

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	407 (+ 35 nursery)
Proportion (%) of pupil premium eligible pupils	24%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	September 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Samantha Warner Executive Co-headteacher
Pupil premium lead	Matthew Pennington Deputy Head Teacher
Governor / Trustee lead	Jessica Patel

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£144 696
Recovery premium funding allocation this academic year	£15 044
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	£159 740

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

https://www.sticklepathschool.org.uk/_files/ugd/47510e_1cf8feb06ba643e0ae91b0be871c6ce2.pdf

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 pupil 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 aspiration
- 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 maths 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
https://19986ce8-1630-499a-afb9-2040b457cc85.filesusr.com/ugd/47510e_f010e12868fd427a94aa018afbe61eb4.pdf

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 nursery reception. This includes the mechanics of speech. This is noticeably worse for the new nursery intake, suggesting a link to the impact of the pandemic.
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 groups. This is reflected in 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 throughout the academic year. For some disadvantaged pupils, this is impacting on their ability to learn and remember more.
8	Families are increasingly struggling due to the impact of the cost of living crisis. Increasing numbers of families are being supported through the Early Help process.

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 or closed 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
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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: £ 50 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Oracy and the Dialogic Classroom: 2nd Year of Oracy Project</p> <p>Whole school Oracy training on the dialogic classroom</p> <p>Embedding of a whole school progression in oracy including the teaching of vocabulary</p> <p>Embedding of the teaching of oracy through PHSE</p> <p>Developing the role of oracy in other subjects – Maths Talk project led by the Trust</p> <p>Language-led learning approach in nursery</p> <p>Elkan speech and language approaches developed in nursery</p> <p>Elkan training for nursery lead</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>Robin Alexander’s work on the dialogic classroom; Voice 21; EEF research</p>	1 2 3 4
<p>Reading and Writing:</p> <p>Wave 3 reading training refresher for all teaching assistants</p> <p>Development of Early Reading approach into Year 1</p> <p>New spelling programme and policy from Yr 2 upwards</p> <p>Revisit of feedback policy and non negotiables</p> <p>Language led learning transitioning into reception with a revisit of key concepts English</p>	<p>Reading recovery a proven intervention to support children to develop successful reading strategies.</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>	3 5 7

Developing teachers' forensic knowledge of what pupils can and can't do and their next steps to rapidly narrow attainment gaps	http://www.educationengland.org.uk/documents/pdfs/2008-IRPC-interim-report.pdf	
CPD on Pupil Premium Policy – first foci on working memory and cognitive challenge Coaching for all teachers from Deputy Head teacher on classroom practice with the focus on disadvantaged pupils in Quality First teaching - ensuring consistency of high expectations for all pupils including learning behaviours and to rapidly narrow attainment gaps	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	4 5 6
Introduce and implement new Trust wide Attendance Policy		7

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
Target children and strategies identified in pupil progress meetings – including for oracy	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 8

<p>Reading and Writing: Wave 3 reading teacher in Year 3 Wave 3 reading teacher in Year 1 Wave 3 reading training refresher for all teaching assistants Phonics slow graspers intervention in reception</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>Maths Catch Up Programme: Delivered within teaching time</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/21jdu4kh/ncetm_primary_teachingfor_mastery_report_july2019.pdf</p>	2 8
<p>Speech and Language: Speech and Language Intervention</p> <p>Elkan approach differentiated for target pupils in nursery</p>	<p>A one to one programme linked to speech and language link assessments, often using programmes supplied by Speech and Language.</p>	1 2 3 4

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

Budgeted cost: £ 40 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Focus on school learner attribute of professionalism Whole school reset of learning behaviours</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>	6

	https://journals.sagepub.com/doi/full/10.1177/0004944118824420 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit	
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 – continued from last year	<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
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	<p>The EEF's evidence base for a whole school approach applies a three strand approach, of which wider opportunities is the third strand.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p>	4
Relational Practice developed across the whole school – to build respectful relationships with all children and families	<p>https://www.babcockldp.co.uk/babcock_ldp/Core-Downloads/COVID/Back-to-School/vlog5/Guidance-for-Developing-Relational-Practice-and-Policy.pdf</p> <p>Evidence base included in this publication</p>	4 7 8
Attendance monitoring and support including through Early Help where required	<p>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</p> <p>Strong link between poor attendance and attainment.</p>	7

Total budgeted cost: £ 150 000

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 2021 to 2022 academic year.

