

Stockingford Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Stockingford Academy
Number of pupils in school	530 pupils
Proportion (%) of pupil premium eligible pupils	44% (238 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2023 (2 years)
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Gillian Bowser
Pupil premium lead	Lindsay Banes
Governor / Trustee lead	Claire Jones

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	Ever 6 -£ 238 @ £1345/pupil = £320,110 PLAC - 7 @ £2,345/pupil = £16,415 Service Children - 1 @ £310
Recovery premium funding allocation this academic year	£28,192.50 + £14,000 not spent last year
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
School Led Tutoring funding	£27,135
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	£406,162.50

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. Research conducted by EEF should then be used to support decisions around the usefulness of different strategies and their value for money.

Our Ultimate objectives are:

- ✓ To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- ✓ For all disadvantaged pupils in school to make or exceed nationally expected progress rates
- ✓ To support our children's health and wellbeing to enable them to access learning at an appropriate level.

How our current pupil premium strategy plan works towards achieving these objectives:

- ✓ Pupils at Stockingford Academy will make at least expected progress from their starting points, through quality first teaching.
- ✓ A comprehensive CPD programme for all classroom practitioner ensures all pupils are receiving high quality teaching and learning.
- ✓ Pupils will receive high quality marking and feedback.
- ✓ Stockingford Academy adopts a research-based evidence approach to inform best classroom practise including relationships, interventions, differentiation, engagement.
- ✓ We aim for disadvantaged pupils to have access to a wide range of interventions meeting the needs of individual pupils
- ✓ Provision Management Meetings and half termly Pupil Progress Meetings are robust, ensuring a clear cycle of recognising barriers, identifying pupil need and the most appropriate intervention; data analysis of all vulnerable groups and the impact of interventions.
- ✓ We provide an intensive pastoral support service for pupils and parents, identified by school as vulnerable or in need.
- ✓ Detailed monitoring of attendance of individual children working alongside external professionals, we will aim for disadvantaged pupils to increase their attendance at school, therefore closing the gap between themselves and non-disadvantaged pupils and thus enabling them to experience the full learning experience at Stockingford Academy
- ✓ We will nurture positive parental engagement through a variety of mediums; regular meetings, drop ins, workshops, online support, family liaison.
- ✓ Support payment for activities, educational visits and residential. Ensuring children have first-hand experiences to use in their learning in and out of the classroom
- ✓ A rigorous monitoring system including pupil voice, case study, parental questionnaire and 1:1 parent conversations/catch ups ensures that parents are engaged with pupil learning and experiences.
- ✓ We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Our disadvantaged pupils are not making as rapid progress in their reading, writing and maths as non-pupil premium children.
2	Increased numbers of pupils with complex needs, including speech and language, social communication, poor working memory, attention difficulties, motor skills, social emotional and mental health.
3	Disadvantaged pupils have lower attendance due to low importance of school for some parents.
4	Parental engagement could be further improved.
5	Outcomes and progress of the pupils are significantly affected by their SEND, mental health and wellbeing and home life.

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
All pupils receive quality first teaching and feedback	<ul style="list-style-type: none"> • Effective use of Inset days and using commonality between Inspire schools to develop best practice. • Pupil premium children's books reflect the teacher's focus on accelerated progress through feedback • ECTs and ECT2s are supported to develop high quality practice through a bespoke programme. • The lowest 20% of readers will have gaps diminished to all pupils
Using research-based evidence to improve teacher pedagogy	<ul style="list-style-type: none"> • EEF research informs best whole class practise. Ensuring sufficient time is given for whole staff training to develop key areas of practice for individual staff identified through performance management.
Pupils make at least expected progress in reading, writing and maths.	<ul style="list-style-type: none"> • Gap will close in progress made between PP and non-PP. • PP children will develop a love of reading • All PP children will be read with by an adult in school at least 3 times a week.
PP attendance increases to be no lower than the attendance for non-PP children. For attendance to be 'good' compared to national attendance (96%).	<ul style="list-style-type: none"> • Attendance officer will promptly call families who have an absent child without reason. • WAS attendance officer to take legal action against persistence absence and poor attendance. • 'Stage letters' will be issued when children meet threshold • Extremely low attendance will be challenge for HT/DHT • Weekly meeting between DHT and attendance officer • Incentives will be used half termly to reward good attendance

