



Stockwell Academy

Pupil Premium 2020-21

The pupil premium is allocated to schools for;

- **Children of statutory school age from low income families who are known to be eligible for free school meals (FSM). The level of pupil premium is £1320 per pupil.**
- **Children who have been looked after continuously for more than six months. The level of pupil premium is £1900 per pupil. This is accounted for in the LAC plan.**
- **Children whose parents are currently working in the armed forces. The level of pupil premium is £300 per pupil.**

The DFE offer the following guidance;

In most cases the Pupil Premium is allocated to schools and is clearly identifiable. It is for schools to decide how the Pupil Premium, allocated to schools per FSM pupil, is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility.

However they also state that;

Schools are free to spend Pupil Premium as they see fit. However they will be held accountable for how they have used additional funding to support pupils from low income families.

The purpose of this report is to effectively plan the way the pupil premium money will be spent over the coming year and enable us to inform parents, carers and governors of the impact it has on pupil achievement.

The Pupil Premium for the academic year 2020-21

The school received a total pupil premium budget of £ 212,634. This is reduction in numbers from 19/20. The total spend exceeds this amount and the funding will be met by through the general school budget. The table below sets out how it is intended the money be spent to fund activities, initiatives and staffing. The impact column will be populated as evidence arises.

Lead member of staff: Sam Kirtley

Funding

Deprivation Free School Meals	£ 212,634 (160 pupils)
Service Children (Ever 6 for 16/17 onwards)	£ 0
Looked After Children	£ 5424
Total	£ 218, 058

IDENTIFYING OUR PRIORITIES

Pupil Premium Performance data 2018 -2019

Progress KS2

Subject	All Pupils	Disadvantaged pupils	National
Reading	-0.5	-0.2	(-2.6 to 1.5)
Writing	-2.4	-2.6	(-4.2 to -0.6)
Maths	-1.0	-1.8	(-2.8 to 0.7)

Attainment KS2

	Reading			Writing			Maths		
	2019 national non PP	2019 PP (26)	2019 non PP (11)	2019 national non PP	2019 PP	2019 non PP	2019 national non PP	2019 PP	2019 non PP
At or above ARE	80%	80.8%	54.5%	83%	57.7%	72.7%	81%	65.4%	45.5%
Above ARE	33%	19.2%	18.2%	24%	11.5%	0%	28%	26.9%	18.2%

Our data demonstrates that pupils in receipt of pupil premium leave Stockwell Academy in line or better than national for reading. It demonstrates good measures at closing gaps using our holistic approach to addressing the barriers to learning and in consideration of low on entry baselines in EYFS this shows that in Reading and Maths our PP cohort perform better than non PP. However, writing is the area of need to close the gaps in attainment nationally and within the school setting.

Attainment KS1

Y1 Phonic Check 2019

% of PP pupils passing phonic check	% of pupils nationally passing the phonic check
65.2 %	85%

KS1 2019 Outcomes

	Reading		Writing		Maths	
	2019 national non PP	2019 PP (23)	2019 national non PP	2019 PP (23)	2019 national non PP	2019 PP (23)
Expected	79%	47.8% (NON PP 60.9%)	74%	47.8% (NON PP 52.2 %)	80%	52.2 % (NON PP 60.9%)

The trend shows gaps at KS1 although this cohort has a high % of PP and SEND needs which is shown in the data.

EYFS - Percentage attaining GLD

% of PP Pupils attaining GLD	% National of Pupils attaining GLD
43.8 % (pupils)	74%

Internal Year groups

Year 1

	Reading		Writing		Maths	
	Expected +	Greater Depth	Expected +	Greater Depth	Expected +	Greater Depth
All Pupils (54)	68.5	9.3	57.4	7.4	70.4	9.3
Disadvantaged (23)	60.9	8.7	56.5	4.3	73.9	4.3
National at the end of KS1	75	26	70	16	76	22

Year 3

	Reading		Writing		Maths	
	Expected +	Greater Depth	Expected +	Greater Depth	Expected +	Greater Depth

