



Glebe Academy
Pupil premium
strategy statement
2021-2024
Year 1 2021/22

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	Glebe Academy
Number of pupils in school	232
Proportion (%) of pupil premium eligible pupils	52%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	Year 1 of 3 year plan 2021/22 – 2024/25
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Suzanne Oakes-Smith Principal
Pupil premium lead	Suzanne Oakes-Smith Principal
Governor / Trustee lead	Chris Brady; lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£135 845
Recovery premium funding allocation this academic year	£15 225 (£145 x 105 pupils)
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	£151,070

Part A: Pupil premium strategy plan

Statement of intent

Our philosophy

We believe in maximising the use of the pupil premium grant (PPG) by utilising a long-term strategy aligned to the SDP. This enables us to implement a blend of short, medium and long-term interventions, and align pupil premium use with wider school improvements and improving readiness to learn.

Overcoming barriers to learning is at the heart of our PPG use. We understand that needs and costs will differ depending on the barriers to learning being addressed. As such, we do not automatically allocate personal budgets per pupil in receipt of the PPG. Instead, we identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly. A Glebe Academy each child is supported as an individual so that support is often bespoke to the child. All pupils are supported to be the very best that they can be in all aspects of their education.

Our principles for Pupil Premium Spending:

1. At Glebe Academy, we believe that quality first teaching is the most powerful and effective way to improve outcomes for all pupils, particularly those who are disadvantaged.
2. We recognise that many of our disadvantaged pupils have multiple vulnerabilities and economic disadvantage alone is not necessarily a barrier but is recognised as a risk.
3. We know that pupils from disadvantaged backgrounds may have limited communication and language skills on entry to school but that teaching our pupils to read, write and communicate well will open doors for them.
4. We believe that where pupils's confidence and self-esteem is low, they benefit greatly from social, culturally-rich life experiences, including outdoor learning.
5. We recognise that the earlier that we help our families and pupils, the more effective this is in improving the life chances of disadvantaged pupils.
6. We believe that any of our disadvantaged pupils who also have SEND and safeguarding needs, require a highly personalised approach in order to give them the best possible life chances.
7. Above all else, we have high expectations of *all* of our pupils.

Our priorities

Setting priorities is key to maximising the use of the PPG. Our priorities are as follows:

- Ensuring an 'outstanding' teacher is in every class
- Closing the attainment gap between disadvantaged pupils and their peers
- Providing targeted academic support for pupils who are not making the expected progress
- Addressing non-academic barriers to attainment such as attendance, behaviour, self-esteem, confidence and aspiration
- Ensuring that the PPG reaches the pupils who need it most

Our tiered approach

To prioritise spending, we have adopted a tiered approach to define our priorities and ensure balance. Our tiered approach comprises three categories:

Priority Area 1: Teaching	Priority Area 2: Targeted academic support	Priority Area 3: Wider strategies
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Challenges

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

Challenge number	Detail of challenge
1	Maintaining effective teaching and targeted interventions in all year groups consistently across the school despite the educational disruption as a result of COVID-19
2	Assessments, observations, and discussions with pupils indicate under-developed oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to lower KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
3	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This can negatively impact on their development as early readers. From pupil interviews – the pupils discussed that they would like someone to hear them read in school because they don't always read at home.
4	<p>PP pupils are more likely to have multiple levels of vulnerabilities eg social and emotional needs, early intervention and social care involvement, SEND, attendance issues than their PP peers.</p> <p>Pupils with only financial disadvantage achieve in line with PP pupils. PP pupils with multiple levels of vulnerabilities do not attain as highly as PP pupils. There is a strong correlation in the school with pupils who receive PP and have SEND difficulties, Autism, dyslexia and moderate learning difficulties, documented and assessed by outside agencies.</p>
5	Attendance and punctuality can cause a significant loss of learning time for pupils. Attendance and punctuality - On analysis of in school data Free School Meals (FSM)/ PP groups have lower attendance and a small number of pupils are persistently late for school effecting the attendance figures. Some pupils in this group have also had higher percentage of absence due to illness.
6	Our assessments, observations and discussions with pupils identified social and emotional issues for some disadvantaged pupils notably due to the disruption of the last two academic years as a result of the COVID 19 pandemic.
7	Behaviour at home and family relationships - Some families report the challenges they face managing the behaviour of pupils at home. Pupils and families do not always seek help and support from other agencies to support the development of their pupils, for example Speech and Language, keeping appointments, accessing with multi-agency services.
8	Aspiration, self-belief and confidence within the group of eligible for pupil premium there is a need for them to believe that they can achieve and have high expectations. Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably a lack of enrichment opportunities during school closure.

