

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	Stakesby Primary Academy
Number of pupils in school	159 (144)
Proportion (%) of pupil premium eligible pupils	38%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2023
Date this statement was published	15 th October 2021
Date on which it will be reviewed	15 th October 2022
Statement authorised by	
Pupil premium lead	Miss Emma Robson
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£47,075
Recovery premium funding allocation this academic year	£4,253
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	£51,328

Part A: Pupil premium strategy plan

Statement of intent

We aim to ensure that all pupils, and particularly those who are disadvantaged, leave Stakesby Primary Academy with the tools and commitment to access all areas of learning.

We work with our pupils to develop outstanding learning behaviours which will enable them to succeed in whatever they aspire to do. It is important that disadvantaged children achieve as well, or make rapid progress towards achieving as well, as other pupils nationally.

We aim to do this by providing all pupils with a high quality curriculum which broadens their horizons and gives them wider experiences of the world around them, particularly in relation to other cultures, religions and social experiences.

These experiences are provided not only through the taught curriculum, but by the wider curriculum, through trips, residential visits, visitors to the school, extra-curricular clubs and the chance to meet and compete alongside children from other schools.

We provide additional support around social and emotional development, including the use of weekly Forest School sessions, Breakfast Club, Lego Therapy and Compass Phoenix so that our most disadvantaged pupils are emotionally ready to learn. Additional support is also provided around reading, writing, phonics and maths so that by the time pupils leave Stakesby Primary Academy, they are as 'secondary ready' as possible.

In making provision for those pupils in receipt of the Pupil Premium funding, we recognise that not all pupils who receive free school meals will be socially or academically disadvantaged.

We also recognise that not all pupils who are academically and/or socially disadvantaged are registered for or qualify for free school meals.

Challenges

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

Challenge number	Detail of challenge
1	Pupils arrive at Stakesby with starting points typically below that of their peers nationally, with a particular deficit in language and communication.

2	There is a distinct lack of local authority support in terms of referrals for pupils with additional speech and language needs.
3	Infrequent home support regarding homework and basic skills practice such as reading, spellings and times tables
4	Home attitudes towards learning and the importance of academic success do not always mirror the highest standards expected in school.

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
Pupil premium children will achieve as well, or make rapid progress towards achieving as well, as other pupils nationally.	<p>Attainment of disadvantaged pupils in RWM at the end of EYFS, KS1 and KS2 matches the National Average</p> <p>Attainment of disadvantaged pupils in the phonics screening check matches the National Average</p>
Children's ambitions and aspirations are nurtured and encouraged through both the taught curriculum and extra-curricular offer that broadens horizons and widens experience.	<p>Disadvantaged pupils have equal access to a wide range of activities, both within and in addition to the 'taught' curriculum.</p> <p>The percentage of those pupils in receipt of pupil premium attending extra-curricular clubs and taking part in wider area events matches that of those who are not disadvantaged.</p>
Children's ambitions and aspirations are nurtured and encouraged through an ethos that models high expectations for achievement irrespective of background or previous attainment.	<p>Disadvantaged pupils are expected to achieve as highly or make at least similar progress to other pupils.</p> <p>Effort and attitude are emphasised as key factors in success (school values: commitment; excellence)</p>
Attendance for disadvantaged pupils improves	<p>Disadvantaged pupils attend school at least 95% of sessions</p> <p>Where specific families impact on attendance, data shows an improving picture</p> <p>School works closely with families to track and follow up on non-attendance</p>

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

Budgeted cost: £26,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for reading, writing and maths subject leads to 'narrow the gap'	<p>The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. (EEF)</p> <p>Teaching approaches that ensure long-term retention of knowledge, fluency in key skills, and confident use of metacognitive strategies are crucial.</p> <p>Adaptations to the curriculum should support pupils to move forwards from their specific starting points, strengthening understanding as they go. Teachers can look for opportunities to capitalise on strengths they find whilst identifying areas that might need revisiting— understanding what foundations already exist is key if we are to build on them with new knowledge and skills.</p>	60 (+99 non PP)
CPD for subject leaders to ensure the highest quality 'recovery curriculum' is on offer for all pupils	<p>Taking the planned, sequenced curriculum as a starting point, you should prioritise teaching missed content that will allow pupils to make sense of later work in the curriculum. This includes key knowledge, skills, vocabulary, concepts, and the links between concepts. (DfE, 2021)</p>	60 (+99 non PP)

