

Ermine Primary Academy Pupil Premium Strategy Statement - 2021/22

This statement details our school'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.

School overview

Detail	Data
School name	Ermine Primary Academy
Number of pupils in school	398
Proportion (%) of pupil premium eligible pupils	48.9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22
Date this statement was published	31 December 2021
Date on which it will be reviewed	30 September
Statement authorised by	Andrea Norman
Pupil premium lead	Charlotte Bresnihan
Governor / Trustee lead	TBC

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£268,895
Recovery premium funding allocation this academic year	£28,275
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	£297,170

Part A: Pupil premium strategy plan

Statement of intent

At Ermine Primary Academy, we believe that by having the highest expectations and aspirations for all of our learners, the highest possible standards will be achieved. We believe no child should be left behind and that excellence can be achieved for all through equity.

We seek to inspire greatness in every child and to equip them with the academic achievements, life skills and personal attributes to lead happy, safe, successful lives. We are inclusive. We believe that every child can be successful regardless of background or ability. We are child-centred. We make decisions based on what is right for our children and their life chances.

The school receives additional funding in the form of Pupil Premium for children entitled to free school meals in the last 6 years, children in care and children of parents in the armed forces.

From September 2014, pupils recently adopted from care under the Adoption and Children Act 2002 and children who have left care under a Special Guardianship or Residence Order will also be eligible for additional funding.

The school's aims in spending the funding, policy and procedures for ensuring these aims are met and reporting measures are all provided in this Pupil Premium Policy. This policy should be read alongside the proposed spending document and impact document of previous spending found on the academy website.

Challenges

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

Challenge number	Detail of challenge
1	Further periods of absence due to school closure or self-isolation.
2	Negative impact of COVID-19 on pupil social, emotional and mental health.
3	Children with low self-esteem and confidence, which impacts on children's resilience to activities within the classroom.
4	Some children have limited enrichment and life experience outside of school, which impacts on the children's understanding of the world and the ability to apply this within the classroom.
5	Some children have historical or on-going safeguarding concerns surrounding them, which can have a negative impact on their academic progress and resilience to activities within the classroom.
6	Some LAC move placements, which can unsettle them educationally and emotionally and lead to difficulties engaging in class.

7	School receives a lack of educational support from some families (e.g with home learning, homework and home reading), which can affect progress and attainment in the classroom.
8	Assessments indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
9	Low and persistent absence can have a negative impact on their academic progress and resilience to activities within the classroom.
10	Negative impact of challenging behaviours on pupil impact on academic progress.

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
<p><i>Statutory assessment</i></p> <p>Percentage of pupils achieving the expected standard in statutory assessments (Y1 phonics, Y2 phonics resit, KS1 SATs, Y4 MTC, KS2 SATs) is in line with national averages. Improved reading attainment among disadvantaged pupils.</p>	<p>Percentage of pupils (whole-school) achieving:</p> <ul style="list-style-type: none"> ● GLD by end of EYFS 72% ● 32+ in Y1 Phonics Screening 82% ● EXS+ by the end of KS1 65% ● EXS+ by the end of KS2 is at least 65% combined <p>In 2019, 51% of disadvantaged pupils - nationally - achieved expected standard in reading, writing & maths combined. As a school, percentage of disadvantaged pupils achieving</p> <p>Percentage of pupils (whole-school) achieving:</p> <ul style="list-style-type: none"> ● GLD by end of EYFS 72% ● 32+ in Y1 Phonics Screening 82% ● EXS+ by the end of KS1 65% ● EXS+ by the end of KS2 is at least 65% combined
<p><i>Non-statutory assessment</i></p> <p>Percentage of pupils achieving a standardised score of 98+ in non-statutory assessments (NFER Tests - Y1, Y3, Y4 & Y5) improves year on year.</p>	<p>Percentage of pupils (whole-school) achieving 98+ on a standardised test in years 3, 4 and 5 is 65%+</p> <p>Percentage of pupils (PP) achieving 98+ on a standardised test in years 3, 4 and 5 is 65%+</p>
<p><i>Enhanced Provision</i></p> <p>Enhanced provision ensures that all pupils (regardless of need, starting point and/or background) achieve well</p>	<p>Progress of pupils identified as needing enhanced provision make measurable progress and meet</p>

against their individual targets and starting points.	individual (and EHCP where applicable) targets.
<i>Attendance</i> Attendance is in line with the national average.	Whole school attendance is 96%+ Persistent absence is below 14% PP percentage is 96%+ PP persistent absence is below 14%
<i>Remote Learning</i> Children isolating at home due to COVID-19 receive access to a broad and balanced curriculum.	100% of pupils unable to attend school due to COVID-19 will access 100% of remote learning offer.
<i>Parental Engagement</i> Improved parental engagement impacts on improved outcomes for pupils.	Results of parent surveys show that an increased number of parents respond to that more than 90% of parents who respond agree that: <ul style="list-style-type: none"> ● The school lets me know how my child is doing. ● My child is happy at this school. ● I would recommend this school to another parent. (yes or no)

