



Pupil premium strategy statement

1. Summary information					
School	Three Lane Ends Primary Academy				
Academic Year	2020-21	Total PP budget	£99, 530	Date of most recent PP Review	14.10.19
Total number of pupils	376	Number of pupils eligible for PP	89	Date for next internal review of this strategy	

2. Current attainment		
DATA BASED ON LAST STATUTORY REPORTING (2019)	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
% achieving in reading, writing and maths	33%	70%
% making progress in reading	40%	
% making progress in writing	60%	
% making progress in maths	60%	

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.	Historic teaching and learning has not been aspirational, impacting on progress of pupils and gaps in learning.
B.	Poor speech and language skills on entry into Early Years and continued limited vocabulary as pupils progress through school
C.	Historically high and complex needs pupils not effectively supported or referred to external agencies within a timely manner, resulting in ineffective provision and support.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Proportion of PP pupils who are persistent absentees is significantly higher than National.
E.	Poor life experiences for pupils eligible for pupil premium grant.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Increase in proportion of PP pupils achieving ARE at the end of statutory points.	% of PP pupils achieving ARE is above National comparators.
B.	Improve outcomes for pupils in Reception in Physical Development, positively impacting on Writing.	% of pupils achieving ELG in Writing is supported by PD
C.	Increase in the proportion of pupils achieving Greater Depth at the end of KS2.	% of pupils achieving GDS at the end of KS2 increases and is in line/above in school peers and National comparators.

D.	Reduce proportion of PP pupils who are persistent absentees.	% of PP pupils who are persistent absentees is in line or below National data.
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5. Planned expenditure

Academic year	2020-21
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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	When will you review implementation?
Leadership of subjects and phases of school is distributed across senior and middle leaders.	Staffing structure allows for distributed leadership adding capacity and impacting on school improvement and outcomes for pupils.	School improvement foci has been limited to Senior Leaders. Increase in middle and aspiring Senior Leaders will allow for further school improvement.	Subject/phase leader action plans Monitoring calendar	DR	Performance Management cycle Termly
Improved outcomes for pupils achieving GLD at the end of EYFS. A particular focus on Physical Development and Writing, especially for boys.	Support to school support. Redeployment of strong staff and recruitment of experienced teaching staff to the team. Increased targeted teaching from school staff, evidenced in books and Learning Journeys. Purposeful environments, indoor and outdoor, with opportunities to apply maths and writing, as well as physical development and problem solving. Learning Journeys shared with parents and opportunity to contribute to the progress record.	Outcomes for pupils in home school of LLE.	Self-evaluation of the phase by school leadership, in collaboration with LLE. Pupil progress meetings Outcomes in GLD at the end of the year	LW (supported by GB)	Regular review meetings with LLE and phase lead, following a visit by LLE.
Increased in phonic skills by the end of Reception, resulting in pupils being ready for the next stage in their education.	Middle Leader in school to have an overview. Embedding of new scheme in line with Letters and	EEF – Systematic synthetic phonics having an impact on pupil outcomes.	Monitoring of lessons. Phonics tracking. Scrutiny of phonics into writing.	SLO	

	<p>Sounds and consistency of this up to Y2.</p> <p>Investment in additional books aligned to chosen program.</p>				
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Outcomes in phonics at the end of Y1 are improving, particularly for PP pupils.</p> <p>Outcomes of the number of pupils re-taking the phonics check at the end of Y2 are improving.</p>	<p>Embedding of a systematic phonics programme to ensure consistency of quality delivery and pace of lessons.</p> <p>Implementation of reading books aligned to program and exposure to pupils.</p> <p>Timetable and groupings</p>	<p>A significant % of pupils are not ready for the next stage in their learning when they transition to Y1.</p> <p>Low outcomes in the phonic check at the end of Y1 and 2.</p>	<p>Monitoring and evaluation of phonics lessons.</p> <p>Improved outcomes at the end of Y1/2</p> <p>Regular assessment of progress</p>	SLO SW	4 assessment across the year prior to the check in June.
<p>Outcomes at the end of KS1 are on an upward trajectory.</p>	<p>Whole class guided reading.</p> <p>White Rose Maths to support teaching and learning of Maths.</p> <p>Implement T4W in Y2 in order to provide pupils with models of vocabulary and sentence structure, as well as an increased bank of known stories.</p>	<p>Low outcomes for all groups of learners in 2019.</p>	<p>Pupil progress meetings</p> <p>Statutory assessment outcomes</p> <p>Work scrutiny</p> <p>Monitoring and evaluation of lessons</p>	DR SW ES	Regular pupil progress meetings and work scrutiny – see MRE calendar
<p>Outcomes at the end of KS2 are on an upward trajectory.</p>	<p>Quality First Teaching</p> <p>Experienced LSA to support</p> <p>Targeted intervention for identified pupils</p>	<p>Improving outcomes in 2020 at the end of KS2, however need to continue the rising trend particularly for PP pupils.</p>	<p>Pupil progress meetings</p> <p>Statutory assessment outcomes</p> <p>Regular assessment using previous Sats papers.</p> <p>Gap analysis to inform teaching</p>	DR ES AM	Regular pupil progress meetings and work scrutiny – see MRE calendar

