

Pupil premium strategy statement – Stretton CE Academy

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	201
Proportion (%) of pupil premium eligible pupils	62
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	2022-2023
Date on which it will be reviewed	2023-2024
Statement authorised by	Leah Baddeley
Pupil premium lead	Leah Baddeley
Governor / Trustee lead	Kim Docking

Funding overview (2022-2023)

Detail	Amount
Pupil premium funding allocation this academic year	£91 410
Recovery premium funding allocation this academic year	£9570
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£100 980

Part A: Pupil premium strategy plan

Statement of intent

The Pupil Premium Strategy Plan sets out to ensure that disadvantaged pupils have the appropriate support to fully access the curriculum and the wider opportunities and experiences on offer. Pupil premium funding will be used to ensure disadvantaged pupils individual needs are met to enable them to reach their full academic and social potential.

At Stretton C of E Academy, we recognise that the needs of our children are diverse, we recognise that there is no uniform profile for children eligible for PPG and as such, assign funding in a variety of ways to meet the needs of our children.

We have used research led approaches to the allocation of PPG combined with our in-depth knowledge of our children. In order for our children to achieve their full potential there needs to be a focus on ensuring their social, emotional development is a focus and foundation to them achieving good academic progress.

We believe every child is entitled to an ambitious curriculum, that builds a broad and rich body of knowledge. We strive to enrich this through additional experiences that give them a thirst for more and an understanding of the value of their own education.

We will use Pupil Premium funding to support our vision. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and are young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be improved alongside progress for their disadvantaged peers

Challenges

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

Challenge number	Detail of challenge
1	ATTENDANCE - Attendance and punctuality impacts on pupil's access to teaching and learning on a daily basis. It also impacts on the social relationships with their peers and adults, confidence and gaps in learning, pupil's fall behind their peers and a lack of aspirations and hope for their future.
2	SEMH - Significant proportion of pupils have complex Social, Emotional and Behavioural needs. They do not arrive at school ready to learn due to previous adverse childhood experiences and lower levels of language which results in them lacking confidence, resilience to demands, low self esteem and often an inability to self-regulate their emotions and learning.
3	PHONICS AND READING - Significant proportion of children do not choose to read at home which impacts on their vocabulary range, their comprehension of texts and the development of their cultural capital.
4	ENRICHMENT - Limited access to wider enrichment activities, learning lifelong skills - reducing pupils' cultural capital
5	SPEECH AND LANGUAGE - Low levels of speech and language on entry to 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
<p><u>ATTENDANCE</u></p> <p>To improve the attendance of pupil premium pupils and reduce the number of pupils that are persistently absent.</p>	<ul style="list-style-type: none"> Increase in the attendance of pupil premium children as a group. <p>Target intervention more closely on particular children and families to maximise impact.</p> <ul style="list-style-type: none"> The number of pupils that are PP and are persistently absent will reduce. There is a new policy in place and this has been implemented rigorously which in turn has reduced the number of PP pupils absence from school and lateness.
<p><u>SEMH</u></p>	<ul style="list-style-type: none"> Pupils are able to access more of their learning alongside their peers.

<p>To improve those pupils with SEMH needs ability to regulate.</p> <p>To improve staff's ability to support pupils with SEMH needs.</p>	<ul style="list-style-type: none"> • Learning walks demonstrate good behaviour for learning across the school. • There is an increase in targeted pupils Boxhill scores. • There is a reduction in behaviour incidents. • There is a reduction in suspensions.
<p><u>Phonics and Reading</u></p> <p>To improve the number of PP pupils achieving the phonics screening check in Year 1.</p> <p>To improve the % of pupils leaving Reception at the expected phonic level.</p> <p>To improve the fluency with which pupils across the school read.</p>	<ul style="list-style-type: none"> • Increase in the % of pupils working at age related expectations in Reception and Key stage 1. • The vast majority of PP pupils, in Key stage 2 read fluently and share a love of reading. This is reflected in the accelerated reader measures. • Develop the use of the one to one tutoring to improve the number of PP pupils passing the phonics screening check.
<p><u>Enrichment</u></p> <p>To improve the experiences children encounter through a broad curriculum offer.</p>	<ul style="list-style-type: none"> • Increase in the % of pupils enjoying trips and visits that enhance the curriculum offer.
<p><u>Speech and Language</u></p> <p>To improve children's language, communication, and interaction development.</p>	<ul style="list-style-type: none"> • Progress in Wellcomm assessment from baseline. • Increase in the % of pupils working at age related expectation in Reception Communication and Language strand. • The vast majority of pupil receiving pepper therapy will meet their targets.