Teaching (for example CPD, recruitment, retention)				
Priorities	Cost	Summary of Provision	Outcome	Evaluation
Develop pupils' oracy – whole school oracy project	£80 000	Focus on physical strands taught through PHSE	Pupils can speak clearly, confidently and audibly including in front of their peers	See Summer ISIP report Very positive impact for pupils in terms of physical oracy and also listening skills. Hand gestures has played a key part in this development: https://docs.google.com/document/d/1diVf1JSCTXKwK6vR--Gn1sW9y_nbkRPHr/edit
Language led learning approach in nursery		Development of language concepts with a spaced approach. Mapped out developmentally. Nursery lead providing training.	Improved language and vocabulary in nursery; increase in % pupils school ready	External and in school monitoring has identified the positive impact of this LLL approach, especially on adult/child interactions. Nursery lead sharing this work at conference level. 82% of children leaving nursery July 2022 understood and were using concept language at level 3 or above (expected level at age 4 = level 3)
Development of a new Early Reading approach including phonics		School based phonics approach – exceeding Government criteria	Yr 1 phonics above national average Successful slow graspers intervention; % pupils achieving GLD increase	Yr 1 Phonics 92% PP = 70% PP – Yr 2 retakes 100% GLD 78% Deep Dive Early Reading External evaluation - https://docs.google.com/document/d/1JEKtQxYPs-igho13HSpwRMINnMloYPM2/edit
Implementation of new maths scheme		New maths scheme Powermaths Yr 1 to Yr 6	Improved Wave 1 maths teaching, especially use of CPA, sentence stems and mathematical vocabulary	Scheme successfully embedded including an adapted version for reception. In almost all year groups, attainment in maths for PP pupils improved over the year; in Year 6 75% pp pupils achieved the expected standard – the attainment gap had closed Pupils more confident in lessons
CPD on Pupil Premium Policy -high expectations for all		CPD programme built around the PP policy.	High expectations evident in all classrooms with adults using strategies in Wave 1 teaching to support pp pupils	This CPD did not take place due to the Maths Catch Up after school programme
Targeted Academic Support				

Wave 3 Reading support for Year 2	£60 000	Wave 3 reading programme for identified pupils in Yr 2	Pupils make accelerated progress to reach the expected standard	Poor data for this group; provision was not consistent and was affected by Covid absence. This group will be a target group moving into Year 3
Maths Catch up Programme		Small group after school tutoring delivered by the class teacher using an instant intervention/pre teach approach	Attainment gaps narrow Pupils are more confident in class and make accelerated progress	Maths attainment for PP pupils improved over the year although attainment gaps remain. Yr 6 maths – gap closed.
Speech and Language Intervention		1-1 provision with targets and programme delivered by a skilled TA following speech and language assessment	Individualised targets achieved; pupils 'signed off' by speech and language'	
Wider Outcomes				
Whole school reset of learning behaviours; development of learner attribute of professionalism	£40 000	Whole school focus on behaviour, learning behaviours and learning – across all aspects of school Pupils exploring in assemblies the concept of 'professionalism'	KS2 pupils can articulate and show what it means to be professional Learning behaviour and behaviour generally at least good and often outstanding	
Oracy focus across all aspects of school life		Developing aspects of oracy related to social capital and character	Pupils say good morning etc to adults Children speak confidently in assembly	
Engagement in wider school life				
Attendance Early Help				

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