

Priorslee Academy – Pupil Premium Spend Report 2019-2020



1. Summary information					
School	Priorslee Academy, Priorslee Avenue, Telford, TF2 9RS				
Academic Year	2019/2020	Total of PP budget	£26,340	Date of most recent PP review	10/2/2020 (Staff Meeting) 12/2/2020 (SLT Meeting)
Total number of pupils	444	Number of pupils eligible for PP	42	Date for next internal review of this strategy	13 th April 2020

2. Current Situation/ Critical Analysis (inc. supporting evidence)

23.5% of PP children are currently in Reception. However, a high proportion of these children will make 'GLD'. The children who will not make 'GLD' are SEN or recently new to the school. All three children who will not make GLD have been referred to Speech and Language.

Even though KS1 only has 16.5% of PP children they also seem to be the lowest percent of children achieving the expected level compared to the national average. With a particular weakness in reading.

Currently we have 60% of PP children in KS2 and 21% within Year 6. Overall, in KS2 there is a large disparity between the national average of children achieving the expected level and our school data. The data shows a particular weakness in mathematics.

40 % of our PP children are from families in the Forces, 7 % are LAC and 57% are Free School Meals.

We currently have 6 boys on EHCP (Priorslee 1.4% Nationally 3.1%) and a total of 36 SEN children (Priorslee 8.1% Nationally 14.9%)

Supporting Documents :

Special Educational Needs in England: National Statistics July 2019 DfE

(https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/814244/SEN_2019_Text.docx.pdf)

Early years foundation stage profile results in England, 2019: National Statistics 17th October 2019 DfE

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https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/839934/EYFSP_2019_Main_Text_Oct.pdf

The Key: National Attainment Data Primary 2019 (membership required to access)

<https://schoolleaders.thekeysupport.com/school-evaluation-and-improvement/school-improvement-data/attainment-data-primary/ks1-and-ks2-assessment-results/>

3. Barriers to future attainment(for pupils eligible for PP, including high ability) in-school barriers (issues to be addressed in school such as poor oral language skills)	
A.	Poor oral skills have been a barrier to learning in EYFS
B.	Emotional Literacy skills need improving so that children are able to discuss their feelings and develop emotional resilience and the ability to control their emotional outbursts.
C.	Poor mental recall and 'sticky knowledge'
D.	In Year 6 there is a high proportion of boys and Year 5 there is a high proportion of girls. Often these dynamics lead to issues with behaviour at lunchtime, affecting focus and levels of concentration.
External barriers (issues which also require action outside school, such as low attendance rates)	
E.	Lack of home support in terms of reading and homework which has an impact on progress within school.
F.	Children with external agencies involved in their home life which impacts on the overall wellbeing of a child and emotional stability.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
1	Children access speech therapy to help support language development	Children attend intervention sessions weekly to support their sound production and language skills. Children are able to make progress in the EYFS Communication strands. KS1 children attend EAL Training
2	% of children meeting expected level in reading increases	PP are given a 'Reading Buddy' and read in school on a daily basis. Jane Plant sees PP 4 x per week to deliver an intervention focused on comprehension skills in KS2 for 6 weeks (Spring 2) Reading Subject Leader drives reading throughout Reading Month Investment in a wider range of books for KS1 and EYFS Phonic intervention sessions for KS1 children Reading Subject Leader has developed whole class reading and supported teachers with CPD
3	% of children meeting expected level in writing increases	KS1 PP attend a daily 12 week writing intervention programme (ELS) 2 Year 6 Teachers to support the Year 6 classes by delivering interventions and lessons Reducing class sizes and allowing all teachers to deliver targeted support.

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4	% of children meeting expected level in mathematics increases	TTRS Assemblies All teachers to designate an extra 15 minutes session to mental mathematical recall every day Subject Leader to deliver staff meetings Jane Plant delivers an intervention focused on mental maths and number facts for 6 weeks.(Summer 1)
5	To develop children’s emotional literacy and resilience to learning.	Once a week Jane Plant delivers a therapeutic intervention session focused on resilience, teamwork and communication skills. Children build confidence and skills to express how they are feeling. They resolve setbacks and disagreements through communicating.

