

Pupil premium strategy statement (primary)

1. Summary information					
School	Ermine Primary Academy				
Academic Year	2020-21	Total PP budget	£245,375	Date of most recent PP Review	15.1.19
Total number of pupils		Number of pupils eligible for PP	(%)	Date for next internal review of this strategy	January 2021

2. Current attainment (2019-2020, teacher assessment only)			
	<i>Pupils eligible for PP (your school)</i> Scaled score %	<i>Pupils non-eligible for PP (national average)</i> Scaled score %	<i>All pupils end of KS2 data (2019 national)</i>
% achieving in reading, writing and maths	40%	71% (school)	65%
% achieving in reading	62%	79% (school)	73%
% achieving in writing	44%	75% (school)	78%
% achieving in maths	65%	79% (school)	79%
Average score in reading			
Average score in maths			
Progress measure in reading			
Progress measure in writing			
Progress measure in maths			

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
1.	To ensure that quality first teaching is consistent across the school in order that the children have the best possible chance of achieving their potential.
2.	Children enter school with below expected communication and language and without targeted support cannot reach the expected early learning goal.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
3.	Children are not always emotionally and socially ready for the challenges of school. The current IDCI for our school is 14.81% . There are many low-income families. We have a large percentage of open safeguarding cases, where we provide support to both parents and children. Data suggests disadvantaged children are more likely to be excluded and a strong correlation between SEN and Pupil Premium children. Approximately 25% of Pupil Premium children are also SEN.

4.	Children's attendance is below the national average and the figures for those children who are eligible for PP is lower still.	
5.	The proportion of summer born children has a detrimental impact on the children's attainment and progress (see Aspire report).	
6.	The global pandemic saw children out of school from March 2020 until September and this could still happen again. Children have spent a long time out of school and are falling behind expectations of the year group and PP children are expected to be further behind those who are not eligible.	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured plus SDP link</i>	<i>Success criteria</i>
A.	<p>Children's attainment in KS1 will be at least 60% combined and the gap between pupil premium and non-pupil premium children will diminish.</p> <p>Implementation plan 1: Teaching is not consistently 'good'. Implementation plan 2: Staff do not have a consistent approach for managing behaviour. Implementation plan 3: There is a lack of consistency in the teaching of English. Implementation plan 4: There is a lack of consistency in the teaching of Maths.</p>	<p>At least 60% children to meet the expected standard in reading, writing and maths in key stage 1.</p> <p>Teacher assessments: Combined: 61%, PP combined: 61%</p>
B.	<p>Input received by speech therapist will continue to impact GLD and expected for communication and language.</p> <p>Smaller groupings in RWI will give children additional support and guidance.</p> <p>Outdoor learning areas to be improved will increase learning and evidence collecting for early years and improve GLD.</p> <p>Intervention from early years staff to continue the work done by the speech therapist will increase GLD.</p> <p>Implementation plan 1: Teaching is not consistently 'good'. Implementation plan 2: Staff do not have a consistent approach for managing behaviour.</p>	<p>Children will make accelerated progress after joining the school to become in line with age expected, especially in communication and language to reach national expectation. Target GLD for PP children is 75% (last year 68% achieved).</p>
C.	<p>At least 65% of year 6 PP children will reach the expected standard in the combined measure.</p> <p>Implementation plan 1: Teaching is not consistently 'good'. Implementation plan 2: Staff do not have a consistent approach for managing behaviour. Implementation plan 3: There is a lack of consistency in the teaching of English. Implementation plan 4: There is a lack of consistency in the teaching of Maths.</p>	<p>PP children vs non pp children gap will be clearly diminishing and at least 65% of PP children will achieve the expected standard or above.</p>
D.	<p>Children will build and demonstrate resilience in order to emotionally cope with the social setting of school and wider community.</p> <p>Attendance will improve to meet the national average.</p> <p>Exclusions will be reduced to none.</p> <p>Implementation plan 2: Staff do not have a consistent approach for managing behaviour.</p>	<p>Children will be ready to learn and demonstrate skills which allow them to be a valued member of the school and wider community.</p> <p>Restorative practise will be embedded within our daily practise both staff and children. Thrive work to be done with children to build and improve well-being.</p> <p>Last year's attendance: 93.8% (up to March) PP attendance: 93.5%. Data includes YN and R.</p>

