

Pupil premium strategy statement 2020-21



School overview

Metric	Data
School name	Scientia Academy
Pupils in school	454
Proportion of disadvantaged pupils	23%
Pupil premium allocation this academic year	£130,465.00
Academic year or years covered by statement	2020-21
Publish date	September 2020
Review date	September 2021
Statement authorised by	Helen Bye
Pupil premium lead	Helen Bye
Governor lead	Jo Bradford

Due to the COVID-19 pandemic and the cancellation of 2020 National tests, the data below relates to the 2018- 2019 assessments

Disadvantaged pupil progress scores for last academic year:

Measure	Score
Reading	0.16
Writing	-1.08
Maths	-0.85

Disadvantaged pupil performance for last academic year:

Measure	Score
Meeting expected standard at KS2	67%
Achieving high standard at KS2	11%.
Phonics	71%
Key Stage 1 outcomes	Reading - 70% Exp+, 20% Higher Writing – 60% Exp+, 10% Higher Mathematics – 60% Exp+ 10% Higher
GLD	93%

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	Ensure high quality teaching of English across whole school
Priority 2	To identify and put in place high quality interventions and targeted support to mitigate against the increasing gap in attainment for disadvantaged pupils (worsened by school closures related to COVID-19) and support future potential disruption to education. <i>On top of any funding from National Catch-Up Programme</i>
Barriers to learning these priorities address	<ul style="list-style-type: none"> • That quality first teaching is consistent in every classroom so that every class has an effective teacher. • Language and vocabulary gaps are addressed, 19% of disadvantaged pupils are EAL • High quality CPD so that teachers are well informed and are constantly improving • Social and emotional needs of all pupils met • Attendance • Enrichment experiences are available to all to support the curriculum and development of cultural capital • Lack of access to digital resources during lock-downs or periods of self-isolation • 25% of pupils who are disadvantaged are SEND who need timely, targeted interventions to meet individual needs
Projected spending	£130,465.00

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores in KS2 (0)	September 2021
Progress in Writing	Achieve national average progress scores in KS2 (0)	September 2021
Progress in Mathematics	Achieve national average progress scores in KS2 (0)	September 2021
KS1 Reading	To be in line with national results	September 2021
KS1 Writing	To be in line with national results	September 2021
KS1 Mathematics	To be in line with national results	September 2021
Phonics	Achieve national average expected in PSC.	September 2021
GLD	Achieve national average	September 2021

Teaching priorities for current academic year

Measure	Activity
Priority 1	Two-year school improvement focus on the teaching of writing through Talk4Writing CPD for all staff lead by St. Matthews Teaching School Alliance
Priority 2	Purchase and introduce Accelerated Reader across all year groups
Barriers to learning these priorities address	Quality First Teaching of English curriculum- writing Access to high quality texts for all children - reading Improved access to reading for pleasure Significant purchase of quality texts to support T4W Access to quality phonics teaching- significant purchase of RWI resources to sustain previous focus on Early Reading
Projected spending	£26,276.28

Targeted academic support for current academic year

Measure	Activity
Priority 1	Identify gaps in learning through detailed baseline assessments – PIRA/PUMA/PiXL, Speech & Language and Phonics assessments.
Priority 2	Establish small group interventions with clear targets for disadvantaged pupils who are falling behind age related expectations.
Barriers to learning these priorities address	<ul style="list-style-type: none"> • Reading fluency • Phonics skills • Spelling, grammar and vocabulary gaps • Maths fluency, e.g. multiplication, recall of number facts • Handwriting • Speech and language
Projected spending	£53,274.09

Wider strategies for current academic year

Measure	Activity
Priority 1	Enrichment activities to be supported through school budget including access to home learning
Priority 2	Creating a pastoral care team, led by the Deputy Headteacher, to support individual vulnerable pupils and their families.
Barriers to learning these priorities address	<ul style="list-style-type: none"> • Attainment gaps created by lock-down are significant for our disadvantaged pupils through lack of access to IT and physical resources (link to National Catch-Up Programme and funding) • Social and emotional health of pupils • Supporting families to access appropriate services through Early Help or signposting to correct agencies • Improving attendance • Language barriers for our EAL families
Projected spending	£50,914.63

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring that all staff are consistently applying T4W strategies and have enough time allocated to quality CPD	INSET days English lead to be released from class Skilled teachers to model and coach less experienced colleagues
Targeted support	Enough time for SENCO to support the monitoring of small group intervention, to quality assure and measure impact.	Management release time to be protected
Wider strategies	Ensuring that we can support our hardest to reach families.	Deputy Headteacher to have protected time to work with families. Access translation where needed. Admin support allocated

Review: last year's aims and outcomes

Due to the COVID pandemic much of the expected work and approaches were interrupted and/or cancelled. Assessment data was not collected for this academic year.

Aim	Outcome
Improved learning behaviours	Learning behaviours have been observed by SLT to be consistently good.
Improved oral language, reading and writing skills.	Internal data shows that this aim has not yet been achieved.
Good progress across KS1 and 2	Internal data shows this aim has not yet been achieved
Improved attendance and punctuality	Internal data shows that whole school data was at 96.4%, disadvantaged pupil's attendance data was at 96%, in March 2020 before lock-down, so the gap is not significant.