****

**Stuart Road Primary Academy Pupil Premium**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 1. **Summary Information** | | | | | |
| **School** | Stuart Road Primary Academy | | | | |
| **Academic Year** | 21/22 | **Total PP Budget** | £89,490 | **Date of most recent review** | Dec 21 |
| **Total number of pupils** | 173 | **No of pupils eligible for PP** | 73 | **Date of next review** | July 22 |
| **Total no of pupils eligible for PP in EYFS** | | | 8 | **Total EYFS PP budget** | £9,415 |

|  |  |  |
| --- | --- | --- |
| 1. **End of year attainment – Year 6 (2021)** | | |
|  | **Pupils eligible for PP (your school)** | **Pupils not eligible for PP (nat. ave) i.e. other pupils** |
| **Achieving ARE in reading, writing and maths** | **43%** | **67%** |
| **Progress in reading** | **64%** | **77%** |
| **Progress in writing** | **50%** | **70%** |
| **Progress in maths** | **64%** | **77%** |

|  |  |
| --- | --- |
| 1. **Barriers to future attainment (for pupils eligible for PP, including high ability)** | |
| **In-school barriers (issues to be addressed in school, such as poor oral language skills)** | |
| **A.** | Gaps in skills and knowledge due to two national lockdowns. |
| **B.** | Bridging the mental health gap for children who have been impacted by the lockdown. |
| **C.** | Promote positive behaviour through embedded policy, PHSE and RSE curriculum and FBV. |
| **D.** | EYFS and KS1 pupils struggled to access remote learning and have therefore fallen behind. |
| **External barriers (issues which also require action outside school, such as low attendance rates)** | |
| **E.** | To support families via the PSA, SENCO, SLT and EWO to increase attendance and reduce lateness. |

