

Pupil premium strategy statement – Stapleford Abbotts Primary School Academy

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	159
Proportion (%) of pupil premium eligible pupils	25%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	21/22 – 24/25
Date this statement was published	December 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Emma Speller – Head Teacher
Pupil premium lead	Emma Speller
Governor / Trustee lead	Sue Brown – Director of Education

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£41,550
Recovery premium funding allocation this academic year	£4350
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£45,900

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.

“Over all 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 data over the last 3 years shows that all our pupil’s overall attendance is lower than National and our most disadvantaged pupils are persistently the lowest group. Our assessments show that this group is performing lower than all groups in the core subjects due in part to their lack of attendance.

	This groups attendance has decreased since the pandemic and Autumn 2022 is at 14% compared to National of 6.5%
2	Attainment assessments in phonics and Reading show that disadvantaged pupils are not achieving as well as all other groups. This is in part due to poor speech and language development which impacts on comprehension and articulation of sounds.
3	Club participation data shows us that the most disadvantaged pupils do not stay after school to participate in enrichment activities. This has an impact on social, emotional and physical development.
4	Internal assessments and nationally benchmarked assessments show that the most disadvantaged pupils perform less well than their peers. Reading daily at home contributes significantly to reading enjoyment and development. Low literacy levels at home are a barrier to supporting reading at home.

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
1. Rapidly improving attendance or attendance that is at or above the national average for all PP pupils.	PP Pupils are attending school regularly (currently 89.8%PP) and not missing out on learning opportunities. School communication is clear and follows policy and all powers are used as well as support mechanisms to work with families to improve attendance.
2. Rapidly improving outcomes for all PP pupils in phonics – Improvement from 80% Yr 1 and 40% in Yr 2 from 2022	Phonics measures in Y1 aim for 90% pass for PP and 100% pass rate for Yr 2 retakes
3. Increased uptake of opportunities offered by the school outside of the classroom.	There is an increase from 26% of PP children taking part in clubs.
4. Increase of daily reading at home and school leading to improved outcomes at KS1 and KS2 for Reading	PP Reading outcomes at KS1 have improved from 44% PP Reading outcomes at KS2 have improved from 75%

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 (for example, CPD, recruitment and retention)

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>RWI lead coaches staff to ensure the lowest 20% get the best teaching for phonics and ensures that the best teachers take the lowest 20%</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics?utm_source=/education-evidence/teaching-learning-toolkit/phonics&utm_medium=search&utm_campaign=site_search&search_term=phonics Phonics has a positive impact overall of up to 5 months progress if taught well, explicitly and consistently.	2
<i>ACE tutor in place to mentor pupils</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring Mentoring can have a positive impact on pupil outcomes and social and emotional well-being.	1, 2, 3, 4

Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £18,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
ACE tutor to focus on mentoring meetings with pupils and parents to improve school attendance	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring Mentoring can have a positive impact on pupil outcomes and social and emotional well-being.	1, 2, 3, 4
<i>Speech and language screening</i>	Screening leading to in school intervention for oral interventions and or specialist support where	2

<i>and support in Nursery, EYFS and KS1</i>	needed is shown to have a high impact on pupil outcomes https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions?	
<i>Workshops for parents on supporting phonics and reading at home</i>	https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/supporting-parents/EEF_Parental_Engagement_Summary_of_recommendations.pdf?v=1670957999 Parent engagement work can have a high positive impact on pupils and workshops are giving practical strategies to support learning at home as suggested in the EEF summary of recommendations for supporting children's learning.	2, 4
ACE tutor speaks directly to parents to encourage them to join clubs offered for free including Forest school.	https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/supporting-parents/EEF_Parental_Engagement_Summary_of_recommendations.pdf?v=1670957999 Parent engagement work can have a high positive impact on pupils and workshops are giving practical strategies to support learning at home as suggested in the EEF summary of recommendations for supporting children's learning.	3, 4

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	1

Fund to pay for trips and enrichment activities or resources for pupils to access	Resources are often the reason parents have cited as stopping their children participating in the wider life of the school.	3
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Total budgeted cost: £40,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

<u>2021-2022 Pupil Premium academic outcomes</u>			
Reception 80% Achieved GLD			
Year 1 Phonic Screening 80% passed			
Reception % Achieving GLD	Reading % Expected or above	Writing % Expected or above	Maths % Expected or above
Year 1	20	80	40
Year 2	44	44	44
Year 3	33	66	66
Year 4	50	50	50
Year 5	83	100	83
Year 6	75	75	75
NTS Assessments for maths and reading are used to assess children three times a year. Accelerated Reader Star analysis tests form the basis of our reading comprehension outcomes for Key Stage 2 children. Year 1 Phonic screening takes place in May Nationally and in Reception, pupils are assessed at the end of the academic year for evidence they have reached a Good Level of Development (GLD)			

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
NA	NA