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**Pupil Premium Allocation 2020/2021**

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**Pupil Premium Review of 2020/2021 Statement**

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**Pupil Premium Allocation 2020/2021: £324,145.00**

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| **Area of Focus** | **Budget Allocation** | **Overview** |
| Breakfast Club and wrap around care Programme staffing | £9,212 | Staffing and learning activity resources |
| EWO additional support | £35,867 | Additional service level agreement for Education Welfare Officer targeted programmes and full time Attendance officer. |
| Attendance rewards programmes | £7,000 | Attendance rewards.  Attendance celebration event costs |
| Early Years additional support programmes | £25,240 | Staffing and resourcing costs for Early Years targeted intervention work |
| Intervention programmes in Phonics EY/KS1/LSK2 | £16.370 | Resources to support the implementation of the programme and part funded staffing costs. |
| Intervention to close gaps in learning | £20,679 | Part of staff salary to cover. |
| Careers, raising the aspirations of children | £5,000 |  |

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| **Area of Focus** | **Budget Allocation** | **Overview** |
| WISH Learning support assistants support costs | £82,559 | Funding for staff to support children in groups/individually for intervention programmes (KS, LR and TS) |
| SEND additional Support Programme staffing | £63,574 | LM, CG and 1 day per week SJ |
| Enrichment Activities | £2,000 | Resources and session leader costs |
| Digital technology to support learning at home | £4,500 | Century Tech, Timetables rock stars, no more marking, CS network, maths box, bug club, big cat, tapestry |
| Instrumental Tuition Programme | £9,381 | Peripatetic music teacher costs |
| Enrichment activities within the curriculum – trips/visits support funding | £5,000 | Support funding for PP pupils and reduced costs for external visits (possibly after Feb half term/Easter. |
| Behaviour for learning rewards programmes | £10,000 | Half termly/Termly reward activity practitioner and activity resource costs |
| Homework Club Resources | £3,500 | Learning activity resources to support homework club - Planners |
| Lunch club Activities Including support programme from Port Vale | £8,000 | Additional lunch time clubs to engage children in a range of activities. Investment in playground activity resources. Port Vale staff to work alongside dinner supervisors developing key skills in engaging pupils. Resources for the yards |
| Uniform | £3,000 | Support funding for additional uniform |
| Learning resources | £12,000 | Budget which can be bid for, to support additional learning  opportunity programmes for PP pupils |
| Training Budget/CPD | £8,000 | Budget which can be bid for, to support additional CPD opportunities to enhance programme for PP pupils |
| Total Allocated | £324,145.00 |  |
| Total Amount Spent | £330,882.00 |  |