9	Readiness for Learning - Some pupils come to school and are not prepared with the necessary equipment; breakfast/lunch and homework is not completed.
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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>Improved oral language skills and vocabulary among disadvantaged pupils.</p> <p>Successfully implementing the teaching of language across the school impacts on improving language comprehension and reading.</p>	<ul style="list-style-type: none"> • Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. • The recommendations set out in the EEF implementation guidance are understood and used by staff. • An evidence-based approach has been implemented that provides quality first teaching of language to all pupils and a robust form of assessment. As a result, language development across the school has improved • Collaborative working ensures leaders have a collective responsibility to sustain the gains made in language across the subjects • All staff (including support staff) have been appropriately trained in how to implement, monitor and assess the teaching of language across the curriculum • As a result of effective CPD, all staff have the requisite level of language and articulacy required for effective teaching. • Robust assessment of children’s needs in language is in place and used consistently and constantly across the school and helps to identify areas of further development and any gaps in children’s language. • The expectations in relation to language outcomes for each year group are clear and all staff are aware of how these can be achieved. • Language development is consistent across the school and is a priority, which is addressed in all subject areas. • Access to high quality texts is consistent across the school. • Reading is used to support language development in all subject areas, ensuring that pupils’ are able to build their cultural capital. • Use of Vocab Ninja and Word of the Week is used to support the pre-teaching and retention of vocabulary across all subject areas • Development of language across the school and curriculum enables children to achieve well across the curriculum and this is reflected in results of national tests that meet government expectations.
<p>High quality first teaching and focused, personalised and early interventions take place in Early Years/Year 1 and beyond to close</p>	<ul style="list-style-type: none"> • PP pupils’ attainment is in line with national ‘other’. • All PP pupils who attain exceeding in GLD at the end of EYFS and GDS in KS1 make the transition to greater depth with a proportion of pupils making accelerated progress. • Accelerated progress for pupils in receipt of interventions and other targeted support. • Y1 phonics screening outcomes in 2024/25 show that more than 85% of disadvantaged pupils met the expected standard.

<p>the gap as early as possible with a direct focus on early reading and phonics.</p>	
<p>Effective teaching supported by evidence informed CPD for teachers and support staff is embedded across the school and impacts on continually improving teaching and attainment of pupils.</p>	<ul style="list-style-type: none"> • Quality, effective teaching across the school is evident through learning walks, deep dives • Learning environment and CPD in the use of concrete resources across the curriculum ensures teaching is supportive of disadvantaged pupils' needs; particularly in Maths and Phonics • Effective implementation, particularly in the preparation stage of key development strategies such as language and Social and Emotional Learning. • Effective use of research particularly for diagnostic assessment. • A focus on teacher feedback further improves pupil learning and continues to address misconceptions swiftly. • Effective, evidence informed CPD for staff impacts on supporting staff retention including CPD for the new EYFS framework • Use of research to support the teaching of disadvantaged pupils with SEN in mainstream education ensures disadvantaged pupils with SEND achieve the best possible outcomes in identified year groups.
<p>To achieve and sustain improved wellbeing and enrichment opportunities for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, pupil and parent surveys and teacher observations • a significant reduction in pupils on SEND register for SEMH • reduction of behaviour incidents for those pupils identified as having SEMH • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
<p>Attainment and progress gaps are narrowed for all disadvantaged pupils so that by the end of Key Stage 2 compares favourably with other pupils nationally including those that are more able</p>	<ul style="list-style-type: none"> • PP pupils' attainment is in line with national 'other'. • Accelerated progress for pupils in receipt of interventions and other targeted support. • Rigorous assessment of pupils' individual needs are continuously carried out across the school and curriculum. • Staff use the school's progression documents to identify and assess any gaps in children's learning. • Subject leaders are aware of the needs of disadvantaged pupils' in their subject and take collective responsibility for diminishing any gaps caused by socio- economic disadvantage, ensuring good outcomes for disadvantaged children. • Gaps in knowledge and learning are addressed effectively by the teachers across each year group through the use of a spiral curriculum and explicit teaching of content. • Improved maths attainment for disadvantaged pupils achieving greater depth at the end of KS2. • Skills that have been taught in relation to digital technology and remote learning continue to be embedded and developed so as to enhance the learning of disadvantaged pupils. • A recovery programme, which explicitly addresses the identified needs of pupils', has been used consistently across the school and consequently disadvantaged children achieve well across the curriculum.