5. Planned expenditure					
Academic year		2020-2021			
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?	Staff lead	When will you review implementation?
A Children's attainment in KS1 will be at least 60% combined.	Pupil premium champion will have 1/2 day a week analysing data, looking at interventions and carrying out other monitoring duties. CB/WB analyses data and impact of interventions alongside AS.	Pupil premium champion to ensure children are being closely tracked and challenged. Pupil premium information will be collated and analysed for children diminishing the gap. Interventions will be analysed. Pupil interviews conducted. Spend tracked and impact progressed. PP to work together to look at children who need specialist programmes and IPP's in order to diminish the gap. The assessment and progress leaders will collate this data and ensure the correct interventions are selected for the right interventions where needed. Currently, these can be RWI tuition, PIXL therapies and SEN teaching outside curriculum time.	Reports to governors SLT monitoring Pupil progress meetings Intervention meetings Pupil interviews	Delivered by staff. Overseen by WB, AS and Maggie Freeman (Governor) Feedback in MLT meetings.	First round of interventions done by Jan 2021 £9475
A Children's attainment in KS1 will be at least 60% combined.	SENco to work with PP champion to identify specific needs and how they can be addressed	PP/Sen intervention take place weekly - As data suggests there is a correlation between pupil premium and SEN the Senco will work alongside staff with this select group of children to ensure needs are being met, and also amend any IPP targets accordingly.	Intervention tracking	AS/TH to lead and monitor. Feedback in MLT meetings.	Jan 2021 £14550 TA cost: £9395
A Children's attainment in KS1 will be at least 60% combined.	External consultant to focus on differentiation and raising attainment in key stage 1	Jeannie Bulman and Mia Sneyd to look at raising standards in reading in key stage 1 and across into key stage 2 through use of staff training. Action plan and strategies to be delivered following consultancy in order to track strategies employed and impact to be measured Members of the trust will also be offering advice and training based around development of the curriculum to ensure	Book scrutiny Observations Pupil voice Staff training Coaching	CH to lead on curriculum monitoring with trust involvement. English consultants to work with LS on monitoring writing and reading curriculum.	Sept 2020-July 2021 £2500

		it is meeting the needs of the pupils and current educational expectations.			
<p>A Children's attainment in KS1 will be at least 60% combined.</p> <p>C Year 6 pp children, 65% will reach the expected standard for combined.</p>	<p>Moderation training all year groups.</p> <p>Assessment training for using PIXL resources and assessments.</p> <p>QLA used to plan for next steps after assessment.</p> <p>Objectives missed from summer term to be addressed in lessons first.</p>	<p>Moderation will take place across all year groups (and with other schools) to ensure accuracy and consistency in assessment. This will then in turn allow teachers to plan more effectively for next steps and progress to be made more rapidly.</p> <p>Use of pixl assessments and tracking system.</p> <p>Use of QLA</p>	<p>Pupil progress meetings</p> <p>Use of PIXL QLA</p> <p>Marking and feedback</p> <p>Book scrutiny</p>	<p>WB assessment and progress leads.</p> <p>SLT leading PPM</p> <p>Trust to ensure rigour and accountability in PPM</p>	<p>£1300 for staff cover</p>
<p>A Children's attainment in KS1 will be at least 60% combined.</p>	<p>Modelling and monitoring of teaching and learning by SLT/other staff and the trust</p> <p>Training in planning a successful lesson, differentiation, pace and questioning.</p> <p>Staff to visit other schools in trust.</p>	<p>Modelling of teaching and learning from members of SLT and other teachers with members of staff who may require support to develop skills especially in listening and attention, circle times, differentiation, behaviour management and challenging higher ability children.</p> <p>This all leads into quality first teaching which is expected if all children are to succeed.</p>	<p>Observations</p> <p>Learning walks</p> <p>Drop ins</p> <p>Book scrutiny</p> <p>Pupil progress meetings</p> <p>Performance management/accountability made clear</p>	<p>Trust to lead training</p> <p>EPA staff to mead modelling and coaching.</p>	<p>Cost £7705</p>
<p>B Input received by speech therapist will continue to impact GLD and expected for communication and language.</p>	<p>Purchase of speech therapist for 1 full day per week.</p> <p>Carry out assessment and intervention with FS1/2 children but also whole class KS1.</p>	<p>We have done this in previous years and impact proved through amount of children achieving GLD and expected 2 communication and language.</p> <p>The speech therapist has proven impact within early years and will now provide whole class delivery within KS1, allowing modelling of effective practise for teachers and support staff to adopt.</p> <p>EEF toolkit highlights 5+ months of additional progress for early years and oral language interventions.</p>	<p>Regular meeting will be held with EYFS leader, speech therapist and SENCO to quality sure. Entry and exit assessments. EYFS data and observations. KS1 data analysis. Written reports from speech therapist.</p>	<p>Speech therapist will deliver the intervention and it will be monitored by the SENCO</p>	<p>Each term.</p> <p>Cost £8950 of speech therapist salary</p>

