

Pupil premium strategy statement

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	Sticklepath Community Primary Academy
Number of pupils in school	420 (+ 45 nursery)
Proportion (%) of pupil premium eligible pupils	27%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Samantha Warner Executive Co-headteacher
Pupil premium lead	Matthew Pennington Deputy Head Teacher
Governor / Trustee lead	Phil Venn

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£153 330
Recovery premium funding allocation this academic year	£15 225 (carry forward from previous year (£20 019.15))
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£188 574.15

Part A: Pupil premium strategy plan

Statement of intent

At Sticklepath Community Primary Academy, our intent is that all children will succeed through our highly inclusive and supportive learning environment built around the philosophy of Growth Mindsets. The school's approach to meeting the needs of all pupils, including the most disadvantaged, is based around securing the very best Quality First teaching and a belief that education is transformational for children's life chances – we use the term 'change agents' for children and for staff.

We take a multi-layered approach to securing the very best Quality First teaching which includes approaches such as no hands up so that all children participate and respond and having the highest expectations for all pupils, especially the most disadvantaged – see our [Pupil Premium Policy](#).

We teach the children about the brain science of learning so that they understand and are empowered to be in control of their own learning.

Our mastery curriculum reflects the needs of our disadvantaged pupils through a key focus on:-

- the systematic teaching of and immersion in a vocabulary rich environment from nursery to Year 6 to support children to develop their language and vocabulary
- the core skill of reading from nursery to Year 6 including the systematic teaching of phonics and reading for pleasure
- oracy, dialogic teaching and pupils voice in the classroom so pupils use their vocabulary to reason, explain, justify and communicate their thinking (linked to construction of knowledge, higher order thinking and deep learning)
- an enquiry-based curriculum that is designed to build sequentially on prior learning and experiences so children have to recall ('hook back') to previous learning (Bjork's work on memory and recall). This supports the children in the development of schema so that they learn and remember more
- high expectations, captured in the school's aims and attributes, which challenge low aspirations
- supported access to wider opportunities, including an arts and sports rich curriculum, developing cultural capital, pride and professionalism
- staff professional learning and development that focuses on key subject and pedagogical knowledge that will benefit all children through Quality First Teaching but especially the lowest 20%

Where children require Wave 2 and 3 interventions, we base these on evidence-based research and what we know to be the most effective practice. Recovery premium has

been used to fund school-based tutoring delivered by class teachers after school using a pre-teach and instant intervention approach. All interventions are based on rigorous diagnostic assessment with impact measured through impact on pupil outcomes.

Teachers understand their role as change agents through the school's clear social justice agenda and their accountability for the progress and outcomes of pupil premium pupils. The school judges the impact of all its school development plan work on the outcomes and impact on disadvantaged pupils – see Sticklepath Intent, Implementation and Impact Overview.

A three year whole school focus on oracy and dialogic teaching, which is in its 1st year, puts disadvantaged children at the heart of the school improvement process – see School Development Plan.

Challenges

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

Challenge number	Detail of challenge
1	Assessments and observations have identified poor speech with pupils entering reception. This is the mechanics of speech.
2	Assessments, observations and discussions with pupils indicate poor oracy skills and vocabulary gaps; this is in all three tiers of vocabulary. This impacts on all aspects of learning.
3	Assessments and observations show that pupils enter school being unable to segment and blend; auditory skills are poor. This impacts on pupils' ability to use and apply phonics.
4	Observations indicate that disadvantaged pupils have poor life experiences; this links strongly to their poor vocabulary. This impacts on their ability to access learning across the whole curriculum.
5	Assessments, observations and discussions with pupils indicate that lockdown as had a proportionately bigger impact on disadvantaged pupils. This is most noticeable in Year 2 reading and writing across all year groups. This is supported by national data.
6	Observations since lockdown have identified a loss of resilience and stamina and an increase in fixed mindset thinking. This is being addressed.
7	Attendance for disadvantaged pupils is lower than for other pupils and this has remained the case in Autumn Term 2021. For some disadvantaged pupils, this is impacting on their ability to learn and remember more.
8	Most recent data indicates disadvantaged pupils are working below their non disadvantaged peers in reading, writing and maths.

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
Develop and improve the mechanics of speech	Successful completion of Speech and Language programmes Pupils working within average age range in Speech Links assessment Pupils sound out correctly and can 'get their mouths ready'
Improve oracy skills	Lesson observations show an improvement in pupils' oracy skills – see progression statements By 2024, summative oracy data will show narrowing gaps for oracy
Develop, improve and widen vocabulary	Lesson observations and work scrutinies (including discussions with pupils) show pupils use a range of tier 1, 2 and 3 vocabularies across the curriculum
Improve pupils' segmenting and blending	Pupils are able to segment and blend by the end of reception.
Widen life experiences and provide scaffolds to access the curriculum	All disadvantaged pupils access a school club Enquiry plans are adapted to ensure disadvantaged pupils can access learning (link to schema) Lesson observations and work scrutinies (including discussions with pupils) show pupils accessing the curriculum and developing schema
Narrow/close attainment gaps in reading, writing and maths	Data shows gaps are narrowing or closed (success criteria to be updated after each data drop)
Improve pupils' growth mindset including their resilience and stamina to pre Covid levels	Lesson observations, teacher observations and discussions with pupils including in work scrutinies show features of a growth mindset including resilience and stamina
Improve attendance for identified disadvantaged pupils	Attendance is improving and is broadly average by 2024