**Review of Pupil Premium Allocation 2020/2021: £324,145.00**

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| **Area of Focus** | **Budget Allocation** | **Evaluation** |
| Breakfast Club and wrap around care Programme staffing | £9,212 | Breakfast club attendance has steadily increased with a high proportion of those attending being PP. 31%. Pupils have access to games and educational resources and are given breakfast. Staff have noted a calmer and more settled start to the day for these children. After school club numbers also remain strong and have enabled many parents/carers to get back into work. Children are provided games and learning opportunities and supported with their home work by the staff. |
| EWO additional support | £35,867 | This has significant improvement in attendance and reduction in persistent absence and lates. There are regular attendance clinics and send letters home, fine and complete door knocks. Please see evidence in WISH below and in the Academy SEF |
| Attendance rewards programmes | £7,000 | As above. Also a huge number of children managed to maintain 100% attendance last year. The figures below show an increase in a number of previous years.  Academic Year 20/21  Half term 1 229 pupils with 100%  Half term 2 247 pupils with 100%  Half term 3 closed due to covid.  Half term 4 this is from 8th march for 3 weeks 2days 336 pupils with 100%  Half term 5 213 pupils with 100%  Half term 6 148 pupils with 100%. |
| Early Years additional support programmes | £25,240 | Over the years’ significant progress has been made in the number of children achieving GLD. Back in 2014 this was only 9% of children. We have been at 60%+ for the last 5 years, rising to 68% in 2020 which would have been close to the national average. Unfortunately, teacher assessments for 2021 suggest that the GLD has significantly declined to 37% with the issue being in reading. Many children in this cohort did enter the Academy with low starting points (from internal baseline assessments and we did have 14 children start nursery in nappies). We also feel that this cohort has been significantly impacted upon by the national COVID 19 lockdowns. During the first lockdown (from March 2020) this cohort were in Nursery and not one of the identified year groups to be in school, thus missing 5 months of key learning and skill development. During the second national lockdown (January 2021) and now in Reception, they once again were not classified as a priority year and missed three months of education. Whilst online learning was provided for the children, with three live lessons per day and supplementary resources provided for parents/carers, they did find it difficult to home school this age group. Considering the low starting points for this year group and the national picture that children from deprived areas and younger children have been significantly impacted upon due to the time not spent in school, it is not that surprising that our GLD predictions are very low. Actions are in place to close these learning gaps with next year’s PP budget.  Pleasingly, our current Nursery children have made better progress from their low starting points. Current internal assessments suggest that 62% of the nursery children are where we would expect them to be and on track to achieve GLD. We are very hopeful that these children will maintain this progress into Reception and thus have a GLD % at national or even above next year.  In January 2021 our “Rising 3” programme commenced in Nursery with entry points at January and April 2021 (after the child’s third birthday). We have had 19 children (half of the new nursery cohort) in during this period. These children have settled in exceptionally well and made good progress. This will give these children a really good platform to start their nursery experience with us from September 2021. |
| Intervention programmes in Phonics EY/KS1/LSK2 | £16.370 | **PHONICS – Year 1**  Significant progress has been made in the number of children passing the phonics test and we have been in the 70+% for a number of years. Teacher assessments (19/20, 20/21) suggest that this has been maintained with 71% and 73% respectively of children achieving the phonics standard. Whilst we are below the % national average this equates to 5 children and does show progress from their GLD assessments. Intervention is in place for the new year 1 to maintain the 70%+ considering their low GLD teacher assessments.  **PHONICS – Year 2**  Over the years’ significant progress has been made with the number of children being successful in the year 2 phonics re-take. In 2019 this was 75% and in 2020, 76%. Y2 retakes for the school have always been above the national. Unfortunately, the 2021 year 2 phonics retakes are 59% (10/17 children). The missing 7 children have significant barriers to their learning which has been compounded by the COVID 19 lockdowns. |
