

Pupil Premium Strategy Statement

2019-2020

School overview

Metric	Data
School name	Knutton St Mary's CE Academy
Pupils in school	214
Proportion of disadvantaged pupils	41%
Pupil premium allocation this academic year	£116,160
Academic year or years covered by statement	2019 - 2020
Review date	November 2020
Pupil premium lead	Mrs Birchall
Governor lead	Mrs Gadsden

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	-2.06
Writing	-1.39
Maths	-0.65

Disadvantaged pupil performance overview for last academic year (RWM)

Measure	Score
Expected standard	31%
High standard	0

Strategy aims for disadvantaged pupils

Aim	Target
Outcomes for Pupils	Focus on catch, keep up: Pupil premium children make at least expected or better progress than their peers in reading (including Year 1 phonics), writing and maths from their starting points. Children on SEND register will meet their personal end of year targets in reading, writing and maths.
Attendance	Improving attendance and readiness to learn for PP.

The current year 2019-2020

At Knutton St Mary's we are aware that some disadvantaged children face many complex barriers during their education, which make effective learning very difficult. Other children have very specific needs and others have few barriers at all. Some of the main difficulties faced by disadvantaged children at Knutton St Mary's are identified below, although it must also be said that this is not an exhaustive list and that the difficulties encountered are not unique to those who are disadvantaged.

The main barriers faced by eligible children in 2019 -2020 are:

- A. Baseline on entry
- B. Speech and Language
- C. Social Emotional and Mental Health
- D. Special Educational Needs and Disabilities
- E. Attendance
- F. Aspirations for the Future

Teaching priorities for current academic year

Measure	Activity
Priority 1	Accurate assessment leading to targeted small group approach by qualified staff to maximise progress and attainment in phonics. High quality phonetically decodable texts for phonic sessions, home school reading books and 'keep me' books which are closely matched to children's developing needs are fully resourced.
Priority 2	Quality First Teaching and effective use of teaching assistants to maximise learning and progress across the curriculum.
Barriers to learning these priorities address	A. A high proportion of children on entry have below expected baseline. This impacts on the individual's ability to achieve ARE which in turn impacts on self-esteem and life chances.
Projected spending	£82066

Targeted academic support for current academic year

Measure	Activity
Priority 1	Targeted interventions across KS1 and 2 for identified pupils, including, but not exclusively; Speech and Language, Reading, Writing, Maths, phonics, emotional and social, in order to secure and accelerate attainment and progress.
Priority 2	Part time Senior Teaching and Learning Assistant in Y6 (53% PP) to facilitate accelerated progress.
Barriers to learning these priorities address	A. Baseline on entry B. Speech and Language C. Social Emotional and Mental Health
Projected spending	£24012

Wider strategies for current academic year

Measure	Activity
Priority 1	Raise attendance of PP children to meet the school target of 95.5% .
Priority 2	Social, emotional and mental health needs of children and families are identified and supported through appropriate strategies. Children have the opportunities to engage with the wider world through; new experiences, the curriculum, Legacy Learning and the exploration of the next steps in education, finance and the world of work.
Barriers to learning these priorities address	C. Social Emotional and Mental Health E. Attendance F. Aspirations for the Future
Projected spending	£11082

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensure all children have access to high quality teaching and learning across all curriculum areas.	Robust process of monitoring teaching and learning in place. A CPD programme that reflects/highlights current pedagogical thought.
Targeted support	Ensuring that that all children access the full curriculum and that interventions are accurate, timely and effective.	Accurate data use ensures that interventions are appropriate. Pupil Premium Champions/ class teachers ensure that timetabling is flexible and means that identified children do not miss significant chunks of any curriculum area.
Wider strategies	Engaging harder to reach families. Ensuring that we develop a positive mental wellbeing culture in which children build resilience, self-esteem, and character. Trying to change the culture so that education is valued and families and children raise their aspirations for the future.	HSLW to continue to work with families, involving outside agencies where appropriate. Staff take part in relevant CPD. Curriculum encompasses world of work and financial awareness and links are created with other education providers e.g University, and places of work to provide children with wider opportunities.

Review: last year's aims and outcomes 2018-2019

Aim	Outcome
Quality of teaching for all	<ul style="list-style-type: none"> • Teacher assistants in all classes – in line with EEF 'Effective use of Teaching Assistants' recommendations are having a positive impact on progress for PP children. Continue with approach. • RWI - / Phonic Readers – Trust target met. Continue with approach. RWI extended to include Year2 more able PP. • TT Rockstars – Accelerated progress in multiplication tables from starting point. Continue with this approach. • Speech and Language – Expected and above GLD Speech 2018 – 72% Increased to 2019- 81% Speech and Language focus to continue. • Data Systems – fully embedded across the school.
Targeted support	<ul style="list-style-type: none"> • SEND PP – continues to be a high priority for the school. • Intervention Teacher Assistants – review current approach to ensure we are maximising all opportunities. • Home School Link Worker – continues to be a valuable resource in aiding our children to overcome their social, emotional and wellbeing needs.

Other approaches	<ul style="list-style-type: none">• Educational Visits / Extra Curricular / Forest Schools – all children / PP benefited from a full range of activities.• Breakfast Club – continues to be valuable asset to the school.• Uniform – continue where identified.• Good to be Green – Ofsted judged behaviour as good.
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