



Pupil Premium Grant Strategy Statement 2019/2020

Pupil Premium is a government grant which is allocated to schools based on the number of children eligible for free school meals and the number of looked after children. Schools are entitled to spend their allocated Pupil Premium Grant (PPG) in a way they think will best support the raising of the attainment and achievement of these children.

Each pupil that is currently eligible (or has been eligible in the last 6 years) for free school meals (FSM) is allocated £1320 to be spent on ensuring they reach their academic potential. Looked after children are each allocated £2,300 for additional support within school. In the financial year 2019/20 the school will receive the following grants.

Total Number of Pupils on role including the Nursery	Total number of pupils entitled to PPG/ Looked After Grant	Total allocated budget 2019/20
665	204-Main school 0-Nursery 4-Looked After	£271,240

At St Paul's CE Academy we believe that the most successful route to pupil progress is through high quality teaching and learning. This is best undertaken by well trained and highly skilled teachers and teaching assistants who know the needs of children and reflect this in their planning and assessment.

We use a proportion of our Pupil Premium Grant to finance high quality teaching assistants to support learning at wave 1 in the classroom and through targeted interventions. These are closely monitored through Provision mapping and impact on children's learning

We also appoint a specialist teacher to work on small focus groups of children and a full time Higher Level Teaching Assistant to lead on SEN facility.

Our Harbour facility is now staffed by fully accredited and qualified SEN practitioners.

Additionally, PPG funding is used to remove any 'barriers to learning' which may exist. Amongst other things, these may include low self-esteem, poor attendance, gaps in learning or a lack of confidence. We want all our children to feel unique, valued and special, they should experience all that school has to offer and not be stooped from reaching their potential. We support the development of sporting success and health through additional lunchtime activities and our BMX track is unique to schools in the local area.

We are currently developing a Forest School in the grounds giving all children access to outside learning and new experiences

Identified Barriers to Learning Success	Planned Action and Support	Proposed Impact And Success Measures	2019/20 Budget £271,240
Children with low attainment and poor progress from 2019 outcomes in year 5-current year 6	Highly quality Teacher support through focused intervention and small group sessions. 0.6 Teacher supporting small groups Specialist screening from outside professionals to support barriers in children's learning	Children achieve or exceed targets set in September 2018 Gaps close with pupils not entitled to PPG. All year 6 children are able to access the SAT tests with special arrangements if needed.	£35,000 £1500

Outcomes Year 6 data from March 2020

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

No further data due to Covid 19

Strategy to improve the fluency and enjoyment of reading to include all PPG children	Purchase of Accelerated Reader Package and additional reading books Which accurately assess individual reading levels and moderates reading material at right level to include challenge Restructure of Key Stage 2 reading books to support new scheme Restructure of library books to support new scheme Daily opportunity to complete challenge quiz -8.30-9.00 am in ICT suite After school library sessions 3.00-4.00pm daily Afternoon reading sessions with year groups including PPG children	Outcomes for reading improve Pupil voice states that children enjoy reading and find a wide range of books to challenge Daily reading logs show high numbers of children attempt the quiz and make progress	£12,000
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Outcomes for accelerated reader

Accelerated reading data March 2020

91% Pupil Premium children actively quizzed with an 85% success rate. No further data due to Covid 19

Children with low attainment and poor progress from 2019 outcomes in EYFS-current year 1	Targeted Phonics support in year 1 by TA 3 Targeted Reading/Writing support in year 1 by TA 3	Gap closes and children make accelerated progress to be at age expected by the end of year 1. Number of year 1 children reaching expected level in	£15,000
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	Specialist screening from outside professionals to support barriers in children's learning	phonics rise to be in line or exceeding national	
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Outcomes Y1 March 2020

	Pupil Premium	Non Pupil Premium
Reading	64.5%	82.8%
Writing	58.1%	75.9%
Maths	77.4%	82.8%

No further data due to Covid 19

Children with low attainment and poor progress from 2019 outcomes in EYFS-6	High quality Teaching Assistants at TA 2 level to support Wave 1 teaching and targeted intervention groups Phase leaders allocate staff to needs of class and year group Specialist screening from outside professionals to support barriers in children's learning	Children achieve or exceed targets set in September 2019 Gaps close with pupils not entitled to PPG	£45,000 £15,000
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Outcomes Y1 - 6 March 2020

