Premium – tiered approach – supporting teachers through quality CPD	3,4,5
<i>A new Inclusion team is established Including a Safeguarding Officer role, an Attendance Officer role, Learning Menorr for behaviour, SENDCO & DSL</i>	Multi- agency model. Bringing together colleagues from different roles together to champion families. Smaller groups to impact upon, due to number of colleagues in the inclusion team, gives us more likelihood of success.	1,3
<i>Breakfast Club is delivered giving children a healthy meal</i>	Pupils have a positive routine, including a healthy meal, at the start of the day.	2

<i>and engaging activities at the start of every day</i>		
<i>Class sparkling starts such as educational visits out or visitors into school are subsidised</i>	Children's motivation increases having a direct impact on their learning.	2

Total budgeted cost: £ 220,000

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Removing Barriers

Attendance

Over 160 children achieved 95%+attendance

Still too many PA children – just over 100 – new tracking and challenge to be implemented in 21/22

Safeguarding

Termly safeguarding reports from Deputy Safeguarding Lead for Safeguarding Governor are completed (JMAT template)

Meetings with DSL/Head take place at least half termly

New DSL trained – JMAT template completed for Governors covering key aspects of safeguarding

Safeguarding on the agenda at every meeting.

Multiple cases where Safeguarding team have supported families – case studies.

Parental Engagement

Start with Parent Hub – 29% coverage – Identify hard to reach and explain new systems – parent hub and parent pay (teacher to parents app)

Planned support for key meetings – admissions/ parent consultation

Parent Hub increased to 66% - identify 34% and target Autumn term.

Pupil Motivation/engagement

Summer term sparkling starts in every year group – some visits out, some visitors in, heavily subsidised

2021 Cohort – internal data

Attainment and Progress

FS PP v nonPP

<i>R</i>	<i>W</i>	<i>M</i>
<i>23v19</i>	<i>15v19</i>	<i>23v19</i>

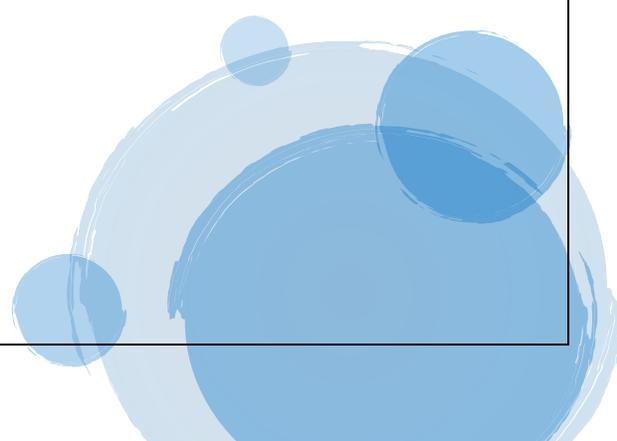
KS1 PP v Non

<i>R</i>	<i>W</i>	<i>M</i>
<i>18v50</i>	<i>11v25</i>	<i>20v53</i>

ARE PP – 45% non– 51%

ARE PP - 24% non - 34%

ARE PP - 45% non– 51%



The lockdown had a significant impact on our pupils' progress, this was in addition to multiple bubble closures - Interventions were not completed and although Seesaw (home learning platform) showed an increased usage (81%) some children did not engage with home learning despite colleagues best efforts.

PP children's attainment it has been notes is below their peers in the vast majority of year groups and subjects – this has been a complete turnaround to previous statutory assessment data.

2019 Data – the last year SATs were implemented

	Reading Explore data in detail	Writing Explore data in detail	Maths Explore data in detail
Progress score for disadvantaged pupils	5.50	9.78	6.50
Confidence interval ?	3.2 to 7.8	7.7 to 11.9	4.5 to 8.5
Number of disadvantaged pupils	27	28	27
Disadvantaged pupils with adjusted scores	0	0	0
National average for non-disadvantaged pupils ?	0.32	0.27	0.37
Switch comparator ?			

2019 Attainment of Disadvantaged Pupil at St Ann's.

Prior attainment of pupils achieving the expected standard or higher

Prior attainment	Low ?		Middle ?		High ?	
	All	Dis	All	Dis	All	Dis
Number of pupils	26	20	18	7	1	1
Percentage	27	30	94	100	100	100
National average ?	7	8	58	62	95	96
Difference ?	20	22	37	38	5	4

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Power Maths	Pearson
Timetable Rockstars	

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.

