

Pupil premium strategy statement

School overview

Metric	Data
School name	Shaftoe Trust Primary Academy
Pupils in school	108
Proportion of disadvantaged pupils	26%
Pupil premium allocation this academic year	£24,210
Academic year or years covered by statement	2021-2022
Publish date	September 2021
Review date	July 2022
Statement authorised by	Julie Phazey
Pupil premium lead	Victoria Binovec
Governor lead	Graham Morgan

Disadvantaged pupil progress scores for last academic year (2019)

Measure	Score
Reading	0.34 (National average 0.32)
Writing	6.51 (National average 0.27)
Maths	-1.67 (National average 0.37)

Disadvantaged pupil performance overview for last academic year (2019)

Measure	Score
Meeting expected standard at KS2	67% (71%)
Achieving high standard at KS2	33% (13%)

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	Improve writing outcomes so that results are in line with the national average or higher
Priority 2	Improve maths outcomes so that results are in line with the national average or higher
Barriers to learning these priorities address	Attendance rates for disadvantaged pupils to be in line with or higher than the national average
Projected spending	£18,000

Teaching priorities for current academic year

Aim	Target	Target date
Progress/attainment in Writing	Achieve national average progress scores in KS2 Writing and attainment is in line with national expectations	July 22
Progress/attainment in Mathematics	Achieve national average progress scores in KS2 Maths and attainment is in line with national expectations	July 22
Progress/attainment in Reading	Achieve national average progress scores in KS2 Reading and attainment is in line with national expectations	July 22
Phonics	Exceed national average expected standard in PSC	July 22
Other	Improve attendance of disadvantaged pupils to LA average	July 22

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

Targeted academic support for current academic year

Measure	Activity
Priority 1	Ensure that all teaching staff have received quality training in the teaching of writing to improve outcomes
	Implement Spelling resources: 'The spelling book' programme to support children to embed their phonic knowledge to improve spelling outcomes and EdShed for online spelling practice.
Priority 2	Implement additional support in maths through the use of diagnostic programmes and tools to support disadvantaged children who are falling behind.
	Establish small groups to use Maths resources: 'Freckle' intervention tool to encourage online basic skills practice and TT rockstars.
Barriers to learning these priorities address	To ensure a carefully planned timetable to deliver quality first teaching and supportive interventions from teaching assistant in some classes
Projected spending	£1000

Wider strategies for current academic year

Measure	Activity
Priority 1	To improve attendance for disadvantaged (along with all) to be in line with the national average. Clear procedures in place and rewards to celebrate improved attendance
Priority 2	Whole school initiatives to promote engagement of writing, reading and maths activities - TTRockstars day, Reading challenges and writing/spelling competitions within school and across the Academy Trust.
	Host parental workshops for reading, writing, spelling, maths where parents are encouraged to participate in learning and take home strategies to support learning at home.
Priority 3	Enhance the curriculum with trips, visitors and workshops to

	bring the curriculum to life and to deepen children's understanding of what they are learning.
Barriers to learning these priorities address	Poor engagement from parents
Projected spending	£5,000

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring sufficient time is given to CPD to ensure that teachers are confident that they are delivering QFT	Use of INSET days and additional cover being provided by senior leaders.
Targeted support	We have limited additional support in the main school.	A carefully planned timetable that is regularly reviewed. Use of TA to implement after school groups in basic skills.
Wider strategies	Continued support of parents into when children move into KS2	Working closely with parents and setting challenges, workshops and 'stay and learn' sessions to ensure consistency between home and school.

Review: last year's aims and outcomes

Aim	Outcome
Improve speech and language in EYFS as it can later hinder progress in reading and writing	EYFS lead implemented a succinct CPD programme for practitioners. Staff completed the Communication Trust Matrix of Expertise Audit to ascertain level of expertise and knowledge starting points against the 10 Communication, speech language and skills strands Analysed the outcomes from the staff matrix of competencies report and allocated time for staff to access the bitesize training programme linked to their specific area of CPD to enable staff to better support children with SL and C needs. Shared the Communication Trust SLC and monitoring tool, to support staff to become familiar with the range of specific strategies they can deploy in classroom based teaching when interacting with children
Improve fluency for all children in reading in KS1 and KS2 to allow them to confidently develop their comprehension skills	2 xTA support ensured small RWI groups in KS1 and for a number of KS2 children. Interventions were put in place for all children who were falling behind.
Improve fluency, arithmetic/times tables to then develop PSRN Improve the teaching of Maths Mastery	TT rockstars After school maths club- focussing on basic skills Star Maths tests used to inform interventions
Parental knowledge, understanding and support in reading	Class teacher /TA continued to run RWI interventions during lockdown.

	Parents joined the sessions to see staff modelling the lesson steps.
All parents support home learning, for example, hear their child read on a regular basis. Regular access to Google classroom or paper-based learning packs during lockdown, shielding or isolation periods.	<p>Lockdown</p> <ul style="list-style-type: none"> -reading was prioritised on all virtual timetables -daily story times on google classroom -reading books sent home / exchanged where possible -KS1 virtual 1:1 reading with the teacher / TA -MyOn / Oxford Owl online reading programme -KS1 reading assessments completed virtually with parents sitting with children
Emotional wellbeing and unsettled family circumstances	<ul style="list-style-type: none"> -wellbeing check ins with all families (additional for vulnerable families) -vulnerable children / PP invited into school during lockdown (additional learning support put in place)