

Edgar Stammers Primary Academy's Pupil Premium Action Plan 2020-2021

Headteacher name:	Chris Nock	Signature:			
Pupil Premium Champion:	Chris Nock	Signature:			
LAB Champion name:	Mary B McGrath	Signature:			
Pupil Premium Profile 2020-21		Previous performance of disadvantaged pupils (pupils eligible for free school meals or in local authority care for at least six months)			
Total number of pupils on roll: (Correct on 22.02.2021)	332	KS2 Performance	2017	2018	2019
Number of eligible pupils: (As per Jan 2020 Census)	198	Progress / Attainment in Reading	-2.5	-0.2	+1.55 / 62%
Amount per pupil:	£1,345	Progress / Attainment in Writing	-1.0	+0.1	+0.02 / 52%
Total 2020-21 pupil premium grant:	£266,310	Progress / Attainment in Maths	-3.1	+0.7	-0.35 / 52%

WHOLE SCHOOL OUTCOMES:

Accelerated progress and improved attainment:

- Continue to narrow the attainment gap between disadvantaged pupils and non-disadvantaged pupils in Reading, Writing and Maths. (2019: R: -9%, W: -15%, M: -15%)
- Continue to increase GLD.
- Continue to increase Phonics outcomes.

Improved behaviour, pastoral care and welfare:

- Increased attendance of all pupils.
- Narrowing of gap in attendance between disadvantaged and other pupils.
- Decreased persistent absence of all pupils.
- Narrowing of gap in persistent absence of disadvantaged and other pupils.
- Reduction in number of exclusions.
- Breaking down of barriers to learning.
- Improved mental health and wellbeing of pupils.

Improved engagement with families:

- Improved communication and relationships with families.
- Breaking down of barriers between home and school.
- Increased support for families in need.

As outlined in the academy’s pupil premium policy, pupil premium funding is allocated to support ‘disadvantaged’ pupils. The measure the Government currently uses for this is a child’s eligibility for free school meals. At present, any child who has been eligible for free school meals at any point during their primary school career (Years 1 to 6) is classed as “Ever6” and is eligible for pupil premium grant, which is currently £1345 per child per year. Looked after children are also eligible for additional support, as are children who have a parent in the armed forces.

At the last count (September 2021), **67%** of Edgar Stammers Primary Academy pupils were eligible for this funding, which is significantly above the national average of 24%.

We have very clear aims at Edgar Stammers Primary Academy that all our pupils have the opportunity to engage in an ambitious curriculum which has been constructed and designed to give all pupils, particularly disadvantaged pupils and including pupils with SEND, the knowledge and cultural capital to succeed in life. The additional funding is used primarily to support closing the gap in the attainment and progress of disadvantaged pupils compared to other non-disadvantaged pupils nationally. At ESPA this funding plays an important part of our work to ensure that all our pupils have the opportunity to succeed.

The impact of funding on the progress and attainment of disadvantaged pupils is carefully monitored and evaluated by the Senior Leaders of the academy.

The school’s Local Governing Board holds the school to account over the effective use of our pupil premium grant and there is a dedicated “Pupil Premium Champion” on the LGB: Mary B McGrath. She regularly meets with the head teacher / pupil premium lead to support and challenge the use of the pupil premium grant at Edgar Stammers Primary Academy.

The table below shows the percentage of disadvantaged vs non- disadvantaged children currently on roll at ESPA (September 2020).

Year Group	Disadvantaged	Non-Disadvantaged
Nursery	NA	NA
Reception	46%	54%
Year 1	60%	40%
Year 2	72%	28%
Year 3	62%	38%
Year 4	67%	33%
Year 5	73%	27%
Year 6	73%	27%

The following table shows how the funding will be allocated for the coming school year. This may be subject to change following analysis of internal assessments and evaluation of interventions, initiatives and resources available. There may also have to be some alterations due to risk assessment in relation to opening schools during the ongoing coronavirus crisis.

