



Pupil Premium Strategy Statement: Stretton Church of England Academy

1. Summary information			
School	The school location deprivation indicator was in quintile 5 (most deprived) of all schools. The pupil base is in quintile 5 (most deprived) of all schools in terms of deprivation.		
Academic Year	2020/21	Total PP budget	£105,695
Total number of pupils	189	Number of pupils eligible for PP	74 (inc LAC children)

2. Outcomes	National 2019 (Non PP)
GLD Attainment	NA
Year 1 Phonics Screening Check	NA
% achieving expected standard or above in reading in Year 2	NA
% achieving expected standard or above in writing in Year 2	NA
% achieving expected standard or above in maths in Year 2	NA
% achieving expected standard or above in reading in Year 6	78%
% achieving expected standard or above in reading in Year 6	83%
% achieving expected standard or above in maths in Year 6	84%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Complex Social, Emotional, Behavioural Needs of PP children
B.	Gaps in reading, writing and maths skills of PP children in KS2

C.	Delayed language skills and limited vocabulary choices	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Children have limited access to the experiences/opportunities to enrich and nurture their knowledge and understanding	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improvement in ability to regulate emotions to be measured through Readiness Scale/FT exclusions/ Re integration into mainstream classes for specific periods/aspects of the curriculum/observations from internal and external professionals	Increase the scores on the Readiness Scales which measure ability in self control/Learning Walks with Attitudes to Learning/Management of Behaviour, Social Skills, Self Awareness and Confidence, Skills for Learning, Approach to Learning Reduction in behaviour incidents - CPOMS Reduction in FT exclusions Progress captured through pooks/pupil voice
B.	To accelerate rates of progress across school for all pupils eligible for PP including % of children achieving above the expected standard in reading and maths	Accelerated progress closing attainment gaps in reading and writing between PP and non-PP children
C.	To improve the expressive and receptive needs of children across the school	Accelerated progress closing attainment gaps in communication and language skills between PP and non-PP children
D.	To develop opportunities for children to access a rich curriculum	Children are excited about the curriculum

5. Planned expenditure					
Academic year	2020.21				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation ?
A. To further develop staff skills and knowledge to support children with complex social, emotional and behavioural needs	Coherent Programme of training planned for all staff including teachers, support staff and lunchtime supervisors on: <ul style="list-style-type: none"> Attachment/Readiness Training – SENCo Training from the Social, Emotional, Mental, Health and Learning Team Training from the Complex Communication Team 	EEF – Special Educational Needs in Mainstream Schools – March 2020 Our training builds upon the following recommendations: <ul style="list-style-type: none"> An inclusive school removes barriers to learning and participation, provides an education that is appropriate to pupils’ needs, and promotes high standards and the fulfilment of potential for all pupils. Schools should: <ul style="list-style-type: none"> promote positive relationships, active engagement, and wellbeing for all pupils; ensure all pupils can access the best possible teaching; and 	Quality Assure the Providers through recommendation Monitor and evaluate the <ul style="list-style-type: none"> quality of the provision as part of the monitoring cycle half term/y/termly progress of the children’s social and emotional needs through the readiness scale 	SENCo – £ 250 – SENCO	Termly
Total budgeted cost					£250
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation ?

<p>A. To improve complex social, emotional and behavioural needs of children</p>	<p>1 Nurture Lead 1 Nurture Teaching assistant 1 Nurture TA – Part time Nurture Provision for PP children with complex needs to support their academic and wellbeing needs for a short period of time, which is reviewed with a view to reintegrate into mainstream learning.</p>	<p>Science Direct –The effectiveness of Nurture Groups in improving outcomes for young children with social, emotional and behavioural difficulties in primary schools. January 2020</p> <p>There has been a growth of school-based interventions that aim to strengthen attachments in order that children can develop social and emotional skills; thus enabling them to be better placed to access learning opportunities and reach levels of educational achievement and attainment similar to their peers. Nurture Group provision is modelled on attachment theory and is a short-term, schools-based intervention targeted at individual children who are displaying social, emotional and/or behavioural difficulties.</p>	<p>Monitor and evaluate the</p> <ul style="list-style-type: none"> • quality of the provision as part of the monitoring cycle half term/y/termly • progress of the children’s social and emotional needs through the readiness scale 	<p>SENCo/ Nurture Lead</p> <p>Nurture Provision Cost – £58,423</p>	<p>Termly</p>
	<p>Identified children receive 1:1 Counselling to ensure that they have the specialist support to</p>	<p>We want to ensure that children with PP who have significant barriers linked to emotional regulation are given the forum and language to be able to</p>	<p>Monitor and evaluate the impact through</p> <ul style="list-style-type: none"> • Pupil voice • Attitudes to learning • Parent voice 	<p>HT</p> <p>Cost of Counselling – £6080</p>	<p>Half Termly</p>
	<p>PP children across the school have Lunchtime Play Workers to support them to play purposefully and safely. The playworkers facilitate and engage play in a nurturing and supportive approach.</p>	<p>We want to ensure the PP children have the suitable provision to help them develop independence to play co-operatively and this also enables those children to develop a level of self-efficacy and therefore successful start to their next session for learning in the afternoons.</p>	<p>Monitor and evaluate through:</p> <ul style="list-style-type: none"> • Learning Walks • Pupil voice 	<p>HT/SENCo</p> <p>Cost of Lunchtime Playworkers £16,214.70</p>	<p>Termly</p>
<p>B. To accelerated progress across for pupils in KS2 eligible for PP reading and maths in KS2</p>	<p>HLTA to lead interventions and release the class teacher to lead further targeted interventions to PP children</p>	<p>Additional targeted support as recommended by EEF building upon approaches used in the Wave 1 classroom will build upon prior learning, support gaps in learning and</p>	<p>Monitor and evaluate through</p> <ul style="list-style-type: none"> • Pop Ins/Learning Walks/ 	<p>HT/SENCo</p> <p>Cost of HLTA – £16,396</p>	<p>Termly</p>

C.To improve the expressive and receptive needs of children across the school	Speech and Language Therapy	SALT delivered to children with delayed speech or expressive and receptive barriers to learning. Tas will shadow SALT to ensure they repeat the intervention at least once in class	Monitor and evaluate <ul style="list-style-type: none"> SALT reports Pop ins 	SENCo Cost of SALT – £ 10,050	Termly
Total budgeted cost					£97,113
c. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation ?
To ensure that PP children are able to access curricular activities which involve trips and enrichment, to support their	Plan a structured programme of trips/visits and visitors to support the wider curriculum and provide first-hand experiences to PP children.	DfE - Research to understand successful approaches to supporting the most academically able disadvantaged pupils -November 2018	Pupil Voice/Book Scrutiny linked to foundation subjects	DHT/HT Contributions towards trips/enrichment - £2000	
Total budgeted cost					£8332