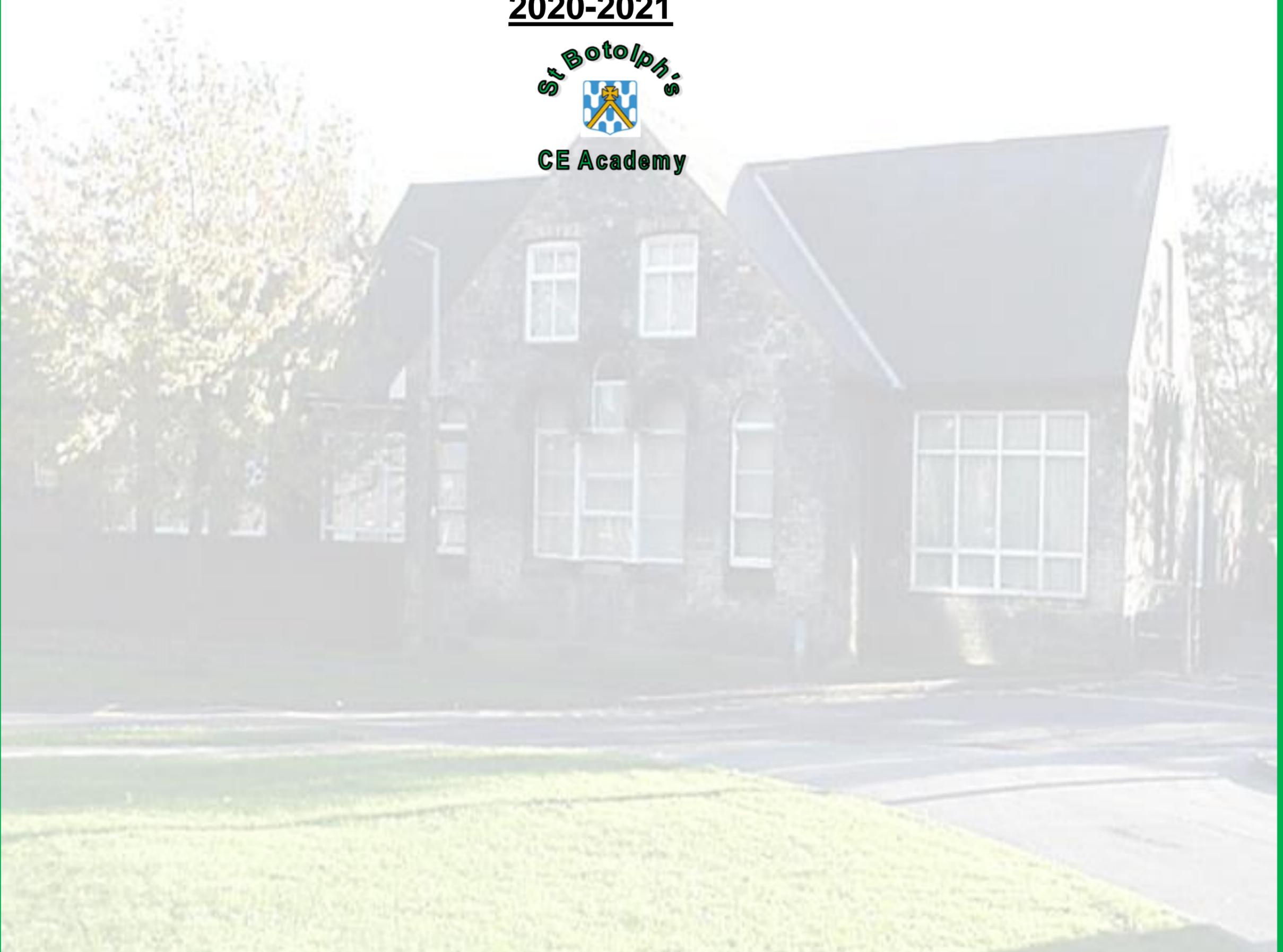


Pupil Premium Grant- Strategy Statement

2020-2021



St Botolph's CE Academy- PP Grant statement 2020-21

Summary Information

Number of Pupils on roll	300 (R-Y6)	Date of most recent PP Review	30.4.2021 (with C Batley)
Pupils eligible for PP	95 (R-Y6)	Date for next internal Review	
Total PP Budget	£99,000		

