

1. Summary information			
School	Stockingford Academy	No. of pupils on roll	577
Pupil Premium Champion/role in school	Lindsay Banes		
Link Governor	Gemma Downes		
Number of eligible pupils and %	244 pupil = 41%		
Total pupil premium budget	£328,180		

2. Pupil Premium Profile		
In the previous academic year (2019/20) Pupil Premium Grant was used in the following ways:		
Free access to all after school clubs for disadvantaged children. Support with funding for school trips, residential trips and targeting more children for uptake of after school clubs.	Pastoral support for vulnerable pupils: daily check ins, 1:1 sessions, small group sessions including Thrive for social/emotional needs.	Working with Attendance Officer at Local Authority in supporting our most vulnerable pupils to attend school regularly and consistently.
Additional TA3 has an additional responsibility for co-ordination of intervention groups for pupils with SEND and disadvantaged, The school employs an additional 10 teaching assistants who deliver target interventions in addition to normal lessons.	Breakfast Club set up, resourced and staffed to support Pupil Premium children with additional needs and requiring social/emotional support.	Interventions to support rapid academic progress, including; Reading Recovery, 1:1 with SEND TA, Phonics catch up, Precision Teaching and RWI
Supporting most vulnerable families through lockdown with food vouchers, food hampers and additional items for families in crisis.	CPD for all staff in supporting disadvantaged children; training on enrichment, classroom support, interventions and emotional support. Teaching & Learning Team support to improve teaching profile.	Support for families accessing uniform and shoes.

Impact on spending in 2019/20: Autumn term began well with interventions supporting vulnerable and disadvantaged children, TAs assigned specific children to support linked to performance management. Pupil progress meetings identified children falling behind and those needing to make accelerated progress to close the gaps between disadvantaged and non-disadvantaged. Teaching was not secure and a substantial programme of support was implemented to enhance the teaching profile. CPD on subject pedagogy and staff training in supporting disadvantaged, improved outcomes and provision for disadvantaged. In March the Covid pandemic forced school closures which meant that some of our disadvantaged children were out of education for 6 months. This was significant and detrimental to their academic progress, mental wellbeing and caused a significant proportion of our families to struggle financially and rely on free school meal vouchers. Our disadvantaged children have had a variety of experiences through lockdown and we need a comprehensive recovery curriculum to support children to settle in and learn again.

Review of impact

Barrier identified as a priority	Desired outcome	Cost	Achievements/Lessons learned/Impact on spending
Some middle and higher attaining children do not sustain the level of progress as they move through KS2. This prevents them from gaining high achievement at the end of KS2. The attainment gap for pupils in receipt of Pupil Premium varies widely as they move through the school but in some cohorts the gap is significant between PP and non-PP children.	Pupils make sustained progress. Disadvantaged children make at least expected progress and/or receive interventions. Reduce persistent absence. Weaker teachers and long term supply teachers had a detrimental effect on sustaining progress across the school.	30,000	Recruitment of high quality teaching staff is essential to providing consistency across the key stages. Weaker teachers can cause a detrimental effect in children achieving consistent progress or accelerated progress. Teachers' awareness of factors affecting disadvantaged children and additional barriers are key to their understanding of how to support their disadvantaged children. Lesson learned: Teachers need CPD to support their understanding of the needs of disadvantaged and be accountable for their progress; demonstrating effective, targeted interventions and closely tracking their impact.
Not enough children eligible for PP attain greater depth in reading, writing and maths. Gap between PP and non-PP in combined RWM is too large.	Gap narrows between PP and non-PP children in Years 1-6. More disadvantaged achieve greater depth. Impact was limited due to school closures from Covid-19.	177,000	Covid has had a significant and detrimental impact on pupil progress. There is a missing data point which forms part of the recovery curriculum. Baseline assessments will capture a broad assessment point and bespoke interventions and catch-up premium will be implemented to impact rapid progress for all.
Parental engagement with school. For example: Attending parents'/carers' evening, workshops, hearing their children read at home. This has a detrimental effect on the children's academic progress compared to that of their peers. Pupil Premium children are not well represented in extra-curricular activities.	Disadvantaged children are targeted through parent and teacher relationships increase and persistent absentees are reduced. School target is 97% attendance to be in line with national. School closures have impacted parent relationships but in some cases have strengthened as teachers provide a more personal form of contact and regular phone calls home along with support for parents.	21,000	A small proportion of parents are less willing to engage in parents and carers' evenings, workshops, meet the teacher and engaging with home learning such as reading, spellings and Times Table Rockstars. Greater work needs to be done to target these parents by forming good relationships, breaking down barriers and supporting parents to engage in home learning. Family Learning sessions are beneficial but the uptake needs to be improved. Lesson learned: Effective relationships can be formed with the most reluctant of parents but a different approach is needed. Parents' evening appointments are not always the best way and a more personal, individual approach is needed