Targeted academic support

Budgeted cost: £8600

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Phonic-specific interventions</i>	<p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. (EEF)</p>	7 (+ 13)

	The average impact of the adoption of phonics approaches is about an additional five months' progress over the course of a year.	
<i>Blast Intervention: speaking and listening</i>	<p>On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress. (EEF)</p> <p>The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year.</p> <p>Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment.</p>	7 (+ 19 non PP)
<i>Reading intervention: comprehension support</i>	<p>Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction. (EEF)</p> <p>The average impact of reading comprehension strategies is an additional six months' progress over the course of a year.</p>	5
<i>Homework Club</i>	<p>Programmes that extend school time have a positive impact on average. (EEF)</p> <p>Before and after school programmes with a clear structure, a strong link to the curriculum, and well-qualified and well-trained staff are more clearly linked to academic benefits than other types of extended hours provision.</p>	14 (+ 23 non PP)
<i>SATS Booster</i>	<p>Programmes that extend school time have a positive impact on average. (EEF)</p> <p>Before and after school programmes with a clear structure, a strong link to the curriculum, and well-qualified and well-trained staff are more clearly linked to academic benefits than other types of extended hours provision.</p>	10 (+ 10 non PP)
<i>Lego Therapy</i>	<p>Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. (EEF)</p> <p>The evidence indicates that there is particular promise for approaches that focus on improving social interaction between pupils.</p>	3 (+ 2 non PP)

Wider strategies

Budgeted cost: £18,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Attendance monitoring (including transportation costs)</i>	<p>The higher the overall absence rate across Key Stage (KS) 2 and KS4, the lower the likely level of attainment at the end of KS2 and KS4 (DfE, 2016)</p> <p>The links between attendance and achievement are strong</p> <p>Pupils with persistent absence are less likely to attain at school and stay in education after the age of 16 years (National Strategies)</p>	20 (+ 5 non PP)
<i>Extra-curricular clubs and enrichment opportunities, including Forest School</i>	<p>The evidence in the Toolkit is primarily focused on academic outcomes. There is a wider evidence base indicating that outdoor adventure learning may have positive impacts on other outcomes such as self-efficacy, motivation and teamwork. Outdoor adventure learning may play an important part of the wider school experience, regardless of any impact on academic outcomes. (EEF)</p>	60 (+ 99 non PP)
<i>Residential and school trips</i>	<p>Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation. (EEF)</p> <p>The application of these non-cognitive skills in the classroom may in turn have a positive effect on academic outcomes.</p>	60 (+99 non PP)

Total budgeted cost: £ 51,328

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.

The vast majority of our pupil premium funding last year was used to purchase enough ipads so that as many children as possible had access to a device during the second lockdown. This had an extremely positive impact and resulted in 95% of all pupils accessing daily lessons (whether online or in school)

As far as possible, interventions and additional support continued over lockdown. Pupils receiving targeted intervention continued via Microsoft Teams, and then within class upon the return of all pupils to school. Additional small groups were created so that targeted support could be given to those in need. This benefitted pupils with particular need such as additional phonics, maths basic skills and those accessing a curriculum other than that of their year group.

Despite the inability to run after school clubs and residential trips, Forest School sessions continued for all pupils online throughout lockdown and in person upon the return to school. These sessions were prioritised due to the impact a second lockdown had on the emotional wellbeing of our pupils, particularly those who are disadvantaged.

Additional classroom support in EYFS and KS1 was prioritised to ensure rapid catch up after internal data confirmed these pupils had been the greatest affected academically by the second lockdown. Predictions for the end of the academic year 2021-2022 suggest this additional support has had the intended effect, and the percentage of those expected to achieve GLD and ARE in Reception and Year 1 respectively is greater than last academic year.

Service pupil premium funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Provision of ipads for pupil premium children without access
What was the impact of that spending on service pupil premium eligible pupils?	This ensured all service premium children could continue to learn online throughout the partial closure. Some pupils attended school and needed to use the extra ipads bought to facilitate teaching from home

