

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	Stokesley Academy
Number of pupils in school	245
Proportion (%) of pupil premium eligible pupils	37.4 %
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3
Date this statement was published	
Date on which it will be reviewed	
Statement authorised by	Paul Cowley/Laura Graham
Pupil premium lead	Laura Graham
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£121 050.00
Recovery premium funding allocation this academic year	£13 195.00
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	£135245

Part A: Pupil premium strategy plan

Statement of intent

The primary intent of pupil premium funding is to diminish the difference between the attainment of disadvantaged and non-disadvantaged pupils. We are determined to ensure that all of our children are given every chance to realise their full potential and endeavour that no child will be left behind on our journey towards success for all. Pupil premium funding, along with allocations made from the school's own budget, will help ensure this money is spent to maximum effect to enable each and every pupil at Rose Wood Academy to achieve. In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged. 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.

In order to achieve our aims stated above, we use an evidence driven approach to target our spending and ensure that it has the maximum impact. We have used a range of evidence sources to inform our decision making, including recognising the importance of looking at local factors. We have therefore also considered the findings of the 'Transforming Tees – High Achievement Review', which identifies the key drivers which have been the most successful in tackling disadvantage locally. We have also made our decisions in accordance with research findings from the Department of Education, aimed at identifying the factors that have the most impact on raising the achievement of disadvantaged pupils. The research undertaken by NFER for the Department for Education identified seven areas which were common in schools which were the most successful in narrowing the gap and we have used this evidence driven approach as our rationale for our pupil premium spending. The seven areas are as follows:

1. Whole-school ethos of attainment for all
2. Addressing behaviour and attendance
3. High quality teaching first
4. Meeting individual learning needs
5. Deploying staff effectively
6. Data driven and responding to evidence
7. Clear, responsive leadership

We feel that the recommendations in the EEF guidance documents and teaching and Learning Toolkit underpin these broader areas and therefore these are also fundamental to the decisions that we have made in this pupil premium strategy.

We believe that although we have a designated PP lead it is all staff's responsibility to ensure success for all our pupils and is an expectation for all staff in school. We also believe, in line with the EEF guidelines, that the needs of the disadvantaged children are best served by high quality first teaching and this is supplemented by targeted support and wider strategies to ensure that children are supported and able to learn.

Challenges

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

Challenge number	Detail of challenge
1	Speech and language deficit, especially in early language acquisition
2	Gaps in key areas of learning
3	Poor reading skills and understanding
4	Lack of parental engagement or skills to support child's education
5	Social and emotional issues affecting learning behaviours
6	Attendance and punctuality
7	Lack of opportunities to widen child's experiences

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
Accelerated progress in reading	Achieve above national average progress scores in KS2 Reading
Accelerated progress in writing	Achieve above national average progress scores in KS2 Writing
Accelerated progress in mathematics	Achieve above national average progress scores in KS2 Maths
Phonics	Achieve above national average expected standard in PSC
Improved attendance	Ensure attendance of disadvantaged pupils is above 95%

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: £ 6000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop pedagogy and practice of teaching staff to improve pupil outcomes for all through whole school CPD and targeted support for individual staff. All wider subject leads will be released once a term and supported to lead their subject effectively.	High quality staff CPD is essential to follow EEF principles. It's vital to have a differentiated professional improvement culture, that invests substantial resource in leadership, teacher and staff development, including research, is securely in place.	1,2,3
Purchase whole class texts to further improve provision in whole class reading lessons. Continue to monitor teaching and learning in reading and offer CPD and support where needed.	The 'EEF Teaching and Learning Toolkit' identifies the teaching of reading strategies as adding six months additional on attainment. We feel that this is something that we already do well and is becoming increasingly. We feel that having access to quality texts for each child is an important aspect of our provision.	2,3
Develop vocabulary throughout the curriculum to narrow the language gap	Evidence from research shows the extent to which language affects the gap between disadvantaged and non-disadvantaged (Hirsch 2003). He describes the language gap as the chief cause of the achievement gap between socio-economic groups. In the EEF Guidance Report 'Improving Literacy' one of the recommendations is to 'Develop	1,2,3