Context of Academy

St Botolph's CE Academy are affiliated members of the Leeds Diocese and joined ENHANCE (a church based MAT) on 1st March 2018.

We occupy a relatively small site less than half a mile from the centre of Knottingley and we are a one and a half form entry academy with a nursery on site.

Most of our pupils come through our own Nursery/Lower Foundation Unit but there is a high rate of mobility. Our pupils come from a range of socio-economic backgrounds and few are from ethnic minority backgrounds with most coming from homes with English as a first language. Most live within walking distance.

Our current number on roll is 332 (including the pupils in nursery). On entry, pupils' language skills are below average for their age. 10% of current pupils are known to be eligible for FSM, with 32% Pupil Premium..Approximately 11% of children have special educational needs and 2% has statements for such needs.

As a church academy, we have important links with: the community, St Botolph's Church, Elim KCC church, the Methodist church. Local Clergy contribute to collective worship regularly.

Current attainment at KS2 (SATs 2019-2020)

1. Current attainment at KS2 (based on Y6 SATs 2019-2020 data)

	<i>Pupils eligible for PP (your school)</i>	Non PP pupils
% achieving in expected standard in reading, writing and maths	n/a	n/a
% achieving expected standard in reading	n/a	n/a
% achieving expected standard in writing	n/a	n/a
% achieving expected standard in maths	n/a	n/a

Planned Expenditure

PP Grant	£99,000
Total Number of Pupils on Roll (R-Y6)	300
Pupils eligible for PP	95

Overview of Proposed Spending 2020-21

For 2020-21, we will receive £99,000 and have planned to spend the funding in the following areas:

Focussed intervention groups & Government Catch-up Programme

Speech & Language Therapist

Breakfast Club

After School Clubs

Enhancement of the wider curriculum

Attendance incentives such as half termly certificates, vouchers to spend for parents and pupils, end of year event

Opportunity for extra-curricular visits

Learning mentor intervention groups

Behaviour reward systems

Reading & Phonics intervention resources

SEND support from the SENDCo

Release time for subject leader to monitor and assess impact

DA families coffee morning/ workshop

After school cookery club- ISS catering team

Barriers to learning and attainment

In academy barriers

- Our disadvantaged pupils have multiple other barriers that hinder learning in comparison to other pupils, such as poor language skills on entry, which are well below those expected nationally and SALT difficulties.
- Our disadvantaged pupils require more pastoral support (55% of pupils supported by the learning mentors are DA pupils). Over 50% of all DA pupils require regular support.

External barriers

- The percentage of external safeguarding concerns are higher in DA pupils compared to non- DA pupils. See CPOMS reports.
- Persistent lateness (more than 6 late marks in a year) across school is around 7% – PP children contribute to 61% of this figure.
- Pupils from many disadvantaged families do not take up the opportunities for extra curricular visits or holiday clubs.