<p>Pupils access a wide range of enrichment experiences both in and out of school.</p>	<ul style="list-style-type: none"> • Pupil surveys reflect enjoyment in school and improved attitudes to learning. • Social skills, independence, perseverance and team work are developed. • There will be a proportionate amount of PP and Non PP pupils attending after school clubs • There will be a range of extra-curricular activities on offer to tap into children's passions • PP children who have not attended a club in autumn will be prioritised in spring and summer • PP pupils will not pay for clubs
<p>A strong professional dialogue between leaders of all vulnerable groups (PP, SEN, LAC, FSW)</p>	<ul style="list-style-type: none"> • Monthly meetings will take place and with link governors • Continue to use CPOMS to monitor PP pupils

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: £210,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensuring all support staff receive appropriate training across Stockingford Academy. School leaders regularly monitor impact of comprehensive CPD programme for all support staff.</p> <p>CPD programme for teachers and teaching assistants using expertise from within Trust.</p>	<p>High-quality CPD for teachers has a significant effect on pupils' learning outcomes. Teacher CPD may be a cost-effective intervention for improving pupil outcomes: CPD programmes generally produce positive responses from teachers, in contrast to other interventions.</p>	<p>1</p>
<p>Further develop teacher's Maths pedagogy by complimenting Maths No Problem scheme with Maths Hub resources to appropriately pitch, stretch and challenge all Maths work for all</p>	<p>Sutton Trust – quality first teaching has direct impact on student outcomes Training and supporting highly qualified teachers deliver targeted support.</p>	<p>1</p>
<p>Increase levels of vocabulary and language acquisition -purchase Vocab Ninja and train staff on how to use this</p>	<p>EEF Progress: +5 months Oral language interventions emphasise spoken language and verbal interaction in the classroom so that learners benefit from explicit discussion of content or the processes of learning, or both. Approaches include: targeted reading aloud and discussing books with young children, explicitly extending pupils' spoken vocabulary and the use of structured questioning to develop reading comprehension.</p> <p><i>The Development of language Oracy in Primary Schools, Cambridge University Press</i> Two key reasons for a focus on oracy education are its impact on: Children's cognitive development and learning in school; Children's preparation for participation in the wider world. For the child who is denied a rich language experience, poorly developed oracy skills mean that the chance to take an active part in learning is seriously diminished (</p>	<p>1</p>

Routinely embed assessment gap analysis techniques to know all children's next steps in learning, particularly in writing	<i>C4EO (DfE)</i> : To make the most effective use of numeracy and literacy interventions, it is important to ensure that they are targeted at the children who need them most. To do so requires close monitoring of pupils' progress, particularly for underperforming pupils and those in vulnerable groups (e.g. pupils receiving FSM) (DCSF 2008). Four of the studies we reviewed highlighted 'rigorous monitoring of data' as a characteristic of effective practice in schools with a high proportion of pupils receiving FSM, including white working-class boys (DCSF 2008; Demie and Lewis 2010; Mongon and Chapman 2008; Ofsted 2008;).	1
Teaching Assistants delivers small group interventions and support pupils in class	EEF Progress + 4 months Evidence suggests that TAs can have a positive impact on academic achievement. However, effects tend to vary widely between those studies where TAs provide general administrative or classroom support, which on average do not show a positive benefit, and those where TAs support individual pupils or small groups, which on average show moderate positive benefits.	1

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 120,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teacher and teaching assistant CPD is ongoing for Maths and English by leads in school and across the MAT	EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD. Sutton Trust – quality first teaching has direct impact on student outcomes Training and supporting highly qualified teachers deliver targeted support.	1
Additional phonics/ reading sessions targeted at disadvantaged pupils who require further phonics support.	<i>EEF Progress: +4 months</i> Phonics is an approach to the teaching of reading which develops learners' phonemic awareness. It aims to teach learners the relationship between sounds and the spelling patterns (or graphemes) which represent them and to sound them out by combining or blending. It is particularly beneficial to 4-7-year-olds and requires highly qualified teachers. Phonics teaching needs to be considered within the context of all aspects of reading, including vocabulary, comprehension and spelling.	1
Speech and Language acquisition is promoted in Reception through the implementation of NELI	<i>EEF Progress: +6 months</i> It is important that spoken language activities are matched to learners' current stage of development, so that it extends their learning and connects with the curriculum. Studies of oral language interventions consistently show positive	2

	impact on learning, including on oral language skills and reading comprehension.	
Additional marking and feedback for disadvantaged pupils	<i>EEF Progress: + 3months</i> Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve.	1
Small Group Tuition – School Led Tutoring (Catch Up funding)	<i>EEF Progress: +4 months</i> Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners’ needs explains this impact. Once group size increases above six or seven there is a noticeable reduction in effectiveness	1

