



Sticklepath Community Primary Academy

Pupil Premium Action Plan 2021-2022

Summary Information	
Total Number of Pupils	418
Number of PP-eligible Pupils (and %)	(27%)
Total PP budget	£153 330
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 (from last National Data Set 2019)	Attainment Gap
Combined Reading, Writing and Maths	33	67	34
Reading	47	77	30
Writing	60	81	21
Maths	87	80	+7
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. Many have impoverished exposure to language and life experiences, which makes accessing learning a challenge in all areas but particularly with tier 3 language such as in maths and concept language in nursery. Some pupils struggle to segment and blend. Pupils have poor executive functioning and struggle to process and retrieve information. Some pupils start school 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. Aspirations are low. The pandemic has contributed to a widening attainment gap with the most disadvantaged pupils being impacted on the most.

Summary of Provision

Learning



- Whole school Oracy project**
- EYFS Speech and Language Link
- Pre School Speech and Language Link;
- Early Talk Boost
- Wave 3 Reading in Yr 2 and in Year 1 and 3
- Speech and Language support
- Right to Read programme in Year 3
- Maths prelearning intervention as part of catch up programme
- Literacy leader as additional teacher in Year 6
- Wave 1 coaching based on Pupil Premium Strategy
- KS1 Phonics Intervention
- Effectively targeting pupils' next steps to narrow attainment gaps – pupil progress meetings
- Support for Wave 1 teaching from SenCo
- Whole school revisit of the expected

Wider Outcomes



- CPD for all staff on high expectations across all aspects of school life – including lunchtimes
- Active recruitment of pupils for clubs and the wider curriculum e.g. school council
- Support for parents through technology e.g. Tapestry

Social and Emotional



- Thrive based nurture support
- Wave 2 thrive based support
- Whole school Thrive training
- Access to Early Help including for attendance

Teaching

Priorities	Cost	Summary of Provision	Outcome	Evaluation
1. Re-establish high expectations around learning behaviour, general behaviour and general standards - linked to professionalism	Already costed	See KP1 in SDP:- <ul style="list-style-type: none"> - Revisiting expectations - CPD for all staff - Lesson drop in and feedback - Use of marking policy 	<ul style="list-style-type: none"> - Learning behaviours are outstanding - General behaviour outstanding including at lunchtimes - All staff have high expectations of all pupils 	
2. Raise standards in reading	Already costed	See KP2 in SDP <ul style="list-style-type: none"> - Re-establish expectations - Identify target children through pupil progress meetings 	<ul style="list-style-type: none"> - Reading provision outstanding (Deep Dive) 	
3. Raise standards in writing	£35 500	See KP2 in SDP <ul style="list-style-type: none"> - Revisit the expected standards including for handwriting and spelling - Target setting with support from English Leader - Identify target children through pupil progress meetings and monitor impact of teaching 	<ul style="list-style-type: none"> - Narrowing attainment gaps with clear progress in writing including across the curriculum - Handwriting and spelling improving 	
4. Raise standards in maths	£2 500	See KP2 in SDP <ul style="list-style-type: none"> - New scheme used to address next steps - Impact of maths intervention in Wave 1 teaching 	<ul style="list-style-type: none"> - Disadvantaged pupils are accessing the learning in Wave 1 and teachers use a range of strategies especially CPA 	
5. Whole school Oracy project	Cover for DSM and CLO built into cover supervisor role	See KP4 in SDP <ul style="list-style-type: none"> - Progression in Oracy including vocabulary - Direct teaching of Oracy through PHSE 	<ul style="list-style-type: none"> - See Oracy action plan - Progression statements in place 	
6. Coaching for teachers linked to Pupil Premium Policy	£500 cover for training and coaching	See KP3 in SDP <ul style="list-style-type: none"> - CPD on school's Green Document (Effective Features of Teaching and Learning) and Pupil Premium Strategy 	<ul style="list-style-type: none"> - At least good and often outstanding provision for disadvantaged pupils in Wave 1 teaching – first focus on cognitive load 	

		- Coaching for all teachers from Deputy Headteacher		
Targeted Academic Support				
1. Maths catch up programme for disadvantaged pupils	Link to catch up funding	- Wave 2 teacher intervention for 10 weeks delivered after school focusing on closing gaps and pre learning Support from maths leader	- Gaps identified in diagnostic testing are closed.	
2. Closing the gap in reading	£30 000	<ul style="list-style-type: none"> - 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 in Year 2 - New phonics expectations in Year 1 - Right to Read intervention in Year 3 	<ul style="list-style-type: none"> - Rising attainment in prime area of CLL, especially in speaking - More children from school nursery entering reception working at the expected standard for CLL - Continued Improved reading outcomes in EYFS - Children in Wave 2 and 3 reading make accelerated progress 	
3. Closing the gap in writing		<ul style="list-style-type: none"> - Writing conferencing in Year 6 - English leader support for target setting for disadvantaged pupils 	- Narrowing attainment gap and accelerated progress for target pupils	
4. 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	
5. 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	
Wider Outcomes				

<p>1. Focus on Oracy across all aspects of school life e.g. saying 'Good morning' to all adults</p>	<p>£300</p>	<ul style="list-style-type: none"> - Link to professionalism and high expectations - CPD for all staff to support this 	<ul style="list-style-type: none"> - High expectations evident from all staff - Impact of Oracy project evident across the wider curriculum 	
<p>2. Target disadvantaged pupils for all aspects of the wider curriculum e.g. school council; attendance at clubs.</p>	<p>£500</p>	<ul style="list-style-type: none"> - Use of pupil premium funding for some paid clubs e.g. surf school 	<ul style="list-style-type: none"> - All pupil premium children attend some kind of extra-curricular or wider curricular activity 	
<p>3. Teaching staff deploy Effective Features of Teaching and Learning (see Green Document) across all aspects of the wider curriculum</p>	<p>Cover supervisor</p>	<ul style="list-style-type: none"> - CPD and coaching for teaching staff – link to KP3 	<ul style="list-style-type: none"> - Evidence of disadvantaged pupils being supported to access learning across the wider curriculum through aspects of school's Effective Features of Teaching and Learning 	