PP Action Plan Academic Year 2020-2021						
PP lead – Mr C Barker				Total fund allocated: £		
A	B	C	D	E	F	G
Desired Outcome	Rationale	Staff Member	Success criteria	Approach/action	Approximate Budgeted cost	Impact
To increase the proportion of DA pupils who attain in line with non DA pupils in RWM, including closing the gap with National figures for Y2 and Y6	Evidence from KS1 and KS2 assessment data shows that RWM is an area for improvement, as some DA pupils are not yet attaining in-line with non DA pupils across the academy. We aim to narrow or close the gap between these two groups.	All teaching staff SLT & DA to Monitor CB	- Data show that majority of all DA pupils attainment is in-line or better than non-DA pupils. -End of year % figure are comparable or better than 2019-2020 - Monitoring has taken place to check progress of DA pupils regularly throughout the year - PDM data is analysed and feeds into interventions, ensuring correct DA pupils are targeted for interventions, which feeds into while school monitoring cycle - Year 2 and Year 6 Data shows that our children are achieving in line with National Data for R/W/M	-Monitor attainment of specific DA pupils identified from Summer 2 PDM data 2020 -Monitor planning, book scrutiny, teaching & learning and pupil voice throughout the year to ensure support is being provided and good progress is being made. -Monitor and analyse termly data to measure the attainment gap between DA and non-DA pupils. -Monitor and analyse data termly for specific targeted DA pupils attainment, feeding this information into regular PDM meetings -Re-evaluate intervention lists and re-assess the needs of our DA pupils regularly, reacting to data, ensuring a proactive approach to supporting their needs. -Track attainment of DA pupils towards National % based on previous years for ARE+ figures at Y2 and Y6	Monitoring time PDM meetings Observation cover Data analysis time Resources TA support Teacher planning /teaching marking/ support for DA pupils Total £15,000	-Summer 2 2020 data has been shared with staff in September 2020 and PP children have been identified for support during Autumn term - Monitoring and analysis of termly data has been completed throughout the year and PDMs have taken place regularly. Non-DA achieving ARE compared to non DA pupils percentages are still not in-line in all year groups across all subjects. However, they are broadly in-line for DA pupils achieving ARE based on the same point in 2019 and the gap is narrowing based on Summer 2 data. -Specific PP children in each cohort have been identified and have been tracked to ensure they reach ARE by the end of the year. Predictions by staff have taken place throughout the year and specific pupils have been targeted to accelerate progress to achieve ARE or better and these pupils have been well supported. -Interventions have taken place and analysed throughout the year. Majority of DA pupils have made progress during intervention program evidenced in exit and entry data. Feedback has been shared with DA lead and HT. PDM meetings clarified new interventions for the start of each new term. These interventions will continue into the next academic year, based on the analysis of the Summer 2 data.
To ensure that all cohorts continue to make good progress and are in line with non- DA pupils in RWM.	Evidence from KS1 and KS2 assessment data shows that RWM is an area for improvement, as some DA pupils are not yet progressing in-line with non DA pupils across the academy. We aim to narrow or close the gap between these two groups.	All teaching staff SLT & DA to Monitor CB	- Data show that majority of all DA pupils progress is in-line or better than non-DA pupils. -Year end % figure are comparable or better than 2019-2020 - Monitoring has taken place to check progress of DA pupils regularly throughout the year, ensuring that it continues to be at least good or accelerated, in order to help close the attainment gap. - PDM data is analysed and feed into interventions, ensuring correct DA pupils are targeted for interventions, which feeds into while school monitoring cycle	-Monitor progress of specific DA pupils identified from Summer 2 PDM data 2020 -Monitor planning, book scrutiny, teaching & learning and pupil voice throughout the year to ensure support is being provided and good or accelerated progress is being made. -Monitor and analyse termly data to measure the progress gap between DA and non-DA pupils -Monitor and analyse data termly for specific targeted DA pupils attainment, feeding this information into regular PDM meetings -Re-evaluate intervention lists and re-assess the needs of our DA pupils regularly, reacting to data, ensuring a proactive approach to supporting their needs - Identify specific pupils who are working below ARE, who, with support can accelerate progress in order to reach ARE by the end of the academic year by taking part in intervention / catch-up programmes.	Monitoring time PDM meetings Observation cover Data analysis Time Resources TA support Teacher planning/ teaching/marki ng/ support for DA pupils Total £15,000	-Summer 2 2020 progress data has been shared and PP children have been identified for support during Autumn term - Monitoring and analysis of termly data has been completed termly and PDMs have taken place. Progress data for DA pupils appears to be generally positive for good or better progress within KS2 for Non DA pupils. There are some areas where progress is not as good or in-line with non-DA pupils including Y1, Y2, Y3 (Rdg) , Y1, Y2, Y3, (Wri), Y1, Y2, Y3 Y4 (Ma). Our youngest pupils are struggling to make progress and this is a direct cause of Covid-19 and is impacting on their learning, as they have gaps in knowledge, skills ad understanding. This is being addressed through Quality First Teaching, support and planned interventions. -Specific PP children in each cohort have been identified and are being tracked by the DA leader during summer term to ensure they accelerate progress during summer term. -Interventions have taken place and analysed for Summer term. Pupils whose progress is slightly below or below are identified and targeted for support, including relevant interventions, however the Covid-19 closure