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

Budgeted cost: £76,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Positive parental engagement. All parent events are well attended, communication is effective and regular. Parent and pupil voice are used to inform school practice. Support for the most vulnerable families ensure needs are well catered for.	<i>EEF Progress: +4months</i> The evidence about how to improve attainment by increasing parental engagement is mixed and much less conclusive. There are examples where combining parental engagement strategies with other interventions, such as extended early years provision, has not been associated with any additional educational benefit. This suggests that developing effective parental engagement to improve their children’s attainment is challenging and needs careful monitoring and evaluation.	4
Improve attendance of individual children working alongside external professionals to ensure good attendance for all. Attendance Manger 5 days a week to analyse attendance and contact low attenders. First Day Call and support families to raise attendance / punctuality. WAS to initiate legal proceedings.	<i>Every School Day Counts</i> https://nces.ed.gov/pubs2009/attendancedata/index.asp Students who attend school regularly have been shown to achieve at higher levels than students who do not have regular attendance. This relationship between attendance and achievement may appear early in a child’s school career. Poor attendance has serious implications for later outcomes as well.	3

<p>Thrive worker to support children who are having difficulty accessing learning through behavioural issues, using the Thrive approach to support their management of their own behaviour. Interventions to supports Social and Emotional Learning needs identified in individual pupils</p>	<p><i>EEF Progress (+4 months)</i> On average, Social and Emotional Learning interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment. SEL improves interaction with others and self - management of emotions – impacts on attitudes to learning and social relationships in school, which increases progress in attainment.</p>	<p>2 5</p>
<p>Breakfast Club provides additional support for the most vulnerable</p>	<p>EEF Progress: + 2 months' additional progress for pupils in Key Stage 1 with moderate to low security. An impact on attainment was not seen for pupils in Key Stage 2. Interestingly, it appears that it was not whether more pupils ate breakfast at all that made the difference, but whether more were going to the school breakfast club.</p>	<p>1 3</p>
<p>Cultural capital experiences promoted in the curriculum.</p> <p>Reduction in cost of after school clubs</p> <p>Reduction in cost of trips for PP</p> <p>Sports events promoted to PP are encouraged to attend</p> <p>Outdoor learning encouraged (Forest Schools)</p> <p>Children without correct school uniform supported</p>	<p>Ofsted research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils.</p> <p>EEF Progress: +1 There are wider benefits from regular physical activity in terms of physical development, health and wellbeing as well as other potential benefits have been reported such as improved attendance.</p> <p>EEF – Outdoor adventure learning studies report wider benefits in terms of self- confidence and self-efficacy.</p>	<p>5</p>

Total budgeted cost: £406,000

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 2020 to 2021 academic year.

Barrier identified as a priority	Desired outcome	Achievements/Evaluation/Impact on spending
<p>Progress in Reading and Writing</p> <p>Teaching Assistants deliver specific reading and writing interventions to support learning where a gap has been identified.</p> <p>Recovery curriculum along with bespoke interventions are implemented and monitored across the school.</p>	<p>Teaching Assistants deliver specific interventions to support learning where a gap has been identified.</p> <p>Pupils make accelerated progress to narrow the gap so they are meeting age related expectations.</p> <p>Effective implementation of the recovery curriculum. Recovery curriculum for disadvantaged pupils is effective in supporting pupils catch up through bespoke interventions.</p>	<p>Children carried out baseline assessments in September. Due to partial school closure in January-March, summative assessments were not carried out in January. End of year assessments took place at the end of June</p> <p>There has been regular monitoring of books and planning but SLT and Head of Primary Education.</p> <p>Due to Covid, interventions were not consistently delivered throughout the year. A review showed that not all Intervention were delivered effectively across Key Stage 2. Training for Teaching Assistants is forming part of the School Improvement Plan 2021-2022</p> <p>Year 2 teacher contracted to work 1:3 with targeted disadvantaged pupils in Year 2 and Year 3 who were no longer on track to meet ARE following lockdown.</p> <p>All children not passing PSC or achieving EXS in receipt of bespoke interventions throughout KS2.</p> <p>During lockdown, most vulnerable children attended school. Children who were unable to attend had small Teams interventions for reading.</p>
<p>Progress in Mathematics</p> <p>Teaching Assistants deliver specific interventions for mathematics to support learning where a gap has been identified.</p>	<p>Teaching Assistants deliver specific interventions to support learning where a gap has been identified.</p> <p>Pupils make accelerated progress to narrow the gap so they are meeting age related expectations.</p>	<p>Maths No Problem embedded across the school.</p> <p>Take Two interventions carried out across the school. Streaming in Year 6. Two smaller classes created in year 2.</p>

