

## 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 ( <b>3 year plans are recommended</b> )	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	£9,570
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
<b>Total budget for this academic year</b> <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 access the curriculum and the wider opportunities and experiences on offer fully. 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 also 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, combined with our in-depth knowledge of our children to allocate PPG. In order for our children to achieve their full potential, there needs to be a focus on ensuring their social, emotional development is prioritised to establish a secure foundation for them to achieve 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	<b>ATTENDANCE</b> - Attendance and punctuality impacts on pupils' access to teaching and learning on a daily basis. It also impacts on the social relationships with their peers and adults and their confidence. Absence creates gaps in learning so that pupils fall behind their peers, and a lack of aspirations and hope for their future.
2	<b>SEMH</b> – A 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. Together, these factors result in pupils lacking confidence, displaying low resilience to demands, low self-esteem and often an inability to self-regulate their emotions and learning.
3	<b>PHONICS AND READING</b> – A 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	<b>ENRICHMENT</b> - Limited access to wider enrichment activities inhibits pupils learning lifelong skills and reduces pupils' cultural capital.
5	<b>SPEECH AND LANGUAGE</b> - Low levels of speech and language on entry to school is a barrier to progress.

## 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><b><u>ATTENDANCE</u></b> 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"> <li>• Increase in the attendance of pupil premium children as a group.</li> <li>• The number of pupils that are PP and are persistently absent will reduce.</li> <li>• There is a new policy in place, and this has been implemented rigorously which in turn has reduced the number of PP pupils absent from school and improved punctuality.</li> </ul>
<p><b><u>SEMH</u></b> To improve those pupils with SEMH needs ability to regulate.</p>	<ul style="list-style-type: none"> <li>• Pupils are able to access more of their learning alongside their peers.</li> </ul>

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

## 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
<ul style="list-style-type: none"> <li>Implement the use of Boxall (assessment tool) for pupils with SEMH difficulties to measure progress and ensure the right areas are targeted in provision.</li> <li>Train staff in how to carry out assessment and how to use information it provides.</li> <li>Provide pupils in the Nest with a high staff-pupil ratio.</li> </ul>	<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><a href="https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf</a></p>	2
<ul style="list-style-type: none"> <li>SEMH and behaviour approaches will be embedded into routine educational practices and supported by professional development and training for staff</li> </ul>	<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><a href="https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf</a></p>	2
<ul style="list-style-type: none"> <li>Recruitment of SEMH lead</li> </ul>	<p><a href="https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf</a></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
A targeted approach to speech and language delivered by a Speech and Language Therapist.	<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 (<a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p> <p>Pepper Therapy £50 p/h (2.5) x 38 = £4,750</p>	5
<p>All pupils in Reception to be baselined using the Wellcomm assessment.</p> <p>Implement Wellcomm interventions</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p> <p>Oral language interventions can have a positive impact on pupils' language skills.</p> <p>Pepper therapy TA - Interventions</p>	5
Deliver targeted interventions for those pupils at risk of falling behind in phonics.	<p><a href="https://educationendowmentfoundation.org.uk/news/phonics-mastering-the-basics-of-reading">https://educationendowmentfoundation.org.uk/news/phonics-mastering-the-basics-of-reading</a></p> <p>Acting 'swiftly' to enable those pupils to catch up quickly.</p>	3
Deliver targeted support and interventions of those pupils at risk of falling behind in reading.	<p><a href="https://educationendowmentfoundation.org.uk/news/phonics-mastering-the-basics-of-reading">https://educationendowmentfoundation.org.uk/news/phonics-mastering-the-basics-of-reading</a></p> <p>Acting 'swiftly' to enable those pupils to catch up quickly.</p>	3

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

Budgeted cost: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> <li>A targeted approach to 1:1 Therapy delivered by a qualified Counsellor to support the mental health and wellbeing of pupils</li> </ul>	<p><a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Send/EEF_Special_Educational_Needs_in_Mainstream_Schools_Guidance_Report.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Send/EEF_Special_Educational_Needs_in_Mainstream_Schools_Guidance_Report.pdf</a></p> <p>The intensity of intervention (from universal to targeted to specialist) should increase with need.</p>	2
<ul style="list-style-type: none"> <li>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</li> <li>Training and release time for Attendance Lead to implement new attendance policy.</li> <li>Training and release for the Attendance Lead to analyse attendance data and implement actions informed by data evaluation.</li> <li>Attendance and inclusion support through Local Authority Attendance office.</li> </ul>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p><a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/parental-engagement</a></p> <p>Attendance and inclusion SLA LAAO: £1,080 Attendance awards: £700 Attendance lead</p>	1
<ul style="list-style-type: none"> <li>Plan a structured programme of trips/visits and visitors to support the wider curriculum and provide first-hand experiences to PP children.</li> </ul>	<p>There are wider benefits from accessing arts opportunities as well as regular physical activity in terms of engagement, language, mathematical and physical development, health and wellbeing as well as other potential benefits (such as improved attendance).</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</a></p>	4

**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 year's Pupil Premium spend, the school have undertaken a variety of self-evaluation activities including, formal assessments, pupil voice, book scrutiny, lesson observations, attendance data. This information has been used to evaluate the impact.

Outcomes for PP pupils 2021-2022:

#### **Phonics Year 1 (Disadvantaged):**

Achieving standard in Y1: 60%

#### **KS1 Outcomes (Disadvantaged):**

Reading: ARE+ 20% (GLD 0%)

Writing: ARE+ 20% (GLD 0%)

Maths: ARE+ 40% (GLD 0%)

Combined RWM: ARE+ 20% (GLD 0%)

#### **KS2 Outcomes (Disadvantaged)**

Reading: ARE+ 11% (GLD 0%)

Writing: ARE+ 11% (GLD 0%)

Maths: ARE+ 33% (GLD 0%)

Combined RWM: ARE+ 11% (GLD 0%)

### 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.*

<b>Programme</b>	<b>Provider</b>
School Counselling service	Helen Rowlatt.

## Further information (optional)

The school have a breakfast club which all pupils accessing Pupil Premium can 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.