<p>C Children will build and demonstrate resilience in order to emotionally cope with the social setting of school.</p>	<p>Providing children with out of the ordinary experiences, to engage in learning through use of trips and visitors.</p> <p>At least two trips or visitors per year group per year.</p>	<p>Children will have the opportunity to take part in school trips, and exciting activities/experiences which would not usually be available to them in a wider context. Children will be engaged ready to actively learn new skills within a creative curriculum.</p> <p>Many of trips centre around team building, resilience and problems solving to encourage application of these skills within the classroom environment and within the community. This will also encourage children to be aspirational, aim high, open doors to new opportunities.</p> <p>Every child will have the opportunity to explore these.</p> <p>Increase the attainment at the end of each phase as well as the knowledge needed for each subject.</p> <p>PP children are given the opportunity to attend an after school club first.</p> <p>EEF toolkit suggests +4 months of progress made in social and emotional learning when expenditure used in this way.</p>	<p>Class observations. Pupil voice. Photographs/video clips including twitter feeds. Use of data. Club attendance data at the end of each term.</p>	<p>Pupil Premium Leader. PE lead.</p>	<p>Budgeted cost to subsidise trips £10000</p>
---	---	--	---	---	---

<p>A Children's attainment in KS1 will be at least 60% combined.</p> <p>C Year 6 pp children, 65% will reach the expected standard across the board.</p> <p>D Children will build and demonstrate resilience in order to emotionally cope with the social setting of school.</p>	<p>Behaviour leader- to monitor the CPOMS behaviour incidents and teach groups in the thrive unit.</p> <p>Work will be conducted with identified children to ensure provision meets their needs and reduce the risk of exclusion and gets them back into the classroom.</p>	<p>From ofsted outcomes behaviour was raised as an area to improve. Dedicated time to ensure the changes are being consistently implemented and understood will lead to improved behaviour across the school, and therefore, allow for no disruption to learning.</p> <p>Using CPOMS to create a holistic approach to data through behaviour, safeguarding and attendance. Using CPOMS will allow for communication to be more seamless and actions acted upon in a timely manner. This will also provide a holistic overview for the behaviour leader to gain an accurate overview of the whole child to ensure the SEMH/ behaviour needs of the child are being met.</p> <p>Team teach training and de-escalation strategies</p> <p>Behaviour consultant to work with individual staff and classes where needed to help with strategies.</p> <p>Thrive unit set up with four staff members teaching individuals and groups.</p>	<p>Drop ins SEF forms ROC's Reduction in negative behaviour incidents Reduction in exclusions PSP plans Pupil voice Positive records of behaviour</p>	<p>Behaviour Leader Mrs Hoyland to deliver with Need-Bright Consultants and monitored by Mr Manby.</p>	<p>Sept 2020-July 2021</p> <p>Cost – behaviour lead/assistant HT time</p> <p>£39,546</p>
Total budgeted cost					£103,361
ii. 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?

<p>A Year 6 pp children, 65% will reach the expected standard across the board.</p>	<p>Targeted specific intervention using pixl to diminish the gap between PP and Non-PP</p> <p>Training for pixl lead Mr Bignell. Use of external training and delivering of internal training.</p> <p>Use of time for Mr Bignell to deliver and monitor interventions and meet with Pixl representatives.</p>	<p>Pixl in an innovative program which is part of our Trust practises. Pixl intervention focuses on children who are just slightly below to meet the expected standard. Pupil premium children will be prioritised for this intervention.</p>	<p>Data analysis Pupil progress meetings</p>	<p>The intervention will be carried out by Mrs Francis, Mr Bignell and Mr Sale. Effectiveness discussed at PPM's.</p> <p>PIXL interventions will also run in all KS2 year groups.</p>	<p>Jan 2020</p> <p>Cost £21275 For salary, pixl subscription and training</p>
<p>D Children will build and demonstrate resilience in order to emotionally cope with the social setting of school and wider community.</p>	<p>Providing a full time Nurture/Pastoral team. Meet and greet sessions Focused sessions with individuals. Group sessions such as delivering the Friends program Restorative practise conversation as new behaviour policy Indoor options at playtimes. Targeted lunch play activities for pp children. Thrive unit.</p>	<p>Many of our children especially those children entitled to pupil premium need extra support socially and emotionally. This may be because of external factors. Children have the opportunity to access nurture throughout the day- this may be through attending meet and greet groups in the morning so children are settled at the beginning of the day. It may be attending specific groups such as Friends and anger management techniques. They may also support children to integrate into the classroom. The nurture team also lead young carer groups on a weekly basis. The nurture team will be an integral part of embedding the new behaviour policy and leading by example through restorative approaches. There will be a member of staff to lead behaviour and attendance within school. So both areas can be followed up immediately. This involves a lot of communication and working with multi agencies. This term, 31 children are young carers, 18 are PP (58%). YC attendance currently 94%</p>	<p>Implementation and Evaluations of Nurture development plan. Number of behaviours incidents will significantly reduce. Children will be ready to learn in lessons seen during lesson observations. No exclusions. Successful multi agency working in order for children to access the support they need.</p>	<p>YC children: Miss Thompson.</p> <p>Thrive unit has four staff.</p> <p>Pastoral needs are 'as and when' with Mr Dryden.</p>	<p>All year, trust and LA monitor exclusions.</p> <p>Cost £61,095 for staff</p>
<p>A Children's attainment in KS1 will be at least 60% combined.</p>	<p>RWI 1-1 intervention. Development day for read</p>	<p>Phonics results above national expectations for PP at 86% vs non pp 86% who achieved. This was the second consecutive year of no gap.</p>	<p>Regular data checks each term carried out by RWI manager and shared with SLT. Data analysis.</p>	<p>Mrs Byers lead.</p>	<p>Jan 2021</p> <p>Cost £14000</p>

