

Pupil Premium and COVID19 Catch Up strategy statement



School Overview

This strategy covers both the Pupil Premium and COVID19 Catch Up strategies in place at Sandbach Primary Academy for the academic year 2020-2021. It outlines, in broad terms, the strategies adopted by Sandbach Primary Academy to effectively support pupils across the school. In response to the evolving situation, the strategy is subject to ongoing evaluation and adjustment.

School overview

Metric	Data
School name	Sandbach Primary Academy
Pupils in school	114
Proportion of disadvantaged pupils	32%
Proportion of children with Education and Health Care Plans	10%
Pupil premium allocation this academic year	£47,075
Catch Up premium allocation this academic year	£7,120
Total allocation covered by this strategy	£54,195
Academic year or years covered by statement	2020-2021
Publish date	September 2020
Review date	September 2021
Statement authorised by	Click or tap here to enter text.
Pupil premium lead	Megan Dixon/Margaret Daly
Governor lead	Kate Goodridge

Disadvantaged pupil progress scores for last academic year with statutory assessment – 2018/19 (including SEND)

Measure	Score
Reading	-6.7 (-10.5 to -2.9); Average score 95
Writing	-3.2 (-6.7 to 0.4)
Maths	-2.8 (-6.1 to 0.6): Average score 100
Percentage attaining ARE in reading, writing and maths combined	30%
Percentage achieving higher standard in reading, writing and maths combined	0

Strategy aims for disadvantaged and COVID19 Catch up pupils (over 3 years)

Measure	Score
Meeting expected standard at KS2	85%+ of pupils working at ARE (excluding SEND)
Achieving high standard at KS2	20% achieving high standard at KS2 (excluding SEND)

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	85%+ of all pupils working at ARE (excluding SEND)	Sept 2021
Progress in Writing	85%+ of all pupils working at ARE (excluding SEND)	Sept 2021
Progress in Mathematics	85%+ of all pupils working at ARE (excluding SEND)	Sept 2021
Phonics	Year 2 pupils- 90% achieving expected standard Year 1 pupils – 90% achieving expected standard	November 2020 May 2021

Targeted academic support for current academic year

Measure	Activity
Priority 1	Teaching Assistant/small group targeted and bespoke intervention in reading (including phonics)
Priority 2	Teaching Assistant/small group targeted and bespoke intervention in maths
Priority 3	Teaching Assistant/small group targeted and bespoke intervention to support anxiety and mental health (social and emotional learning)
Barriers to learning these priorities address	Gaps in learning resulting from reduced attendance at school (lockdown) and inability to access learning
Projected spending	£26,000 (staffing)

Wider strategies for current academic year

Measure	Activity
Attendance and Access to Learning	See ADP Priority 1(b) for details Target outcome: 90%+ attendance for all pupils See ADP Priority 4 for details Digital technology access planning for all pupils in response to further closures Target outcome: all pupils access learning in response to further outcomes

Social, emotional and mental health	<p>Additional and specialist professional development for all staff on supporting student's social, emotional and mental health (universal)</p> <p>Resources to support universal practices in the classroom</p> <p>Small group/individual intervention and support for social, emotional and mental health</p> <p>Development of pathways for effective support of students, including the involvement of external agencies.</p> <p>Target outcome: all pupils are supported effectively and appropriately</p>
Barriers to learning these priorities address	Failure to access learning (either through reduced attendance, or challenges with access to online learning , or social and emotional and mental health)
Projected spending	£28,000

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	<p>Local and prevailing conditions leading to staff and student absence</p> <p>Changes to pedagogy related to COVID19 conditions</p>	<p>Training and expertise developed across the teaching team</p> <p>Ongoing professional development and staff supervision and support</p>
Targeted support	Local and prevailing conditions leading to staff and student absence	<p>Teaching Assistant time protected to ensure pupils receive tuition</p> <p>Training and expertise developed across the whole staff team</p> <p>Ongoing professional development and staff supervision and support</p>
Wider strategies	<p>Local and prevailing conditions leading to staff and student absence</p> <p>Lack of knowledge and expertise across staff</p>	<p>Training and expertise developed across the whole staff team</p> <p>Pathways to appropriate support (internal/external) clearly defined and understood.</p>

Strategy Review: aims and outcomes

Aim	Outcome
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Teaching review Dec 2021	
Targeted support Dec 2021	
Wider Strategies Dec 2021	
Teaching review April 2021	
Targeted support April 2021	
Wider Strategies April 2021	
Teaching review July 2021	
Targeted support July 2021	
Wider Strategies July 2021	