

2020-21 Pupil Premium Strategy Statement

Academy name	Estcourt Primary Academy
Number of pupils on roll	306 (including 26 F1)
Proportion of disadvantaged pupils	32%
Pupil premium allocation this academic year	£146, 570
Publish date	September 2020
Review date	July 2020
Statement authorised by	Awaiting ratification
Pupil premium lead	Selina Midgley-Wright
AAB lead	Leigh Gordon

Disadvantaged pupil progress scores for 2019 & 2020

Measure	2019	2020
Reading	+7.36	N/A
Writing	+3.25	N/A
Maths	+6.94	N/A

Disadvantaged pupil performance overview for 2019 & 2020

Measure	2019	2020 predicted outcomes
% meeting combined expected standard in reading, writing and maths at KS2	86%	70%
% meeting combined high standard in reading, writing and maths at KS2	15%	22.5%
% passing Y1 phonics screening check	77%	90%
% passing phonics screening check by end of Y2	84%	90%

Barriers

What are the barriers?	Why are they barriers?
Social, emotional and mental health	Pupils in distress find it hard to self-regulate which impacts on learning. Long period of time away from the classroom due to COVID-19

	<p>Pupils live in a community with high levels of deprivation and high cases of social care involvement due to domestic abuse and parental substance misuse.</p> <p>Large proportion of pupils identified as having SEMH barriers.</p>
Gaps in reading, writing, maths and phonics	<p>Pupils are not achieving the higher standard in reading, writing and maths at the end of KS1 and KS2.</p> <p>Pupils are not working at age-related expectations or above in phonics. There are significant gaps due to the impact of lost schooling as a result of Covid-19.</p>
Speech, language and communication	<p>Pupils become frustrated as they are unable to communicate clearly with peers and adults.</p> <p>Progress in writing and reading (including the phonics screening check) is impacted as the gap widens between themselves and peers.</p> <p>High percentage of pupils on the SEND register for speech language and communication difficulties</p>
Attendance	<p>Pupils missed significant areas of learning.</p> <p>Gaps widen and progress is negatively impacted across the curriculum.</p>
Wider opportunities	<p>Pupils do not visit places of interest out of school. This has an impact on their knowledge and understanding of the world, and pupils miss opportunities to enhance curriculum learning</p> <p>Pupils do not have the opportunity to visit industry within the local area to form opinions/ideas about future possible careers which in turn creates a lack of drive and motivation for their future.</p>
Parental engagement	<p>Parents unable to encourage and support learning.</p> <p>Pupils come from job-less households or low paid manual professions where there is not an enthusiasm for education or aspirational role models.</p>
Pupils arrive at school unprepared for learning.	<p>Pupils arrive at school hungry and are unable to concentrate on learning. Pupils do not have appropriate school uniform which negatively impacts on self- esteem and sense of belonging.</p>

Teaching priorities to enable quality first teaching

Priority	Desired impact	Action	Staff Lead	Amount
1. Staff have the appropriate CPD to implement catch up plans and close gaps in reading, writing and maths through Quality First Teaching.	All teaching staff, including early career teachers eg RQTs - to be delivering high quality first teaching.	Whole school strategy focus with appropriate monitoring cycle. Bespoke training and support packages	Selina Midgley-Wright, Laura Welbourne + Natalie Oldroyd	£5000
2. All relevant staff have the appropriate CPD to enable pupils to make accelerated progress in phonics.	Strong teaching in phonics. Pupils achieving better than national in PSC.	Implementation of Launchpad for Literacy to close pre- reading gaps including comprehensive CPD package. Use of a rigorous and robust approach to phonics with additional DoL support where required.	Natalie Oldroyd	£300 £500

Targeted academic support for current academic year – every class has a detailed plan for all pupils in receipt of PP funding

Priority	Desired impact	Action	Staff Lead	Amount
3. Small-group intervention in reading, writing, maths and phonics.	Pupils make accelerated progress. Pupils are at least in-line with all other pupils nationally.	<ul style="list-style-type: none"> • Reading Fluency interventions • Phonics interventions • Mental Maths interventions • GPS • Fine Motor control • Literacy Launchpad pre-reading 	Natalie Oldroyd, Laura Welbourne and Jade McGrath	X4=£53,784
4. 1:1 intervention	Pupils make accelerated progress. Pupils are at least in-line with all others pupils nationally	<ul style="list-style-type: none"> • Literacy Launchpad pre-reading • Sandwell Maths • Reading fluency 	Natalie Oldroyd, Laura Welbourne and Jade McGrath	X2=£26,892

Wider strategies for current academic year linked to the development of cultural capital

Priority	Desired impact	Action	Staff Lead	Amount
5. All pupils come to school ready to learn.	All pupils have a settled start to the school day. No pupil starts the day hungry. All pupils have the necessary equipment.	Free Breakfast club for children in receipt of PP. School to provide resources for learning		£2000 catering costs £7000 staffing costs
6. All pupils attend regularly and on time.	Absence and PA are better than national averages. Pupils are at always punctual	Specific attendance lead Rewards for good attendance and punctuality	Maria Shepherd	£7,966 £1,000
7. Pupils have access to a wide range of activities within and beyond the curriculum experience to enhance their cultural capital.	Pupils have the opportunity to perform in front of a live audience and experience visits to places of interest which improve their confidence and aspiration. Education is enhanced as a result of this	Subsidised visits and experienced: eg Y6 residential, trip to London, trips and visits in-line with the RESPECT curriculum. Play in a Day experience-performing to an audience in a theatre Regular opportunities for drama, music and musical theatre Competitive choir and singing exams for pupils in KS2	Lynsey Coulman Joe Bough Joe Bough Joe Bough	£ 7,000
8. All children behave well and demonstrate high levels of engagement and enthusiasm for learning.	Behaviour, including learning behaviour, is good. Pupils make good progress in learning.	Reward shop Star of the week certificates Reward activities – visits/visitors	Sharon Finn	£5,501

9. Children have positive mental health and the ability to understand and manage their own emotions with increasing independence.	Improved SEMH of all pupils. Instances of poor behaviour reduced. Exclusions decrease.	Thrive CPD Resources for Thrive Whole-school Thrive approach adopted by all staff Headstart approach Well-being in Schools Award	Sharon Finn	£5000 CPD and resourcing
10. Improve pupils' confidence in being able to speak clearly and coherently.	Early intervention and assessment of speech and language acquisition. Improved speech and language for pupils. Pupils speak to a wide range of audiences with confidence.	Implement robust speech and language programme using Launchpad for Literacy. Bespoke speech and language support delivered by a specific member of support staff. Develop oracy in the wider curriculum. Develop debating in order to give pupils opportunities to speak to a range of audiences.	Natalie Oldroyd Laura Welbourne Oracy lead	£12,353
11. Developing parents' knowledge, skills and understanding in order to provide effective encouragement and support.	Strengthened partnership with parents/carers. Parents/Carers regularly support pupils with home reading and learning tasks.	Providing pastoral support through Family Support Worker/Learning Mentor.	Sharon Finn and Samantha Capon	£5,501 £13,752

Total Spend: £148,549

Review:

Priority	Impact