

Upperwood Academy Pupil Premium strategy statement

1. Summary information					
School	Upperwood Academy				
Academic Year	2020-2021	Total PP budget	£114,325	Date of most recent PP Review	
Total number of pupils	314	Number of pupils eligible for PP	83	Date for next internal review of this strategy	September 2021

Context

Upperwood Academy is a large primary school in Darfield, Barnsley for children aged 4 to 11. Classes throughout school are a mix of pure year groups and mixed year groups due to an intake of up to 50 pupils per year group. The majority of pupils are White British. Pupils attending Upperwood come from a diverse range of backgrounds. Approximately 27% of pupils are entitled to Free School Meals. School attendance in 2019 – 2020 was 90.2% however this included all absences relating to Covid 19. School attendance up to the school closure was 95.8% however this also incurred a number of pupils who self-isolated as we approached the school closure. Attendance in the first part of the Autumn term 2020 – 2021 is at 97%. The rates of attendance between PP and non PP children is not significant.

2. Current attainment

The attainment and progress data identified is from the academic year 2018-2019. This is due to no national testing taking place in academic year 2019-2020 due to school closures and the Coronavirus pandemic.

	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	58.3%	64.8% <i>Disadvantaged: 51.2%</i> <i>Non-disadvantaged: 70.7%</i>
% making progress in reading	1.84	1.75 National average all: 0.03 School all: 1.78
% making progress in writing	1.54	1.68 National average all: 0.03 School all: 1.78
% making progress in maths	0.35	3.52 National average all: 0.03 School all: 2.69

3. Barriers to future attainment for PP children		
In-school barriers		
A.	Pupils enter school with poor language skills and knowledge of letter sounds; this impacts on the expected progress rates made in phonics and reading in FS and KS1.	
B.	Social, emotional and mental health needs including low self-esteem and self-confidence is an issue that impacts outcomes for some PP learners.	
C.	Frequent disruption to education due to attendance impacting on continuity and progress.	
External barriers		
D.	Support for vulnerable families post Covid including engagement with school and supporting families of pupils with SEND and social/emotional needs.	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Gap between PP and non PP children in phonics attainment is reduced from Autumn term 1 in the summer 2021 phonics screening check at Year 1 and Year 2.	Target met in summer 2021 phonics screening check. All pupils who have not met the phonics screening check in Year 1 and Year 2 access daily phonics learning and are progressing.
B.	Targeted intervention and daily support from pastoral team improve outcomes for all identified PP children. Regular support and intervention supports individual need for identified children during all parts of the school day.	Feedback from pupils. Pupils accessing lessons as well as access to support/intervention. Pastoral team monitor and review individuals and liaise with class teachers. Reduced behaviour incidents and detentions. Rates of progress in core subjects.
C.	PP children to access timely intervention in school as well as quality home learning and support to complete the home learning in order to make progress alongside all pupils.	Progress rates of PP children compared with non PP children in core subjects demonstrate PP children are progressing in line with all children or are accessing additional support if they are not. Access to interventions. Monitoring of % of PP children accessing home learning.
D.	Parents are supported and signposted for external support and referral processes where appropriate to ensure families are accessing support. School also has the capacity to support disadvantaged families with routines, behaviour, FSM support and other arising issues.	Log of parental support on Edukey including all meetings and referrals. Reduced behaviour incidents for identified PP children. Families accessing support from wider services.

