



## Pupil premium strategy statement (Including ACE)

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

### School Overview

Detail	Data
School name	Stapleford Abbots Primary Academy
Number of pupils in school	136
Proportion (%) of pupil premium eligible pupils	21.32%
Academic year/years that our current pupil premium strategy plan covers	2021/22
Date this statement was published	17 <sup>th</sup> November 2021
Date on which it will be reviewed	16 <sup>th</sup> November 2022
Statement authorised by	Ms. Emma Speller
Pupil premium lead	Ms. Emma Speller
Governor / Trustee lead	Andy Chripton

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£37,660
Recovery premium funding allocation this academic year	£6,570
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	<b>£44,230</b>

# Part A: Pupil premium strategy plan

## Statement of intent

**Overall objectives:** We want our disadvantaged pupils to achieve as well as non disadvantaged pupils nationally. We want our disadvantaged pupils to experience and enjoy every opportunity that all our pupils are offered so that they have an enriching time that they remember.

**The key measures for us:** Reading is a key aspect of our monitoring. This starts with speech and language screening in EYFS and phonics. We want to invest in early programmes of success to enable all our pupils to read confidently and accurately. We measure maths, reading and writing in all our year groups from Year 1 upwards using nationally benchmarked tests so that we are able to track our groups and individual pupils against a national norm. We use this data to identify early interventions enabling our pupils to catch up quickly.

**Key principles:** The key principles are the expectation that all children should be able to succeed. Our pupils are measured against national data sets so that we are able to keep our expectations high. Our data is used to identify early catch up so that pupils do not fall further behind and are able to progress on programmes that are individually tailored.

**Overarching our PP strategy is the following programme followed by all TKAT academies:**

**A Champion for Every Child Programme:** Every Pupil Premium pupil (and their families) have regular one-to-one contact to build relationships and overcome barriers.

Our ACE programme is part of the roll out of the TKAT pilot started in September, which has been externally evaluated.

“Overall the evaluation from the ACE programme’s pilot year sees promising evidence of impact, particularly on pupils’ attainment in maths and on levels of goal orientation, self-efficacy and motivation. Qualitative data from teachers and tutors also reflected a positive perception of the overall impact of the programme, alongside a number of recommendations for how the programme implementation could be improved further in future.” ImpactEd September 2021

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Attendance
2	Attainment
3	Take-up of school opportunities
4	Home school partnership

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Pp pupils with ACE Tutors, over time and relevant to the context, will have:	
<ul style="list-style-type: none"> <li>Rapidly improving attendance or attendance that is at or above the national average for all non-Pp pupils.</li> </ul>	<p>Pupils are attending school regularly (currently 94%PP) and not missing out on learning opportunities.</p> <p>Parents are aware of the importance of regular school attendance.</p>
<ul style="list-style-type: none"> <li>Rapidly improving or good pupil engagement compared to their peers</li> </ul>	<p>Pupils are engaged in activities, interventions and homework as measured in learning walks, SLT monitoring and class teacher feedback.</p>
<ul style="list-style-type: none"> <li>Rapidly improving outcomes or outcomes that are at or above the national average for all non-Pp pupils.</li> </ul>	<p>Phonics measures in Y1 aim for 90% pass for Pp and Non Pp children.</p> <p>Nationally benchmarked tests in reading and maths show less than 5% difference between Pp and Non Pp pupils.</p>
<ul style="list-style-type: none"> <li>Increased uptake of opportunities offered by the school outside of the classroom including raised career aspirations.</li> </ul>	<p>Measurement of opportunity take up in sports and beyond - which include trips and extracurricular activities show that Pp children have been targeted for specific opportunities to encourage take up.</p>
<ul style="list-style-type: none"> <li>Increased communication between school and home with rapid intervention or referral processes, as required</li> </ul>	<p>Parent feedback shows 95-100% agree with the statement from Pp children as measured in our annual survey.</p>

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

### Teaching resources Budgeted cost: £13,908

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>RWI phonics (professional development and annual subscription cost)</i>	RWI is a nationally approved phonics scheme with proven results on EEF.	2
<i>Mathematics Mastery (professional development and annual subscription cost)</i>	Mathematics Mastery as an approach is backed by EEF, this scheme gives detailed online support and supports teachers and TAs in identifying misconceptions and targets CPD	2
<i>Accelerated Reader (professional development and annual subscription cost)</i>	AR helps to track pupils with reading on a more regular basis, national data sets are available and we use it as part of a strategy to improve reading	2
<i>RWI leader support across TKAT</i>	Part of our CPD for leaders	2
<i>Mathematics leader support across TKAT</i>	Part of our CPD for leaders	2
<i>AR leader support across TKAT</i>	Part of our CPD for leaders	2
<i>Forest School</i>	FS is a nationally approved enrichment initiative to teach life skills and learning behaviours to children. Extra session allocated to PP children	2,3

### Targeted academic support (for example, tutoring, one-to-one support structured interventions) Budgeted cost: £11,447

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<i>RWI home support cards for every child in Rec and Y1</i>	RWI is a nationally approved phonics scheme with proven results on EEF.	2
<i>RWI phonics in Rec (additional TA time)</i>	RWI is a nationally approved phonics scheme with proven results on EEF.	2
<i>Maths and reading interventions (additional TA time)</i>	SHINE and AR interventions	2

**Wider strategies (for example, related to attendance, behaviour, wellbeing) Budgeted cost: £18,875**

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Appoint and train Lead and Tutors	Pilot evaluation see “The Kernnal Academies Trust: ACE evaluation summary” 2020-21 (ImpactEd)	1-4
Link Tutors and pupils according to need		
Communicate programme in and out of school		
Implement recording and tracking system		
Support Tutors to ensure pupils have appropriate goals/targets		
Provide supervision support for Tutors		

**Total budgeted cost: £44,230**

Part B: Review of outcomes in the previous academic year

## **Pupil premium strategy outcomes**

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Due to COVID-19, performance measures were not published for 2020 to 2021, however during the pandemic Stapleford Abbots Primary Academy evaluated pupil outcomes by using standardised teacher administered tests in reading and maths (NTS) and assessed children's writing progress through No More Marking.

Pupil Premium Summer 2021 outcomes

	Reading	Writing	Maths
Reception	GLD 67% (63% NPP)		
1 (7 children)	25% (48% NPP)	58% (84% NPP)	43% (64% NPP)
2 (2 children)	100% (76% NPP)	100% (70% NPP)	100% (65% NPP)
3 (1 child)	100% (74% NPP)	100% (68% NPP)	100% (75% NPP)
4 (6 children)	50% (80% NPP)	66% (60% NPP)	50% (73% NPP)
5 (4 children)	75% (82% NPP)	50% (64% NPP)	75% (80% NPP)
6 (4 children)	75% (93% NPP)	0% (56% NPP)	25% (73% NPP)

Non-pupil premium (NPP)

The intended outcomes of the 2020-2021 were partially met and are moved forward to the 2021/2022 Pupil Premium Strategy plan.

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*