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: £65 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Implement the use of Boxall (assessment tool) for pupils with SEMH difficulties to measure progress and ensure the right areas are targeted in provision.</p> <p>Train staff in how to carry out assessment and how to use information it provides.</p> <p>Provide pupils in the nest with a high staff pupil ratio.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers)</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf</p>	2
<p>SEMH and behaviour approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers)</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf</p>	2
<p>Recruitment of SEMH lead</p>	<p>https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf</p>	2

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

Budgeted cost: £ 15 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>A targeted approach to speech and language delivered by a Speech and</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions -EEF (educationendowmentfoundation.org.uk)</p> <p>Pepper Therapy £50 p/h (2.5) x 38 =£4750</p>	5

Language Therapist.		
All pupils in Reception to be baselined using the Wellcomm assessment. Implement Wellcomm interventions	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions Oral language interventions can have a positive impact on pupils language skills. Pepper therapy TA- Interventions	5
Deliver targeted interventions for those pupils at risk of falling behind in phonics.	https://educationendowmentfoundation.org.uk/news/phonics-mastering-the-basics-of-reading Acting 'swiftly' to enable those pupils to catch up quickly.	3
Deliver targeted support and interventions of those pupils at risk of falling behind in reading.	https://educationendowmentfoundation.org.uk/news/phonics-mastering-the-basics-of-reading Acting 'swiftly' to enable those children to catch up quickly.	3

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

Budgeted cost: £15 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
A targeted approach to 1:1 Therapy delivered by a qualified Counsellor to support to the mental health and wellbeing	https://educationendowmentfoundation.org.uk/public/files/Publications/Send/EEF_Special_Educational_Needs_in_Mainstream_Schools_Guidance_Report.pdf The intensity of intervention (from universal to targeted to specialist) should increase with need.	2
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. Training and release time for attendance lead to implement new attendance policy. Training and release for the attendance lead to analyse attendance data and implement actions as a result of	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/parental-engagement Attendance and inclusion SLA LAAO: £1080 Attendance awards: £700 Attendance lead	1

<p>what the data is telling us. Attendance and inclusion support through Local Authority Attendance office</p>		
<p>Plan a structured programme of trips/visits and visitors to support the wider curriculum and provide first-hand experiences to PP children.</p>	<p>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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	<p>4</p>

Total budgeted cost: £ 95 000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

In order to assess the impact of last years Pupil Premium spend, the school have undertaken a variety of self evaluation activities including, formal assessments, pupil voice, book scrutiny, lesson looks, attendance data. This information has been used to evaluate the impact.

2022/23 evaluation

Attendance

Last academic year, there was a rigorous approach to implementing the schools attendance policy which had been re written. This resulted in a small number of PP pupils overall attendance improving. The school are now refining their approach to ensure that particular families are targeted more closely.

SEMH

In February 2023 Stretton CE Academy appointed a SEMH lead to offer targeted support and interventions to meet the needs of our children with complex social and emotional needs. The school have invested in adapting 'The Thrive' approach to our school, financing the training of the SEMH lead to become an accredited Thrive practitioner. They have then disseminated training to all staff across the school, supporting to profile specific children, classes and areas of need. Embedding 'Thrive' in our daily practice has improved children's readiness to learn; we have seen a drastic reduction in the number of children receiving consequences for negative behaviour choices across the school. Targeted children that previously would not stay in classrooms are now within their classrooms full time and accessing the fullness of the Stretton curriculum. Stretton have also supported children with significant complex needs to access external placements at the Key intervention – these children are now back at Stretton full time and have had a significant drop in the number of fixed term suspensions.

Phonics and Reading

Of the 10 pupil premium children in Year 1, three met the standard for the phonics screening check. Although this figure is lower than Stretton CE Academy aspires to, the result does not fully capture the progress the children made in their reading throughout the year from their starting points. Three of the children that did meet the expected standard are currently accessing our Nest provision, specialist nurture provision that provides individualised targeted support to develop their readiness to learn. The remaining children, following rapid progress due to daily, targeted intervention; have continued to access this support, to further develop and embed their reading and phonic knowledge.

In Key stage 2, 46% of pupil premium children in Year Six reached the expected standard for reading attainment. Across the school, reading has been a priority, as identified on the School's AIP, with children having access to not only phonics books, but a growing range of reading for pleasure books (accessed by families daily). Children are exposed to high quality texts through our English curriculum, as well as story times daily Storytime, whilst target children are listened to read 1:1 daily.

ENRICHMENT

Stretton has used pupil premium funding to support the cost of children accessing multiple enriching opportunities, both in and out of school, such as engaging children in curriculum areas with hands-on learning led by visitors. In the summer term of 2023, all of KS2 took part in the 'Alive' music festival, providing a wonderful opportunity for our children to enhance their idea of Christian Distinctiveness

through a welcoming, shared community. Year Six children also challenged themselves at Go Ape overcoming fears and boosting their confidence!

SPEECH and LANGUAGE

Both formal baseline assessments and teacher judgements highlight that a very high number of children join our school with significant speech and language difficulties. Wellcomm assessments are completed at the beginning of the Autumn term; support and interventions are put in place quickly as research shows that early intervention and improving communication skills at a young age will boost achievement in all areas of learning. In September 2022, Wellcomm assessments in Reception class highlighted that 22 out of 30 children (27%) were working below the expected standard for communication and language. Through quality first teaching, targeted interventions and the professional support of Pepper Therapy, 63% of children reached the expected level for communication and language by the end of the year. Stretton CE Academy buys a commissioned service from Pepper Therapy (qualified speech and language therapists), which, in 2022-2023, 23 pupil premium children accessed. All of these children achieved their termly targets over the year and 61% of them were subsequently discharged due to working within age expected ranges.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
School Counselling service	Helen Rowlatt.

Further information (optional)

The school have a breakfast club which some pupil premium pupils attend free of charge this gives the children a good start to the school day so that they are in the best possible place to learn and their basic needs have been met.