5. Planned expenditure

Academic Year 19/2020

The three headings below enable schools to demonstrate how they are using 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 Lead/Cost	When will you review implementation?
Targeted support is given to children who are at risk of not making their expected level of progress	Quality First Teaching: Stretch and Challenge for all Working Walls Development of Subject Leaders	Children are able to move on in their own learning by approaching challenges. Children are able to take ownership of their learning through the use of a Working Wall. Using it during a lesson or revisiting to consolidate understanding. Subject Leaders ensure all children are accessing an enriching and board curriculum.	Learning Walk Book Look Pupil Progress Meetings LA Quality Assurance Officer (Mathematic Deep Dive) Lesson Observation of NQTs Development of 3i statement. Curriculum Development Plan.	SLT and Subject Leaders SLT SLT SLT, Subject Leaders and LA Quality Assurance Officer £450 SLT and Teachers SLT and Subject Leaders SLT and Governors	Feedback given in Autumn Feedback given in Autumn 2 Review Pupil Progress in Summer 1 Feedback given in Spring 2 Termly reviews Spring 2 Summer 1

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2. Targeted Support					
Children access therapy to help support language development	Speech and Language Interventions 1:1 Support	Designated time set aside to develop language and vocabulary skills To support 3 SEN/PP children, engage in classroom learning.	Children work in a small group to ask and answer questions. The adult supports them to develop skills by modelling and repeating language. To support inclusion and transition into the classroom environment. Supporting transition, coping techniques for SEN children.	Carol Taylor 3 times a week £585 annually Mr Pond – Full Time TA 23 weeks x £550 Amy Waterhouse- Full Time TA (approx £13,000 annually)	Summer 1 End of Year
% of children meeting expected level in reading increases	Reading Buddy Daily comprehension interventions Phonic interventions	Children build their confidence reading to a more able pupil. They develop a love for reading alongside another child. Designated time set aside to developing comprehension skills. Daily booster sessions for children under achieving in phonics.	Reading Lead sets up 'Buddy' rota along with the KS2 Teachers. Children practise answering comprehension papers. They become more familiar with exam papers. Children practise segmenting and blending skills .	Jane Plant 4 times a week for 20 minutes (6 weeks) (approx. £5,400 annually) JS: 2 groups 30 minutes a day (£2000 annually) -Upskilling for phonics delivery £300	Review alongside end of Spring data.
% of children meeting expected level	Reduce class sizes	Children are streamed by ability and placed into small groups	Teachers are able to tailor teaching to deliver targeted support.	2 x Year 6 Teacher 0.5FTE and 0.6 FTE = 1 Full Time Teacher	End of Year results

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in writing increases	Early Literacy Support	Small groups of KS1 children work through a literacy booster scheme to support with fundamental sentence skills.	Children go out daily for 30 minutes . 12 week scheme.	18 weeks x £876.66	
% of children meeting expected level in mathematics increases	Daily mental recall interventions	Designated time set aside to developing number facts.	Children focus on specific gaps in their knowledge to help them with their mental recall which will support them answering a range of mathematic questions.	Jane Plant 4 times a week for 20 minutes (6 weeks)	Review alongside end of year data.
3. Other approaches					
To offer our pupils a wider breadth of experiences, including curriculum learning and extra-curricular and residential activities	Governors will ensure pupil premium children have the same opportunities as others through funding clubs, music lessons and residential visits when necessary	We offer significant range of carefully chosen trips and visitors to our children to support their learning. Pupils eligible for PP funding will receive at least £50 each towards extracurricular activities.	Visits and visitors will be quality assured through work outcomes.	42 x £50 = £2100	Total Cost = £52,264.88 Cost already occurred due to normal staffing levels: £20,985 Total spent £31,279.88
				Total spent	£52,264.88
				Deduct for normal staffing	£20,985.00
				Total spent after deductions	£31,279.88
				Total grant for PP	£26,340.00
				School Contribution	£4,939.88