

# ST PAUL'S CHURCH OF ENGLAND PRIMARY ACADEMY

## Pupil Premium Plan

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2020-2021



## Pupil Premium Grant

The Pupil Premium is additional funding given to schools so that they can support particular groups of pupils who are known to be at risk of underachievement to diminish the difference in attainment and progress between them and all other children nationally.

The Pupil Premium is allocated to schools for pupils, in Years Reception to 11, that are known to be eligible for free school meals (FSM) or who have been eligible for FSM in the past six years (Ever 6). Pupil Premium is also allocated for children who have been looked after by the local authority (CLA) continuously for more than six months. In East Sussex Pupil Premium for CLS is managed by the Virtual School for Children in Care.

The Pupil Premium has risen since its introduction in 2011 and now means that the school receives £1,345 for each child that attracts this additional funding.

The Pupil Premium provides our school with vital funding. Without this money, we are unable to sustain the MANY things that our school offers. Without Pupil Premium for example, we would not be able to sustain:

- Current level of staffing (Teaching Assistants and Individual Needs Assistants);
- Additional ICT/IT resources;
- Additional learning support (e.g. one-to-one, small group tuition, intervention programmes);
- Specialist teachers for subjects such as Physical Education, Competitive Sport and Forest School
- Additional wrap-around care services such as Breakfast Club and Lions Club which enable the school to be open from 8.00am to 5.30pm for childcare;
- Subsidy of school trips and residential trips (Year 6).
- Forest School
- Holiday Clubs

In order for the school to continue to provide the above and more, we need your help by completing and returning the Free School Meals Application Form (available at the school office). By completing the application form your child may also personally receive extra funding that may be used for a variety of reasons, including some of the following:

- Free after school clubs and access to breakfast and SPLASH
- Subsidised access to holiday clubs
- Free school trips;
- Extra one-to-one and small group support for learning in the core subjects of English and Mathematics;
- Additional sports coaching
- Forest School
- Individual music tuition
- School uniform; - and much, much more

Universal Infant Free School Meals were introduced from September 2014 for **ALL** children in Reception, Year 1 and Year 2 – this means children in these year groups are automatically entitled to having a free hot dinner at lunchtime. However, if your child is eligible for free school meals and doesn't complete the application form your child will miss out on the above extra provision. For parents/carers of children in Nursery to Year 6, if you are entitled to ANY ONE of the following benefits please ensure you complete an application form straight away:

- Income Support
- Income-based Jobseeker's Allowance
- Income-related Employment and Support Allowance
- Support under Part 6 of the Immigration and Asylum Act 1999
- The Guarantee element of State Pension Credit
- Child tax credit, with an annual gross household income of no more than £16,190
- Working Tax Credit 4 week 'run-on' (the payment someone may receive for a further four weeks after they stop qualifying for Working Tax Credit)

An application form can be requested from the school office. Once it is completed, you may return it to the office at St Paul's CE Academy where it will be handled with confidentiality.

Alternatively, you can send the form to Free School Meals, Children's Services Department, PO Box 4, County Hall, St Anne's Crescent, Lewes, East Sussex BN7 1UE.

If you have any queries then you can phone the free school meals team on 01273 481388 or 01273 481696. More information is also available on the Department for Education Website: <https://www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings> and <https://new.eastsussex.gov.uk/educationandlearning/schools/meals/free/>

The school office will also be happy to support with information or completion of the form.

**Our Academy**

St. Paul's CE Academy is a large three form entry school with 615 pupils on roll. Currently under **COVID restrictions** we are only providing extended provision from 8.00am to 8.40am with breakfast clubs and 3.00pm to 4.30pm with splash. We hope to offer further provision in the future.

The percentage of pupils known to be eligible for **free school meals** is 31.5% (195 pupils) which is above the National average of 27%.

Pupils eligible for **Pupil Premium Grant (PPG)** is 33.5% (206 pupils)

**Number of pupils and Pupil Premium grant received.**

<b>Total number of pupils on role</b>	657
<b>Estimated amount of Pupil Premium to be received 2020-21</b>	£299,935 (223 pupils)
<b>Amount of Pupil Premium received</b>	
<b>Mid -year review February 2021</b>	

## Planned Expenditure

### Core Offer for All Pupils eligible for the Pupil Premium Grant should COVID restrictions lift.

As part of the 'PPG' offer at St. Paul's CE Academy, all children eligible for the grant will receive the following as a core offer.