5. Planned expenditure					
Academic year	2020 - 2021				
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?
Gap between PP and non PP children in phonics attainment is reduced from Autumn term 1 in the summer 2021 phonics screening check at Year 1 and Year 2.	<p>Ensure highest quality provision for teaching and learning in phonics in EYFS and year 1 for PP children through:</p> <ul style="list-style-type: none"> Quality training Quality resources Adequate staffing Small homogenous groups based on current phonic knowledge Monitoring Regular GPC assessment 	<p>Impact of school closure on current phonic knowledge and ability in early reading in EYFS, Year 1 and Year 2 identified in Autumn assessments.</p> <p>EEF guidance demonstrates the impact of quality teaching and oral language intervention on pupil outcomes.</p> <p>Previous outcomes in school demonstrate impact of this structure.</p> <p style="text-align: right;">Resources: £1341 9 staff delivering: £1,100 Leadership time: ½ day cover weekly £3,400</p>	<p>Tracking of PP children levels of progress and attainment in phonics 7 weekly.</p> <p>Monitoring of provision when leader is able to. (bubble restrictions)</p> <p>Leadership of the subject through training and support.</p>	KC	Half termly
Targeted intervention and daily support from pastoral team improve outcomes for all identified PP children. Regular support and intervention supports individual need for identified children during all parts of the school day.	<p>Behaviour support/learning mentor role provides targeted SEMH support for children experiencing barriers to learning.</p> <p>Lunchtime and break time support from Behaviour support/learning mentor to support individuals and liaise with parents as necessary.</p> <p>Additional intervention and support provided for children with low self-esteem/struggling with bereavement take place in pm sessions.</p>	<p>Identified pupils require support on playground in order to access social times in an appropriate manner.</p> <p>Previous outcomes in school demonstrate impact of this structure.</p> <p style="text-align: right;">Wages: £17,225 Wages: £11,899</p>	<p>Tracking of behaviour incidents/ detentions.</p> <p>Progress of SEMH pupils accessing support.</p> <p>Feedback from pupils and families to inform evaluation of the provision.</p>	LW AB/AC	Half termly
Total budgeted cost					£34,938

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?
PP children to access timely intervention in school as well as quality home learning and support to complete the home learning in order to make progress alongside all pupils. Rates of attendance of PP children in line with non-PP children in 2020 – 2021.	<p>Intervention for pupils to take place within the school day.</p> <p>Seesaw home learning tool to be used as platform to support learners at home. School iPads available and loaned out to PP pupils that need them.</p> <p>Daily monitoring and parental contact to engage with children/families working from home.</p> <p>Free breakfast club available to PP children when required.</p> <p>Attendance officer tracks daily attendance of whole school and liaises with families and EWO.</p>	<p>DfE lists good attendance with learning in the top 10 approaches for disadvantaged pupils.</p> <p>Knowledge of school community and families.</p> <p>Attendance wage 50%: £9,281 Intervention costs @ £11 per hour: £11000 for 5 members of staff Breakfast club: £100 Managing home learning time: 50% wage £23,798</p>	<p>Daily monitoring of home learning and attendance. Challenging attendance as necessary.</p> <p>Quality interventions timetabled and reviewed. Impact of interventions on progress.</p> <p>Log of parental contact.</p> <p>% of PP children accessing breakfast club.</p>	AC/AM/AB	Half termly
Gap between PP and non PP children in phonics attainment is reduced from Autumn term 1 in the summer 2021 phonics screening check at Year 1 and Year 2.	Deliver 1 to 1 and small group phonics interventions in afternoon sessions.	<p>Impact of school closure on current phonic knowledge and ability in early reading in EYFS, Year 1 and Year 2 identified in Autumn assessments.</p> <p>EEF guidance demonstrates the impact of quality teaching and oral language intervention on pupil outcomes.</p> <p>Previous outcomes in school demonstrate impact of this structure.</p> <p>TA Wages: £2,200 x 3</p>	<p>Tracking of PP children levels of progress and attainment in phonics 7 weekly.</p> <p>Monitoring of provision when leader is able to. (bubble restrictions)</p> <p>Leadership of the subject through training and support.</p>	KC	Half termly
Total budgeted cost					£50,779
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?
<p>Parents are supported and signposted for external support and referral processes where appropriate to ensure families are accessing support. School also has the capacity to support disadvantaged families with routines, behaviour, FSM support and other arising issues.</p>	<p>Family liaison officer provides targeted support for families experiencing difficulties for a vast range of reasons. Liaising with external agencies, supporting disadvantaged families and SEND.</p>	<p>Internal school data identifies the gap between PP and non-PP children in school, has widened since the school closure.</p> <p>Families in community are in need of support.</p> <p>Attendance and behavioural issues are closely linked to vulnerable families.</p> <p style="text-align: right;">50% wage: £23,798</p>	<p>Monitor role and impact half termly. Review evidence available on edukey of impact of all meetings, phone calls and referrals on all PP pupils in school.</p> <p>Track PP progress in line with non-PP children.</p> <p>Track vulnerable families and their attendance.</p>	<p>AM/KH/AB</p>	<p>Half termly.</p>
					£23,798
Total budgeted cost					£109,515
Contingency					£4,810