



## Sticklepath Community Primary Academy

### Pupil Premium Action Plan 2020-2021 - Evaluation

Summary Information	
Total Number of Pupils	418
Number of PP-eligible Pupils (and %)	109 (26%)
Total PP budget	£139 713.00
Date of Most Recent PP Review	March 2018

Current Yr 6 Pupil Premium Attainment - % PP meeting the expected standard			
Cohort = 58 pupils PP = 20 pupils	% School PP	% National other	Attainment Gap
Combined Reading, Writing and Maths	45	67	-22
Reading	60	77	-17
Writing	60	81	-21
Maths	55	80	-25
Green indicates a closed gap (< 1 pupil); yellow indicates a narrowing gap with previous available data; red indicates a widening gap with previous available data			

#### Key Barriers to Learning

Pupils enter nursery and reception with poor communication and language skills, particularly around speech. Children have impoverished exposure to language which makes accessing learning a challenge in all areas but particularly with 'technical' language such as in maths. Children have poor executive functioning so therefore are unable to process and retrieve information. The children come in with very low Thrive strands below the 'thinking' strand required for learning so require additional support to be able to access learning. Many of these children exhibit a fixed mindset attitude therefore find struggle and challenge difficult to manage. Attendance can be an issue and many pupils live in chaotic households. Parents sometimes lack the skills to support their child to make progress in their learning.

## Summary of Provision

## Learning



EYFS Speech and Language Link  
Pre School Speech and Language Link; Early Talk Boost  
Wave 3 Reading in Yr 1 and in Year 2 and 3  
Speech and Language support  
Achievement for All - working memory in Wave 1  
Maths Instant Intervention and prelearning as part of catch up programme  
Wave 1 and 3 coaching based on Pupil Premium Strategy and Maths intervention  
KS1 Phonics Intervention  
Self regulation (metacognition) focus in Wave 1  
Effectively targeting pupils' next steps to narrow attainment gaps  
Support for Wave 1 teaching from SenCo  
Maths PLD - revisiting strategies and approaches

## Wider Outcomes



Access to Early Help including for attendance  
Identifying needs and providing technology for home learning  
Engaging parents in understanding the Wave 2 maths programme in order to support children at home  
Possible use of National Tutoring programme

## Social and Emotional



Thrive based Nurture Class  
1-1 and small group nurture  
Use of PHSE Happy 5  
Whole school Thrive training

## Teaching

Priorities	Cost	Summary of Provision	Outcome	Evaluation
1. Reestablish high expectations and learning behaviours	Already costed	Modeling language of learning and growth mindset; review curriculum breadth	Learning behaviours are good across the school	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)
2. Reestablish non negotiables in writing	Already costed	Revisit these in 1st half term; high expectations; use of feedback and marking	Non negotiables are in place in writing	see above. Will be part of KP2.
3. PLD on maths strategies	£500	PLD sessions for teachers and TAs revisiting maths strategies Coaching from maths leader	Strategies e.g. CPA are in place within Wave 1 and Wave 2 teaching	Achieved. Also formed a part of the maths catch up programme where the maths leader also provided coaching on the CPA approach.
4. PLD on Pupil Premium Strategy and metacognition and self regulation	£1000 - cover coaching	PLD on the PP Strategy and Metacognition Lesson observations and feedback/coaching Pupil Progress meetings to discuss individual pupils	Disadvantaged pupils are accessing the learning in Wave 1 and teachers use a range of strategies including metacognition to scaffold learning	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.
5. Focus on language acquisition in nursery	£500 cover for training and coaching	Language led learning approach trialed PLD and coaching for practitioners Early Talk Boost	Data shows good progress in language development using Development Matters and the progression in grammatical acquisition document	Achieved – including with an external evaluation. Quantitative data measurements will form a part of the SDP next year as much of the data was qualitative.
6. Embed approach to reading in reception	Already costed	Use of phonics to teach reading Guided sessions Phonics intervention designed on spacing Online parent training and use of Tapestry to support parents	Reading data in line with Devon average in 2020/1	No comparative data. 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.
Targeted Academic Support				
1. Maths catch up programme for disadvantaged pupils	Link to catch up funding	Wave 2 teacher and teaching assistant intervention for 10 weeks delivered after school focusing on closing gaps and pre learning and instant intervention Support from maths leader	Gaps identified in diagnostic testing are closed.	Achieved – see maths leader report.

2. Closing the gap in reading	£30 000	Wave 2 and 3 language intervention in nursery – Early Talk Boost and Speech and Language TA Early Talk boost used to plan Wave 1 provision Wave 2 and 3 reading intervention in reception Phonics Wave 2 intervention in reception and KS1 Wave 3 Reading specialist	Rising attainment in prime area of CLL, especially in speaking  More children from school nursery entering reception working at the expected standard for CLL Improved reading outcomes in EYFS in line with Devon average  Children in Wave 2 and 3 reading make accelerated progress	Achieved.  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.
3. Thrive based nurture class	£75 000	Bespoke wave 2 intervention class with high pupil to staff ratio.	Children meet their end of year targets e.g. to access mainstream; to regulate emotions	2 out of 3 children successfully returned to mainstream – with significant levels of support.
5. Thrive based group nurture		Wave 2 and 3 intervention delivered by Thrive trained TAs for pupils with identified Thrive needs	Children meet their Thrive targets	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.
6. Speech and Language support	£19 000	Wave 3 programme including across nursery linked to speech and language targets	Children meet their speech and language targets	Achieved.
<b>Wider Outcomes</b>				
<b>Aim</b>	<b>Cost</b>	<b>Summary of Provision</b>	<b>Outcome</b>	<b>Evaluation</b>
1. To ensure all pupils have access to technology and WiFi to support remote learning	£10 000	Questionnaire to identify need Purchase of hardware - possible use of Government scheme	All pupils can access virtual learning platform from home	Achieved.
2. Ensure families have appropriate support		Use of Early Help process to identify need School internal referral processes	Case studies show school has successfully support families including use of outside agencies	Achieved. The new Early Help leader has quickly established outstanding Early Help practice and made a significant difference to children and families.
3. Support parents to support their child with the maths intervention programme		Contact with and online support for parents of children in Wave 2 interventions	Parents confident to support children; evidence where they have done this	Not achieved. Focus for maths leader has been on supporting teachers.