

Pupil Premium Strategy Statement

Version 3 September 2021

This statement details our academy's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

Academy overview

Detail	Data
Academy name	Desmond Anderson Primary Academy
Number of pupils in the academy	401 (inc SSC unit)
Proportion (%) of pupil premium eligible pupils	21% (86 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2024
Date this statement was published	5 November 2021
Date on which it will be reviewed	1 September 2022
Statement authorised by	Managey Powys, Principal
Pupil premium lead	Alison Roden, SENCo

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£98,719
Recovery premium funding allocation this academic year	£11,900
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£110,619

Part A: Pupil premium strategy plan

Statement of intent

Our ultimate objective is for our disadvantaged pupils to make accelerated progress whatever their starting point compared to their peers who have had a more advantageous start in life. We do not believe any pupil should miss out on educational opportunities because of their family circumstances, and we recognise that some of our disadvantaged pupils will need more support than their peers.

Our current pupil premium strategy focuses upon the emotional wellbeing of those disadvantaged pupils, particularly in the light of the Covid pandemic, to ensure they are in a positive place to engage with their learning

The key principles of our strategy plan are:

- to support disadvantaged pupils in class through Quality First teaching*
- to ensure that targeted interventions are offered to close gaps in learning*
- to provide emotional and therapeutic support as necessary for our disadvantaged pupils*
- to subsidise wider curricular opportunities so that disadvantaged pupils can participate fully in them*

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	The complex emotional and behavioural needs shown by many of our Pupil Premium pupils often challenge the Academy's capacity to support them, and require more involvement from external agencies. Children from challenging home circumstances, including those affected by alcohol, drug abuse and domestic violence, are frequently disadvantaged in their emotional, social and academic development. Behaviour incidents can be more frequent amongst pupils in receipt of Pupil Premium grant, particularly around break and lunchtimes. These incidents can cause emotional upheaval which impacts upon pupils' learning behaviour in the classroom and requires higher levels of adult support to resolve
2	There is a gap in attainment between our Pupil Premium and non Pupil Premium children, particularly in reading. Research has shown that PP children had fewer opportunities to read at home during lockdown. Pupil Premium children also need to make accelerated progress in Maths and Writing
3	Language and oracy skills are underdeveloped amongst Reception children, who are entering education with very limited receptive and expressive language skills and issues around focus and attention. Most recent cohorts have been impacted by the pandemic, with limited exposure to Nursery education and few opportunities for socialisation. In addition, they are often not ready for learning and lack basic self care skills (toileting, independent dressing and eating).

4	Low attendance (frequent absence or late arrival) impacts upon children's ability to access their learning and make progress alongside their peers.
5	A significant number of children in receipt of PPG transfer into the school mid year (often through Fair Access), with a resulting disruption to continuity of learning and social relationships. They require greater levels of resources to help them adjust and to support their behaviour.
6	Economic hardship impacts upon families' abilities to offer children a range of enriching opportunities and experiences. Pupil Premium children miss out on wider opportunities due to lack of available funds.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Pupils in receipt of Pupil Premium will make accelerated progress in Maths and Writing	Pupils in receipt of Pupil Premium will make a minimum of 6 steps of progress each year (Target Tracker data, Pupil Progress meetings)
Pupils in receipt of Pupil Premium will show accelerated progress in Reading	Pupils in receipt of Pupil Premium will make a minimum of 6 steps progress in the Accelerated Reader scheme each year (Target Tracker data, Pupil Progress meetings)
Pupils in receipt of Pupil Premium in KS1 will make accelerated progress in Phonics	100% of pupils in receipt of Pupil Premium will pass the Phonics screening by the end of KS1
Pupils in receipt of Pupil Premium will make accelerated progress across their time in KS2	Pupils in receipt of Pupil Premium will achieve national average progress scores in KS2 Maths, Writing and Reading (Target Tracker data, Pupil Progress meetings)
Pupils in receipt of Pupil Premium will show greater emotional resilience	Pupils in receipt of Pupil Premium will reference the language of Zones of Regulation to refer to their own and others feelings and will develop strategies to improve their emotional resilience. More children will be able to self-regulate following adverse incidents. The frequency of incidents of challenging behaviour will reduce. The number of pupils receiving red cards for negative behaviour choices will reduce
Pupils in receipt of Pupil Premium will show improved levels of attendance	All pupils in receipt of Pupil Premium will achieve in excess of 96% attendance
Staff will have improved understanding of needs of Pupil Premium pupils and will have adapted teaching to better support them	Staff will undertake CPD through staff meetings etc. to explore barriers to learning for PP children and to develop strategies for Inclusive Practice All teachers will provide Quality First Teaching All Teachers will have been judged Good or Outstanding in terms of teaching provision through observations etc.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £38,619