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Continue embedding an irresistible curriculum for all pupils, with a focus on the entitlement to the whole curriculum.	Regular review of wider curriculum medium-term plans, ensuring there is a focus on the breath of skills taught. Opportunities for parents to attend wider curriculum sessions.	Monitoring of the wider curriculum evidenced that this was not always considered of equal value to the core subjects	Monitoring of medium-term plans for coverage of subject specific skills Monitoring and evaluation of foundation subject lessons Work scrutiny Monitoring of timetables	SR SW	Half termly
Improved outcomes in Reading and comprehension.	Implementation of Accelerated Reader.	English outcomes lower than Maths	Pupil data	JR	Pupil progress meetings
Quality resources are used to support all areas of the curriculum.	Subscription to Pixl.	Pupils to be provided with resources that support and scaffold the learning, whilst also enabling and encouraging independence.	Monitoring and evaluation of teaching and learning	ES	
All pupils are provided with quality feedback, enabling them to make progress.	Feedback and marking policy CPD	EEF toolkit	Outcomes Work scrutiny	DR	Half termly work scrutiny
Improved subject knowledge of teaching staff.	CPD from Subject Leaders.	Number of new and early career stage teaching staff needing coaching and mentoring in order to understanding the progression of the primary curriculum and to have progression documents in place.	Outcomes Monitoring of T&L	DR	MRE calendar
Improved outcomes in Maths, as well as improved concentration and fitness levels.	Implementation of Active Maths	Low outcomes in Maths, particularly for PP male.	Monitoring of T & L Planning Outcomes	ES	Pupil progress meetings
Increase in the proportion of pupils achieving greater depth in combined R, W and M has increased.	QFT	Historical low aspirations for pupils resulted in low proportions of pupils achieving greater depth.	Monitoring of T & L Planning Outcomes	DR ES AM	Pupil progress meetings

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
All environments are purposeful and support a positive climate for learning	Appropriate sized furniture for LKS2 and Y2. Rolling programme	Climate and environment for learning support success.	Monitoring and evaluation of behaviour for learning	DR	
Ensure that those identified as having high and complex needs and additional needs are effectively supported, and referred to external agencies within a timely manner.	SENCo Collaborative work with external agencies. Targeted support	MRE evidenced that, when pupils with high and complex needs are effectively provided for, this supports success in the classroom for identified individuals and those within the same class.	Monitoring of provision for those with high and complex needs, and their support programs. Monitoring the deployment of additional adults within school.	GB	Termly
High expectations and aspirations are demonstrated by all staff, modelled by Senior Leaders.	Restorative approach	Predominantly new team in place over the last 12 months. Opportunity to ensure that there is a consistent approach and high expectations from all staff.	Modelling by visible leaders throughout school.	DR	
Total budgeted cost					£32, 127.06
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	When will you review implementation?
Outcomes for targeted PP pupils are improving in Phonics at the end of Y1.	Intervention groups	Low outcomes for PP pupils in Phonics – particularly boys	Monitoring of interventions	SLO	4 assessment across the year prior to the check in June.
Outcomes for targeted PP pupils are improving at the end of KS1.	Intervention groups	Low outcomes for PP pupils at the end of KS1.	Monitoring of interventions Work scrutiny	SW	Half termly pupil progress and work scrutiny
Proportion of PP pupils who are persistent absentees has reduced and diminished the difference on other pupils.	SLA with EWO to work with families to improve attendance and reduce persistent absentees.	Significant proportion of PP pupils in 2017-18 PA. Actions for 2018-19 halved the proportion.	Sims reports Minutes from meetings with parents Case studies	MM	Half termly GB reports

PP pupils are provided with enriching experiences through external visitors into school, in line with social distancing guidelines. Wider curriculum calendar in place to support the curriculum.	Annual calendar in place providing overview of enriching experiences, linked to curriculum studies.	Opportunities to enrich lives, particularly where socio economic background of families is low. Learning through experiences impacts on engagements and opportunities to write.	Pupil voice Impact on outcomes for pupils	SR	At regular points following visits
Improved outcomes for pupils identified as needing SALT.	SALT SLA	Prime need for those in EYFS is predominantly difficult with speech.	Successful completion of targets	GB SLO	Termly in line with One Page Profiles
Pupils identified with SEMH needs are supported and provided with strategies to succeed in class.	Employment of a Nurture Leader	Increase in the number of incidences for pupils with high needs. Focus on ensuring that provision is appropriate and supportive of success in the classroom.	Progress of identified pupils Increased level of engagement in class Reduction in incidences	GB SLE	Termly as part of review of MSP's and One Page Profiles
Appropriate and suitable provision is in place for PP pupils with additional needs.	Increased EPS time to advise school	MRE evidence that provision and support for pupils with high needs was not always supportive of success in the classroom.	Recommendations from external reports are in place Monitoring and evaluation identifies that provision is supportive of progress	GB	Termly as part of review of MSP's and One Page Profiles
Further support Y3 pupils with phonics and reading skills.	Extending the REACH programme to the new Y3 cohort. % of LSA salary to deliver the programme.	EEF	Monitor the delivery of the programme Half termly meeting with LSA's	JR	Termly
Increase in pupil numbers on roll in Nursery and transitioning into Reception.	Re-establish the play group for young children in the area in line with social distancing guidelines.	Reduction in those requesting a Nursery place. Lack of playgroup provision in the area resulting in some parents being isolated. Access to school playgroup establishes links with SENCo and signposting to local authority services.	Termly attendance Parent questionnaire	LW GB	Termly
Total budgeted cost					£39,487.13

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	When will you review implementation?
Increase in the engagement of pupils in after school and sports clubs.	Range of after school and sport clubs to support enrichment.	Limited choice of extra-curricular activities offered prior to September 2018.	Pupil voice Engagements in clubs	SR	Half termly review of engagement in the sessions
Provide pupils with a positive start to the day through access to Breakfast Club.	Breakfast Club	Attendance at breakfast club supports punctuality at school for targeted pupils as well as a good start to the day.	Pupil voice Attendance	MM	Half termly
Total budgeted cost					£9882.71