Sticklepath Community Primary Academy

Pupil Premium Strategy

At Sticklepath Community Primary Academy, our ethos is built around the belief that **all** children have the potential to achieve. Through our highly inclusive and supportive learning environment built around the philosophy of Growth Mindset and a culture of high expectations for all, we are committed to all children experiencing a sense of pride and success through learning.

We are committed to widening children's life experiences and creating memorable episodes as part of our rich curriculum. This is particularly important for developing children's language acquisition and background knowledge – key for successful learning.

The mastery approach of the National Curriculum embeds this expectation that all pupils will achieve. It is the role of the school to ascertain all children's prior knowledge and ensure they are supported, through scaffolded learning opportunities built on clear next steps and appropriate challenge, to achieve the desired outcomes.

All adults working with all pupils including disadvantaged pupils will take *every* opportunity on a daily basis to build on strengths in learning and tackle any barriers to learning.

What is Pupil Premium?

The Pupil Premium funding is given to schools by the government with the aim of targeting learning for specific groups of children:

- Pupils entitled to Free School Meals (FSM) using the government's eligibility criteria or those who have been identified for FSM in the past six years ('Ever 6 FSM')
- Children in Care or who are adopted
- Children belonging to Services Families (Service Premium)

The funding is added to the planned expenditure already in place to meet the needs of all children in

school, in order for them to make good to outstanding progress in their learning.

In making provision for socially disadvantaged pupils, we recognise that not all pupils who are in receipt of Pupil Premium will be socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged are in receipt of Pupil Premium. The school is best placed to allocate the Pupil Premium funding to support any child or groups of children legitimately identified as being in need of intervention and support.

At Sticklepath, approximately 25% of our children are eligible for the Pupil Premium of £1345. This is in line with the national average. This percentage varies between cohorts of children. However, we recognise many of our families are in the 'Just about managing' group.

Provision

To support all pupils including disadvantaged pupils, the school takes a multi-layered approach where support is located at all levels within school.

1. **Key Questions**.

When considering the impact of provision on children's achievement, we ask ourselves the following questions:-

- How well did children achieve the learning?
- How are children engaging with the learning?
- Are all children being cognitively challenged?
- Do we have high expectations of all children?
- What do we need to do differently for any child who is not making good progress? What will this scaffolding look like?

2. **Quality Wave 1 Teaching**

- How well do children respond to Quality First Teaching?
- Are they actively engaged in learning?

When asking these <u>two</u> questions, the class teacher will consider the following:-

- **Classroom organisation and environment** – *does our classroom organisation ensure equity? e.g. can all the children see the teacher? Do they all have a talk partner? Does the classroom environment support children with poor working memory?*
- **Participation and Responding** – ***do all children participate?*** *If not, how can we structure their learning experience so that they do: e.g. talk partners*
- **Talk and collaborative learning** – *are these planned and meaningful? Do all children have the language skills to participate? If they don't, what do we do? Do all children talk?*
- **Expectation** – *do we have high expectations for all pupils? Do we expect and ensure all pupils achieve?*
- **Contexts for Learning** – *do we create meaningful contexts for all pupils? Do we ensure pupils have the prior knowledge and associated language skills to participate and learn? If they don't, what do we do?*
- **Choice and decision making** – *do **all** pupils have the opportunities to make decisions and justify their reasoning?*
- **Being supported to make connections** – *are links between learning made explicit? Do children 'hook back' to previous learning? Are pupils supported to use and apply key skills across all subjects in planned and meaningful ways?*

- **Mistakes and struggle** – *are all pupils allowed to work independently? Is cognitive challenge there for all pupils? Do pupils understand the link between mistakes, struggle and learning (the Learning Pit)?*
- **Purposeful practice -** *do all children have the opportunity to practice and consolidate new learning (knowledge, skills and understanding)? Do they understand what is happening to their brain when they practice purposefully? (metacognition)*
- **Bjork's work on memory and learning** - *do teachers use the concept of spacing when planning to support all learners but especially 'slow graspers'? Do teachers plan for children to recall previous learning e.g. through no stakes testing? Is the idea of spacing and recall used for long term curriculum planning?*
- **Metacognition and Self Regulation** - are these explicitly taught through subject content?

