

1. Summary information					
School	STUART ROAD PRIMARY ACADEMY				
Academic Year	20/21	Total PP budget	£80,905	Date of most recent PP Review	Oct 20
Total number of pupils	181	Number of pupils eligible for PP	65	Date for next internal review of this strategy	Feb 21
Total number of pupils eligible for PP in EYFS			7	Total EYFS PP budget	£9,415

2. End of year attainment – Year 6 (2019)		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average) i.e. other pupils</i>
achieving ARE in reading, writing and maths	40	65
progress in reading	40	73
progress in writing	60	78
progress in maths	60	79

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	To address the deficit both educationally and socially due to Covid – 19 lockdown.
B.	To continue to develop the Concentric Curriculum alongside maths & English mastery so that all pupils have equal access to learning
C.	Children need to develop their use of language to enable them to articulate their needs and verbalise how they have achieved and what they need to do to further improve
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
D.	To support families via the school and the EWO to ensure that all children attend school

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	To close the gap that was identified due to lockdown. This will be measured by regular assessment and monitoring of all pupils	The children will be at or beyond their assessed levels prior to lockdown
B.	Curriculum demonstrates that pupils are making at least expected progress from their baselines due to high quality provision. This will be tracked by monitoring books, lesson observations and pupil conferencing.	All pupils make expected progress due to curriculum that is fit for purpose. High level of pupil engagement due to quality curriculum content and delivery
C.	Pupil conferencing, lesson observations and book trawls will show that there is a positive impact on progress due to enhanced use of vocabulary and the pupil's ability to articulate their needs/ next steps.	Use of higher level vocab to support learning across the curriculum. For appropriate vocabulary to be used in context. For children to be confident to communicate in and beyond the school
D.	Attendance will be in line with national outcomes	Children will be in school and ready to learn. This will link to an improvement in attainment

5. Planned expenditure					
Academic year	2020/21				
i. 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 that was identified due to lockdown. This will be measured by regular assessment and monitoring of all pupils.	To embed the Concentric Curriculum, mapping out a robust progression across the curriculum for all years. To baseline all pupils to identify gaps within learning. To deliver interventions to target groups via TA and class teacher. To deliver a mastery curriculum in English and maths Daily fluency practice in core subjects Use of the recovery curriculum for identified trends	Baselining has shown that there is a deficit with many of our children and therefore we need to address and support need through the identified actions.	SLT monitoring through data, books, lessons observations, pupil conferencing and flip chart production	MF/ SLT	Planning/ flip charts will be monitored by SLT. Review will take place each half term 'Mini projects' will be reviewed before and after each unit.
To reduce pupil levels of anxiety on return to school from lock down.	To identify via the SENCO and target those children through MAST intervention.	Many of the children returning are finding it difficult to settle into the classroom and school routines.	Regular meetings and liaison between the SENCO and MAST workers providing regular updates detailing progress made.	MR	Half termly
Total budgeted cost					£11,560

ii. To continue to develop the Concentric Curriculum alongside maths & English mastery 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?
Curriculum demonstrates that pupils are making at least expected progress from their baselines due to high quality provision. This will be tracked by monitoring books, lesson observations and pupil conferencing.	<p>Embed a mastery approach within every maths and English lesson</p> <p>Small step of learning are explicitly taught ensuring inclusivity</p> <p>TA support to pupils with their curriculum learning</p>	Identified need for small steps to ensure the lowest attaining children are accessing the curriculum	SLT monitoring through data, books, lessons observations, pupil conferencing and flip chart production	MF, SLT	Every two weeks.
Total budgeted cost					£22,766
iii. Children need to develop their use of language to enable them to articulate their needs and verbalise how they have achieved and what they need to do to further improve					
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?
Pupil conferencing, lesson observations and book trawls with show that there is a positive impact on progress due to enhanced use of vocabulary and the pupil's ability to articulate their needs/ next steps.	<p>Whole school CPD opportunity.</p> <p>To embed the four strands of oracy as identified by Voice21.</p> <p>To baseline a selection of all 'ranges' children to measure impact and progress</p> <p>Dedicated leader to Oracy to ensure consistency across the school</p> <p>TA to support children in class with oracy skills</p> <p>Gap tool dialogic self assessment tool used for teachers to self assess and identify areas of development and improve practice.</p>	Identified weakness of speaking and listening across the school. Specific focus on PP pupils. Develop use of sentence stems to promote high quality oracy throughout the curriculum.	<p>English lead will ensure all staff are using diagnostic tools to self-assess using activities</p> <p>Oracy activities are planned and timetabled discreetly and as well as embedded within curriculum learning</p> <p>English lead will track practice and measure impact</p>	JH	Through the 30 day plan and the weekly evaluations
Total budgeted cost					£30,975

