



Skegby Junior Academy

Pupil premium strategy statement:

2020-21

1. Summary information					
School	Skegby Junior Academy				
Academic Year	2020/21	Total PP budget	£117,559	Date of most recent PP Reviews	Sept 2020 Jan 2021
Total number of pupils	195	Number of pupils eligible for PP	86 (44.1%)	Date for next internal review of this strategy	April 2021

2. Current attainment – No data available due to school closures		
Year 6	<i>Pupils eligible for PP (your school)</i>	<i>All pupils (your school)</i>
% achieving in reading, writing and maths		
% achieving age related standards in reading		
% achieving age related standards in writing		
% achieving age related standards in maths		
progress in reading		
progress in writing		
progress 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>

A.	Oral language skills in year 3 are low. Not all children have reached the required standard in phonics at KS1 and this slows reading progress in subsequent years.	
B.	Richness of language is often limited due to lack of first hand experiences. This results in reading and writing comprehension at a higher order being challenging.	
C.	Poor comprehension skills / reasoning impact on mathematical understanding and attainment	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Pupils dietary, health and social + emotional welfare needs are not always met	
E.	Attendance is low for certain pupils	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	1. Improve oral language skills for pupils eligible for PP in Year 3.	Pupils eligible for PP in Year 3 make rapid progress by the end of the year so that all pupils eligible for PP make expected or better progress.
	2. Phonological awareness improves Reading / Writing attainment and progress in Year 3.	All Year 3 children eligible for PP will meet the required standard for phonics. All Year 3 children eligible for PP will make expected or better progress in reading and writing.
	3. Attainment in RW across all KS2 improves. Progress across the KS is good or better than good.	% of pupils achieving ARS increases. Pupil make expected or better than expected progress
B.	Pupils develop a wide vocabulary and language skills which are reflected in their RW	End of Year KS results for reading /writing in KS2 improve. Internal tracking data for RW shows good or better than good progress.
C.	Improved comprehension skills and reasoning in maths.	End of Year KS results for maths in KS2 improve. Internal tracking data for M shows good or better than good progress.
D.	Pupils' health, dietary and social+ emotional needs are addressed.	Families access provision offered through school to support their needs.(school nurse/ Inclusion and Family Support worker / Attendance + Behaviour mentor/ EWO etc) Pupils are more emotionally prepared for learning- progress is made and needs met
E.	Pupils attendance improves to maximise progress and attainment	Improvement in attendance overall. Specific pupils targeted to attend in line with National expectations.

5. Planned expenditure					
Academic year	2020-21				
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 Review	Costing :
A:1 Improve oral language skills for pupils eligible for PP in Year 3.	Provide learning areas for small group work and 1-1 support with TAs.	KS1 data shows around 30% of children are operating at KS1 or EYFS. The learning environment and curriculum needs changing/adapting to accommodate the needs of these pupils.	Tracking pupil progress Data Drop in observation of groups SLT monitoring QA by SEA	PM RG Half termly	10 hours TA time per week Resources
A:2 Phonological awareness improves Reading / Writing attainment and progress in Year 3.	TA to carry out a range of phonic interventions across Y3 (2 x 15 mins sessions daily).	Number of pupils in Y3 not passed phonics screen. Number of Y3 not secure in phase 6 phonics.	Half termly screening. Tracking pupil progress Data Drop in observation of groups SLT monitoring QA by SEA	PM RG Every half term, in line with screening.	75mins TA time per week Resources
A3 Attainment in RW across KS2 improves Progress across the KS is good or better than good.	Teachers and TAs carry out intervention groups targeting RW. TAs support pupils with R W interventions in 1:1 and group work.	Significant number of pupils below ARS in R and W. Internal tracking analysis shows number of pupils need to develop skills in writing. Specific needs identified for number of pupils.	Tracking pupil progress Data Monitoring intervention groups SLT action plan for Y4 boys' writing.	PM RG Every half term, in line with data drops.	25 hours per week TA time Resources
Total budgeted cost					£22,397

<p>B. Pupils develop a wide vocabulary and language skills which are reflected in their RW.</p>	<p>Wide variety of enrichment opportunities and first hand experiences planned throughout the curriculum across all year groups.</p> <p>Subsidising the cost of school visits to widen the experiences and aspirations of all pupils.</p> <p>Weekly 90 mins session of Forest Schools providing children with the opportunity to learn key life skills and real life experiences to use in their writing.</p> <p>Wide range of play opportunities at lunch, role play, games etc.</p>	<p>Many pupils lack first hand experiences. Many pupils have not travelled beyond the locality or accessed cultural/sporting opportunities.</p> <p>Widen vocabulary and enhance reading and writing through understanding a range of different experiences and contexts</p> <p>Broaden and enriches pupils' experiences and vocabulary.</p> <p>Enrichment and Employability strand developed throughout KS2</p>	<p>100% of all PP pupils attend trips throughout the year beyond the locality</p> <p>All pupils have the opportunity to attend a residential.</p>	<p>SLT to monitor external opportunities in each Yr. QA by PM.</p>	<p>Visits Visitors</p> <p>Forest Schools Teacher</p> <p>6.25 hours Midday per week</p> <p>Resources</p>
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Total budgeted cost

