

Pupil Premium Strategy Statement 2019 – 2022: Spencer Primary Academy

1. Summary Information						
School	Spencer Primary Academy		Strategic Plan 2019 - 2022	Publication Date 15.09.2019	Review Date 11.10.2020	
Academic Year	2019 - 2020	Total PP Budget for 2019 - 2020	£131,880	Total EY PP Budget	£	
Principal: Matt Davies Pupil Premium Lead: Matt Davies PP Governor Lead: Dianne Raynor		Total number of pupils: 194	Y1-6: 168	Number of pupils eligible for PP: 92	Y1-6: 85	51% of roll
			FS2-Y6: 191		FS2-Y6: 91	48% of roll
			FS1: 18 (places available)		FS1: 1	6% of roll

2. Attainment for the Last Academic Year							
2018 - 2019							
	EYFS		KS1		KS2		
	PP	National -Non PP	PP	National -Non PP	PP	National -Non PP	Progress Measures
% working at the expected standard or above in reading, writing and maths / GLD	67%	73%	47%	70%	27%	71%	
% working at the expected standard or above in reading / ELG	67%	77%	53%	80%	27%	78%	-0.9
% meeting the standard in the Year 1 Phonic Check			83%	84%			
% meeting the standard in the Phonic Check by the end of Year 2 (Cumulative)			93%	93%			
% working at the expected standard or above in writing / ELG	67%	74%	53%	73%	55%	83%	+1.6
% working at the expected standard or above in maths / ELG	67%	80%	53%	79%	64%	84%	+1.7
Other Indicators							
	Overall Attendance	National All Attendance	National PP Attendance	Persistent Absence (PA)	National All PA	National PP PA	
Attendance	96%	95.8%	94.3%	11.2%	8.7%	16.5%	

3. Strategy Aims for Disadvantaged Pupils				Target Date: September 2022				
Academic Performance for Disadvantaged Pupils				EYFS	Phonics Y1	Phonics Y2 Cumulative	KS1	KS2
% working at the expected standard or above in reading, writing and maths / GLD				75%	-	-	85%	85%
% working at the expected standard or above in reading / ELG				75%	85%	95%	85%	85%
% working at the expected standard or above in writing / ELG				75%	-	-	85%	85%
% working at the expected standard or above in maths / ELG				75%	-	-	85%	85%
Other Indicators								
	Overall Attendance	National All Attendance	National PP Attendance	Persistent Absence (PA)	National All PA	National PP PA		
Attendance	97%	-	97%	Below 8%	-	-		
Other Indicators Specific to School (e.g. exclusion rates for PP)								
At the moment, 67% of children receiving fixed term exclusions are PP. Our aim is to reduce this to below 50%.								


4. Spending Priorities and Rationale for the Current Academic Year			
Teaching Priorities			
Barriers to Learning	Ensuring staff use evidence-based whole-class teaching interventions		
Priority	Activity to be Funded from the PP Budget		
Priority 1	Work with the maths hub and purchase and implement Power Maths to embed Teaching for Mastery across all year groups		
Priority 2	Ensure relevant training and resources are implemented to enhance learning across the curriculum, e.g. Rainbow Grammar, SCARF, TT Rockstars, Hegarty Maths, Lexia/Reading Plus		
		Projected Spending for Current Academic Year	£28,220
Targeted Academic Support			
Barriers to Learning	Poor language skills, including pupils limited range of vocabulary, linked to limited life experiences and availability of quality texts, which limits reading fluency and skills		
Priority	Activity to be Funded from the PP Budget		
Priority 1	Daily reading activities to increase fluency and comprehension skills		
Priority 2	Provide meaningful trips and visits to support the curriculum and enrich children's language by providing a range of experiences		
Priority 3	Provide a variety of high quality texts to support the curriculum and enrich children's reading at home, including library books		
		Projected Spending for Current Academic Year	£43,220
Wider Strategies			
Barriers to Learning	Improving attendance and readiness to learn for the most disadvantaged pupils		
Priority	Activity to be Funded from the PP Budget		
Priority 1	Developing, staffing and resourcing a nurture programme to run alongside the main curriculum in addition to positive play opportunities		
Priority 2	Staffing and resourcing extended schools opportunities, including holiday clubs		
		Projected Spending for Current Academic Year	£50,000

5. Monitoring and Implementation		
Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development	Use of INSET days and CPD meetings. Additional cover provided when necessary.
Targeted support	Ensuring texts dovetail well with new curriculum and range of engaging texts are provided in the library	Time for curriculum lead and subject leads to carefully monitor links within curriculum. Review and reshelve library books.
Wider strategies	Engaging the families facing most challenges	Offering free places at extended schools where appropriate.

6. Review of Last Year's Aims and Outcomes ¹	
Aim	Outcome (What happened? Do you still need to do more work? Or are there new priorities?)
Progress in Reading and Writing	Good progress in writing but reading progress dipped (high proportion of PP also SEND). Focus on reading fluency to enable children to process large amounts of text quicker.
Progress in Mathematics	Good progress made (+1.7). Power Maths to be embedded in order to further consolidate this.
Phonics	PP 10% behind non PP. Focus on improving attendance, as this was a limiting factor.
Other Indicators	Attendance (less exceptionals) was above national average both overall and for PP. Focus on reducing persistent absentees to improve further via use of EHAFs/outside agencies.

¹ For future strategy documents, indicate progress towards achieving the three year goal.

Annual Overview 2019 - 2020

Teaching <i>(e.g. Professional Development; Recruitment and Retention; Support for Early Career Teachers)</i>	Total Spend: £43,150	Our Tiered Approach	Targeted Academic Support <i>(e.g. Structured interventions; Small group Tuition; One-to-One Support)</i>	Total Spend: £59,975
<ul style="list-style-type: none"> Staff CPD on the new curriculum (staff meetings and INSETs) Copies of the class text half-termly Curriculum books Refreshing reading scheme books Funding for trips and visits Times Tables Rockstars Trauma and attachment CPD Power Maths SCARF programme Spelling Shed 	Spend £7,000 £7,000 £3,500 £3,550 £17,000 £250 £200 £4,000 £350 £300		<ul style="list-style-type: none"> Contribution to TA support in all KS2 classes Positive play provisions for break and lunch time - staffing Cost of enrichment opportunities resources – e.g. nurture Speech and Language Intervention (including training) Easter School (Year 2 and 6) Lexia/Reading Plus programme Brilliant Club 	Spend £42,075 £3,000 £2,000 £4,000 £2,400 £4,500 £2,000
			Wider Strategies <i>(e.g. Behaviour Approaches; Breakfast Club; After school enrichment which are broad, balanced, and experiential; Increasing Attendance)</i>	Total Spend: £28,350
			<ul style="list-style-type: none"> Breakfast Club and after school provision (staffing, food and resources) Half term holiday club to reduce holiday hunger After-school enrichment opportunities Uniform vouchers children 	Spend £21,000 £1,500 £4,000 £1,850
			Total Spend	£131,475

Please refer to the DfE PP Guidance
<https://www.gov.uk/guidance/pupil-premium-effective-use-and-accountability>
<https://www.gov.uk/guidance/pupil-premium-strategy-statements>

and the EEF's Pupil Premium Guide and Family of Schools' Database for Target Setting
<https://educationendowmentfoundation.org.uk/evidence-summaries/pupil-premium-guide/>
<https://educationendowmentfoundation.org.uk/tools/families-of-schools-database/>