- Fully funded school trips to support access to the curriculum.
- Focus of Pupil Progress Meeting discussions.
- Governor allocated to monitor Pupil Premium plan, data and offer challenge to SLT.
- Increased proportion of teaching time from Class Teacher. This is delivered through responsive teaching and live marking.
- Targeted additional intervention, enabling pre-teaching and reviewing of learning. Interventions allocated through Pupil progress meetings.
- High quality phonics teaching from Year R.
- Speech Link and Language Link assessments to identify language needs.
- Thorough monitoring of attendance – Early Help meetings in place.
- Extra-curricular Club places have priority for PPG pupils.
- Forest School Club.
- Parental engagements – priority invites to events and parent workshops.

### Outcomes 2019/20 based on Term 4 Teacher Assessments March 2020

#### EYFS

Cohort of 16 PPG children	Pupils eligible for pupil premium (PP)	Pupils not eligible for PP
Literacy	Reading 68.8% 22 pupils Writing 78.1% 25 pupils Listening and attention 75% 24 pupils Understanding 78.1% 25 pupils Speaking 68.8% 22 pupils	Reading 82.8% 48 pupils Writing 82.5% 47 pupils Listening and attention 82.5% 47 pupils Understanding 78.9% 45 pupils Speaking 78.9% 45 pupils
Maths	68.8% 22 pupils	77.6% 45 pupils

EYFS		
Moving and Handling	78.1% 25 pupils	82.5% pupils

END OF KS1		
34 PPG children	Pupils eligible for PP	Pupils not eligible for PP
% making expected or better than expected progress in Reading	58.8% 20 pupils	79.2% 42 pupils
% making expected or better than expected progress in Writing	47.1% 16 pupils	86.8% 46 pupils
% making expected or better than expected progress in Maths	52.9% 18 pupils	86.8% 46 pupils
YEAR 2 PHONICS SCREENING CHECK* TO BE COMPLETED IN NOVEMEBR 2020		
27 Pupils eligible for PP	Pupils not eligible for PP	National average
END OF KS2		
30 PPG children	Pupils eligible for PP	Pupils not eligible for PP
% making expected or better than expected progress in Reading	66.7% 20 pupils	84.7% 50 pupils
% making expected or better than expected progress in Writing	76.7% 23 pupils	86.4% 51 pupils
% making expected or better than expected progress in Maths	83.3% 25 pupils	89.8% 53 pupils
% making expected or better than expected progress combined	63.3% 19 pupils	78% 46 pupils

## BARRIERS TO FUTURE ATTAINMENT

### Academic barriers:

A	High numbers of vulnerable children joining with poor basic skills – speech and language
B	Access to texts and reading for pleasure
C	Lack of progress in writing

## ADDITIONAL BARRIERS

### External barriers

D	Participation in School life – engagement with homework (years 5 and 6 specifically)
E	Attendance and persistent absence
F	Social, emotional and behavioural problems affecting wellbeing and progress.

## INTENDED OUTCOMES

Specific outcomes		Success criteria
A	Raising progress and attainment of PPG children in to be at least in line with National standards	Data targets met or exceeded
B	Raising the profile of reading and writing	PPG children maintain or exceed improvements from previous years
C	Raising Attendance	Attendance of PPG improves from last year and is at least at National Levels of persistent absence decrease

D	Monitoring and protocols for support (mental health) in light of COVID	Pupils with identified social, emotional or health needs are supported by school staff so that the needs are removed or alleviated Families are also supported.
E	Increased parental engagement to support all areas of academy life	Parents actively engaged in learning at home and barriers are removed around attendance and behaviour