	attendance was at 94.36%. We therefore need to continue to address this issue until we have increased our overall attendance to 96% or above and also strive to continue to lower our DA persistent absence rates below 16%, our new three year low.		-9 pupils identified by JG attendance officer in Summer 2020 have been well supported to improve their individual attendance and their PA absence rates have reduced.	<p>persistent rates of our DA pupils – in conjunction with the attendance officer.</p> <p>-The academy to visit vulnerable families and tackle attendance / absence issues</p> <p>-Arrange and hold meetings with the attendance officer, EWO and families to help improve attendance of identified families or individual pupils.</p> <p>-Issue fines for families according to school policy</p>	<p>SLA (EWO for DA)</p> <p>Office Admin (letters etc)</p> <p>Resources (stationary)</p> <p>Total £2,149</p>	
To improve family links with DA pupils in order to continue to raise attendance and lower PA rates.	It is our aim to improve the attendance rate for specific groups of DA pupils, whose attendance rates are lowering our average for DA pupils. If we can engage with those parents, we can significantly increase % figures, as well as improve the chance and outcomes for some of our more vulnerable pupils.	JG / SLT Safeguarding team CB	(see above) -% of DA pupils attending Breakfast Club or Walking Bus to increase compared to 2020-2021.	<p>(see above)</p> <p>Attendance Reward systems</p> <p>-continue to fund the termly attendance awards for pupils and families – encouraging good attendance across the academy and continue with the termly 96+% attendance raffle</p> <p>-Presentation of certificates and prizes at end of term assembly</p> <p>-Liaise with families to take up places on our Walking Bus, to get children who have attendance issues or PA issues into school on time, eradicating the problem for the families. A coffee morning will be held in the Autumn term.</p> <p>-Liaise with families to take up places on our Breakfast Club, to get children who have attendance issues or PA issues into school on time, eradicating the problem for the families. A coffee morning will be held in the Autumn term.</p> <p>-Organise an end of year trip/event to celebrate and reward good attendance.</p>	<p>Rewards</p> <p>End of year meal</p> <p>DA leader time</p> <p>Meetings with families cover time</p> <p>Office admin time for letters etc</p> <p>Total £1,630</p>	<p>-Presentation of certificates has taken place in both autumn terms with presentation and certificate. Families attend this and can see how important attendance is. Attendance figures and information are also published regularly on school newsletters.</p> <p>In Autumn 1 76%/NOR pupils (300) achieved 96%+ attendance, of these 65.55% of 90 DA pupils achieved this In Autumn 2 79.46%/NOR pupils (297) achieved 96+ attendance, of the 92 DA pupils 58.6% achieved this</p> <p>A1 72 pupils did not and of this 31 were DA (nor 300) 76% achieved 96%+ of the 90 DA 65.55 achieved 96%+</p> <p>A2 61 pupils did not, of this 38 were DA (nor 297) 79.46% Achieved 96%+ of the 92 DA 58.6% achieved 96%+</p> <p>7 families were targeted for a support meeting, 5 of which were DA. These meetings had to be cancelled due to staff absence and corona virus lockdown measures. All 5 families had stated they would not be attending anyway in advance to the cancellation. These meetings will be resumed in Spring 1 (lockdown and tier restrictions permitting).</p> <p>Walking Bus – 2/11 pupils attending WB are DA pupils = 18% (2% of all DA) 3/14 pupils attending WB are DA pupils = 21% (3% of all DA)</p> <p>Breakfast Club –</p> <p>Spring Term 17/ 55 pupils attending breakfast club are DA = 31%, 17/106 DA pupils = 16%</p>
To ensure that SALT interventions continue to positively impact on pupils' confidence and attitude to learning	We aim to continue to work closely with the SALT team (GM) and trained in-school staff (MG) to make a positive impact on the speech and language difficulties for some of our DA pupils. Our aim is for our DA pupils to make observable progress or indeed be discharged	H Sh / GM / MG as SALT team teaching staff CB	<p>-SALT pupils are well supported and making progress</p> <p>-Tracking shows that interventions have positive impact on pupil progress</p>	<p>- Liaise with SALT specialist (GM & MG) to support pupils with speech and language difficulties, using support plans and programmes</p> <p>-Track progress of DA pupils receiving SALT interventions for progress</p> <p>- SENDCo to liaise with SALT, analyse progress and revising planned support for pupils</p>	<p>SALT for DA pupils</p> <p>Academy SALT time for DA pupils (MG)</p> <p>SEND time with SALT DA pupils</p>	<p>-All pupils (both DA and non-DA) who access interventions have made progress over their time on the SALT.</p> <p>Report sent by MG regarding the SALT intervention programme which ran both during lockdown online and upon the return to school. All children who took part in the program either made sufficient progress in order to changed their targets and some may even be discharged.</p>