All Pupils (54)	46.3	0	29.6	0	55.6	0
Disadvantaged (27)	44.4	0	25.9	0	51.9	0
National at the end of KS2	73	27	78	20	79	27

Year 4

	Reading		Writing		Maths	
	Expected +	Greater Depth	Expected +	Greater Depth	Expected +	Greater Depth
All Pupils (46)	63	0	32.6	0	69.6	4.3
Disadvantaged (22)	40.9	0	22.7	0	54.5	4.5
National at the end of KS2	73	27	78	20	79	27

Year 5

	Reading		Writing		Maths	
	Expected +	Greater Depth	Expected +	Greater Depth	Expected +	Greater Depth
All Pupils (47)	72.3	6.4	55.3	0	55.3	6.4
Disadvantaged (33)	63.6	3	48.5	0	45.5	6.1
National at the end of KS2	73	27	78	20	79	27

IDENTIFIED BARRIERS FOR FUTURE LEARNING (for pupils eligible for PP)

Traditionally disadvantaged pupils at the academy have performed well and compare favourably to non – disadvantaged pupils nationally. The academy is located in an area of high social deprivation and the barriers to learning that have to be addressed still include:

	Barriers	Relevance
Overall	The school has a considerable percentage of pupil eligible for pupil premium and low - income families. This % has decreased since the previous year although many families are still low income and experience the same barriers as PP.	The school needs to ensure all children able to learn throughout the whole day, despite their vulnerability (43% FSM 149/344)
Overall	Not all families eligible for pupil premium have declared thereby the school not in receipt of potential full allocation of funding	Barriers to learners are supported by the general school budget staff to ensure all pupils are given every opportunity to access the curriculum, including educating pupils and parents on how to keep themselves safe within the school environment and outside in the community.
1	Large number of pupil premium children are also members of other vulnerable groups. A high proportion are known to social services and all children on a plan are in receipt of pupil premium. This increases their vulnerability to underachievement.	46 pupils have had social services involvement 28 remain under social services involvement 4 LAC pupils 4 remain at CIN 2 EHASH referrals CPOMS reports of parent contact (5 weeks average)

2	On entry data EYFS demonstrates pupils enter school well below national expectations.	Children are not ready to start school or meet milestones for their age.
3	Speech and language issues at the early stages of education, thereby needing early help. Cohorts are equally disadvantaged due to SEND needs as opposed to PP	To improve communication and language across the academy by giving support to targeted pupils 60% (26 pupils)
3	Growing number of disadvantaged pupils who have special educational needs and / or disabilities	22% (81 pupils) SEND register of which 62% are PP (58 pupils)
4	Low aspirations and the value of education (data analysis above)	Pupils find writing and reading hard as they do not read at home, have life experiences, visit museums and places of interest away from the estate. Providing as much enrichment of different life experiences remains a priority (see SIDP curriculum)
5	Low attendance for disadvantaged pupils	Overall 94.8% PP 94.7 % Boys % 93.9 Girls 95.5%
6	Digital opportunities in learning and supporting education.	Opportunities for pupils to engage in digital learning are not available to many families in our community. Purchase of Purple Mash Computing Programme to aid learning.

		Children are disadvantaged due to the lack of opportunity.
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2020-21 Pupil Premium Plan

Following consultation with the Pupil Premium link governor the following plan was created. The plan set out below is similar to the pupil premium plan from the previous academic year. The impact of the plan for 2019 – 2020 was positive. The aim for 2020 – 2021 is to maintain and improve further the achievement of disadvantaged pupils in the academy.