|  |  |  |
| --- | --- | --- |
| 1. **Desired outcomes** | | |
|  | **Desired outcomes and how they will be measured** | **Success Criteria** |
| **A.** | Embed a rich and broad Cornerstones curriculum from Y1 to Y6 identifying key subject knowledge to be learned with progress tracked through end of unit assessments.  Develop the roles of subject leads across both federated schools to support quality of delivery.  Use of Recovery funding to support additional interventions for pupils’ catch up. | Pupils access a rich, broad curriculum and draw on previous knowledge to inform new learning.  Subject leads monitor subject across the school with clear picture of pupils’ attainment and progress.  Early Bird intervention from Term 3 for catch up. |
| **B.** | Increased ELSA session with PSA from Term 1.  Designated Mental Health Lead and TIS lead in school. | Mental wellbeing is increased with pupils identified accessing learning well and attending school regularly. |
| **C.** | Behaviour continues to be good across the school with low-level disruption tackled quickly to avoid loss of learning.  Pupils know FBV and celebrate diverse culture of the school. | Behaviour continues to be strong across the school.  FBV are strong, anti-bullying is actively pursued and House Teams introduced in Term 2 onwards. |
| **D.** | RWI keep up interventions in place from Term 1 for KS1 pupils to plug gaps in phonic knowledge.  RWI parent workshops for EYFS and KS1 to inform of RWI approach and delivery. | RWI pinny time, intervention and parental engagement to ensure **67% PSC Year 2** of PP pupils in Autumn 2021 and **43% Year 1** PP pupils PSC in Summer 2022 |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1. **Planned Expenditure** | | | | | | | | | | |
| **Academic Year** | | **2021/22** | | | | | | | | |
| 1. **To address the deficit both educationally and socially due to COVID-19 lockdown.** | | | | | | | | | | |
| **Desired Outcome** | | **Chosen action/approach** | | **What is the evidence and rationale for this choice?** | | **How will you ensure it is implemented well?** | | | **Staff lead** | **When will you review**  **Implementation?** |
| To close the gap identified due to lockdown.  This will be measured through regular assessment and monitoring of pupils. | | To implement Cornerstones, RWI, Talk for Writing and WRM to delivery high quality teaching and learning. | | Working in year group teams with another school in the Trust, sharing planning and resources. | | With regular monitoring of books, lessons and pupil voice.  Termly assessment and data analysis.  Regular CPD opportunities | | | BN  JH  AI | July 2022 |
| To provide identified pupils success and self-confidence when at school. | | Additional PSA day to provide ELSA support for key pupils with access to MAST and other external agencies. | | To enhance pupil wellbeing and provide strategies to regulate feelings, anxieties. | | Weekly safeguarding meetings with PSA | | | BN  HM  MR | July 22 |
| **Total budget cost** | | | | | | | | | | **£ 39095.90** |
| 1. **To continue to embed Cornerstones Curriculum alongside maths and English so that all pupils have equal access to learning.** | | | | | | | | | | |
| **Desired Outcome** | | **Chosen action/approach** | | **What is the evidence and rationale for this choice?** | | **How will you ensure it is implemented well?** | | | **Staff lead** | **When will you review**  **Implementation?** |
| Cornerstones demonstrates that pupils are making at least expected progress and acquiring key knowledge and skills.  This is monitored by book looks, lesson observations, pupil conferencing and moderation. | | To close gaps and accelerate catch up  Use of key TAs to provide pre-teach intervention | | Through assessment pupils gaps will be diminished across all core subjects by end of the year. | | Regular CPD  Monitoring  Early Bird Intervention from Term 3  Speech and Lang Therapist 1x day a week | | | BN  JH  AI  **KS**  **MB**  **AB – 1 x day** | July 2022 |
| **Total budget cost** | | | | | | | | | | **£ 13,012.48** |
| **To support families via the school and EWO to ensure that all children attend school** | | | | | | | | | | |
| **Desired Outcome** | **Chosen action/approach** | | **What is the evidence and rationale for this choice?** | | **How will you ensure it is implemented well?** | | **Staff lead** | **When will you review**  **Implementation?** | | **Desired Outcome** |
| All pupils will be 96% or above attendance. | Office to track attendance and call parents when children are absent.  Work with the EWO to ensure pupils and parents are challenged on non-attendance.  Will not authorize any holiday that does not meet specific criteria.  Attendance awards  Improving on ‘school refusers’. | | Pupils who are not in school are not learning and will fall significantly behind their peers. | | Weekly checks with school office admin staff and SENCO report back to HT during SLT/Safeguarding meetings. | | BN  MR  JH  AI  HM  SH  KMc (EWO) | On-going | | Increased pupil attendance |
| **Total budget cost** | | | | | | | | | | **£ 2220** |
| **Total Expenditure** | | | | | | | | | | **£ 54328.38** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1. **Review of Expenditure 2020 -21** | | | | |
| **Previous Academic Year** | | |  | |
| 1. **Introduce new Cornerstones Maestro curriculum to meet the needs of SEND and disadvantaged pupils so that better than expected progress is made by these pupils.** | | | | |
| **Desired Outcome** | **Chosen action/approach** | **Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | **Lessons learned**  (whether you will continue with this approach) | **Cost** |
| That all disadvantaged children will make good progress from their starting points. | Cornerstones curriculum to provide a rich and broad curriculum experience for all learners and be adapted to meet needs of SEND and disadvantaged pupils. | New projects introduced provided the start needed to address gaps in knowledge and skills.  PP made good progress. | Coverage of skills and knowledge needs to be clearly tracked by subject leads with overviews of subject content at each year group. | £ 1,900 one year subscription  £14,784.00  £ 1,363.17 |
| 1. **Oracy and vocabulary are prioritized to improve levels of progress and attainment in reading and writing** | | | | |
| **Desired Outcome** | **Chosen action/approach** | **Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | **Lessons learned**  (whether you will continue with this approach) | **Cost** |
| Gaps in phonic knowledge addressed in KS1 with PSC showing progress made  Vocabulary rich books used through writing curriculum and linked with topic projects.  Acclerated Reader used for post RWI children to maintain comprehension skills in LKS2 and beyond. | Talk for Writing approach to improve levels of progress and attainment in writing.  RWI and reading curriculum of fortnightly blocks with standalone weekly comprehension skills taught.  AR purchased and set up. | Improvement in progress and attainment seen in most year groups with those that caused concern to feature as target groups for next year.  AR successfully introduced with a re-vamp and re-labelling of library stock. | To continue to embed Talk for Writing approach with more CPD for staff in collaboration with federation school.  Across school moderation to take place termly.  RWI lead given more time to coach other staff to ensure consistent quality of delivery of programme.  AR introduced and used by all KS2 children not on RWI programme. | £ 4686 – AR  £ 3394 – RWI  £11,649.31 |
| 1. **Improve behavior across the school** | | | | |
| **Desired Outcome** | **Chosen action/approach** | **Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | **Lessons learned**  (whether you will continue with this approach) | **Cost** |
| All pupils to make good progress due to having good behaviours to learning.  There are less incidents of dysregulation in school. | Implement new behaviour policy and ensure followed by all members of staff.  All classes to have traffic light system with children’s faces to ‘move’ as needed. | Children and parents are clear of behaviour policy and stages followed through newsletter, parent meetings and website.  Letters sent home when serious behaviours are noted.  Individual Behaviour Plans put in place when needed and has resulted in an improvement in choices.  CPOMs has proved invaluable as a means of recording incidents accurately. | Making clear links between behaviours and learning outcomes.  Use of Class Dojos to offer rewards for good behaviour linked to VL dispositions. | £ 5,580 (MAST)  £ 1,973.95  (PSA)  £ 2,000  (Edison) |
| 1. **Increase attendance in school** | | | | |
| **Desired Outcome** | **Chosen action/approach** | **Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | **Lessons learned**  (whether you will continue with this approach) | **Cost** |
| Attendance will be in line with national outcomes | Office staff to track attendance and call parents when children are absent.  We will work with EWO to ensure that pupils and parents are challenged re non-attendance  We will not authorize holiday that does not meet specific criteria |  | Yes we will continue work on strategies to ensure that our attendance is in line, or above national. | £ 2,310  £ 2,220 |
| **Total Spend** | | | | £50,497.26 |
| **Total contribution from PP grant funding** | | | | £ 73,655 |