

**Atwood Primary Academy**

# **Pupil Premium Strategy**



**2020 - 2021**

# Atwood Primary Pupil premium strategy statement

## School overview Updated for 2020-21 COVID Amendments

Metric	Data
School name	Atwood Primary Academy
Pupils in school	453
Proportion of disadvantaged pupils	9.8%
Pupil premium allocation this academic year	2020/21 – 82,019 (£77,080)
Academic year or years covered by statement	2018-2021 review
Publish date	October 2019
Review date	February, June, Oct 2020
Statement authorised by	Robert Veale
Pupil premium leads	Nina Gambier & Hannah Townsend
Governor lead	TBC

## Disadvantaged pupil scaled score progress for last academic year that statutory data was collected and gap between disadvantaged and non-disadvantaged.

Measure	Score 2019	Gap 2019	Gap 2018	Gap 2017
Reading	-2.7	-3.0	-1.9	-2.0
Writing	-5.9	-2.9	-1.6	-3.7
Maths	-0.7	-0.2	-2.1	-1.9
RWM Combined	-7%	0.0%	1.0%	-11%

*Oct 2019: Based on FFT Progress in scaled score. 5 pupils Excludes one child. ISDR not produced disadvantaged comparison data yet. RWM combined is percentage progress gap at EXS. No data collected in 2019/20 due to COVID-19*

## Disadvantaged pupil performance overview for the last academic year in which statutory data was collected.

Measure	Score	Gap 2019	Gap 2018	Gap 2017
Meeting expected standard at KS2 (RWM combined)	60%	-9%	- 28%	-37%
Achieving high standard at KS2 (RWM combined)	0%	-11%	- 22%	-13%

**Disadvantaged pupil performance in Phonics for the last academic year in which statutory data was collected.**

Measure	% Pass	Gap 2019	Gap 2018	Gap 2017
Phonics Check Year 1	66%	-20%	+11%	+2%
Phonics Check Year 2	100%	+11%	+2%	-

**Strategy aims for disadvantaged pupils**

Measure	Activity
Priority 1: To improve the writing outcomes particularly at greater depth.	To embed a three phase unit approach to writing which includes the use of high quality texts, oral rehearsal, vocabulary development and is based on assessment for learning needs.
Priority 2: To improve outcome for RWM.	To improve the teaching of reading fluency and comprehension strategies including the use of reading modelling and promotion of texts.
Barriers to learning which these priorities address	To use teaching strategies which are adapted to meet all the learners' needs
Projected spending	2019/20: £77,080; 2020/21: £84,450.00

**Targeted outcomes for disadvantaged pupils over 3 years.**

Aim	Target	Target date
Progress in Reading	To achieve at least national average progress scores in KS2 for reading	Sept 2021
Progress in Writing	To achieve at least national average progress scores in KS2 for writing.	Sept 2021
Progress in Mathematics	To achieve at least national average progress scores in KS2 for Maths.	Sept 2021
RWM Combined	To have a 0 gap between disadvantaged and non-disadvantaged.	Sept 2021
Phonics	To ensure 100% of pupil premium with non-SEND needs achieve the PSC.	Sept 2021
Attendance	To ensure attendance of disadvantaged pupils is in line with non-disadvantaged.	Sept 2021

## Spending priorities and rational for current academic year:

### Teaching priorities

Measure	Activity
Priority 1: To improve the writing outcomes particularly at greater depth.	To embed a three phase unit approach to writing which includes the use of high quality texts, oral rehearsal, vocabulary development and is based on assessment for learning needs. Update 2020/21: To strengthen further the teaching of spelling and in particular the use of phonics knowledge within spelling.
Priority 2: To improve outcome for RWM.	All staff to have had training and further coaching development to implement high quality vocabulary and spelling teaching. Update 2020/21: Specific focus on the teaching of reading pedagogies across the school including the teaching of phonics, reading fluency, vocabulary and reading across the curriculum (non-fiction texts) Maths: To continue to embed small steps in maths. To use the NCTEM DFE materials to ensure gaps in learning due to COVID-19 are addressed. To embed the use of Timetables Rock Stars across the school to ensure fluency in multiplication tables. To ensure a quality remote learning provision and access for all children to remote learning.
Barriers to learning these priorities address	To use effective teaching strategies, which are adapted to meet all the learners' needs. The impact of COVID-19 on attendance rates.
Projected spending	£9470.00