<p>Phonics</p> <p>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.</p>	<p>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.</p>	<p>Assistant Headteacher/KS1 leader ensured that all staff in KEYFS and KS1 are appropriately trained to deliver high quality phonics. Analysis of baseline and key data points demonstrated effective intervention is closing gaps in KS1.</p> <p>Due to not being able to cross bubbles, we had to revise the structure of DSR and RWI. These interventions were still carried out with end of year outcomes demonstrating progress from starting points.</p> <p>Impact of RWI, DSR and Fresh Start rigorously monitored and outcomes reported to class teachers. Identified that handwriting and presentation is preventing disadvantaged pupils achieving EXS in Year 2. Children not passing phonics testing identified.</p>
<p>Other</p> <p>Support from Warwickshire Attendance Service to take legal action against persistence absence and poor attendance.</p> <p>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.</p>	<p>Challenge families with poor attendance and high persistent absence. Attendance is improved to in line or better than national. Everyone including the most vulnerable families attend school regularly and consistently.</p> <p>All disadvantaged children are settled back into school and are effective in learning with bespoke support from pastoral team approaches.</p>	<p>The monitoring of attendance has been strong throughout the year. The attendance manager and DHT have worked closely together with support from WAS to take legal action. Procedures have been followed and appropriate incentives introduced/embedded where possible. Face to face meetings resumed in July. Since May 17th, we saw a decrease in attendance with more families taking holidays/long weekends.</p> <p>The majority of children of children settled back in to school. Where families were experiencing anxieties about returning to school, the pastoral team supported the families effectively.</p>

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 2020 to 2021 academic year.

Our internal assessments during 2020/21 suggested that the progress and attainment of disadvantaged pupils was lower than children who are not disadvantaged in the key areas of the curriculum. End of year outcomes are lower than previous years. This was most significant in reading. Language and oracy skills are also significantly lower than previous years, on entry to school and for pupils on Year 1.

Despite the pandemic, our attendance is the highest it has been for the previous 3 years. This is due to the attendance manager who has robust systems for monitoring attendance and taking quick action when attendance for individual pupils decreases.

Interventions targeting phonics in EYFS, Key Stage 1 and for those children currently in KS2 who did not pass the PSC in year 1, have had a positive impact.

As evidenced in all schools across the country, school closure was detrimental to our disadvantaged pupils as they were not able to benefit from the targeted interventions to the degree we had intended. A comprehensive remote learning programme was in place, with weekly wellbeing phone calls to our vulnerable families. Alternative 'virtual target groups' were established to support disadvantaged pupils. We also purchased Reading Eggs to support reading at home as we are aware that our disadvantaged families are less likely to have access to books in the family home. Through monitoring online engagement, we identified that most families were engaging in reading activities. Parent feedback showed that pupils were less likely to engage in maths whilst at home for shorter periods of time, as parents did not have the strategies or skillset to teach the mathematics.

Our assessments and observations show that pupil behaviour, well being and mental health were significantly impacted in the last year, particularly for our most vulnerable pupils. We have used Pupil premium funding to provide support from the Pastoral team and the Family Support Worker, and targeted interventions. We continue to build on these as identified in the plan.

Externally provided programmes

Programme	Provider
Fresh Start	Oxford University Press
Daily Supported Reader	Hackney Services for Schools
Wellcomm	GL Assessment
Maths No Problem	Maths No Problem
Times Table Rockstars	Times Table Rockstars

Further information (optional)