	<p>pupils' language capability to support their reading and writing.'</p> <p>Ensuring a language rich environment is vital to this approach.</p>	
<p>Track all pupil groups through termly pupil progress meetings which will be rigorous, hold staff to account and include a focus on the disadvantaged children. These will then be used to inform next steps in teaching for identified pupils and any additional support children may need</p>	<p>Tackling Disadvantage is one of the key drivers and Intelligent analysis and accountability protocols must be engrained in the work of our academy to ensure:</p> <p>a. There is a constant review of the quality of educational and pastoral provision</p> <p>b. That actions being taken are constantly checked so that changes can be made when a better way of meeting need is identified</p> <p>c. Data and observational evidence is key to driving swift but carefully focused interventions when pupils are at risk of falling behind or experiencing difficulties</p> <p>d. There is smart use of performance information and pastoral information at whole school, group and individual pupil level</p> <p>All staff must be able to use formative and summative assessments to identify standards for all pupil groups, including disadvantaged children, to inform next steps and improve attainment for all.</p>	2,3,5,6

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

Budgeted cost: £1 10700

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Monitor, track and promote individual reading for all through the 'Accelerated</p>	<p>The Education Endowment Foundation evidence based research concluded that AR increases the reading age of disadvantaged children by an</p>	2,3

<p>Reader' program for children from Year 2 – Year 6. (£2000)</p> <p>Purchase additional resources to support this. (£4000)</p>	<p>additional 5 months against 3 months for non-disadvantaged children in a 22 week time frame.</p> <p>Tracking and incentivising reading through this programme, we feel is very important to our reading approach. Individual reading – in school and at home – is an important strand of our overarching reading aims.</p>	
<p>Purchase revision materials for Year 6 children (£200)</p>	<p>To ensure that all children have access to quality SATS support materials at home</p> <p>There is a 23% gap between our disadvantaged and non-disadvantaged attainment at reading, writing and maths combined for our current Year 6 children. We feel that these additional support materials will support their accelerated progress this year.</p>	2,3,4
<p>Additional teacher in Y6</p>	<p>To allow targeted support in smaller groups in Year 6 and ensure that key marginal children are targeted. EEF evidence shows that children taught in groups of fewer than 16, if targeted appropriately, make accelerated progress.</p> <p>There is a 23% gap between our disadvantaged and non-disadvantaged attainment at reading, writing and maths combined for our current Year 6 children. We feel that these additional support materials will support their accelerated progress this year</p>	1,2,3
<p>Ensuring hi ratios of staff to pupils</p>	<p>The EEF EYFS guidance report 'Preparing for Literacy' recommends providing every child—but particularly those from disadvantaged homes—with a high quality and well-rounded grounding in early literacy, language and communication. It focuses on the importance of high quality interactions between adults and</p>	1,2,3

	children to develop their communication and language skills. We therefore employ additional staff in EYFS to enable more adult/child interaction. This is particularly important when getting the younger, disadvantaged pupils off to the best possible start with early reading and language development	
Improve targeting and provision for pupils at risk of underperformance through careful deployment of teaching assistants and HLTAs	The EEF guidance report on 'Making the best use of Teaching Assistants' recommends using TA's to deliver high quality one to one and small group support, using structured interventions. The evidence shows that this can add three to four months additional progress.	1,2,3

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

Budgeted cost: £ 19000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Parents open days/workshops to increase parental engagement and break down barriers for disadvantaged children's parents to ensure they engage with their children's education and are equipped with the skills they need to support them. Our attendance officer is a key link when working with the families and ensuring they are able	The EEF Guidance Report 'Working with parents to support children's learning' states that 'Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes.' Evidence from their Teaching and Learning Toolkit suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year.	1,2,3,4,6

to engage with education/		
Enable all eligible children to access residential visits	Through our strong belief that residential can enhance classroom learning and develop self-esteem and social skills, we feel that ensuring this is an opportunity available to all is very important. This is particularly important following lockdown where children have had more limited experiences and have had fewer opportunities to experience time away from immediate family.	7
Target the attendance and punctuality of disadvantaged pupils through close monitoring, the use of rewards to incentivise attendance and the support of the attendance officer	Data shows that attendance percentages for our PP children is below that of our non-PP children. This is a continued focus for us to try to narrow this gap.	6
Supporting behaviour and conflict whilst providing access to additional sporting activities through the provision of lunchtime sports clubs.	Ensuring that the children have access to quality physical activity is beneficial both physically and mentally. Organised sport supports this alongside ensuring pupils have a successful lunchtime and don't have issues that can impact on learning later in the day.	5,6,7

Total budgeted cost: £ 135700