	<ul style="list-style-type: none"> • The learning environment is supportive of disadvantaged pupils' needs e.g. use of concrete resources in mathematics, access to range of resources in art. • Additional teaching of phonics are in place for those disadvantaged children that need it in KS2 to ensure that all children develop the reading skills needed to access the curriculum. • Use of rigorously evaluated interventions delivered by teachers and support staff continue to be in place to address the gaps caused by socio- economic disadvantage. • High quality on-going CPD and resources ensure that all staff have high expectations of ALL pupils, including those who are disadvantaged. • The deployment of support staff continues to be rigorously evaluated so that it supplements rather than supplants high quality teaching.
<p>Provide emotional and social support for PPG pupils and their family to enable families and pupils have access to support in and outside the school setting.</p>	<ul style="list-style-type: none"> • Role of Family Support Co-ordinator in place • Family Support Co-ordinator to support targeted families with clear Targets • Pupil leadership roles to boost self-esteem and confidence • Integrated behavioural strategies and reward systems to support wellbeing • Individualised Mentoring programme support offered to PP pupils • Termly team building incentive and initiatives planned • Participation in the skills builder initiative • External social and emotional support for targeted groups of pupils • Targeted use of Forest Schools to develop challenge, character and resilience. • Positive relationships are maintained with parents; to make sure that all families are held in high regard by the school and feel a sense of belonging to the school community. • The effects of social deprivation have been counterbalanced to enrich pupils' life experiences and provide extra opportunities to learn and apply skills in out of school contexts. • Pupils eligible for PP make accelerated progress across a Key Stage, so end of Key Stage data shows diminishing differences between PP pupils and non-PP pupils. • Increased attendance of PP pupils at before/after school clubs and holiday periods.
<p>Reduce the number of pupils whose absence falls below 10%.</p> <p>Improve overall PP attendance and punctuality so that all year groups have attendance above average.</p>	<ul style="list-style-type: none"> • Overall attendance for PP pupils, including FS2, is at/greater than 96% (excluding COVID absence) • Family Support Coordinator to support PP families • to provide additional support to PP families through regular meetings and communication • Reduce the number of persistent absentees among pupils eligible for PP through Early Help and personalised Improving Attendance Action Plans • Purchase incentives to encourage pupils to attend school • Improve rates of attendance for pupils eligible for PP funding attendance so that they are in line with National average and in line with 'other' pupils. • The attendance gap between disadvantaged pupils and their nondisadvantaged peers in school is diminished • EWO works closely with the schools attendance lead to ensure:

	<ul style="list-style-type: none"> ○ Attendance is maintained so that after the impact of the school closure and bubble closures attendance for PP children is at least in line with national attendance. ○ Persistent absence for disadvantaged pupils is below national absence for this group. ○ Strategies to improve attendance that are rooted in evidence of the causes of weaker attendance including high quality teaching and relationships are used.
Pupils are exposed to a wide range of social/cultural and outdoor experiences to develop their aspirations	<ul style="list-style-type: none"> • Every child experiences at least one educational visit or visitor per term • A higher percentage of PP pupils are able to participate in funded educational visits • Greater range of opportunities for pupils to explore the arts and music within & beyond the daily timetable • KS2 part funded residential • Continue to provide enrichment experiences for learning they would not usually experience including local trips, visit to the theatre, residential trips and partnership working with parents. • Careers and aspiration education weaved through the curriculum. • Classroom coverage of the curriculum reflects the intent to increase cultural capital • Maintained and increased access and participation in wider curriculum opportunities. • Book looks show that pupils are using language and vocabulary across the curriculum.

