



Shepherdsweil Academy

Pupil Premium Strategy 2020 - 2021



The pupil premium is paid by means of a specific grant based on school census figures for pupils registered as eligible for FSM in reception to year 11. For looked after children the pupil premium is calculated using the child looked after data returns. The pupil premium is additional to main school funding and it will be used by us to address any underlying inequalities between children eligible by ensuring that funding reaches the pupils who need it most.

The effective use of the pupil premium funding aims to:

- provide additional educational support to improve the progress and to raise the standard of achievement of these pupils
- narrow and close the gap between the achievement and attainment of these pupils and their peers through targeted quality first teaching and effective learning programmes
- address any underlying inequalities between children eligible for pupil premium and others, ensuring the 'whole child' is developed and providing them with skills for life-long learning
- support pupils and parents with attendance issues

Accountability:

The Headteacher and the Senior Leadership Team will regularly and rigorously monitor, evaluate and review the impact and progress of the provisions we have put in place for pupil premium and report to the East Midlands Academy Trust.

At Shepherdsweil Academy, we are committed to ensuring all our children make the best possible progress and achieve.

We have a fundamental duty to ensure that no group of children are disadvantaged due to their gender, ethnic origin or family income or background.

Together, we learn and grow

Shepherdswell Academy - Pupil Premium Strategy Statement 2020 -2021

Reviewed and agreed by:				
Ruth Ryan	Headteacher			
Claudia Wade	Chair of Governors			

No national data 2019-2020 due to COVID19. Last recorded national data 2018-2019:			
National Assessments / percentage who achieved expected+ standardises	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>	<i>National Average</i>
EYFS GLD	60%	63%	72%
Year 1 Phonics screening check	90%	81%	82%
KS1 Pupils achieving expected standard+ in reading	80%	86%	80%
KS1 Pupils achieving expected standard+ in writing	80%	82%	83%
KS1 Pupils achieving expected standard+ in maths	90%	86%	81%

1. Summary information					
Academic Year	2020 - 2021	Total PP budget	£34,283	Date of most recent PP Review	
Total number of pupils	149 pupils	Number of pupils eligible for PP	pupils	Date for next internal review of this strategy	April 2020

2. Barriers to future attainment (for pupils eligible for PP)	
A	Poor progress and attainment, including the effect of the lockdown and different starting points compared to when they left in March
B	Reading progress, the development of early reading skills and phonic knowledge
C	Lower attendance or persistently late
D	Parental engagement with home learning and school learning initiatives and events
E	Emotional and anxiety issues

3. Desired outcomes	
	Desired outcomes <i>and how they will be measured</i>
	Success criteria

A	Higher rates of progress in EYFS and KS1 for pupils eligible for PP so they meet age related expectations. <i>Data drops of teacher assessment attainment, progress and NTS, mock SATs scores each long term.</i> Higher rates of progress in EYFS and KS1 for identified higher attaining pupils eligible for PP so they achieve greater depth in KS1. <i>Data drops of teacher assessment attainment, progress and NTS, mock SATs scores each long term.</i>	Pupils eligible for PP to make good or better progress from their starting points and meet age related expectations in EYFS, phonics screening and reading, writing and maths. Pupils eligible for PP identified as high attaining make as much progress as 'other pupils' identified as high attaining in EYFS and KS1.
B	Pupils eligible for PP to develop a love of reading, through developing effective early reading skills and providing a range of opportunities for pupils to engage in reading. <i>Phonic screening checks, RWI assessments, PM Benchmarking, monitor pupils reading at home.</i>	Pupils eligible for PP in Year 1 and 2 to achieve well in the phonics screening check and make good progress from their starting points developing effective early reading skills.
C	Maintain the attendance rates for pupils eligible for PP, in particular those who have persistent absences or are persistently late. <i>School family liaison officer and children and family support worker will monitor identified pupils eligible for PP attendance, weekly.</i>	Reduce the number of persistent absentees or persistent lateness among pupils eligible for PP. Overall PP attendance continues to be in line with 'other' pupils.
D	Pupils eligible for PP and families, to have the right support to enable them to engage with learning at home and increase the attendance at after school clubs to ensure they access enrichment opportunities. <i>Monitor homework and reading at home, monitor the attendance at clubs and enrichment opportunities, termly meetings with the pastoral team and teaching staff.</i>	Pupils eligible for PP to read at least 3 times a week at home and complete weekly home learning tasks. Pupils eligible for PP to be ready to learn and have access to a broad and balanced learning experience.
E	Increase the emotional wellbeing of pupils eligible for PP, so they are ready to learn and develop positive learning behaviours. <i>Monitor through pupil progress meetings and termly meetings with the pastoral team.</i>	Increase the wellbeing and positive learning behaviours of identified pupils eligible for PP to ensure they achieve in line with their peers, and staff have a better understanding of the barriers they may face and how to overcome them.