	Y1		Y2		Y3		Y4		Y5		Y6	
	PP	Non PP	PP	Non PP	PP	Non PP	PP	Non PP	PP	Non PP	PP	Non PP
Reading	64.5%	82.8%	61.5%	76.5%	73.5%	82.1%	57.6%	57.1%	71%	71.7%	66.7%	84.7%
Writing	58.1%	75.9%	53.8%	82.4%	61.8%	73.2%	33.5%	33.9%	71%	62.3%	76.7%	86.4%
Maths	77.4%	82.8%	56.4%	82.4%	67.6%	83.9%	63.6%	83.9%	67.7%	67.9%	83.3%	89.8%

No further data due to Covid 19

Children with low attainment in phonics who did not achieve year 1 screening-current year 2	Targeted Phonics support in year 2 by TA 2/3	Children achieve expectations for phonics screening check in year 2. Gap closes	£20,000
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Outcomes

No phonic testing took place in 19-20 due to Covid 19

Children entering the school from nurseries with poor language and communication skills or with English as an additional language	Language link assessment for all EYFS pupils including PPG for baseline assessment. Narrative assessment for all EYFS pupils including PPG for baseline assessment. Full time Speech and Language TA 3 Part time EAL TA 3- 3 days a week All teachers are using CUED articulation to support early phonics.	All Pupil premium children reach GLD July 2020	£40,000
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Outcomes EYFS data March 2020

Pupil Premium	Non Pupil Premium
Listening and attention 75% 24 pupils	Listening and attention 82.5% 47 pupils
Understanding 78.1% 25 pupils	Understanding 78.9% 45 pupils
Speaking 68.8% 22 pupils	Speaking 78.9% 45 pupils
No further data due to Covid 19	

Children with challenging or behavior in class and outside. Children unable to access mainstream classes. Children who have been previously excluded or are at risk of exclusion	SEN classroom to support children identified with behaviour issues or not able to access mainstream classroom provision Full time SEN HLTA Full time SEN TA 3 Full time Pastoral Support TA 3 Fulltime Specialist Inclusion TA 3 Weekly lunchtime groups Full time Behaviour support leader Behaviour Dog Behaviour awards 6 x celebration house parties End of year no detention party End of year winners	Identified children make expected or accelerated progress. Behaviour log shows decrease in incidents of PPG children Identified children achieve or exceed academic targets Pupil voice shows lunchtime experiences are good Reduction in fixed term and permanent PP exclusions to 0	£50,000 £2,000
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Outcomes for behaviour

Detentions 2019/20	Whole school	Free school meals	Non free school meals	SEND	Non SEND	EAL	Non EAL
Term 1	302	124	178	103	172	56	246
Term 2	271↓	118↓	153↓	110↑	161↓	48↓	223↓
Term 3	219↓	122↑	97↓	77↓	142↓	41↓	178↓

No further data due to Covid 19

Children with poor attendance	Breakfast club to support children at the beginning of the day and to provide time for reading challenges Wednesday Breakfast reading challenge Accelerated reading 8.30-9.00am	Children attend school and are on time thus accessing the good learning in school	£2,000
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Persistent absence data

	Term 1		Term 2		Term 3	
	Target	Actual	Target	Actual	Target	Actual
All Pupils	8.8%	10%	8.8%	10.8%	8.8%	11.4%
Gender						
Male	9%	10.2%	9%	12.2%	9%	12.9%
Female	8.6%	9.6%	8.6%	9.3%	8.6%	9.1%
Free School Meals						
FSM	15.1%	16%	15.1%	19.2%	15.1%	15.1%
Non FSM	6.2%	8.2%	6.2%	7.3%	6.2%	7.1%
English as a First Language						
Non-EAL	8.5%	10.6%	8.5%	10.7%	8.5%	10.9%
EAL	9.9%	6.8%	9.9%	6.8%	9.9%	7.1%
Special Education Needs						
No SEN	7.5%	8.4%	7.5%	10.7%	7.5%	10.2%
SEN Support	14.2%	22%	14.2%	12.5%	14.2%	14.4%
EHC	19.1%	60%	19.1%	20%	19.1%	40%

No further data due to Covid 19			
Children and families who display the following: <ul style="list-style-type: none"> low self esteem inability to focus in school due to home problems anxiety due to family breakdown/bereavement anxiety due to family illness 	Family Support Leader to work 4 days a week with children and parents offering: <p>Weekly Reading Breakfast Weekly coffee morning Drawing and Talking sessions</p> <p>Opportunities to take part in a wide range of additional sporting activities including:</p> <ul style="list-style-type: none"> Fencing Tri-golf Lacrosse Multi-sports Dance Gymnastics Inter school competitions 	Children attend school and are focused on their learning without any distractions Children achieve or exceed their targets Children have enjoyed a wide range of sporting activities	£10,000 £6,000