	from the need to take part in a SALT program.				Resources Total £4,600	
To continue to ensure that interventions evidence improvements in pupils' access to the curriculum.	In line with suggestions from the EEF Toolkit, we aim to use targeted interventions matched to the needs of specific pupils, to support our DA pupils who are not yet achieving or progressing in-line with our non-DA pupils. This information is taken from our regular PDM data meetings and regular termly assessment data.	SLT teaching staff and TAs CB	-SLT to hold regular PDM meetings with teaching staff to identify specific pupils who require interventions -Key Stage Leaders to use PDM information to facilitate appropriate planning of interventions for identified pupils. -Teaching staff to deliver regular interventions & class support and track progress of identified pupils and work towards closing the attainment gap between DA and Non DA pupils.	-Effectively plan interventions, allowing DA pupils access to the curriculum and provide extra support where it is needed. -Assess on a 6-8 week programme and analyse the impact on attainment and progress for pupils receiving interventions. - Implement monitoring cycle including checking planning, book scrutiny, teaching & learning and pupil voice discussions.	Data analysis SATs Boosters cover Staff for other interventions Total £4,256	-All pupils (both DA and non-DA) who access interventions have made progress over their time on the SALT programme during the Autumn term. Report sent by MG regarding the SALT intervention programme which ran both during lockdown online and upon the return to school. All children who took part in the program either made sufficient progress in order to changed their targets and some may even be discharged.
To ensure that Health and well- being interventions continue to have a positive impact to pupils' attitude to learning.	We have a large proportion of disadvantaged pupils who also have safeguarding concerns, including their personal health and well-being. A strong link between school and those families is important in making sure they achieve the best they can. Supporting their own health and well-being is important for our pupils to feel happy, safe and secure and we believe that intervention in this area is essential for our pupils overall progress.	SLT KB CB	-Support workers will work with pupils across school focussing on our most vulnerable DA families and pupils – specifically focussing on their health and well-being upon their return post Covid-19. - Pupils confirm they are supported in their learning, can say how things have improved and quantify improvements to their own attitudes to learning.	-Continue deployment of support workers (KB and CT) and other staff who work closely with vulnerable families within our school community and support their strategic work in individual and group situations. -Assess how the support has supported and improved pupils attitudes and confidences with an on entry and on exit assessment of the support programme, as well as pupil voice interviews - Link in to pupil voice discussions (see above section)	Learning mentors work with DA pupils Total £20,000	. -PDMs based on summer data helped to identify appropriate pupils who required support throughout autumn term Interventions have taken place for all pupils, including DA pupils. -Exit data for autumn indicates that all DA children have made progress on their intervention programmes and there have been some successful rates of progress. New interventions for Spring were formulated but due to lockdown in Spring 2021, they were delayed due to many children remote learning. These will continue during summer term. -Data show that progress for the majority of DA pupils is good or better and for those that aren't interventions are planned (see above) -Currently the gap between DA and non DA is not yet closing but is being monitored closely. If accelerated progress can be maintained, more DA pupils are likely to achieve ARE by the end of the year compared to 2019-2020 figures. There will be limited data from Spring 2021, in order to accurately measure progress, this is due to the lockdown in Spring 2021, where majority of children were having remote lessons.