1. 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.

1. 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 leads	When will you review implementation?
1.1 All staff to know who the disadvantaged pupils are and barriers to learning that they might face.	Implement and embed class handbooks so all staff are able to have access to the relevant information about pupils.	Identification of underlying gaps and factors associated with disadvantaged pupils is a development focus, including	Baseline TA in September Oct, Dec, Feb, April, May and July, pupil progress meetings to focus on identification	SLT (RR, CR, RL)	January 2021 April 2021 July 2021

	<p>Discussion about disadvantaged pupils becomes part of all pupil progress meetings, to ensure relevant information is shared to support the pupil's learning.</p>	<p>how to remove barriers to learning and accelerate progress.</p>	<p>of gaps and impact of learning programmes/interventions.</p> <p>Ambassadors for the disadvantaged to contribute to these meetings and be proactive in everyday school life to support and promote the achievements of the disadvantaged pupils</p>	<p>KA EN DW</p>	
	<p>Pastoral team and foundation stage TA to become ambassadors for the disadvantaged pupils.</p>				
<p>1.2 Increase all staff's knowledge of strategies to support disadvantaged pupils to overcome barriers to learning, including emotional wellbeing.</p>	<p>CPD focused:</p> <ul style="list-style-type: none"> - What are the identified vulnerable groups and what does disadvantaged mean? - What are the barriers to learning and effective strategies to overcome them. - Attachment awareness, including meta-cognition and self-regulation. 	<p>EEF research indicates that quality provisions in teaching and learning and effective learning programmes / interventions will have the greatest impact on progress and attainment.</p>	<p>Staff to complete evaluations of CPD to identify strengths and future areas to develop.</p> <p>Effective strategies being implemented to quality first teaching and learning, monitored and reviewed through MER cycle and outcomes.</p>	<p>RR</p>	<p>April 2021 July 2021</p>
<p>1.3 Improve the quality of teaching and learning for disadvantaged pupils.</p>	<p>Review and update:</p> <ul style="list-style-type: none"> - School expectations - Teaching, learning and assessment policy - Marking and feedback policy - Non-negotiables 	<p>Clear expectations and a common teaching and learning language across the school will ensure staff focus on what works to support disadvantaged pupils.</p> <p>Sharing good practice develops the skills and knowledge of all staff.</p> <p>Staff awareness of the impact of provisions identifies what works well and what does not to adapt provision to support the needs of all pupils.</p>	<p>All staff to complete the creative teacher and teaching assistant programmes and have a common teaching and learning language.</p> <p>Provision facilities good or better progress for all disadvantaged pupils.</p> <p>All teaching and learning is consistently good or better.</p>	<p>SLT (RR, CR, RL)</p>	<p>January 2021 March 2021 May 2021 July 2021</p>
	<p>All staff to attend the creative teacher and teaching assistant programme.</p>				
	<p>Share good practice, through team teaching, observations and sharing. Including meet the teacher sessions and regular ward rounds.</p>				