## Quality of teaching for all

Intended outcome	Action	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
<p>The quality of teaching and learning is at least good allowing all children including PPG to make accelerated progress and 'catch up' on their non PPG</p> <p>Progress over time shows all pupils including PPG are accelerating and exceeding agreed targets</p>	<p>Robust tracking system of teaching and learning through TOAPS (Teacher on a page)</p> <p>This will include</p> <ul style="list-style-type: none"> <li>• Lesson observations/blinks with feedback to improve</li> <li>• Learning walks</li> <li>• Book looks</li> <li>• Pupil voice</li> <li>• Curriculum review</li> <li>• Behaviour reviews</li> <li>• 6 x data progress meetings</li> </ul> <p>Comprehensive CPD package for all staff to include 'Write stuff' in writing</p>	<p>Outcomes are below National Expectations</p> <p>The NFER Report 2015 (Supporting the Attainment of Disadvantaged Pupils) indicates that high quality teaching for all is fundamental to supporting the attainment of disadvantaged pupils.</p> <p>Whole school training ensures consistency of approaches</p>	<p>NQT and new staff to receive high quality training and mentoring from senior staff</p> <p>Weekly monitoring of the quality of teaching, learning &amp; assessment over time.</p> <p>Tracking of data</p> <p>Triangulation of TOAP outcomes</p> <p>Good/Outstanding teachers to mentor/coach where needed</p> <p><b><u>ADP Priorities 2 3,4</u></b></p>	<p>Richard White (Executive Headteacher)</p> <p>Maria Kiniari and Tom Glenn (Heads of school)</p> <p>Peter Trimmings (Assistant Head)</p> <p>Val Langton (SENCo)</p> <p>Nikki Hodgson (PPG Champion)</p> <p>Beruk Berhane (DCAT Head of Improvement)</p>	<p>Termly data review</p> <p>Termly pupil progress meetings</p> <p>Terms 2,4 and 6 for Teaching and Learning judgements</p>

<p>Continue to raise standards in reading, phonics and speech and language.</p>	<p>Implementation of high quality reading programme at Key Stage 1 and enriching of Destination Reader at Key Stage 2</p> <p>Establishment of consistent support for bottom 20% readers through targeted interventions and reading at home.</p> <p>Implementation of new online Phonics Tracker.</p> <p>Use of PIRA reading tests to support teacher assessments in reading.</p> <p>Language Link to be used across the school as a high quality language intervention.</p>	<p>Standards in reading and phonics are too low.</p> <p>Impact of COVID lockdown has been negative on reading progress and attainment.</p> <p>Reading at home is limited as seen in home reading journals.</p> <p>We want to ensure that PPG children are at least meeting expected standards and that literacy skills are not having a negative impact on their learning.</p>	<p>High expectations set</p> <p>Inset training day and follow up staff meeting</p> <p>Monitoring of reading records and journals</p> <p>Monitoring of provision maps</p> <p>Termly tracking of phonics</p> <p>Release of English lead to work with DCAT staff</p> <p>Review of phonics tracking system and purchase of Phonics tracker with ipads to support delivery</p> <p>Review of existing reading books</p> <p>Pupil voice and reading checks with bottom 20%</p> <p><b><u>ADP Priority 2</u></b></p>	<p>Richard White (Executive Headteacher)</p> <p>Maria Kiniari and Tom Glenn (Heads of school)</p> <p>Peter Trimmings (Assistant Head)</p> <p>Val Langton (SENCo)</p> <p>Nikki Hodgson (PPG Champion)</p> <p>Beccy Knight (English lead)</p> <p>Katie Ward (DCAT English lead)</p>	<p>Term 2 Year 2 phonics assessment</p> <p>Term 5 Year 1 phonics assessment</p> <p>Termly data review</p> <p>Termly pupil progress meetings</p> <p>Terms 2,4 and 6 for Teaching and Learning judgements</p>
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<p>Raise the standard of writing across the academy to be at least in line with National expectations.</p>	<p>Establish effective moderation of writing across the academy and with other DCAT schools</p>	<p>Standards in writing are too low.</p> <p>Impact of COVID lockdown has been negative on writing progress and attainment.</p> <p>Catchup is beginning to take place.</p>	<p>High expectations set Inset training day and follow up staff meetings</p> <p>Writing data target in Performance management.</p> <p>TA training</p> <p>English lead to model good practice and ensure consistency.</p> <p>English lead to work with Key Stage 2 teacher to ensure whole school approach and develop Writing champions</p> <p>Monitoring of writing in English books and across the curriculum</p> <p>Cross DCAT moderation of writing</p> <p><b><u>ADP Priority 2</u></b></p>	<p>Richard White (Executive Headteacher)</p> <p>Maria Kiniari and Tom Glenn (Heads of school)</p> <p>Peter Trimmings (Assistant Head)</p> <p>Val Langton (SENCo)</p> <p>Nikki Hodgson (PPG Champion)</p> <p>Katie Ward (DCAT English lead)</p>	<p>Termly data review</p> <p>Termly pupil progress meetings</p> <p>Terms 2,4 and 6 for Teaching and Learning judgements</p> <p>Terms 2,4, and 6 DCAT writing moderations</p>
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Total budgeted cost: Staffing  
£71,082  
Training  
£5,000  
Resources  
£7,500  
  