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD – staff training through staff meetings and TA training <ul style="list-style-type: none"> - Zones of Regulation - NELI training - Accelerated Reader training 	EEF guide to pupil premium – tiered approach – teaching is the top priority including CPD All staff will be trained to deliver Zones of Regulation support to pupils. Research shows that pupils are better able to focus on learning when successfully able to self-regulate. Key staff will undertake training to deliver NELI speech and language work in EY (Research shows that the Nuffield early language intervention has allowed participating pupils to make significantly more progress in their language skills. Oral language forms a crucial foundation for thinking, learning and social interaction and is one of the strongest predictors of success in literacy and numeracy and later employment and well being (EEF A Tiered Approach p14)) Staff will be better trained to support additional levels of need in PP children and to ensure Quality First teaching delivers accelerated progress.	1, 2, 3
Retention of Pupil Welfare Officer	Pupils with complex emotional needs struggle to focus on their learning. Access to support from PWO helps with self regulation and strategies to deal with emotional upset (The EEF states that when social and emotional learning is addressed and a child feels more settled and secure than learning increases. It is often a misconception that pupil’s wellbeing and social emotional learning is separate from their academic, curriculum based learning.)	1, 2, 4, 5, 6

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £46,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Structured interventions <ul style="list-style-type: none"> - mathematics 	Closely planned and delivered quality first targeted teaching supports enhanced	2

- reading - writing - phonics	understanding and retention (EEF research states that small group tuition is effective in accelerating progress.)	
One to one support with literacy, comprehension	Closely planned and delivered quality first targeted teaching supports enhanced understanding and retention	2
Catch Up reading programme (2 days per week) 1:1 and small group work with targeted pupils 2x per week to increase fluency and promote discussion	EEF research states that individual and small group tuition is effective in accelerating progress	2
Early Years speech and language support (NELI programme offered to all Reception pupils plus targeted pupils in Yr 1)	Closely planned and delivered quality first targeted teaching supports enhanced understanding and retention	3

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £26,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Focus on attendance Monitoring by Deputy Principal, work with families by EWO	Children being in school on time every day increases their availability for learning and helps develop positive attitudes to education	4
Educational Welfare Officer support – 1:1 and small group	Pupils with complex emotional needs benefit from time to talk in a supportive, positive environment and from a range of interventions (Art therapy, Circle of Friends etc.) Families of more vulnerable pupils frequently need support with developing parenting skills, accessing specialist services	1, 2, 5, 6

Total budgeted cost: £ 110, 619

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Due to COVID-19, pupil attainment was not formally measured in 2020 to 2021.

Pupil Welfare Officer and Inclusion Manager (partly funded through Pupil Premium) made welfare calls and visits to vulnerable families to ensure children received learning materials, accessed online learning, received food packages

Pupil Premium Children were invited into school to join priority pupil group to ensure receiving daily teaching plus a hot meal at lunchtime

1:1 teaching and language support delivered via TEAMS to targeted children to support continuity of learning and wellbeing

Pupil Welfare Officer and Inclusion Manager called home and checked in regularly with parents during first lockdown and worked with parents to ensure attendance in school during second lockdown.

Funding used to purchase laptops which were made available to Pupil Premium pupils in homes without access to technology

Concrete resources (study guides) purchased for pupils who were absent due to isolating.

Purchase of Bug Club scheme allowed pupils to access quality texts remotely and undertake shared reading

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Bug Club	Pearson

Further information (optional)

We are currently revisiting our Pupil Behaviour policy in the wake of the Covid lockdown to ensure that it is appropriate to the needs of all children and adults in the academy.