	Disadvantaged pupils to be a part of the monitoring, evaluation and reflection cycle (MER).	Develop a coaching culture with pupils at the centre of it, where quality learning conversations take place, learning from one another.			
	Regular internal CPD based on outcomes of MER cycle, school priorities and outcomes of disadvantaged pupils.				
1.4 Implement and embed the new ambitious curriculum to ensure disadvantaged pupils have a broad and balanced curriculum and achieve well.	Implement and embed the Trust curriculum for all subjects.	Quality first teaching using the newly developed Trust curriculum planning and resources has an increased impact on engagement, the motivation to learn and, resulting in disadvantaged pupils making sustained progress.	Performance appraisals for staff Development of effective subject leaders with a clear understanding of barriers to learning for disadvantaged pupils and strategies to support them with their subject. Clear understanding of the progression in learning, ensuring good or better progress in developing appropriate skills and knowledge.	Subject Leaders	May 2021 July 2021
	Develop subject leads knowledge and skills on how to ensure disadvantaged pupils make good or better progress and strategies to support this within their subject, creating a subject handbook for each subject.				
	Create and implement assessment for learning within all subjects to monitor outcomes of disadvantaged pupils.				
1.5 Improve planning to ensure the needs of disadvantaged pupils are considered and planned for to develop independence.	Adapt, implement and review planning formats to ensure they are adapted to support learning for identified disadvantaged pupils	If needs are identified and effectively planned for misconceptions can be addressed and strategies to be put in place to develop independence, through developing positive learning behaviours, where disadvantaged pupils take responsibility for their own learning.	Planning adapted and being used effectively to support and accelerated disadvantaged pupils' progress.	Teachers	February 2021
1.6 Improve questioning skills of staff to deepen	Implement the concept of shallow, deep and profound	Open ended questioning enables pupils to reflect on		Teachers	April 2021

thinking of disadvantaged pupils.	learning, including Blooms and identify open questions on planning, SMARTS to deepen pupils thinking.	and deepen thinking and learning, articulating what they have learnt and using knowledge in different ways.	Effective questioning is evident in all lessons and target questions are used with disadvantaged pupils. Disadvantaged pupils are able to articulate what they are learning and why.		
	Target questioning to disadvantaged pupils during lessons.				
1.7 Improve marking and feedback for disadvantaged pupils, so they know what they are doing well and where they need to improve.	Implement and embed marking and feedback code and expectations.	EEF research shows that effective feedback has high impact on progress. Pupils know what they are doing well and what they need to learn next or improve on	Progress is clear in books as the result of effective marking and feedback. Pupils act on feedback and marking and respond to positively to challenges in learning.	SLT (RR, CR, RL)	April 2021
	Internal staff training and sharing good practice, focusing on the impact of good quality marking and feedback on outcomes, driven by the MER cycle.				
1.8 Teaching staff to gain a greater understanding of the data and assessment, including which other identified groups disadvantaged pupils belong to, to plan ambitious next steps.	Targets set for all disadvantaged pupils, from starting points including those identified to achieve greater depth (GD) and monitored.	Teachers are able to plan effectively for the next steps in learning, if they use a range of data to support with this.	Disadvantaged pupils to make good or better progress from their starting points through effective assessment and tracking. Those targeted for ARE and GD achieve well in line with or above their peers.	SLT (RR, CR, RL)	January 2021 March 2021 May 2021 July 2021
	Data and outcomes to be shared with staff during pupil progress meetings and after assessment points.				
	Strategies and learning programmes implemented to ensure identified disadvantaged pupils make good or better progress from their starting points.				
	Internal staff training on tracking data and outcomes and use of Edukey to monitor impact of any targeted learning programmes/interventions.				

1.9 Improve the teaching of phonics and early reading skills to ensure all disadvantaged pupils have the necessary basic skills to become confident fluent readers.	Implement, monitor and review a structure approach to teaching RWI phonics and reading.	For pupils to become effective readers they need to develop phonic knowledge and early reading skills, through synthetic and systematic teaching.	Disadvantaged pupils to have the necessary phonic and basic reading skills to become confident fluent readers.	SLT (RR, CR, RL)	October 2020 January 2021 March 2021 May 2021 June 2021
	CPD refresher on RWI phonics and reading, including all staff observing good quality RWI sessions.				
	English lead to regularly monitor and review impact of teaching and learning phonics and reading, providing support to improve practice and outcomes.				
	PM benchmarking to be introduced as an effective assessment of reading and comprehension skills, starting with Year 2.				
	Bench marking to provide a comprehensive assessment of reading skills, that teachers can use to inform provision.	Identifies gaps and supports with effective intervention.	SLT (RR, CR, RL)	October 2020	
1.10 Promote the love of reading for all disadvantaged pupils.	Reading challenges / competitions to be set throughout the year.	Developing a love of reading and opportunities to read widely and broadly opens up a world of information, vocabulary, creativity and helps with focus and concentration.	Opportunities for disadvantaged pupils to read are wide and broad across the school. Parents are supported and have the skills and knowledge to support their children at home. Disadvantaged pupils to have a love of reading and read regularly at home and in school, through pupil voice	SLT (RR, CR, RL)	December 2020 April 2021 July 2021
	Reading for pleasure sessions to take place daily.				
	Reading areas to be adapted to promote the love of learning.				
	Additional library sessions for disadvantaged pupils to share books.				
	Story sacks and games to be created and purchased, to create a borrowing library for disadvantaged pupils.				