£83,632

Targeted support

Intended outcome	Action	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
<p>Ensure our current planning addresses the needs of pupils through intervention and 'catch up'</p>	<p>Complete early (Term 1) assessments to inform planning and to undertake gap analysis.</p> <p>Target provision to identified pupils through provision mapping</p> <p>Develop 1-1 and small group interventions to support targeted needs</p> <p>TA's to work on bottom 20% readers on a weekly basis and monitor progress</p> <p>Target catch up provision in years 3 and 6 through 0.3 additional teachers</p>	<p>Research shows Short, regular sessions (about 30 minutes, 3-5 times a week) over a set period of time (6-12 weeks) appear to result in optimum impact.</p> <p>Evidence from previous interventions has been tracked and gives a positive indication of impact</p>	<p>Moderation of provision maps and termly impacting of data</p> <p>Engagement with parents through phone consultations and sharing of interventions</p>	<p>Richard White (Executive Headteacher)</p> <p>Maria Kiniari and Tom Glenn (Heads of school)</p> <p>Peter Trimmings (Assistant Head)</p> <p>Val Langton (SENCo)</p> <p>Nikki Hodgson (PPG Champion)</p>	<p>Termly pupil progress meetings</p> <p>Terms 2,4 and 6 for Teaching and Learning judgements meetings</p>

<p>Academy develops a wide ranging and enriching curriculum making the very best use of its natural resources and staff to meet the needs of all pupils including PPG</p> <p>The enriched curriculum allows for rapid recovery and I</p>	<p>Subject Leaders ensure the wider curriculum fully meets the needs of the children in a period of catch up and recovery.</p> <p>Pupils have a breadth of experiences that enable them to contextualize their learning both inside and outside of the classroom .</p> <p>Dedicated subject leader time to facilitate leadership development and progress of curriculum subjects.</p> <p>Weekly enrichment activities including Forest schools and sporting activities</p>		<p>Monitoring of long and medium term curriculum plans</p> <p><b><u>ADP Priority 5</u></b></p>	<p>Subject leaders</p> <p>PE and Forest School teachers</p>	
<p><b>Improved attendance for all pupils but especially PPG pupils.</b></p>		<p>Data clearly reflects the negative impact that low attendance has on progress, self esteem and engagement.</p> <p>We can't improve attainment for children if they aren't actually attending school. NfER briefing for school leaders identifies addressing attendance as a key step.</p>	<p>Attendance officer tracks and monitor attendance levels'</p> <p>Exec Head and Family Support Lead to work with identified families with low attendance rates</p> <p>Improved attendance in line with academy target of 96% for all pupils</p> <p>Attendance reported in newsletters and on school board.</p> <p><b><u>ADP Priority 2</u></b></p>	<p>Richard White (Executive Headteacher)</p> <p>Maria Kiniari and Tom Glenn (Heads of school)</p> <p>Helen Wallbank (Attendance officer)</p>	<p>Weekly review of data</p> <p>Termly updates on ADP and reports to DCAT and Governors</p>

					Total budgeted cost:	Staffing Resources £203,715
Other approaches						
Intended outcome	Action	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?	
Ensure that all PPG children have equal access to resources, including books, equipment, uniform, life experiences, music tuition, educational & residential visits	<p>To identify needs of parents and pupils and action access arrangements</p> <p>To fund visits where possible including a residential</p> <p>To allow pupils to take part in peripatetic music lessons</p> <p>To offer after school clubs to all children including sessions in the school holidays</p> <p>To enrich the curriculum with a specialist music teacher</p>	PP children do not always get the opportunities that Non PP do outside of school by enabling them to access extra curricular opportunities.	<p>Children are carefully targeted for support using assessment / attendance criteria</p> <p>Teachers to monitor access to enrichment activities Parental engagement key to assessing need.</p> <p>Monitoring PPG children attendance at school clubs</p> <p>Pupil voice</p>	<p>Nikki Hodgson (PPG Champion)</p> <p>Louise Fletcher (Music Teacher)</p>	Termly	

Develop positive and productive relationships with parental stakeholders.	<p>Increase the capacity of Family Support lead from 2 days to 4 days to target more families.</p> <p>Increase communication strategies to involve all parents</p>	Evidence shows that the more engaged with school and their child's learning a parent is the more likely that child is to achieve ARE or above.	<p>Weekly ABC meetings</p> <p>Communication with parents re: whole school programmes, eg. phonics, Zones of Regulation</p>	Shan Sheppard (Family Support Lead)	Termly
Total budgeted cost:					£12,588