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: **£54000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality First Teaching and Targeted interventions in EYFS/Year 1		
<ul style="list-style-type: none"> • Retain posts of Early Years Transition Workers x1 • Unqualified teacher (0.2) to provide additional phonics support for targeted pupils. • QFT and carefully targeted and chosen intervention and targeted support rapidly closes the gap between attainment on entry and age related end of year expectations over EY and KS1. 	<p>3 year data shows good and accelerated progress from entry to R to exit at the end of KS1</p> <p>Pupils catch up with their non-disadvantaged peers and attain in line with or above national averages by the end of KS1</p> <p>Trusting and informative communication between home and school / school and preschool</p>	1, 2, 3, 4

<ul style="list-style-type: none"> • New to Nursery/Reception meetings are held with parents; virtual meetings for Sept 2021 starters • Early communication/school readiness checklists are sent out • Baseline assessment and Speech and Language screening on entry • Support programmes such school readiness checklist used • Half termly expectations / non-negotiables are between EY/KS1 teams. • Good communication with SLT / SENCO & class teachers with appropriate intervention for pupils at risk of under attainment. • QFT for all which addresses SEMH needs and establishes a culture of safety in the classroom • Vocabulary planned and taught through range of topic areas to increase vocabulary of pupils. • Subject leaders work with other subject leaders in school-to school partnership work together to share best practice 	<p>Pupils phonic knowledge and early reading skills develop rapidly</p> <p>Early identification of pupils needs / needs addressed early via support & intervention</p> <p>Pupils making maximum progress and attainment due to good and outstanding T&L</p> <p>Engaging resources, readily available to staff support high quality teaching of reading.</p> <p>Pupils in every year group have access to an exciting, 'cultural capital building' opportunities</p>	
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Targeted interventions and quality first teaching in Year 2/Key Stage 2		
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<ul style="list-style-type: none"> • Closing the Gap Practitioners x 3 in place to provide additional intervention and targeted support to close the gap. • Time for class teams to prepare for and attend Pupil progress meetings ensuring progress is measured, analysed and acted upon after each Assessment Point • Quality first teaching and a programme of intervention and targeted support rapidly closes the gap between attainment on entry and age related end of year expectations • 0.3 non contact for SENCO – time with SLT and class teachers with appropriate intervention for pupils at risk of under attainment. • QFT for all which addresses SEMH needs and establishes a culture of safety in the classroom • Vocabulary planned and taught through range of topic areas to increase vocabulary of pupils. 	<p>End of KS1 and KS2 progress for DS pupils is greater than non-DS pupils to close the gap of attainment on entry.</p> <ul style="list-style-type: none"> • Attainment for DS pupils at the end of KS1 and KS2 is in line with non-DS and greater than DS and all pupils nationally. • Parent / carers /staff and pupil expectations of pupils' attainment is raised • Non- negotiable criteria in place and is used as the bar to which we aim • Pupils in every year group have access to an exciting, 'cultural capital building' opportunities • Focus on reading/vocabulary taught as part of daily & weekly T&L 	<p>1, 2, 3, 4</p>
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<ul style="list-style-type: none"> • Subject leaders work with other subject leaders in school-to school partnership work together to share best practice • Employment of Unqualified teacher to improve quality of delivery through PPA. Leadership time and to provide additional catch up intervention sessions for targeted pupils. • Individualized/group targeted support given to PP pupils who are not completing home learning • Additional targeted reading and phonics (tracking of pupils who did not meet phonics threshold by end of Year 2) • Y6 after school booster sessions to target specific pupils 		
<ul style="list-style-type: none"> • Purchase of standardised diagnostic assessments – NTS Assessments • Training for staff to ensure assessments are interpreted and administered correctly. 	<ul style="list-style-type: none"> • Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: • Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF 	1, 2, 3, 4
<ul style="list-style-type: none"> • Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. • Purchase Vocab Ninja resources and fund ongoing teacher training and release time. 	<ul style="list-style-type: none"> • There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: • Oral language interventions Toolkit Strand Education Endowment Foundation EEF 	1, 2
<ul style="list-style-type: none"> • Additional resources to support RWI phonics teaching scheme - DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils. 	<ul style="list-style-type: none"> • Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), 	3