| Intervention to close gaps in learning | £20,679 | Please see above. Also:  **KS1:**  Up to 2019, the data for KS1 showed an improving trend in the % of children achieving expected and/or above expected attainment levels, against the more challenging revised curriculum. 2019 data did show a slight dip from 2018 in all areas other than % achieving GDS in reading, which has increased. This dip is cohort and mobility related, but against EY data of 66.1% GLD, clear improvements can be evidenced.  2020 teacher assessments showed an improvement in writing and small reductions in Maths and Reading – that is cohort specific and equates to 2 children less than the previous year. This is pleasing considering that, whilst this cohort was a key year group identified to be in school during the first lockdown (March 2020), many didn’t attend school through parental/carer choice during the period of March 2021 until the end of the academic year.  2021 teacher assessments have shown a decrease in EXP+ in Reading, Writing and Maths (less so in Maths). This is to be expected considering the missed learning due to the COVID 19 national lockdowns but, does fair reasonably well with the GLD of 63%. However, we are pleased that this decrease has not been significant and is the equivalent of 6-8 children. This slow rate of progress does reflect the national picture for very young children particularly from areas with a high level of deprivation.  Reading: **2019:** 72% EXS and 27% GDS. **2020:** 67% EXS and 11.6% GDS. **2021:** 58% EXS and 8% GDS.  Writing: **2019:** 62% EXS and 7% GDS.  **2020:** 68% EXS and 13.5% GDS. **2021:** 54% EXS and 2% GDS.  Maths: **2019:** 75% EXS and 20% GDS. **2020:** 68% EXS and 6.6% GDS. **2021:** 66% EXS and 12% GDS.  **KS2:**  Between 2016 and 2018 – combined EXS % rose from 27.8% to 49.2%, dipping in 2018 to 37%.  Between 2016 and 2018 – combined GDS increased slightly from 2% to 4% in 2018.  Between 2016 and 2018, progress in all areas across a 3 year period has been at or above national.  2019 data was very disappointing and showed a key decline against previous years. The key area affecting progress 2019 was KS1 to KS2 progress. However, there was a significant jump in attainment between EY GLD (9%) to KS1 data. Whilst disappointing these results were very cohort specific (please see previous SEF).  2020 teacher assessments show a significant improvement in KS2 attainment and progress from 2019. Expected reading rose from 45% to 70%, writing 52% to 61%, Maths 56% - 70% and combined 38% - 61%. GDS rose in reading 10% - 13.3% and in writing 2% - 5.5% its slightly dipped in Maths 9% - 6.6%. % combined GDS slightly dipped from 4%- 3.3%. Progress figures rise in reading from -5.3 to -0.04, writing -5.5 to 0.22 and Maths-4.1 - -0.08.  2021 teacher assessments were pleasing considering the school closures due to the pandemic with EXP reading 68%, writing 60%, Maths 63% and combined 53%. GDS reading 17%, writing 12%, maths 20% and combined GDS 12%. Considering the amount of lost learning this cohort compares similarly to the previous year. Any reductions in % can be equated to 1 – 6 children.  Internal assessments upon the children’s return to school after the closures in March showed a significant decline in their progress and highlighted their gap in learning. Final assessments at the end of the Academic Year 2020/21 showed gaps in learning across all year groups had significantly closed in all areas. |
| Careers, raising the aspirations of children | £5,000 | * The children’s attitude to their education is positive and they are committed to their learning. Through our regular assemblies/work in class the children constantly revisit our school motto of “work hard, dream big and never give up”. They are becoming really resilient to set backs and take pride in their achievements. We have maintained our assemblies through Zoom – which the children love! Our re-launched house system before the Easter holidays is also having an impact. House points are given to the children by the staff with weekly house updates in our assembly. Children will receive badges dependant on how many house points they achieve. Hopefully, we will be able to provide analysis of this soon. Relationships among the children and the staff reflect a positive and respectful culture where the children are, and feel safe. * We can evidence that 96% of our children engaged in learning online with us during the national lockdown. |

