

Pupil premium strategy statement (primary)

1. Summary information					
School	Powers Hall Academy				
Academic Year	2021-2022	Total PP budget	£143915	Date of most recent PP Review	None
Total number of pupils	273	Number of pupils eligible for PP	107	Date for next internal review of this strategy	Summer 2022

No published data 2021

2. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers	
A.	Poor vocabulary skills impacting specifically on communication, writing and ability to articulate, from Year 3 upwards.
B.	B. Poor learning behaviours, passivity and attitudes to learning
C.	C. Lack of applying skills over Lockdown, specifically in reading and phonics
External barriers	
D.	Attendance and punctuality-
E.	Emotional well-being and mental health- external factors from home which can impact schooling. (Parental support and engagement)

3. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Vocabulary skills will be developed so children in KS2 are able to articulate their ideas across all curriculum subjects. Pupils make strong progress in oracy, reading and writing skills. This will be measured by end of key stage tests and intervention work. Pupil progress meetings with teachers will evidence this.	New pupils to the school eligible for PP in Year 3 to make rapid progress by the end of the academic year (taking part in reading and writing interventions) PPG pupils will make progress, as evidenced in Pupil progress meetings and summative data in Years 4, 5 and 6. Evidence of writing progress seen in books
B.	Pupils who are PPG will achieve so they are in-line with non-PPG pupils. Learning behaviours will be supported, taught and encouraged by class teachers, the behaviour lead and FLO so that PPG pupils are motivated and equipped to learn	PPG pupils are observed to have improved learning behaviours, discussed at pupil progress meetings and with the behaviour lead so they meet age related expectations.
C.	Accelerate progress so that Pupil Premium children achieve higher rates of both attainment and progress in reading, writing and maths so that achievement is in line with non-PPG. A focus on Year 4 and 5 is needed to ensure that First Quality Teaching and Intervention closes gaps early on.	Pupils eligible for Pupil Premium make rapid progress by the end of the year so that they meet at least age related expectations in comparison to all other pupils nationally and those with the same starting points.
D.	Pupils will be attending school regularly and will be punctual. There will be an increase in attendance rates for pupils who are Pupil Premium. Attendance will be tracked regularly and the MAT'S attendance policy triggered	Reduce the number of persistent absentees among pupils eligible for Pupil Premium. Overall Pupil Premium attendance improves and is above the national average for this group
E.	Engaging Parents in appropriate pastoral care support and behaviour programmes for specific pupils is beneficial to improving pupils' overall well-being at both home and school. There is a consistency of approach used to engage pupils that might be otherwise disengaged learners. An increased partnership between home and school. Families receive earlier intervention and can be signposted to other agencies where necessary.	Pupils and Parents will feel positive about working with the school which will improve pupils' overall well-being and can result in fewer incidents where pupils behave inappropriately/ or are upset at school. Better home/school engagement and working relationships.

4. Planned expenditure

Academic year 2021-2022

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well and when will it be reviewed?	Staff lead/Cost	Evaluation
To improve language skills.	Speech and Language Therapist Staff trained in SLCN strategies such as ELKLAN. English linked to connected curriculum theme Oracy techniques taught and developed	Oral Language Interventions emphasise the importance of spoken language and verbal interaction in the classroom. Comprehension and reading skills benefit from explicit discussion of both the content and processes of learning. Oral language approaches include: Targeted reading aloud and discussing books with children Explicitly extending pupils' spoken vocabulary using Oracy techniques The use of structured questioning to develop reading comprehension. Education Endowment Fund evidence shows all pupils appear to benefit from oral language interventions (+ 5 months) but some studies show slightly larger effects for younger children and pupils from disadvantaged backgrounds (up to six months' benefit).	Modelling texts; discussing key features; imitation of the texts and then innovation. The classroom learning environment will consider ways to develop SLCN (Speech, Language and Communication) - Implement the PreTeaching Vocabulary Pack, displays, and use of resources. Opportunities to use ICT, animation and visual literacy to support language skills Address SLCN concerns early on. Early identification and Intervention-screen and assess pupils.	SLT SEN Support English Leads English Subject Co-ordinators Cost of Jo Baxter Independent Speech and Language Therapist. £10,450 Other specialist intervention sessions x1 HLSA+ staff members £12,236.42	<u>Autumn 2</u> <u>Spring 2</u> <u>Summer</u>