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: £ 80 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole school Oracy training including CPD across the Trust</p> <p>Development of a whole school progression in oracy including the teaching of vocabulary</p> <p>Development of the teaching of oracy through PHSE</p> <p>Language led learning approach in nursery</p>	<p>Huge evidence base that identifies oracy and language development, including vocabulary, as key indicators of success in learning.</p> <p>https://oracy.inparliament.uk/why-oracy-matters</p>	<p>2 4 8</p>
<p>1 Reading and Writing:</p> <p>2 Wave 3 reading teacher in Year 2</p> <p>3 'Right to Read' programme in Year 3</p> <p>4 English leader out of class for one</p>	<p>Reading recovery a proven intervention to support children to develop successful reading strategies.</p> <p>Right to read programme based on evidence based practice.</p> <p>Reading identified as the key skill in accessing the whole curriculum.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	<p>3 5 8</p>

<p>year to support teachers with the planning and teaching of writing, notably in Year 6</p> <p>5 Development of phonics approach (linked to new expectations)</p>	<p>http://www.educationengland.org.uk/documents/pdfs/2008-IRPC-interim-report.pdf</p>	
<p>6 CPD on Pupil Premium Policy – first focus on cognitive challenge</p> <p>7 Coaching for all teachers from Deputy Head teacher on classroom practice with the focus on disadvantaged pupils in Quality First teaching</p>	<p>Having high expectations of all children identified in the research as the biggest predictor for success. This is best captured in the work of John Hattie.</p> <p>https://visible-learning.org/</p> <p>https://journals.sagepub.com/doi/full/10.1177/0004944118824420</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p>	6
<p>8 Purchase maths scheme</p>	<p>Maths textbooks are a feature of high performing jurisdictions (see Pisa tables) and a strong component of the mastery maths approach</p> <p>https://www.ncetm.org.uk/teaching-for-mastery/mastery-explained/textbooks/subsidy-faqs/</p>	8

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

Budgeted cost: £ 60 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>9 A structured CPD and coaching programme for teachers linked to the teaching of Oracy with the use of 'gap tasks'</p> <p>10 Target children and strategies identified in pupil progress meetings</p>	<p>Huge evidence base that identifies oracy and language development, including vocabulary, as key indicators of success in learning.</p> <p>https://oracy.inparliament.uk/why-oracy-matters</p>	2 4 8
<p>11 Writing conferencing for Year 6</p> <p>12 Wave 3 reading teacher in Year 2</p> <p>13 'Right to Read' programme in Year 3</p>	<p>Writing conferencing and reading recovery are proven Wave 2 and 3 interventions with a strong evidence base:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p> <p>https://visible-learning.org/</p> <p>https://readingrecovery.org/wp-content/uploads/2016/12/Evidence_Executive_Summary_Complete.pdf</p>	5 8 3
<p>14 Maths Catch Up Programme</p>	<p>Based in pre teach and instant intervention; both approaches have a strong evidence base rooted in the mastery maths approach led by the NCETM:</p> <p>https://www.ncetm.org.uk/media/2ljdu4kh/ncetm_primary_teachingformastery_report_july2019.pdf</p>	2 8

15	S peech and Language Interventi on	A one to one programme linked to speech and language link assessments, often using programmes supplied by Speech and Language.	1
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 40 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
16 Focus on school learner attribute of professionalism 17 Whole school reset of learning behaviours	Having high expectations of all children identified in the research as the biggest predictor for success. This is best captured in the work of John Hattie. https://visible-learning.org/ https://journals.sagepub.com/doi/full/10.1177/0004944118824420 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit	6
Focus on Oracy across all aspects of school life e.g. saying 'Good morning' to all adults; link to professionalism and high expectations. CPD for all staff to support this	Huge evidence base that identifies oracy and language development, including vocabulary, as key indicators of success in learning. https://oracy.inparliament.uk/why-oracy-matters	2 4
Target disadvantaged pupils for all aspects of the wider curriculum e.g. school council; attendance at clubs. Use of pupil premium funding for some paid clubs e.g. surf school	The EEF's evidence base for a whole school approach applies a three strand approach, of which wider opportunities is the third strand. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit	4

Attendance monitoring and support including through Early Help where required	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/412638/The_link_between_absence_and_attainment_at_KS2_and_KS4.pdf Strong link between poor attendance and attainment.	7
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Total budgeted cost: £ 180 000

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.