	<p>particularly for disadvantaged pupils:</p> <ul style="list-style-type: none"> • Phonics Toolkit Strand Education Endowment Foundation EEF 	
<ul style="list-style-type: none"> • Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. • We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training). 	<ul style="list-style-type: none"> • The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: <ul style="list-style-type: none"> • Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) • The EEF guidance is based on a range of the best available evidence: <ul style="list-style-type: none"> • Improving Mathematics in Key Stages 2 and 3 	1, 4

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

Budgeted cost: £66,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> • Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. • Whole school staff training to update existing staff and train new staff on Read, Write Inc. • Purchasing of additional 'Catch up' phonic resources • Use of unqualified teacher for x2 days to facilitate targeted group work 	<ul style="list-style-type: none"> • Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. • Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks. • Decrease in gap between % of non-disadvantaged pupils and disadvantaged pupils meeting the phonics threshold at the end of Y1 and Y2 cumulative. • Acceleration of phonetic attainment in Y3 catch up pupil group. 	3

<ul style="list-style-type: none"> Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers. 	<ul style="list-style-type: none"> Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: 	1, 2, 3, 4, 6
Pupil well being: Improved well-being, confidence and self-esteem of pupils		
<ul style="list-style-type: none"> High quality intervention programme for targeted pupils Social/Emotional interventions -1:1 sessions Effective use of CPOMS to ensure pupils are safe and that social needs and concerns are addressed quickly. Quick identification and referrals of pupils in need of external support A range of training which supports SEMH and tracks developments eg time to talk social communication intervention, circle times, PSHE, Boxhall Educational Psychologist to carry out work with specific pupils Assembly calendar focusing on PSHE as well as adapting to the social emotional needs of pupils and specific incidences PSHE to ensure core curriculum offer has embedded RSE framework Teacher training delivered by to help pupils with self-regulation Teacher CPD to support development of quality of education ensuring meeting relative starting points of all PP pupils Vulnerable PP pupils are supported by Family Support Worker and Learning Mentors. Pupils are able to discuss difficulties they are having and talk about strategies they may use to help them 	<ul style="list-style-type: none"> Pupils are increasingly ready to learn and able to manage their emotions. Self- regulation improves for pupils at risk PP pupils are self-assured learners and engage fully in all aspects of school life as a result they make rapid and sustained rates of progress Staff aware of and supporting identified pupils Pupils' basic and self-esteem needs are met. Through personalised strategies pupils can explore, be aware and share their feelings with others. Reduction in number of off task or behaviour incidents Pupils ability to self-regulate increases Academy has no exclusions 	4, 5, 6

<ul style="list-style-type: none"> • Fruit offered for break time each day to ensure pupils are nourished and 'ready to learn'. • Continued links with Secondary Schools for PP pupils to prepare them for transition. • Bespoke individualised program for vulnerable pupils that need to develop their resilience, confidence and self-esteem outdoors. • Monitoring and data analysis of behaviour incidents • Additional Senior Leadership (SENCO) release time per week to evaluate and develop practice • Termly safeguarding reports to be produced by the DSL. • Weekly safeguarding meetings with the safeguarding team • 1:1 observations • Monitoring of behaviour records • Improvements in Boxhall Profile • Pupil Passports for pupils on the SEND register for SEMH show successful progress against targets • Half termly monitoring and reports of Attitudes to Learning; Behaviour incidents and any exclusion 		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £31,070

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Reduce the number of pupils whose absence falls below 10%. Improve overall PPG attendance and that the pupils are on time for school.</p>		
<ul style="list-style-type: none"> • Embedding principles of good practice set out in the 	<ul style="list-style-type: none"> • Attendance of PP and overall attendance has improved overtime and is at least in line with national 	