	What will we do?	What is the purpose?	Who is responsible?	How will this be checked?	Impact
1	To continue to employ two Care & Well Being Support Workers and one additional behaviour ASA for targeted support.	To support the emotional well-being of vulnerable children to support their readiness to learn.	SLT	CPOMs analysis Progress and attainment data	All children able to learn throughout the whole day, despite their vulnerability.
1	To develop the work and the remit of our two Safeguarding / Behaviour Officers	To help support those vulnerable children and	SLT	CPOMs analysis Parent questionnaires	To support children in modifying their behaviour so that they are able to learn,

		families in the academy with behaviour plans.		Attainment data Progress and attainment data	sustain positive attitudes to learning and make comparable progress to their peers. To reduce the risk of exclusions. To ensure the safety and well-being of pupils. To support families who have specific needs and ensure all safeguarding procedures are strictly adhered to. To support children with the ELSA program and Rainbows for children who have experienced loss and emotional neglect within the family.
2	To continue to maintain the high level of staffing (Additional TA support) in EYFS	To narrow the gap at the end of EYFS for children working below age related expectations.	SLT	Analysis of % gaining GLD Review of progress data	To continue to improve in all prime and specific areas and close the gap for targeted pupils so that the percentage of FS2 children reaching a GLD in 2021 shows an improving trend. To rapidly close the gap from a low baseline in FS1 so that

					targeted pupils are working at what is typical for their age by the end of EYFS
3	To fund a speech therapist for half a day a term. In addition we pay for bespoke training. Funding is also used for a specialist TA .	To work with specific pupils who have identified needs.	SENCo	% of pupils accessing and progressing through S&L programmes	To improve communication and language across the academy by giving support to targeted pupils.
3/5	To continue to employ a school nurse for one day a week	To support children and families in a number of health related issues.	SENCo	Attendance Progress and attainment data	Targeted support, for children and families. This is a facility that parents have access to through consultation with the academy.
4	To ensure the programme of curriculum enrichment activities is maintained	To provide a range of opportunities for children who would not otherwise be able to partake in them.	SLT	Review of curriculum provision through the Learning Challenge Curriculum (pupil questionnaire) Book moderation	Equality of opportunity Engagement and community involvement through the revised curriculum (e.g. Greek food day with parents, stay and read sessions)

		Implementation of curriculum review driven by the needs of pupils within the academy and the surrounding community			
4	Maintain the support for Trips/Residential	To enable all children to attend visits, irrespective of financial circumstances	SLT	All pupils access trips	Equality of opportunity
4	Release time for Assistant Headteacher (Pupil Premium Lead) Release phase leaders for half a day a week to monitor the quality of provision and impact on learning	Regularly monitor children's work and observe teaching to maintain standards.	SLT	Observations Book monitoring Learning walks Progress and attainment data	Maintain the high level of quality teaching, learning and assessment. Address any underperformance. End of key stage outcomes shows we are diminishing the gap to national averages. To ensure that all lessons have planned for challenge and that all groups of

					children are given opportunities to achieve greater depth. (See SIP)
5	To continue to employ a TA to follow up on first day and persistent absences.	Improve achievement through improved attendance of specific children. Ensure the safety and well - being of pupils by following up on unexplained absences.	CC	% attendance increase	To further increase the improved attendance figures.
5	Maintain a free Breakfast Club for all PP children and implement a review of the club to support families to look for work and receive reduced or free care and breakfast before school.	To encourage children to attend breakfast club and as a consequence improve overall school attendance.	SLT	Breakfast club questionnaire Attendance % data	This has had an impact on academy attendance, punctuality and behaviour for learning. The reduction in number of places available allows for personalised provision for pupils from vulnerable backgrounds.

5	Continue to employ four Breakfast Club supervisors deliver learning opportunities and reading activities before the start of the academy day	To ensure children get an early start to their day and that they are ready to learn	SLT	Breakfast club questionnaire Attendance % data	Children are on site and ready to start their learning day before lessons start.
6	Maintain increased access to ICT and digital technologies	The increased access to ICT and digital technologies is intended to develop children becoming independent learners To implement the use of Purple Mash to support IT and computing.	KW SC	Progress and attainment data Review impact within the use of classrooms (questionnaire)	At end of KS2, attainment of those children eligible for Pupil Premium should be comparable to that of their peers.