	write inc training	Therefore, RWI intervention will be used again this year. Development day for RWI to ensure the quality of RWI remains the best it can be.	RWI training		
A Children's attainment in KS1 will be at least 55% combined. C Year 6 pp children, 60% will reach the expected standard across the board. D Children will build and demonstrate resilience in order to emotionally cope with the social setting of school and wider community.	Buy in support of Need Bright Solutions.	NBS will work with targeted individuals who demonstrate challenging behaviour and require a PSP plan- they will provide targeted provision and give strategies to staff to help improve provision and standards. NBS will also provide bespoke training to staff who require it regarding dealing with negative behaviours but also promoting positive behaviour. NBS also provides support in terms of paperwork and procedures for key children.	Behaviour reports Data Behaviour records PSP plans Pupil voice Number of exclusions will be reduced No incidents of positive handling	Delivered by Needbright and monitored Mrs Hoyland	Jan 21 Cost £8200
Total budgeted cost					£104581
iii. Other approaches					
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?
D Children will build and demonstrate resilience in order to emotionally cope with the social setting of school and wider community.	Operate a breakfast club for children whose attendance needs to improve or if they are vulnerable children. Staffing costs. Resources purchased for lunchtime and breaktime provision to enhance the social experiences and emotional wellbeing	PP children whose attendance needs to improve or are vulnerable are offered a place at breakfast club free of charge. This is to ensure the children have a good breakfast, punctual and ready to learn. The children's attendance will improve.	Monitoring of attendance and tracking those who attend breakfast club.	Delivered Mrs Ranshaw, Mr Dryden and Mrs Lavelle Monitored by Sarah Thompson.	Jan 2020 Cost £6500
D Children will build and demonstrate	Play counselling is provided for children who require emotional and	Children who are experiencing issues outside of the classroom e.g. home find it hard to concentrate and focus on work.	Children will make academic progress in line with others, use of data.	Thrive staff. Play therapist (the listening lady).	Jan 2020 Cost £2600

resilience in order to emotionally cope with the social setting of school and wider community.	wellbeing support.	They will have access to play therapy to address and ensure they are ready to learn and receiving any other additional support they require.	Book scrutiny.		
D Children will build and demonstrate resilience in order to emotionally cope with the social setting of school and wider community.	Children identified will have the opportunity to take part in class yoga led by a professional.	This will enable children to experience and be taught key relaxation and coping strategies to support their own emotional wellbeing. Children will then be in a greater mind set for learning within the classroom.	There will be less incidents of aggressive outbursts. Children will use the strategies themselves and will be happier in themselves.	Yoga therapist reporting to ZH	Jan 2019 Cost £3900
D Children will build and demonstrate resilience in order to emotionally cope with the social setting of school and wider community.	Staff to carry out home visits to families where attendance to school is of concern.	Poor attendance is investigated and followed up at the earliest opportunity, families feel supported and plans into place to improve attendance of individuals.	Attendance records Records of home visits Part salary of attendance officer	Office staff – EB Jenna – home visits	Termly Cost £27,250
D Children will build and demonstrate resilience in order to emotionally cope with the social setting of school and wider community.	Children will be given free milk in the early years if the child is eligible for PP.	Children of low-income families will have access to fresh milk every day without having to pay for it.	Well-being of these children and families improve, behaviour and attitude improves and therefore learning.	Early years staff Office staff	All year Cost: £1200
Total budgeted cost					£40,250
Total overall budget cost					£248,192