<p>Low aspirations of parents for their children. This is reflected in their poor attitude to attendance of children at school and parents at community/school events.</p>	<p>Increased parental involvement at different points through the year; 1:1 meetings, merit assemblies etc. Covid has resulted in many parents being fearful of sending their children to school. More work needs to be done to reassure, encourage and support with high expectations of attendance.</p>	<p>16,000</p>	<p>Following school closures, many teachers developed a more personal relationship with parents through phone calls home. It is essential that we build on these relationships as part of the recovery curriculum to support our most vulnerable pupils. Parents not willing to engage in parents' evenings and persistent non-attenders require an alternative approach. This must be used as a positive moving forward to ensure we maintain good relationships. Lesson learned: More frequent, regular 1:1 meetings are far more beneficial in supporting vulnerable families than 2 or 3 parents' evening appointments.</p>
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Pupil Premium Action Plan for 2020/21

Summary Information

<p>No of eligible PP pupils</p>	<p>241</p>
<p>Total pupil premium budget</p>	<p>£323.180</p>

Barriers for future attainment for pupil premium eligible pupils at our school

<p>A. Children returning after school closures have been out of education for up to six months. Government pupil premium and catch up premium must be implemented effectively to gain rapid progress supporting pupils back to ARE.</p>	<p>Children returned to school in September following closures since March. Reception, Year 1 and Year 6 returned as a phased return on 8th June 2020 to begin to support children's return to learning. Keyworkers provision ran throughout the lockdown including Easter holidays. This was a valuable support for vulnerable families who were all encouraged to use the keyworkers' provision. Some vulnerable families benefited from this provision to maintain consistency in learning. However, a number of children were not only out of education but not accessing home learning, not engaging in any learning at home and as a result have fallen behind further. The government have earmarked a catch up premium which will be spent alongside pupil premium on supporting children back into learning, providing bespoke and effective interventions. Baseline assessments are crucial to plan effective interventions.</p>
<p>B. Regular attendance is poor due to parents keeping children at home, self-isolating and difficulty in maintaining routines resulting in poor attendance/ persistent lates. Lack of engagement.</p>	<p>Strategies are needed to support and challenge parents to ensure their children attend regularly Parental engagement needs a greater focus to ensure we reach all families. Parents' events, hearing children at home, engaging in learning and sharing responsibility for learning is not attended well by disadvantaged families. Uptake of disadvantaged children for extra-curricular activities needs increasing.</p>
<p>C. Poor quality phonics teaching and early reading mean pupils do not progress quickly enough to close gaps [PP/Non-PP]</p>	<p>Phonics teaching was not always high quality and consistent. Reading resources required investment to provide comprehensive teaching support resources. Phonics attainment at the end of Year 1 and Year 2 re-take has been near or just below national and attainment for vulnerable groups needs increasing. Read Write Inc purchased and all EYFS and Key Stage 1 staff trained to deliver to all EYFS and KS1 pupils.</p>

<p>D. Social and emotional barriers to learning for a number of children across the school. This manifests in lack of aspiration and confidence amongst our children to tackle new learning positively, which in turn has a detrimental effect on their academic progress</p>	<p>More confidence demonstrated in lessons by PP pupils enabling them to make sustained contributions which impacts on their learning. PP children have a highly positive relationship with their class teacher</p>
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Additional barriers (including issues which also require action outside school, such as low attendance)

<p>E. Low aspirations of parents for their children. This is reflected in their poor attitude to attendance of children at school and parents at community/school events. Poor parent engagement in school events, communication, social media communication and parents' evenings leads to disengagement with learning support at home. Lack of access to ICT equipment to support learning.</p>	<p>Low aspirations and lack of engagement affects children outcomes from school. Many disadvantaged families need greater input to develop positive relationships with the school through 1:1 conversations and Pastoral Team Support. Many parents are really worried about sending children back to school. With current arrangements, any child with Covid symptoms must go home and isolate for 14 days and aiming to get a test. Year group bubbles may be closed down following a positive Covid result and will have to isolate for 14 days. This will mean children will switch to remote learning when at home and this will bring a range of difficulties in ensuring children engage. Some parents do not have access to ICT equipment making it difficult to engage in home/remote learning. Parents need constant reassurance and key information to know how we are keeping children safe whilst promoting good attendance and working with families on an individual basis to improve attendance to national levels or better.</p>
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Contextual Information for 2020/21

Three new teachers employed by Stockingford - including an NQT - to work in YR, Y2 and Y5. Staff redeployment results in new teams in all year groups with the exception of Y1. Stockingford will be using Fresh Start and Daily Supported Reader to target pupils and ensure good progress made in KS1 and Y3., RWI will continue to run in EYFS and KS1, however, the groups will not be missed over year groups due to COVID19 restrictions.

