

Pupil Premium Strategy Statement

Pye Green Primary Academy Academic Year 2020-2021



School overview

Metric	Data
School name	Pye Green Primary Academy
Pupils in school	388 (REC-Y6)
Proportion of disadvantaged pupils	73 Pupils (18.3%)
Pupil premium allocation this academic year	£96,360
Academic year or years covered by statement	2020 -21
Publish date	October 2020
Review date	September 2021
Statement authorised by	Emma Ingram – Headteacher
Pupil premium lead	Morna Walkington
Governor lead	Gina Russell

Disadvantaged pupil progress scores for last recorded academic year due to Covid-19.

2018-2019

Measure 16 Pupils	Score
Reading	-4.29
Writing	-2.58
Maths	-2.58

Disadvantaged pupil performance overview for last recorded academic year due to Covid-19. Reading, Writing & Maths Combined.

2018-2019

Measure 16 Pupils	Score
Meeting Age Expected Standard	56% (NA Others 71%)
Achieving Higher Standard	6% (NA Others 13%)

Strategy Aims for Disadvantaged Pupils 2020-21

Measure	Activity
Priority 1	Disadvantaged children to make rapid gains within;

	<ul style="list-style-type: none"> • Language Acquisition & Vocabulary • Phonics & Spelling • Reading - Comprehension and Understanding. <p>Reduce attainment gaps between the school's disadvantaged pupils and others nationally.</p> <p>Ensure all relevant staff have received high quality RWInc training to support rapid progress and catch-up in Reading.</p> <p>Ensure all relevant staff participate in developing high quality home school reading resources to support rapid improvement and consolidation of reading fluency.</p> <p>Ensure all relevant staff begin to access high quality teaching resources to develop the Talk 4 Writing program to improve the teaching of writing.</p>
Priority 2	Work with high impact maths programs such as white rose and fast maths to diminish the gap between disadvantaged pupils and others. Work with UWMAT and the Local Maths Hub to improve the teaching of maths mastery & ensure more disadvantaged pupils achieve the higher standard in Maths at the end of KS2
Barriers to learning these priorities address	<p>Diminish the gaps between disadvantaged pupils & others that have arisen due to Covid-19 Issues including;</p> <ul style="list-style-type: none"> • Academic Loss of Learning R,W & M • Mental Health & Well-being • Enrichment & Cultural Capital Opportunities. • Engagement & Attendance <p>Ensure that evidence-based whole class- teaching interventions are established</p>
Total Projected Spending	£96,360

1. Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Significantly increase the national average progress scores in KS2 Reading compared with 2019 (-4.29)	July 2021
Progress in Writing	Increase the national average progress scores in KS2 Writing compared with 2019 (-2.58)	July 2021
Progress in Mathematics	Increase the national average progress scores in KS2 Maths compared with	July 2021

	2019 (-2.58)	
Phonics	The vast majority of disadvantaged pupils achieve the national average expected standard in Year 1 Phonic Screen. (Taken in Dec 2020)	Dec 2020
Other	Improve the attendance of disadvantaged pupils to be in line with the National Target.	January Census 21
Other	Improve access for disadvantaged pupils to play an active role in extracurricular activities and the wider school life.	July 2021

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

Measure	Activity
Priority 1	Ensure all relevant staff have received accredited RWInc training to improve the quality and consistency of teaching phonics and spelling across the whole school. Accelerated progress from the bench mark
Priority 2	Ensure a secure time tabled program of phonics interventions are established across YR1 & YR2 with clear expectations.
Barriers to learning these priorities address	Academic Loss of Learning Ensure that all staff implement the strategies acquired from the training and resources to use improve whole class and intervention teaching and outcomes for pupils.
Projected spending	£33,500

2. Targeted academic support for current academic year

Measure	Activity
Priority 1	Buy and embed resources for RWInc phonics program and spelling program. Buy and begin training for Talk 4 Writing program to improve the quality of vocabulary / Reading & Writing across the whole school including EYFS Ensure high quality Reading materials are available for pupils inside each classroom & Home/School reading. To consolidate reading fluency and enjoyment.
Priority 2	Develop the use of 'Fast Maths' to improve rapid recall of key relevant number facts & patterns.

	Establish small group interventions for disadvantaged pupils falling behind age –related expectations and those identified with the potential to achieve at the higher standard (Maths Mastery)
Barriers to learning these priorities address	Academic Loss of Learning Ensure home school reading materials are readily available and children are encouraged to develop personal reading tastes and a wider variety of reading experiences.
Projected spending	£38,750

3. Wider strategies for current academic year

Measure	Activity
Priority 1	Provide a range of extracurricular activities and clubs to ensure disadvantaged pupils have opportunities to develop skills, talents and interests across creative, physical and cultural fields. (Cultural Capital)
Priority 2	Develop support for pastoral / nurture activities to address any relevant well-being issues to enable disadvantaged pupils develop a positive and secure sense of self. Increase children's resilience and confidence.
Barriers to learning these priorities address	Mental Health & Well-being Enrichment & Cultural Capital opportunities Engagement & Attendance Development of children's wider life opportunities and skills that their home life does not provide. Improve attendance and readiness to learn.
Projected spending	£24,110

4. Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensure adequate time is planned for CPD and Team Teaching opportunities for under confident staff	Organised use of INSET days & weekly training sessions Cover available for staff to complete team teaching tasks if need additional support.
Targeted support	Subject Leaders to utilise their management time to upskill and develop others	Weekly training sessions when required and specific upskilling sessions during management time – planned and organised (to include TA's)

Wider strategies	Parents to be supported and encouraged to engage with their child's continuous learning experiences at home.	Working with the SENDCo and multi-agency support when required.
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Review: last year's aims and outcomes

Aim	Outcome
Please see Statement 2019-20	