To provide good support for SEND (DA) pupils in order for them to access the curriculum and maintain good levels of progress.	Some of our SEND (DA) pupils are working below or significantly below ARE. (see S2 data) Our aim is to continually identify these pupils and help build support for them to try to at least maintain but better still accelerate progress levels for these individual pupils.	H Sh CB	- Data show that majority of our SEND DA pupils progress is in-line with DA pupils. -Year end % figures are comparable or better than 2019-2020 - Monitoring has taken place to check progress of SEND DA pupils regularly throughout the year - PDM data is analysed and feed into interventions, ensuring correct SEND DA pupils are targeted for	-Monitor attainment of specific SEND DA pupils identified from Spring 2 data. -Monitor planning, book scrutiny, teaching & learning and pupil voice throughout the year to ensure support is being provided and good progress is being made. -Monitor and analyse termly data to measure the attainment GAP between DA and SEND DA pupils -Monitor and analyse data termly for specific targeted SEND DA pupils attainment, feeding this information into regular PDM meetings -Re-evaluate intervention lists and re-assess the needs of our SEND DA pupils regularly,	SEND time for DA pupils analysis Support for DA pupils from SEND teacher Resources SEND DA parenting course staff	-Data shows that SEND pupils are generally making good progress -PDM data highlighted SEND pupils who need further support and intervention have taken place. A full review of interventions has been done and some good progress is evident in each intervention. Data shows that SEND pupils are generally making good progress -PDM data highlights SEND pupils who need further support and interventions -There are 10 pupils who are DA/SEND who we monitor attainment and progress Autumn Data 8/10 have made good or better progress in reading (80%) 9/10 have made good or better progress in writing (90%) 7/10 have made good or better progress in maths (70%)

			interventions or feeds into SMTL plans, which feeds into while school monitoring cycle	reacting to data, ensuring a proactive approach to supporting their needs.	Total £9,575	<p>Those DA/SEND pupils who have not made good or better progress in RWM have been identified and are being monitored by SEND Leader, DA Leader, HT and class teachers.</p> <p>-There are 15 pupils who are DA/SEND who we monitor attainment and progress</p> <p>Spring Data 14/15 have made good or better progress in reading (93%) 11/15 have made good or better progress in writing (73%) 12/15 have made good or better progress in maths (80%) Those DA/SEND pupils who have not made good or better progress in RWM have been identified and are being monitored by SEND Leader, DA Leader, HT and class teachers..</p> <p>Those DA/SEND pupils who have not made good or better progress in RWM have been identified and are being monitored by SEND Leader, DA Leader, HT and class teachers and will be targeted at the start of the next academic year.</p>
Total Planned Spend £ 84,415 (not taking into account- staff salary increases in September) Total Actual Spend £						