6. Review of expenditure																				
Previous Academic Year		2018-19																		
Desired outcomes	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																
A: Children's attainment in KS1 will be at least 55% combined and the gap between pupil premium and non-pupil premium children will diminish.		<p>At least 60% children to meet the expected standard in reading, writing and maths in key stage 1.</p> <p>In 2019-20:</p> <table border="1"> <thead> <tr> <th>Subject</th> <th>ALL</th> <th>PP</th> <th>DIFF</th> </tr> </thead> <tbody> <tr> <td>READING Y2</td> <td>70%</td> <td>69%</td> <td>-1%</td> </tr> <tr> <td>WRITING Y2</td> <td>65%</td> <td>62%</td> <td>-3%</td> </tr> <tr> <td>MATHS Y2</td> <td>67%</td> <td>62%</td> <td>-5%</td> </tr> </tbody> </table>	Subject	ALL	PP	DIFF	READING Y2	70%	69%	-1%	WRITING Y2	65%	62%	-3%	MATHS Y2	67%	62%	-5%	<p>PP children performed favourably compared the whole cohort. Curriculum to be changed and improved to ensure all subject knowledge is carefully structured, planned and delivered.</p> <p>Maths teaching to ensure it follows the concrete, pictorial and abstract model.</p>	£86,445
Subject	ALL	PP	DIFF																	
READING Y2	70%	69%	-1%																	
WRITING Y2	65%	62%	-3%																	
MATHS Y2	67%	62%	-5%																	
B: Input received by speech therapist will continue to impact GLD and expected for communication and language.		<p>Children will make accelerated progress after joining the school to become in line with age expected, especially in communication and language to reach national expectation.</p> <p>GLD for 2018-19 was 62%. GLD for 2019-20 was 58% with PP 63%.</p>	<p>Speech therapy will continue as will the time spent by support staff following on from these sessions in class. Support staff in the early years will continue to work on children's speech.</p>	£10,190																

<p>C: At least 60% of year 6 pp children will reach the expected standard across the board.</p>		<p>PP children vs non PP children gap will be clearly diminishing and at least 60% of pp children will achieve the expected standard or above.</p> <p>In 2019-20:</p> <table border="1"> <thead> <tr> <th>Subject</th> <th>ALL</th> <th>PP</th> <th>DIFF</th> </tr> </thead> <tbody> <tr> <td>READING Y6</td> <td>70%</td> <td>62%</td> <td>-8%</td> </tr> <tr> <td>WRITING Y6</td> <td>64%</td> <td>44%</td> <td>-20%</td> </tr> <tr> <td>MATHS Y6</td> <td>70%</td> <td>65%</td> <td>-5%</td> </tr> <tr> <td>COMBINED Y6</td> <td>71%</td> <td>40%</td> <td>-31%</td> </tr> </tbody> </table>	Subject	ALL	PP	DIFF	READING Y6	70%	62%	-8%	WRITING Y6	64%	44%	-20%	MATHS Y6	70%	65%	-5%	COMBINED Y6	71%	40%	-31%	<p>Develop quality first teaching in all areas of the school to ensure large gaps are not so large at Y6.</p> <p>A new curriculum is now in place and will be used from September 2020.</p> <p>Closer monitoring and recording of interventions for PP and SEN children from 2020/21.</p>	<p>£31,200</p>
Subject	ALL	PP	DIFF																					
READING Y6	70%	62%	-8%																					
WRITING Y6	64%	44%	-20%																					
MATHS Y6	70%	65%	-5%																					
COMBINED Y6	71%	40%	-31%																					
<p>D: Children will build and demonstrate resilience in order to emotionally cope with the social setting of school and wider community.</p>		<p>Children will be ready to learn and demonstrate skills which allow them to be a valued member of the school and wider community. Restorative practise will be embedded within our daily practise both staff and children.</p>	<p>Developed curriculum to ensure circle time and PSHEE is included and staff feel confident (and have the time) to tackle social and emotional issues.</p> <p>Thrive has begun for 2020/21. All staff have thrive training, access to thrive resources and thrive interventions begin for Y1 in September. This aims to bring exclusions down and keep children in school, in learning situations whilst giving them ways to regulate their own behaviour.</p> <p>Children want to come to school and attendance improves.</p>	<p>£113,145</p>																				