iv. To support families via the school and the 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?
Attendance will be in line with national outcomes	Office staff to track attendance and call parents when children are absent.	Research shows that children who are absent from school find it more difficult to maintain high standards of learning.	Office staff to call parents of children not in school	SE	Daily – office
	We will work with the EWO to ensure that pupils and parents are challenged re non-attendance.		Fortnightly meetings with the EWO	SLT / admin	Fortnightly – EWO
	We will not authorise any holiday that does not meet specific criteria	Recognise good attendance	Monitor attendance	MF	Termly / ongoing – SLT
	Attendance awards Improving 'school refuser'	To ensure pupils are ready to engage with their learning at the appropriate start time	Monitor attendance	MR	
Total budgeted cost					£15,429

6. Review of expenditure 2019-20

Previous Academic Year

i. Implementation of the new curriculum is appropriately adapted 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 (and whether you will continue with this approach)	Cost
That all disadvantaged children will make good progress from their starting points	Implement the Concentric Curriculum to ensure a broad and balanced curriculum Planning of the units will ensure that all pupils have access to a broad and balanced curriculum. TA support in class to allow all pupils to access learning.	Limited due to Covid -19 lockdown. Therefore we did not have the same access as we would have had, had we been in school. Not all children accessed the learning that was sent home and the access to staff was not as strong as we would have wished. We did maintain twice weekly phone calls with our disadvantaged children to maintain good mental health and to offer support with learning.	We need to ensure that we have remote learning in place to ensure that all pupils can have the same access to lessons. We will continue to develop the curriculum over the next year	£34,524

ii. Oracy and vocabulary are prioritised 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 (and whether you will continue with this approach)	Cost
Pupils will be able to apply their phonic knowledge to their decoding allowing them to access more complex texts Pupils able to widen their vocabulary and apply this to enhance their writing Pupils are able to explain the language they use in their writing	Pupils to have support from S&L to develop language skills. TA to support children in class with language acquisition and application in writing Staff to read with the children to allow them to access more complex texts Continue to develop oracy in class to allow children to widen their vocabulary bank	This was not achieved due to lockdown and Covid-19.	This is a key focus for the school development this year. We need to ensure that pupils continue	£31,514

iii. Improve behaviour 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 (and whether you will continue with this approach)	Cost
<p>All pupils make good progress due to having good behaviours for learning</p> <p>There are less incidents of dysregulation in school</p>	<p>Implement TiS across the whole school.</p> <p>Implement the new behaviour policy.</p> <p>Staff to set high expectation of behaviour in class and in the playground.</p> <p>To use the EMAT service to support our EAL children.</p> <p>To access support from the MAST service.</p>	<p>There was an improvement to behaviour in class in the first half of the year. Children were able to focus on their lessons and had a clear understanding of expectations in schools.</p> <p>We then closed down due to COVID – 19.</p>	<p>We will continue to develop behaviour strategies in school and will be completing work on nonverbal cues to manage behaviours.</p> <p>Use out VL lead to continue with our work on Mindsets.</p>	£7,180
iv. Continue to develop Visible Learning across the whole 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 (and whether you will continue with this approach)	Cost
<p>Pupils will accelerate their progress and attainment.</p> <p>Staff will 'know thy impact' and raise pupils attainment / progress</p>	<p>VL will continue to be implemented to that pupils see themselves as learners. Pupils are able to confidently talk about themselves as learners and recognise the next steps in their learning journey.</p> <p>Staff will apply the VL training to enable them to identify when they are not meeting the needs of the pupils. They will be able to adapt provision to address any shortfalls.</p>	<p>Lockdown limited the impact of this intervention. Children were able to talk confidently about their learning in the first part of the year.</p>	<p>The VL lead in school will continue to work with staff to ensure that Mindsets and pupils as learners continues.</p>	£3,000

v. 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 (and whether you will continue with this approach)	Cost
Attendance will be in line with national outcomes	<p>Office staff to track attendance and call parents when children are absent.</p> <p>We will work with the EWO to ensure that pupils and parents are challenged re non-attendance.</p> <p>We will not authorise any holiday that does not meet specific criteria Attendance awards</p> <p>To maintain the soft start breakfast club to address the children who struggle to get into school</p>	Limited due to Covid lockdown	Yes we will continue to work on strategies to ensure that our attendance is in line with national figures	£2,310
Total Spend				£78,528
Total contribution from Pupil Premium Grant Funding				£73,655