£28,022

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	Costs
<p>C. Improved comprehension skills and reasoning in maths –Y6.</p>	<p>SATS Booster Teacher to deliver 1-1 and small group sessions.</p>	<p>Attainment shows a significant number of pupils are below ARS in maths. Internal tracking shows progress last academic year was below expected in reading and writing.</p>	<p>End of Year results for maths in Y6 improve. Internal tracking data for Y6 Maths shows good or better than good progress.</p>	<p>SENCO QA by SLT</p>	<p>Supply booster teacher</p>

C. Improved comprehension skills and reasoning in maths.	Teachers and TAs carry out intervention groups targeting maths. TAs support pupils with M interventions in 1:1 and group work. Part time teacher employed to work with small groups in Y6. SLT Y5 maths intervention	Significant number of pupils below ARS in maths, especially girls. Internal tracking analysis shows number of pupils need to develop language of reasoning and comprehension/ problem solving Specific needs identified for number of pupils.	End of Year results for maths in KS2 improve. Internal tracking data for Maths shows good or better than good progress. Intervention groups run by experienced Teacher and TAs-monitored by SLT for impact and effectiveness.	SLT QA by PM	25 hours per week TA time Resources
C. Improved progress for high attaining Y6 pupils in maths.	Weekly small group sessions in maths for high-attaining pupils with experienced teachers and TAs, in addition to standard lessons. SATs boosters.	Provide extra support to maintain high attainment for groups of pupils.	Gap analysis from tests used to plan groups. Impact overseen by SLT.	SLT QA by PM	Y6 teachers and TAs
A3. Attainment in R across all KS2 improves. Progress across the KS is good or better than good.	Daily 1:1 or small group sessions in reading /inference with TA in addition to existing sessions.	Internal tracking data shows many pupils are below ARE in reading –opportunities for reading often lacking at home. Plan to provide additional support to ensure gaps filled. Children targeted for lunchtime reading club.	1:1/small group provision monitored. Internal tracking data to show accelerated progress in reading with % of pupils at ARE increasing.	SLT QA by PM	30 mins per day of Midday time to run reading club TA time Books
Total budgeted cost					£31,708

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	Costings
D. Pupils' health, dietary and social+ emotional needs are addressed.	Free milk for all PP pupils. Subsidised breakfast club, providing a cooked breakfast. Subsidised after school club.	Dietary needs impacts on behaviour and concentration. This impacts on progress and attainment. Lack of reading and homework support at home. Low confidence and poor social skills leading to children not able to interact appropriately with others.	Monitor pupils attending. Monitor activities. Offer sessions during 1-1 meetings with parents.	SLT QA by PM	milk – 22p per unit Breakfast club – kitchen staff x1 Worker x1 After school club workers x2

	Annual visit from the Life Education Bus. Annual visit from the Life Education Team to support relationship education.				During Covid 19 restrictions, wrap around care hours will be re-deployed in class for extra learning support and to support with free school meals. Resources Life Education Service
D. Pupils' health, dietary and social+ emotional needs are addressed.	Part time (2.5 days) non-teaching SENCO employed. Role to include the support of individual and groups of pupils, parents and families. Support given to access Early Help/School Nurse/ signposting to other agencies. Timetabled to provide targeted /counselling support for pupils. Provides workshops for families/adult learning- various themes (TA to coordinate).	High % of pupils who need emotional and social support due to family circumstances and personal issues. Pupils are more emotionally prepared for learning- needs are met Behaviour and learning behaviour improves as well as attendance.	Line managed by SLT – monitoring of internal tracking data – progress of targeted pupils. Class teacher liaison. Programme of events to involve families – uptake and exit surveys. Numbers of families supported by School Nurse/ referrals to Early Help.	SLT QA by PM	Non Teaching SENCO - 1 day per week
Total budgeted cost					£21,978

E. Pupils attendance and behaviour improves to maximise progress and attainment	Part time (2.5 days) non-teaching SENCO employed. Role to include the support of pupils with behaviour issues - individual pupils targeted and tracked for behaviour issues. Part of admin assistance's role is to track and monitor attendance and identify	Poor attendance impacts on attainment and progress. Pupils/ families supported with attendance issues – raise awareness and consistent approach to challenging absence. Poor behaviour impacts on attainment and progress. Pupils monitored and supported to modify behaviour in conjunction with families.	SLT to monitor behaviour weekly. Attendance data monitored. Behaviour of individuals improves. Attendance of individuals improves. Internal data shows improvements in attainment and progress.	SLT QA by PM	2.5 days per week attendance officer 0.5 days per week of SENCO time Attendance rewards
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	pupils/families for targeted support. Programme of attendance incentives and rewards.				
Total budgeted cost					£12,017
TOTAL					£116,122