Focused Objective	Actions	Success Criteria	Who	Cost	Monitoring	Review Date	Impact and Next Steps
<p>To increase attendance and decrease persistent absence of disadvantaged pupils.</p>	<p>SLA taken out with Walsall Council EWO.</p> <p>Attendance Officer to work closely with EWO to identify attendance / absence / punctuality issues and vulnerabilities. (Weekly meetings)</p> <p>EWO to carry out home visits on behalf of the school every week.</p> <p>100% attendance to be rewarded half termly.</p>	<p>Reduction in PA from 17.5% to below 12%.</p> <p>Increase in attendance to at least 96% by July 2021.</p> <p>Reduction in lateness.</p> <p>Increased engagement / communication of previously PA pupils and families in all aspects of school life.</p>	LM	£7,944	<p>Records from meetings between Attendance Officer and EWO</p> <p>Contact records for absent pupils</p> <p>Attendance data (Bromcom)</p> <p>Case Studies</p>	June 2021	
<p>To increase engagement of disadvantaged families with all aspects of school life.</p> <p>To increase support for parents and families to ensure that pupils are well prepared for learning and are in school.</p>	<p>Employment of Family Support Worker.</p> <p>FSW to lead on Early Help support.</p> <p>FSW to carry out full DSL duties in school.</p> <p>FSW to build professional relationships with individual parents and direct them to targeted support as appropriate.</p> <p>FSW to attend meetings such as LAC Reviews, PEPS,</p>	<p>Barriers between individual families and school broken down.</p> <p>Parents state (via questionnaires) that they feel well supported by school.</p> <p>Persistent absence / lateness of individual pupils decreased.</p> <p>Improved relationships between school and families.</p>	SW	£32,583	<p>Weekly safeguarding meetings</p> <p>Line management meetings</p> <p>My Concern data</p> <p>Attendance data (Bromcom)</p> <p>Safeguarding records</p> <p>Phone logs</p> <p>Case Studies</p>	Ongoing	

	CP conferences, CIN meetings, etc.						
To increase progress and attainment of disadvantaged pupils across all year groups.	Increase number of teachers in school so that: - pupils are no longer taught in mixed year group classes - pupils are taught in class sizes of no more than 23 pupils (reduced from 30)	Attainment in Reading, Writing and Maths will increase. Progress from previous Key Stage will increase. Pupils will receive increased adult support with learning. Behaviour will improve, therefore reducing barriers to learning for some identified pupils.	DM / CN	£102,480 (3 x £34,160)	Attainment and progress data Pupil progress meetings Behaviour information Pupils' books	April 2021	
To rapidly increase progress and attainment of disadvantaged pupils in Year 6.	AHT to support teaching and learning in Year 6 – key focus on ensuring disadvantaged pupils are well targeted and challenged at all times. (2 days per week to be spent in each class.) AHT to support inexperienced teachers in AFL and data analysis to ensure that disadvantaged pupils are being moved on to the next steps in their learning effectively	Increased progress and attainment of disadvantaged pupils in these classes – reduced gap between disadvantaged / other pupils when compared to previous year's data. Y6 data for 2021 is more in line with National and shows an increase from 2019.	SH	£48,652	Pupil progress meetings Pupil Books Lesson visits Learning walks Progress and attainment data	Half termly	
To rapidly increase progress and attainment of	DHT to support teaching and learning in 5 classes taught by NQTs / RQTs – key focus on ensuring	Increased progress and attainment of disadvantaged pupils in these classes – reduced	LM	£37,164	Pupil progress meetings Pupil Books	Half termly	

disadvantaged pupils in NQT and RQT's classes.	disadvantaged pupils are well targeted and challenged at all times. (1 morning per week to be spent in each class.) DHT to support inexperienced teachers in AFL and data analysis to ensure that disadvantaged pupils are being moved on to the next steps in their learning effectively	gap between disadvantaged / other pupils when compared to previous year's data.			Lesson visits Learning walks NQT / RQT records / plans Progress and attainment data		
To provide pastoral and behaviour support to pupils to break down barriers to learning and improve mental health and wellbeing.	Employment of Learning Mentor. LM to provide 1-1 mentoring as needed. Learning Mentor to work with groups of pupils as required – e.g. social skills / nurture groups.	Behaviour will improve, therefore reducing barriers to learning for some identified pupils. Pupils will state that they feel happy and safe in school. Reduced exclusions. Increased attendance.	VS	£30,173	Weekly safeguarding meetings Behaviour logs Line management meetings Attainment and progress data Learning Mentor records - start and end of interventions.	Ongoing	
To increase opportunities for visits and activities off school site in order to impact on attainment and progress	Hire of a school minibus to transport pupils to visits and off-site activities and events. (Including insurance and fuel.) Widen life experiences of disadvantaged pupils by enabling them to experience a wider variety	All disadvantaged pupils will have increased access to visits, activities and events to enrich their curriculum and life experiences. 100% of disadvantaged pupils will be able to take part in off site activities.	NM	£7,314	Records of trips and visits Pupil voice Records of pupils participating in events		

and pupil wellbeing.	of places, activities and events.	Increased number of trips and visits will take place.					
Total Pupil Premium Spend:				£266,310			