Outcomes for Pupil Premium attendance

Term 1	Term 2	Term 3
94.6%	94.3%	94.2%

No further data due to Covid 19

All pupils to enjoy a rich outside learning experience through Forest Schools. Children without access to a garden to experience growing and harvesting fruit and vegetables	Weekly Forest School offering children including PPG children at least 6 sessions over the year. Weekly gardening sessions available.	Children experience and enjoy a wide range of skills outside of the classroom. The garden flourishes and children harvest and sell produce.	£11,000
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Outcomes

All children took part in forest schools during terms 1,2,3. There was high pupil engagement.

No further participation due to Covid 19

Music lessons offered to all PPG children at a subsidised rate. This includes: <ul style="list-style-type: none"> Violin Guitar Cello 	Peripatetic lessons for children	Children enjoy learning and performing an instrument	£1,000
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Outcomes

8 children were able to have music tuition subsidised by Pupil Premium funding. Some were able to continue after term 4 on zoom.

Subsidised trips offered to PPG children to allow new opportunities and experiences both locally and further afield.	Expectation that each year group partakes in the following One local trip One at a greater distance involving coach and entrance fee	Children enjoy the experiences and further engage in classroom work. Increased progress.	£1,000
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Outcomes

All trips were subsidised in terms 1,2,3 to ensure trips could all go ahead. No further trips due to Covid 19

Year 6 Residential trip to France 2019	To offer financial support with the cost of the trip for parents so no child is disadvantaged	No child is restricted from coming on the residential trip due to cost.	£2,000
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Outcomes

No Year 6 residential took place due to Covid 19			
Summer school for PPG children from year 1-year 6	Week session in the summer holidays from 10.00am-2.00pm Activities to include: <ul style="list-style-type: none"> • Music • Drama • Art • Dance • Sport • ICT 	Sessions are well attended and Pupil voice states the children enjoy the activities.	TBA
Outcome No summer school was able to run due to Covid 19			
			Total £268.500

Review of Pupil Premium Strategy

How will the school ensure that the strategy is implemented well?	When will the school review implementation?	How will the impact be measured?	Who is the school Pupil Premium Champions?
Yearly targets in Academy Development Plan Termly SLT/Governor analysis Teacher on a Page Evidence (TOAP) to include Data and progress against targets at Age Expected and minimum progress Pupil Voice Parent Voice Book scrutinies Planning scrutinies Blinks Lesson observations Provision Map analysis Head Teacher Reports x3 per year	The academy reviews progress of all pupils including those entitled for Pupil Premium 3 times a year Teacher on a Page Evidence (TOAP) to include Data and progress against targets at Age Expected and minimum progress Pupil Voice Parent Voice Book scrutinies Planning scrutinies Blinks Lesson observations Provision Map analysis	Impact will be measured against individual pupil targets and national data The school reports national data for PPG children in: Reception classes achievement of the Early Learning Goals Year 1 phonic Screening checks Year 2 National Tests in reading, writing and maths Year 6 National tests in reading, writing, maths, Grammar, Punctuation and Spelling (GPS)	Champion Mrs Nikki Hodgson Head Teacher Mr Richard White Assistant Head Miss Maria Kinihiri- Maths & Curriculum lead Assistant Head Mr Tom Glenn-English & Assessment lead Assistant Head Mr Peter Trimmings EYFS/Key Stage 1 lead Pupil Premium Administrator Mrs Sally Webber

The Pupil Premium Strategy is constantly reviewed when we assess pupils and the progress of all our PPG children is high priority.

Academy Development Plan clearly states...

1. Outcomes are in line or exceeding national expectations for **all groups** of pupils.

We expect our PPG children to have the same chances as the non PPG children and set them appropriate targets.

Termly Pupil progress meetings with individual teachers assess how the children are doing and more importantly what needs to be if they are falling behind. This is often met at Wave 1 teaching but sometimes children need additional support and a chance to 'catch up'

If your child does not have FSM but may be eligible because of your family's income level, please contact the office (in confidence) to register them. Even if you do not wish them to have the meals, this would mean the school could still claim Pupil Premium funding that would be used to help your child.

Please note: No child is singled out for receiving PPG and the children are totally unaware of who receives this additional funding.