18 ies	Priorit	19 ost	20 Summary of Provision	21 Outco me	22 Evaluation
23	1. Reestablish high expectations and learning behaviours	24 ready costed	25 Modeling language of learning and growth mindset; review curriculum breadth	26 Learnin g behaviours are good across the school	27 This was effectively implemented in the Autumn term but was impacted on by the second lockdown. Will form a key part of next year's School Development Plan (Key Priority 1)
28	2.Rees tablish non negotiables in writing	29 ready costed	30 Revisit these in 1st half term; high expectations; use of feedback and marking	31 Non negotiables are in place in writing	32 see above. Will be part of KP2.
33	3.PLD on maths strategies	34 500	35 PLD sessions for teachers and TAs revisiting maths strategies 36 Coaching from maths leader	37 Strateg ies e.g. CPA are in place within Wave 1 and Wave 2 teaching	38 Achieved. Also formed a part of the maths catch up programme where the maths leader also provided coaching on the CPA approach.
39	4. PLD on Pupil Premium Strategy and metacognition and self regulation	40 1000 - cover coachin g	41 PLD on the PP Strategy and Metacognition 42 Lesson observations and feedback/coaching 43 Pupil Progress meetings to discuss individual pupils	44 Disadv antaged pupils are accessing the learning in Wave 1 and teachers use a range of strategies including metacognition to scaffold learning	45 Not achieved due to impact of lockdowns on teacher CPD and Covid restrictions within school. Summer CPD time was given over to the maths catch up programme and re-establishing expectations.
46	5. Focus on language acquisition in nursery	47 500 cover for training and coachin g	48 Language led learning approach trialed 49 PLD and coaching for practitioners 50 Early Talk Boost	51 Data shows good progress in language development using Development Matters and the progression in grammatical acquisition document	52 Achieved – including with an external evaluation. 53 Quantative data measurements will form a part of the SDP next year as much of the data was qualitative.

54 6. Embed approach to reading in reception	55 A Iready costed	56 Use of phonics to teach reading 57 Guided sessions 58 Phonics intervention designed on spacing 59 Online parent training and use of Tapestry to support parents	60 Reading data in line with Devon average in 2020/1	61 No comparative data. 62 However, teacher assessment including use of book bands was the highest ever. The school is now confident it has established highly effective provision in reception for the teaching of reading. This has included very effective use of Tapestry and a spaced phonics intervention programme which has supported the lowest 20% to keep up with the other pupils.
63 Targeted Academic Support				
64 1. Maths catch up programme for disadvantaged pupils	65 Link to catch up funding	66 Wave 2 teacher and teaching assistant intervention for 10 weeks delivered after school focusing on closing gaps and pre learning and instant intervention 67 Support from maths leader	68 Gaps identified in diagnostic testing are closed.	69 Achieved – see maths leader report.
70 2. Closing the gap in reading	71 £30 000	72 Wave 2 and 3 language intervention in nursery – Early Talk Boost and Speech and Language TA 73 Early Talk boost used to plan Wave 1 provision 74 Wave 2 and 3 reading intervention in reception 75 Phonics Wave 2 intervention in reception and KS1 76 Wave 3 Reading specialist	77 Rising attainment in prime area of CLL, especially in speaking 78 More children from school nursery entering reception working at the expected standard for CLL 79 Improved reading outcomes in EYFS in line with Devon average 80 Children in Wave 2 and 3 reading make accelerated progress	81 Achieved. 82 This cannot necessarily be seen within the working at teacher assessment data at the end of the academic year as disadvantaged children who were not in school during lockdown made little or no progress. However, these children were targeted on return to school and progress was accelerated for almost all pupils. These pupils will be tracked and supported next year.
83 3. Thrive based nurture class	84 £75 000	85 Bespoke wave 2 intervention class with high pupil to staff ratio.	86 Children meet their end of year targets e.g. to access mainstream; to regulate emotions	87 2 out of 3 children successfully returned to mainstream – with significant levels of support.

88	5. Thrive based group nurture		89	Wave 2 and 3 intervention delivered by Thrive trained TAs for pupils with identified Thrive needs	90	Children meet their Thrive targets	91	Provision was patchy due to staff absence and difficult to track. This will form a key part of the SenCo action plan for 2021-2022. However, school can identify some highly effective work in supporting children to successfully return to school.			
92	6. Speech and Language support	93	£19 000	94	Wave 3 programme including across nursery linked to speech and language targets	95	Children meet their speech and language targets	96	Achieved.		
97 Wider Outcomes											
98	Aim	99	Cost	100	Summary of Provision	101	Outcome	102	Evaluation		
103	1. To ensure all pupils have access to technology and WiFi to support remote learning	104	£10 000	105	Questionnaire to identify need	106	Purchase of hardware - possible use of Government scheme	107	All pupils can access virtual learning platform from home	108	Achieved.
109	2. Ensure families have appropriate support			110	Use of Early Help process to identify need	111	School internal referral processes	112	Case studies show school has successfully support families including use of outside agencies	113	Achieved. The new Early Help leader has quickly established outstanding Early Help practice and made a significant difference to children and families.
114	3. Support parents to support their child with the maths intervention programme			115	Contact with and online support for parents of children in Wave 2 interventions	116	Parents confident to support children; evidence where they have done this	117	Not achieved. Focus for maths leader has been on supporting teachers.		

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