### Targeted academic support for current academic year

Measure	Activity
Priority 1	Reading comprehension strategy teaching (Herts 4 Learning & Reciprocal reading approach) 1:1 reading interventions across the school. Small group reading interventions and Lexia.
Priority 2	Focused interventions developed to support specific gaps in learning (spelling and maths focused groups) Update 2020/21: Links to Catch-up Funding and 1:1 tutoring.
Priority 3	Updated 2020/21

	Increase children's access to enable home learning to take place on Google Classroom by purchasing devices and exploring internet access.
Barriers to learning these priorities address	Limited wider reading support, including limited vocabulary understanding and poorer spelling strategies. Update 2020/21. Limited access to home devices and internet access.
Projected spending	£55,680

### Wider strategies for current academic year

Measure	Activity
Priority 1	COVID-19 – Explore virtual support courses / well-being events for families.
Priority 2	To improve access to wider curriculum opportunities, including enrichment events, residential trips and clubs. NB: Due to COVID-19 restrictions internal events such as workshops will be increased during 2020/21 and onsite residential will take place and include trips to local area resources.
Barriers to learning these priorities address	Improving attendance and readiness to learn as well as life experiences.
Projected spending	£19,300

### Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	To ensure training targets individual needs and that implementation of strategies is consistently applied by all staff.	Working with lead consultant to support SLT with implementation of strategy. Adaptation of training to support individual moving to a coaching approach.
Targeted support	Consistent implementation of the interventions.	SLT to limit the disruption of interventions due to cover needs. SLT to monitor delivery of the interventions. Ensure records kept on the provision using INSIGHT.
Wider strategies	To ensure successful engagement of all families.	To give personal invitations and to regularly reflect on approaches.

### Review: | Last year's aims and outcomes

Aim	Outcome
General	2019/20: Due to COVID-19 and Lockdown, all children have shown a decline in writing stamina, handwriting, number fluency and reading fluency. Well-being initially was good as

	children were pleased to return to school; however, challenges are starting to arise as cases are impacting on school life again.
Progress in reading	Prior to Lockdown, the reading data for pupil premium was an improving picture. Implementation of targeted reading support to develop comprehension strategies. Since returning, initial data is showing wider gaps again. Interventions are starting to close these gaps.
Progress in writing	The mastery for writing approach with the school follow is now far more embedded across the school and prior to Lockdown, progress was being made in closing the gaps. Oral rehearsal was more embedded as was the focus on vocabulary. In 2020/21, this focus will continue and text choice will be developed further to ensure positive outcomes for all pupils, including pupil premium children. In 2019/20, spelling was being taught more consistently using the No-Nonsense spelling resources and children were able to talk about a different range of strategies. 2020/21 spelling is still a key focus and further training has taken place in phonics for all staff.
Progress in maths	2019/20: With Lockdown, attainment in maths has dropped, particularly in specific year groups. 2020/21: The DFE Close the Gap documents have been used across the school to ensure teaching addresses missing concepts.
RWM Combined	This is still a vulnerable area for the school and with Lockdown the number of children with EXS RWM combined has dipped according to autumn 2020 data.
Phonics	Phonics assessments did not take place in Year 1 in 2019/20 due to Lockdown. Since returning, Year 1 have focused on revising phase 3 & 4, which would have been missed in 2019/20. Year 2 gained a 75% pass rate, which is lower than the target for Year 1, but all children made progress from their starting points and previous year 1 assessments. Focused phonics catch-up work continues and the Letters and Sounds YouTube lessons are used as part of home learning as they were in Lockdown.
EYFS	No EYFS data was collected at the end of 2019/20. Estimates were made based on spring progress. Currently pupil premium children in the 2020/21 Year 1 are working below EXS and catch-up small group interventions are taking place to close the gaps created during Lockdown for these children.
Attendance	The rate of pupil premium absence as a group is in line with non-pupil premium children; however, a few key children continue to have very high absence rates. The school continues to work closely with the EWO and the families to try to improve the attendance rates for these children.
Spend	Due to COVID-19 and the implications on some of the planned activities, £11,000 of 2019/20 Pupil Premium fund has been carried forward to 2020/21.