	Incentive for reading, including the purchase of a book vending machine to promote reading					
	Reading to be a part of all English lessons.					
	Implement word of the week					
	Reading activities, including book reviews to be a focus of homework.					
	CPD on and implementation of book talk to promote comprehension skills.	Book talk supports with a clear structure on which to build reading comprehension and understanding.	Disadvantaged pupils to make good or better progress in reading, being able to answer direct and inference questions with confidence.	RL	May 2021	
1.11 Implement and embed the new Jigsaw PSHE curriculum to increase positive wellbeing.	Implement the new PSHE curriculum.	Emotional wellbeing is important to enable pupils to effectively learn.	PSHE to run through the school and curriculum, where pupils can develop positive social and emotional skills and feel safe and ready to learn.	CR	February 2021	
	CPD on the new curriculum including SRE.					
	MER cycle and subject lead support					
Total Expenditure:					£10,360	
2. 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	Contribution from PP grant	When will you review implementation?
2.1 Effectively use data and assessment to identify gaps and barriers to learning.	During PPA and pupil progress meetings, discussions on the progress of disadvantaged pupils to be a focus to identify strategies and learning programmes close identified gaps in learning.	Effective target setting using FFT and other relevant data to ensure ambitious targets are set for disadvantaged pupils	Oct, Dec, Feb, April, May and July, pupil progress meetings to focus on identification of gaps and impact of learning programmes/interventions.		RR	October 2020 December 2020 February 2021 April 2021 May 2021 July 2021

2.2 Implement effective interventions and monitor impact on disadvantaged pupils. Including providing staff with the relevant skills and knowledge to deliver quality interventions for targeted disadvantaged pupils.	CPD on effective learning programmes / interventions including SCERTs, Talk Boost, Alphabet Arc, Numicon, RWI and aspects of reading recovery.	Effective targeted interventions to support disadvantaged pupils to close identified gaps in learning.	Disadvantaged pupils to make good or better progress from their starting points through effective assessment and tracking. Those targeted for ARE and GD achieve well in line with or above their peers.	SLT (RR, CR, RL, DC)	December 2020 February 2021 April 2021 May 2021 July 2021
	Implement systems to record and assess the outcomes of learning programme s/ interventions, including the effective use of EduKey.				
	Provide opportunities for staff to feedback regularly on these learning programmes to ensure they are fluid and are being effective.				
2.3 Disadvantaged pupils to have a reading ambassador within school, to read regularly with them.	Staff in school to be assigned 1 or 2 disadvantaged pupils to read with at least twice a week, in addition to what they receive in class.	Pupils having a consistent adult reading with them will help them develop positive relationships and reading skills.	Disadvantaged pupils to make good or better progress in reading, being able to answer direct and inference questions with confidence.	RL	February 2021 April 2021 May 2021 July 2021
	Staff CPD on early reading skills, to ensure reading sessions are effective to move reading forward for disadvantaged pupils.				
2.4 Engage with the NTP programme to provide targeted support for reading fluency and comprehension.	For identified disadvantaged pupils to receive additional teaching to develop early reading and comprehension skills, to achieve in line with non-disadvantaged pupils.	Small group 1:3 or 1:1 targeted learning programmes / interventions to close identified learning gaps.	Disadvantaged pupils to make good or better progress from their starting points. Those targeted for ARE and GD achieve well in line with or above their peers.	SLT	February 2021 May 2021 July 2021
2.5 Promote emotional wellbeing through targeted interventions and 1:1	Nurture interventions and 1:1 for identified disadvantaged pupils to provide additional			RR	February 2021 May 2021

support for identified disadvantaged pupils.	support for emotional well-being.	Emotional wellbeing is important to enable pupils to effectively learn.	Disadvantaged pupils develop positive social and emotional skills and feel safe and ready to learn.		July 2021
	CPD to develop a bank of strategies: - mental health first aid - protective behaviours - drawing and talking				