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: £176,419

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchasing of RWI CPD and resources £1500	EEF Guidance Report - Improving Literacy in KS1 EEF Toolkit - Phonics	7, 8
Purchasing of White Rose CPD and resources £200	EEF Guidance Report - Improving Mathematics in EYFS, KS1 and KS2	7, 8
Purchasing of TTRockstars £150	EEF Guidance Report - Improving Mathematics in EYFS, KS1 and KS2	7, 8
Purchasing of NFER Tests £5000	NFER, ASCL, SSAT - Refocusing Assessment	8
Purchasing of Tapestry £180	EEF Guidance Report -Working with Parents to Support Children's Learning	7,
Purchasing of Twinkl £3000		7, 8
2x additional teachers to reduce class sizes £60,000	EEF Guidance Report - Improving Behaviour in Schools	1, 8, 10
PP Leader Leadership release time £5000	EEF Guidance Report -Working with Parents to Support Children's Learning EEF Guidance Report - Putting Evidence to Work: A School's Guide to Implementation	8
Implement a Reading Culture at school	EEF Guidance Report - Improving Literacy in KS1 & KS2	4, 7, 8

£20,000	EEF Toolkit - Reading Comprehension Strategies	
Vice Principal adding capacity to Y6 teaching groups £23,254	Improving Mathematics in Key Stage 2 Improving Literacy in Key Stage 2	8
Acting Associate Principal - secondment £58,135	Putting Evidence to Work: A School's Guide to Implementation.	8

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

Budgeted cost: £57,342

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchasing of RWI CPD and resources Included above	EEF Guidance Report - Improving Literacy in KS1	1, 7, 8
John Murray CPD, resources and intervention programme £2000	EEF Guidance Report - Improving Literacy in KS1 & KS2	4, 8
Music Tuition £2250	EEF Toolkit - Arts Participation	3, 4,
Teaching Assistants - 1:1 intervention, small group intervention, Enhanced Provision £52,092	EEF Guidance Report - Making Best Use Of Teaching Assistants EEF Guidance Report - Special Educational Needs in Mainstream Schools EEF Toolkit - 1:1 Tuition EEF Toolkit - TA Interventions	1, 2, 8, 10
Additional CPD £1000	EEF Guidance Report - Putting Evidence to Work: A School's Guide to Implementation	1, 2, 3, 8

	EEF Guidance Report - Effective Professional Development	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £69,877

Activity	Evidence that supports this approach	Challenge number(s) addressed
Breakfast Club £1869	EEF Guidance Report -Working with Parents to Support Children's Learning	2, 3, 4, 5, 9
Pastoral Leader leadership release time £5000	EEF Guidance Report - Improving Behaviour in Schools EEF Guidance Report -Working with Parents to Support Children's Learning EEF Guidance Report - Putting Evidence to Work: A School's Guide to Implementation	2, 3, 6, 7, 10
Purchase and provide uniform where/when necessary £1000	EEF Guidance Report -Working with Parents to Support Children's Learning	3, 7
Safeguarding Support Officer £18,065	EEF Guidance Report -Working with Parents to Support Children's Learning	1, 2, 3, 5, 6, 7, 9
2 TAs to run Enhanced Provision room £36,130	EEF Guidance Report - Special Educational Needs in Mainstream Schools EEF Guidance Report - Improving Social and Emotional Learning in Primary Schools EEF Guidance Report - Improving Behaviour in Schools	1, 2, 3, 5, 10
Subsidised Trips £2000	EEF Guidance Report -Working with Parents to Support Children's Learning	4, 7

Vice Principal (attendance lead) and Administrator release time £5,813	EEF Guidance Report -Working with Parents to Support Children's Learning	1, 5, 7, 9
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Total budgeted cost: £303,638

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, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.

Target from 2020/21 Plan

At least 60% of children to meet the expected standard in reading, writing and maths in key stage 1. Teacher assessments: Combined: 61%, PP combined: 61%
Due to COVID-19, children sat the Y1 Phonics screening in Y2 (December 2021). 86% of pupils achieved the 2019 pass mark of 32+. This is 4% higher than the national average in 2019.

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).

No GLD data available due to COVID-19

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.

In summer term 2021, Year 6 pupils sat a 2019. 64% of pupils achieved EXS in reading. Currently, 67% of Y6 (2021/22) children are on track to achieve EXS in reading, writing and maths combined.

Children will be ready to learn and demonstrate skills which allow them to be a valued member of the school and wider community. Restorative PractiCe will be embedded within our daily practice both staff and children. Thrive work to be done with children to build and improve well-being. Last year's attendance: 93.8% (up to March) PP attendance: 93.5%. Data includes YN and R.

2020/21 whole school attendance - 93.91%

2020/21 pupil premium attendance - 92.38%

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
Thrive	Fronting the Challenge Projects
TTRockstars	Maths Circle Ltd
RWI	Ruth Miskin Literacy Ltd
White Rose Maths	White Rose

Charanga	LCC
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Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.