With the exception of Key Worker and Vulnerable pupils. Stockingford closed to pupils due to COVID 19 from March until May 2020. It reopened to YR, Y1 and Y6 pupils in June.

Baseline Assessment carried out in September to identify the 'gaps in learning' for all pupils.

FSW and Patrol team worked with vulnerable families throughout lockdown.

Class teachers and teaching assistants made weekly contact with all pupils.

Remote Learning is in place for all year groups using IT.

3. Planned expenditure

Academic year	2020/2021
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The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

i. Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Effective implementation of the recovery curriculum.	Children make rapid progress from baseline assessments. The recovery curriculum ensures children settle into school life again.	A Trust wide programme of implementing a recovery curriculum will ensure that children settle back into learning and school life. Children will build back up to be learning fit impacting on concentration and stamina.	Effective analysis and planning following baseline assessments will ensure all children receive support. Monitoring of books, observations and pupil voice will demonstrate children are learning effectively. Pastoral support is effective and analysis of pastoral intervention strategies supports children's learning.	SLT and Disadvantaged Champion	Baseline assessment and key data points at end of autumn, spring and summer. Pupil voice and analysis of supervised play, fixed period exclusions. Monitoring including book trawls, observations and pupil progress meetings.
Implementation of Read Write Inc phonics and early reading focus from Daily Supported Reader in line with the SDP 2020/21. Targeting KS2 readers who did not pass phonics screening in Year 1 or Year 2 re-take.	Phonics are early reading are a school priority. CPD for EYFS and KS1 teaching staff ensure high quality phonics teaching, an emphasis on reading at home/school and accurate assessment, support and intervention through DSR.	Phonics results in Y1 and Y2 re-take were below national expectations. Significant investment in the Read Write Inc programme and Daily Supported Reader along with CPD will ensure high quality phonics/early reading teaching to close gaps between PP and Non-PP. Quality first teaching and TA interventions for any pupils not passing phonic screening.	A new Assistant Headteacher/KS1 leader who is highly experienced will ensure that all staff are appropriately trained to deliver high quality phonics. Analysis of baseline and key data points will ensure effective intervention is closing gaps. Teaching & Learning team will support subject pedagogy and Deputy Head will monitor interventions for children in KS2 who did not pass phonic screening.	Amanda Ridge (RWI lead) Klarianne Clark (DSR lead) Sarah Taylor (Fresh Start Lead)	Baseline assessment and key data points at end of autumn, spring and summer. Entry and exit data from interventions. Pupil progress meetings and observations of Read Write Inc sessions, Daily Supported Reader sessions and KS2 phonics catch up sessions. Continued CPD for KS1, Early Years and KS2 staff with further observations.
Total budgeted cost					£10380

