

Pupil premium strategy statement



Pupil Premium 2020/2021

The government has provided Pupil Premium funding for schools in proportion to the number of students who have claimed Free School Meals in the last six years (FSM) Ever 6. The Academy is free to decide how best to use this funding with the clear intention from the government that it should be used to support the learning of the target group of pupils and to close the attainment between this group and the other pupils.

Barriers and Strategy

In order to ensure that pupils at Cliff Park Infant, who experience barriers to educational achievement, and therefore qualify for the pupil premium grant make as much educational progress as their peers, experiencing the same level of enjoyment and welfare as their counterparts, the Academy's strategy is to secure for them access to a broad range of additional resources and stimuli such as books, opportunities to enjoy music and other cultural elements. Aspects of expenditure are purposefully designed to provide adequate nourishment on a daily basis, raise pupil's levels of motivation, improve their personal organisation and their literacy standards. Additionally, the Academy acknowledges the importance of ensuring pupil premium funding expenditure also develops parental engagement and family support where necessary and appropriate. Further, the strategy ensures effective coaching and mentoring where it is required in order to prevent and eradicate, for example any instances of bullying

School overview

Metric	Data
School name	Ormiston Cliff Park Infant Academy
Pupils in school	220
Proportion of disadvantaged pupils	24.43%
Pupil premium allocation this academic year	£67,250
Academic year or years covered by statement	2021-2022
Publish date	December 2020
Review date	November 2021
Statement authorised by	Chair of Governors
Pupil premium lead	P Reid
Governor lead	J Cutchey

Disadvantaged pupil attainment scores for last academic year (Lockdown - COVID 19)

Measure	Percentage
Reading- Age Expected or above	59%
Writing- Age Expected or above	57%
Maths- Age Expected or above	59%

Strategy aims for disadvantaged pupils

Measure	Percentage
Meeting expected standard or above at KS1- Reading	68%
Meeting expected standard or above at KS1- Writing	63%
Meeting expected standard or above at KS1- Mathematics	67%
Measure	Activity
Priority 1	To further train all staff in the teaching and assessment of reading and writing including the development of phonics and spelling
Priority 2	To train staff in the practice of developing vocabulary to improve reading and acquisition of knowledge
Priority 3	To further train staff in the teaching of problem solving in Mathematics
Barriers to learning these priorities address	Ensuring staff use evidence-based whole-class teaching interventions

Projected spending	£12270
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Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average attainment score for disadvantaged boys in KS1 Reading	Sept 22
Progress in Writing	Achieve national average attainment scores in KS1 Writing	Sept 22
Progress in Mathematics	Achieve national average attainment scores in KS1 Mathematics	Sept 22
Phonics	Achieve threshold for disadvantaged pupils	Sept 22
Other	Improve attendance of disadvantaged pupils to national average (98.5%)	Sept 22

Targeted academic support for current academic year

Measure	Activity
Priority 1	Establish small group/one to one regular intervention programmes based on assessment of gaps
Priority 2	Whole school strategies for the targeted use of Tier 2 and Tier 3 vocabulary and the effective use of talk
Priority 3	Establish small group/one to one regular intervention programmes
Barriers to learning these priorities address	Accessing wider reading opportunities and the use of wider vocabulary to gain knowledge to think
Projected spending	£27,936

Wider strategies for current academic year

Measure	Activity
Priority 1	To train staff in the further development of a relevant curriculum that supports the effective development of social and emotional skills inc PATHS, PSHE,
Priority 2	To further develop opportunities for enrichment provision
Barriers to learning these priorities address	Improving attendance and readiness to learn for the most disadvantaged pupils
Projected spending	£27,044

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development	Use of INSET, staff meetings days and additional cover being provided by additional teachers.
Targeted support	Ensuring enough time for Leaders to monitor impact of intervention	Strategic monitoring systems in place at class and leadership levels.
Wider strategies	Engaging the families facing most challenges	Strategic monitoring and collaboration between Family Support and Enrichment lead

Review: last year's aims and outcomes

Aim	Outcome
Raise attainment in Reading (COVID 19 lockdown – March onwards) therefore incomplete year.	EYFS – achieving Reading Age expected+ 53% on track March 2020 Y2 achieving Reading Age expected+ 59% on track March 2020
Raise Attainment in Mathematics (COVID 19 lockdown – March onwards) therefore incomplete year.	EYFS – Achieving Maths Age Expected+ 60% on track March 2020 Year 2 – Achieving Maths Age expected+ 59% on track March 2020
Raise attainment in Phonics at Y1 (COVID 19 lockdown – March onwards) therefore incomplete year.	Y1 Phonics pass- 50% on track March 2020