To develop phonic recognition and application skills	Dedicated time for Group Extra Tuition with a qualified teacher Upskilling support staff to maximise staff opportunities to support phonic development	Group interventions focus on overcoming gaps in learning in the core subjects reading, writing or maths to help pupils make improved progress and to raise their standards of achievement. 1:1 targeted intervention for pupils entitled to Pupil Premium funding to help them make improved progress and to raise their standards of achievement. The Education Endowment Fund evidence shows that phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. 		After School Tuition 8 teachers x 10 hours per term £7012.20	<u>Autumn 2</u> <u>Spring 2</u> <u>Summer</u>
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To increase the number of PPG pupils achieving expected and greater depth across the school in core subjects so that this is in line with performance of non-PPG pupils. To provide creative education and extracurricular activities to support children's cultural capital and provide equal opportunities	Dedicated time for Group Extra Tuition with a qualified teacher after school.	Group interventions focus on overcoming gaps in learning in the core subjects Reading, writing or Maths to help Pupils make improved progress and to raise their standards of achievement. 1:1 targeted intervention for pupils entitled to Pupil Premium funding to help them make improved progress and to raise their standards of achievement. Additional teaching and learning opportunities for pupils entitled to Pupil Premium funding provided through the Class Teachers, SENCo, trained LSA's and external agencies. Pupils receive high quality teaching from a range of members of staff.	Track interventions at Progress Meetings. Look at entrance and exit data to review impact. Look at progress pupils are making in the books. Monitor teaching of reading through lessons and targeted intervention from specialist teachers	After School Tuition 6 teachers x 10 hours per term (costed above Reading focus) £11887.92 (7 x LSA X 1 hour per day) 11+ Sessions and working on challenge work. £3362.90 Head teacher monitoring – Proportionate cost – £10,929.44 Cost of Musical tuition for 2 PPG children across Years 5 and 6 £106 per child - £212 total Teachers for creative activities - £5697 Educational visits - £2463.33	<u>Autumn 2</u>
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	Reading strategies and approaches (reciprocal reading, silent sustained reading, comprehension).	Year 5 more able PPG pupils attended 11+ sessions with an experienced, HOS. They also focus on more able activities and tasks. Staff meeting dedicated to reading strategies and explicitly aimed at improving comprehension teaching across the school	Ensure reading is scheduled and timetabled.	£4926.66	<u>Spring 2</u> <u>Summer</u>
Targeted support					
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 support and improve social, emotional wellbeing and mental health.	Family Support Worker And Well-Being Mentor	Well trained staff effectively support the emotional needs of individual pupils. This valuable provision needs to continue as pupils change year groups so that new skills or coping strategies learnt can be further developed. Also, new skills can be developed in relation to a range of social settings.	Daily monitoring by the SLT will ensure that: Staff are deployed effectively Timely intervention is provided Behaviour records are up to date Appropriate action is taken immediately to ensure positive outcomes.	Full time Family Support Worker (80% of salary) £20,386 Cost of qualification x 2 HLSA's £200.00	<u>Autumn 2</u> <u>Spring 2</u> <u>Summer</u>
To provide additional resources to support children's learning'	To provide nutrition lessons for children to support their social and emotional wellbeing Ipad/Power maths resources/ Calm down and Nurture room resources/Science Resources	Two staff members to be trained in delivering high quality nutrition lessons including after school clubs Well-resourced classrooms ensure that children are fully engaged in learning.	Timetabled lessons during PPA Lesson observations and pupil voice surveys	Behaviour Lead (11 HOURS) £7666.04 5x 1hr every day lunchtime room £3484.56	

To improve attendance rates for disadvantaged children.	Family Support Worker Reward system and incentives	To liaise and offer support for families where pupils have poor rates of attendance. To also signpost to relevant agencies that can support and help to promote regular attendance at school. Ensure that there are rapid response systems that are in place to address poor attendance. Earlier opening of the school day so that good attendance is encouraged.	Weekly monitoring will aim to: □ Improve attendance for identified pupils Consider alternative ways of promoting the importance of good attendance	Percentage from F.L.O salary as above MDA £3959.33	<u>Autumn 2</u> <u>Spring 2</u> <u>Summer</u>
Total budgeted cost					£ 142, 915

5. Review of expenditure				
Previous Academic Year 2020/21		Previous spending and impact was affected by a national lockdown		
i. Quality of teaching for all				
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
To ensure that all pupils who are eligible for Pupil Premium achieve as expected/ if not above expected and in line with pupils who are not PP.	Extra Tuition Focus on Maths resources- Power Maths introduction.	Pupils that attended extra tuition make greater progress with their class teacher. In school data verifies this. There will be a significant increase in the number of PPG pupils making accelerated progress in KS2 Maths for Greater Depth	Previous spending was affected by a national lockdown in Autumn 2020. Children were not in school for 2.5 months and although home learning was provided, not all children participated. Disadvantaged children were offered a place a school during lockdown along with key worker children. Not all of these children took the opportunity to attend, but many did.	
To ensure that pupil's speech, language and communication skills are age appropriate and/ or pupils make rapid progress in this area (from their starting points) with targeted support.	Speech and Language Therapist	This will have had a significant impact on individual pupils' targets and case plans.	Previous spending was affected by a national lockdown in Autumn 2020. Children were not in school for 2.5 months and although home learning was provided, not all children participated. Disadvantaged children were offered a place a school during lockdown along with key worker children. Not all of these children took the opportunity to attend.	

ii. Targeted support

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
Pastoral care to support the emotional and social wellbeing of children	Family Support Worker	To reduce behaviour incidents including exclusions for PPG pupils by putting in support programmes including behaviour and nurture Sessions and the implementation of TCR.	Previous spending was affected by a national lockdown in Autumn 2020. Children were not in school for 2.5 months and although home learning was provided, not all children participated. Disadvantaged children were offered a place a school during lockdown along with key worker children. Not all of these children took the opportunity to attend.	

To improve attendance rates for disadvantaged children.	Attendance meetings with SLT and FLO. Tracking and earlier identification as well as monitoring of pupils who are causing a concern.	Improved attendance rates for PPG pupils and non-PPG as there will be more careful monitoring of attendance and earlier intervention offered.	Previous spending was affected by a national lockdown in Autumn 2020. Children were not in school for 2.5 months and although home learning was provided, not all children participated. Disadvantaged children were offered a place a school during lockdown along with key worker children. Not all of these children took the opportunity to attend.	
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iii. Other approaches

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