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| WISH Learning support assistants support costs | £82,559 | * All stakeholders have high expectations for pupils’ behaviour and conduct. The behaviour structure and the creation of the WISH hub in September 2019 has had a significant impact on improving the behaviour and attitudes of our children, particularly the most vulnerable children. The children understand our high expectations and routines and this is reflected in their positive behaviour and attitudes. Low level disruption is rare and does not disrupt the school day. The behaviour of pupils in classrooms and on the playground is also good. Pupils show respect for others ideas and views and bullying is not tolerated. If bullying, aggression, discrimination and derogatory language occur, they are dealt with quickly and effectively and are not allowed to spread. All safeguarding systems are in place and highly effective to ensure pupils are kept safe. * Children being late to school is rare. * Parents/carers survey, (Nov 2019 and Dec 2020) were extremely positive regarding behaviour, leadership and pastoral support. Parents/carers have also inundated the Academy with support and thanks during the pandemic via our online platform, emails, letters, social media and nominations for awards. Pupil voice surveys (Nov 2019, March 2020, Nov 2021) were also very positive. * Attendance data has also improved.   **Excluding Non-Compulsory School age pupils with dates of births after 31/03/2013**  2017- 2018 – 94.00% 2018-2019- 94.8% Sept – Mar 2019-2020 – 95.3%  Prior to the final half term of the academic year 20/21 we were averaging 95.4%-95.7% however, we did finish the end of the 20/21 academic year on 95%. We are very pleased with this figure considering the impact the global pandemic has had.  There has been a reduction in unauthorised absence. 2017/18 3.3%, 2018/10 2.7% and 2020/21 2.1%   * Through highly effective monitoring and attendance clinics with parents/carers the Academy had begun to reduce the rate of persistent absence from 15.8% (17/18) to 13.02% (18/19) and 12.2% by Feb 19/20. This rose to 14% (March 2020) with parents choosing to remove their children from school during the 2 weeks prior to the national lock down. We were confident, through our monitoring and tracking that PA would have remained at 12% if not for the national lockdown. At the end of the academic year 2020/2021 this figure was 16.23%, whilst above previous national averages, consideration must be given to the impact the global pandemic has had on such figures. It is also important to note that a number of families did take holidays during the last half term of the 20/21 academic year and we were impacted upon by two Eid celebrations. |
| SEND additional Support Programme staffing | £63,574 | * Visually impaired pupil has made accelerated progress with braille in all areas * Speech and language has significantly improved, this will be backed up with standardised assessments. * 3 out of 4 pupils made expected progress – Beat dyslexia/Better Reading. * Only 3 pupils have been into reflection since September. However, this is significantly reduced compared to 2019-2020. * 33 SEND pupils have had no behavior incidents and their social skills have developed. * IDL - All children are making good progress and are becoming independent learners. * Pupil and parent/carer voice if very strong regarding provision and support. |
| Enrichment Activities | £2,000 | * Once we were able to provide extra-curricular activities due to COVID 19 restrictions, a wide variety of clubs were offered to the children. The funding ensured that resources were available for the children to participate in craft, construction and sports for example. External providers for cricket and songbirds were also on offer. * Over 150 children participated. |
| Digital technology to support learning at home | £4,500 | * All pupils have access to Timetables Rockstars, Maths box, and Bug Club. We also use Tapestry and Big Cat Collins. We have purchased 15 chrome books for each year group (1 – 6) and have purchased additional iPads for Nursery and Reception. All year 6 children now have a chrome book for use at home and in school. During the school closures we ensured that all children who needed a chrome book had one and we also provided additional internet usage via dongle. |
| Instrumental Tuition Programme | £9,381 | * 16 children had access to instrumental lessons and completed individual programmes and achieved the required standards. Pupils performed in assemblies and in celebration events. Anecdotal comments from the pupils reflect an increase in confidence, pride and self-esteem in their improvements and successfully accredited musical talents and skills. Children across the school are engaging in music enthusiastically. All children have City Music school lessons through the year and we run a “songbirds” after school club as well as participating in many local initiatives. We also have a dedicated music room. |
| Enrichment activities within the curriculum – trips/visits support funding | £5,000 | * During the period when trips and visits were restricted due to COVID 19 we ensured that the children had the opportunity to interact with public speakers via video conferences and live. This included motivational speakers and careers for example. Due to these restrictions we ensured that class teachers received extra resources to support their curriculum and planning to engage and inspire our children. Once the restrictions were lifted all children across the Academy had the opportunity to be part of a visits to our local parks, safari parks and Cannock Chase for example. Years 3, 4, and 5 also took part in bush tucker and rock climbing activities on site. Year 6 had sessions on knife crime and year 3 had the mental health trail blazers. |
| Behaviour for learning rewards programmes | £10,000 | * Numbers in reflection and detention has significantly reduced in comparison to previous years. * Numbers missing the half termly B4L treat has significantly reduced to 0 at the end of the academic year. * Please see the evidence under WISH and SEF regarding the evidence for improved behaviour and attendance. The pupils have an excellent attitude to their learning and low level disruptions are extremely rare. * Very strong pupil and parent/carer voice. |
| Homework Club Resources | £3,500 | * Additional resources were purchased. Magic Home work was sent home half termly. * Planners for all children. * Homework clubs and support on offer at lunch and after school. Over 250 children accessed this. * Please see previous evidence on improving attendance, behaviour and attitudes and outcomes. Significantly more children are now completing homework tasks and reading regularly. |
| Lunch club Activities Including support programme from Port Vale | £8,000 | * Port Vale staff worked alongside school staff and provided a wide variety of lunchtime activities. This ensured well supervised and safe lunchtime activities, which contributed to health, well-being and staying active. * We have invested heavily in resources for the pupils to play with. * We have seen a significant decrease in behaviour issues during lunchtime as can been seen in the very low numbers of children. in reflection, detentions and missing the B4L half termly treat. * Attendance figures are also improving and are now strong. * Lunchtimes are exciting, engaging, fun and safe as can be seen in the pupil voice. |
| Uniform | £3,000 | * Parents/carer are still taking advantage of the spare school **uniform** that we have in school. There has recently been a ‘stock system/Inventory’ set up and is adjusted accordingly when the uniform is requested. * All children on PP have received support with uniform. |
| Learning resources | £12,000 | * A significant amount has been spent ensuring that our indoor spaces are bright, vibrant and welcoming. * Maths text books were purchased for all children in KS2. * We have significantly increased the amount of learning and recreational activities and spaces outside. * Our reading zones and schemes are now very well resourced with new reading books. * Others: Education City, Timetables Rock Stars, Twinkle, Pupils planners, Jigsaw, Sporting Stars. * Please see previous evidence regarding attendance and behaviour and attitudes. More children are now reading widely and often. |
| Training Budget/CPD | £8,000 | * External Training provided for Phonics, Maths, Music and vocab. * CPD records show a significant amount of training opportunities were undertaken. * English training and resources for our making writer days. * No more marking subscription and training. * 4 members of staff completed NPQL/NPQSL. * 1 member of staff completed Assessment only route into Education. * All categories of the SEF/Ofsted framework show a string and improving picture Please see Academy SEF for more details. |
| Total Allocated | £324,145.00 |  |
| Total Amount Spent | £330,882.00 |  |