Additional support pupils may require to access Wave 1 teaching could include:-

- **Pre-teaching** of key concepts, *particularly relating to new vocabulary*
- **A layered approach**: all adults working with a child using the same language and approach
- **Instant Intervention**: Additional teaching in the afternoons to master key knowledge, skills and understanding taught in the morning; this could be delivered in a cross curricular approach in children requiring additional opportunities to use and apply or could be further direct teaching
- **Relationships** building
- **Using metacognition to capture and celebrate success** and building on this e.g. 'Do you remember when you were successful in ….. and how that felt. How could you use that to tackle this?'
- **Developing growth mindsets:**
- supporting children to fail
- making children do what they find hard (not avoiding it!)
- providing sentence frames for explaining the link between learning, growth mindset and the brain
- **Forced participation**
- **Checking in**
- **Setting high expectations** including around precision and accuracy - and never compromising on these
- Weaning pupils off adult dependency
- **Visible learning**: tight success criteria and targets - which are repeated and referred to over and over and over…
- **Scaffolding language:**
- providing sentence stems and frames
- time for oral rehearsal - in complete sentences
- good role models to work alongside
- **Working Memory (cognitive load):**
- containing learning experiences e.g. by giving pupils a key question to focus on or a limited number of questions to complete
- selective word banks and key vocabulary
- developing automaticity
- Decluttering the learning environment
- supporting children with their own strategies

3. **Identifying Barriers to Learning**

The following list are potential barriers to learning. This list is not exhaustive! If barriers to learning are identified, the school will work with the child and parent(s) to address these:
- Low aspirations

- Low self esteem
- Lack of confidence
- Fear of failure
- Dependency/risk averse
- Poor learning behaviours
- Low expectations from the teacher
- Poor self regulation
- Poor language acquisition, lack of prior knowledge and low starting points

4. Wave 2 and Wave 3 Provision

If any pupil receives a Wave 2 or 3 intervention, this is time-limited, highly targeted support with clear outcomes.

When a pupil is in an intervention, there is an expectation that, where possible, the pupil will be given the opportunity to take on an expert role back in the classroom.

The adult leading the intervention will, in discussion with the class teacher, offer support where possible to the child back in the classroom to ensure links are made.

Current Wave 2 and 3 Interventions:

- Speech and Language
- Thrive-based nurture
- Wave 3 Reading and Project X
- Speech and Language Link (in Reception)
- Reading interventions based around fluency and/or comprehension
- Talk Boost and Let's Talk - Nursery

Whole School Processes

- **Professional meetings** – regular meetings take place between all adults involved with a child to ensure actions put in place are having an impact on outcomes
- **Team meetings** – team meetings are used to discuss progress and attainment of all pupils against the Yearly objectives
- **Lesson observations** – achievement of disadvantaged pupils will be one of the key criteria for judging the effectiveness of teaching
- **Pupil progress meetings** – these take place at the beginning of each term between the HT and individual teachers. Impact of provision is analysed and critiqued and provision for pupils causing concern is discussed. Target pupils are identified with clear achievement outcomes set.

Wider Outcomes for Pupils

The school recognises that the wider curriculum supports and enriches children's development in all areas of learning and creates memorable, enriching life experiences, giving children a broader base on which new learning can be built.

Actions the school is taking to address wider outcomes for pupils:-

- IT provision for home learning
- Meetings with parents and child to ascertain how best they feel they can be supported
- Ensuring disadvantaged pupils are represented in clubs and arenas such as School Council
- Commitment to increase the percentage of disadvantaged pupils accessing clubs both within

and beyond school
- Providing adult support on school trips etc to pupils with poor language and life experiences so that the adult can 'narrate' the day and provide the language needed for learning
- Working with other schools and agencies to provide out of school opportunities, particularly during holiday time

Monitoring and Reporting

- **Data –** this is analysed on a twice yearly basis across the whole school. The progress of disadvantaged pupils and the impact of any interventions are analysed and actions are put in place.
- **Governance –** the school's senior leaders report to Governors on a regular basis on the impact of Pupil Premium funding on outcomes for pupils.
- **Reporting –** The school's Pupil Premium Action Plan is available on the school website. An annual impact report is also published online.
- **External Evaluation -** the school invests in regular external evaluation of the impact of its work for disadvantaged pupils through its school improvement process.

As a matter of policy and practice Sticklepath Community School carries out an equality impact assessment (EIA) to ensure a policy does not, even inadvertently, disadvantage groups of pupils with protected characteristics, in compliance with para 1.4.17 of the school Equality Policy, logged below:	
Policy Name: Pupil Premium Strategy	Review Date: June 2019 Reviewed May 2017 January 2018 June 2018 September 2020
Approved Date: 11.2014	EqIA Completed Date: 11.2014
Approved By: SMT	EqIA Completed By: AP
Author: SWA	Monitoring & Evaluation By: RBL

NB: aspects of this policy will not be enacted during the COVID-19 restrictions