ii. Targeted support					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Recovery curriculum along with bespoke interventions are implemented and monitored across the school.	Recovery curriculum for disadvantaged pupils is effective in supporting pupils catch up through bespoke interventions.	Interventions support accelerated progress following enforced school closures. Baseline assessments measure the impact of extended school closures.	Baseline assessments Pupil progress meetings Monitoring LGB challenge on financial spending Entry/exit data of interventions	Disadvantaged Champion along with SLT	Data points: baseline assessment, autumn, spring, summer. Mid-point statutory year data checks. Pupil progress meetings, books trawls, planning scrutiny, observations.
Pastoral support, phased return and reduced timetables ensure all children settle back into school life effectively. Children have resources they need to learn at home and at school.	All disadvantaged children are settled back into school and are effective in learning with bespoke support from pastoral team approaches.	A high need of pastoral support is needed within the school. Evidence shows the impact of effective pastoral support on pupil progress. All children, regardless of background, need access to enable them to learn remotely. A tiered approach to pastoral support ensures our most vulnerable children achieve.	Half termly review of pastoral support, effectiveness and careful planning of tiered support groups. Monitoring and implementation of class action plan.	Bev Philips (Pastoral Lead) Sarah Willmet (FSW)	Specific SLT pastoral meetings to review progress. Attendance monitoring, termly pupil progress meetings and pupil voice.
Total budgeted cost					£31370
iii. Other approaches					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Attendance is regular, consistent and in line/better than national expectations. Persistent lates are reduced and highly effective attendance monitoring and procedures are in place.	Attendance is improved to in line or better than national. Everyone including the most vulnerable families attend school regularly and consistently.	Poor attendance affects life chances. It impacts negatively on academic progress, attainment and self-esteem. Active parents who engage with the school and have good attendance tend to support learning at home better than parents who are disengaged.	Weekly monitoring with Attendance Manager leading attendance along with the Deputy Headteacher. Support from Local Authority Attendance Officer. Attendance initiatives in school.	Lindsay Banes (DHT) Debbie Lloyd (Attendance Manager)	Weekly. Reporting to governors. Regular meetings with DHT
Support from Warwickshire Attendance Service to take legal action against persistence absence and poor attendance.	Challenge families with poor attendance and high persistent absence.	Poor attendance affects life chances. It impacts negatively on academic progress, attainment and self-esteem.	Angelina McNaughton (WAS) monitor tracking of attendance and lead on legalities and fines when necessary.	Lindsay Banes (DHT) Debbie Lloyd (Attendance)	Fortnightly meetings with WAS
Total budgeted cost					£13,900

iv Specific support for learning					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Teaching Assistants deliver specific interventions to support learning where a gap has been identified.	Pupils make accelerated progress to narrow the gap so they are meeting age related expectations.	Data analysis shows that disadvantaged pupils are not performing at age related expectations in reading, writing and maths, Specific interventions will provide additional teaching and learning focusing on area of need.	Senior Leaders and class teachers will monitor the quality of the delivery of the interventions by Teaching Assistants. Data Analysis will show clear impact of interventions. Pupil progress meeting will show impact.	HT and DHT	Half termly reviews of interventions Pupil progress meetings half termly Data analysis half termly
External agencies will be used to support children with specific areas of need in their learning.	Pupils are in receipt of the most suitable provision to enable them to make good levels of progress.	Pupils with SEND may need external agencies to provide support and guidance. Service such as Eudcational Psychologists will be able to advise SENCo on most appropriate strategies and provisions.	Data Analysis will show clear impact of interventions. Pupil progress meeting will show impact. Monitoring of support by SENCo team.	Jane Sparrow (SENCo)	Regular reviews of pupil progress and performance in class Frequent discussions with class teacher and TA.
Total Budgeted Cost				£73, 000	
v. Additional detail					
Disadvantaged families can access subsidised uniforms, resources, school trips, residential trips, extra-curricular activities and home learning support. A number of families have received support for additional items to support families in crisis. Support for families accessing learning from home including accessing DfE ICT resources intended for vulnerable children who are learning remotely.					
Total Unearmarked funds available to support families					£4000

Total Planned Spending for 2020/21	Budgeted cost	Actual cost
i Quality of teaching for all RWInc and Daily Supported Reader implementation and interventions for disadvantaged. CPD for teaching staff. Teaching & Learning Team across Inspire. Leadership support from Inspire for vulnerable groups. Bespoke support from effective interventions through recovery curriculum and across the whole academic year.	£10,000	
ii Targeted support Pastoral Team salaries % of disadvantaged children support; SEND TA support for disadvantaged. Forest School, Thrive and Breakfast Club.	£31,000	
iii Other approaches Working alongside Local Authority Attendance Officer to support families. Attendance initiatives in school including Attendance Co-ordinator	£13,000	
iv Specific support for learning Use of external agencies to support learning; SEND TA to monitor and support quality of SEND provision and interventions; 4 additional TAs to deliver high quality interventions.	£65,000	
v Additional funds Unearmarked funds specifically to support disadvantaged children; extra-curricular clubs, residential trips, uniform, education resources and engagement strategies. DfE ICT equipment to access remote learning for vulnerable pupils.	£3000	
	£123,000	

Data outcomes		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving GLD		
% achieving pass in phonics screening test		
% achieving pass in phonics screening test by the end of Year 2		
% achieving expected standard/above in reading, writing & maths - combined		
KS1 attainment		
KS2 attainment		
% making expected progress in reading (as measured in the school)		
KS1 attainment		
KS2 attainment		
% making expected progress in writing (as measured in the school)		
KS1 attainment		
KS2 attainment		
% making expected progress in mathematics (as measured in the school)		
KS1 attainment		
KS2 attainment		