Total Expenditure: £13,700

3. 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	Contribution from PP Grant	When will you review implementation?
3.1 Improve communication with parents and increase parental engagement and support.	Termly curriculum overviews to be implemented and shared parents and newsletters.	Develop positive working relationship with parents and the community, enabling parents to support their children at home.	Parent feedbacks and questionnaires.		SLT (RR, CR, RL)	December 2020 February 2021 April 2021 May 2021 July 2021
	Online resources, presentations and videos to support with home learning					
	When able to have parent workshops for the curriculum and targeted drop-ins to support with behaviour and additional services.					
3.2 Monitor and maintain attendance rates above national average for disadvantaged pupils, including those who are persistently late.	Implement attendance processes and procedures to monitor and support with attendance of identified disadvantaged pupils, including parent contracts, meetings and support.	Implement attendance systems and processes. Reporting on weekly attendance concerns. Provide support for families to ensure their children attend school. 100% attendance and most improved attendance awards	Attendance to be monitored and followed up daily/weekly.		RR EN KA	December 2020 February 2021 April 2021 May 2021 July 2021

3.3 Provide additional opportunities to engage and promote a wider curriculum.	When able identify visits, visitors and online resources to enrich curriculum opportunities.	Disadvantaged pupils to broaden experiences through a range of enrichment opportunities.	Monitor impact on learning and developing positive learning behaviours.	JC/CB	February 2021 May 2021 July 2021
	Participate in local events, including sport, dance and music and trips for SEND disadvantaged pupils including ride high and swimming.				
3.4 Continue to improve the break time experiences for disadvantaged pupils.	Active play leader to promote a range of playground games and resources.	Support pupils who find playtimes challenging, to encourage team building skills and communication with adults and peers, building self-confidence and resilience and enabling purposeful and engaging activities to take place.	Monitored by Sports coach and monitor behaviour incidents.	JC	February 2021 May 2021 July 2021
	When able develop play leaders with 50% being disadvantaged pupils.				
	CPD on playground games, creating a bank of games that adults can engage the disadvantaged pupils in.				
3.5 Disadvantaged pupils to attend afterschool clubs.	50% of places to be available to disadvantaged pupils, who are encouraged to attend.	Disadvantaged pupils to broaden experiences through afterschool clubs.	Monitor attendance to afterschool clubs and impact on wellbeing and learning.	Admin	February 2021 May 2021 July 2021
3.6 Identified disadvantaged pupils to attend breakfast club to provide a positive start for the day.	50% of places to be available to disadvantaged pupils, including those who are persistently late.	Disadvantaged pupils to have a positive mindset ready for learning having a calm and settled environment, prior to beginning lessons. Providing breakfast ensures disadvantaged pupils do not feel hungry.	Monitor attendance to breakfast club and impact on schoolwork	Admin	February 2021 May 2021 July 2021
3.7 Set up systems for early identification and screening for communication and	Investigate appropriate programmes to screen early communication and language.	EEF research shows that early intervention and focus on	For early identification of speech and language needs, will ensure FS disadvantaged pupils receive support to	DC	February 2021 May 2021

language in foundation stage, to provided early targeted speech and language support for identified disadvantaged pupils.	Invest in termly visits from a speech and language therapists to assess higher needs and provide learning programmes/interventions.	communication skills has a high impact on pupil progress.	develop effective early communication skills. Monitored through EYFS learning journals.		July 2021
	Train support staff to deliver quality communication and language interventions for disadvantaged pupils.				
3.8 Signpost identified parents to relevant support services and develop working relationships with other agencies and services.	Organise and implement parent drop-in sessions to support them with accessing the necessary agencies and services.	Develop positive working relationship with parents and the community, enabling parents to support their children at home.	Parent feedback and questionnaires.	FLO CFSW	February 2021 May 2021 July 2021
	Develop relationship with Jo's Hope, which is a charity which provides a range of support and help to disadvantaged families				
				Total Expenditure:	£10,350