<p>DfE's Improving School Attendance advice.</p> <ul style="list-style-type: none"> • This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance. • Daily analysis of attendance registers. • Parents contacted by 9:30am to address absenteeism. Repeated absenteeism results in attendance contract relevant paperwork completed efficiently. A clear first day response strategy via text message • Weekly reports given to the VP/Directors of Achievement for monitoring. • Daily breakfast club to encourage pupils to be on time and ready to learn • Policy embedded to tackle persistent absence and lateness with families. • Support planning meetings actioned to support families with improving attendance. • Weekly/half termly/yearly rewards for promoting good attendance through vouchers, trips, certificates and badges. • Incentives aimed at parents for good attendance • Case studies and progress summaries updated termly including attendance Provision map includes attendance and persistent absentees • Teachers pro-active in monitoring attendance with class strategies in place. • Assistant Principal to feedback in staff meeting/s and to teachers and teaching assistants so whole staff awareness • Purchase of Stoke on Trent EWO traded package to support monthly attendance 	<p>figures in previous years however COVID 19 period (2020-21) resulted in increases to persistent absenteeism</p> <ul style="list-style-type: none"> • Absence is as a result of genuine illness • Absence improves for identified pupils • Attendance for all pupils improves. • PA pupils from previous year, improve attendance towards national • Disadvantaged pupils are in line with all pupils for attendance so that this is no longer a real risk • The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. 	
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meeting with VP/Attendance officer manager		
Pupils are exposed to a wide range of social/cultural and outdoor experiences to develop their aspirations and cultural capital		
<p>Term Time:</p> <ul style="list-style-type: none"> • Pupils are exposed to a wide range of social/cultural and outdoor experiences. • School to subsidise educational visits linked to the curriculum. • Teachers to organise a variety of theme days/events/visitors to provide additional experiences for subjects. • Outdoor learning prevalent as part of curriculum and weekly routines and timetable • Teachers to plan for links between visits/events and learning in class. • Teachers/pupils to use experiences as a stimulus for their work • Strong links with the local community are established with plenty of opportunities to be involved locally • Aspirations week • Variety of sports clubs and activities through a wide range of equipment • Religious festivals, world events and specialised days form part of the character curriculum which is recognised within class medium term plans • Provision of Forest School for targeted pupils • Additional swimming sessions for targeted pupils to ensure they attain the end of Key Stage 2 standard 	<ul style="list-style-type: none"> • Pupils have the opportunity to take part in regular activity which will enhance their understanding of the world, vocabulary and social and emotional wellbeing • Parent feedback is positive • PP Pupils will develop as individuals and gain valuable life experiences that will prepare them for the future and the wider world. • PP Pupils will widen their range of transferable skills across all subjects. • Pupils achieve beyond what it expected nationally to ensure they have a sense of direction which stretches beyond academic • Pupil reactions to learning beyond the classroom • Pupils are keen to share their learning with clear enthusiasm especially linked to off site visits • Quality experiences are a core part of the curriculum • Experiences show impact in quality of writing and growing vocabulary Pupils are exposed to a range of experiences which broaden their horizons and begin to build some cultural capital • The school community grows as relevant local visitors are welcomed in to work with pupils • Forest school feedback • Pupils' aspirations evidence a growing understanding of the wider world as they are exposed to an increasingly wide range of experiences 	8
<p>Holiday provision:</p> <ul style="list-style-type: none"> • Provide additional opportunities for out of hours learning through 20 days of additional holiday clubs – Oct/Dec/Feb/April/May/August 	<ul style="list-style-type: none"> • Targeted pupils attending holiday provision for reasons including: • Safe place for pupils Safeguarding vulnerable • Support with costs over the holiday period • Mental health and wellbeing of pupils/families 	8

<ul style="list-style-type: none"> • School to provide 2 x member of staff and costs for building use; resources; opening/closing building etc • Targeted families attending provision 	<ul style="list-style-type: none"> • Enrichment activities • Pupils developing the confidence to try develop new skills. • Further development of aspirations through career/.business linked opportunities • Increased attendance rates 	
Provide emotional and social support for PPG pupils and their family to enable families and pupils have access to support outside the school setting.		
<ul style="list-style-type: none"> • Breakfast club offered to families for pupils to access additional support and a daily nutritional breakfast 	<ul style="list-style-type: none"> • Increase early morning learning and creative opportunities for pupils supporting parents have requested a breakfast club for additional support with home lives and working families. 	5, 6, 7, 8, 9
<ul style="list-style-type: none"> • Mentor for pupils with SEMH and also reactive to those going through trauma or change 	<ul style="list-style-type: none"> • Improve the quality of social and emotional (SEL) learning. • SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff. 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): • EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk) 	4, 5, 6, 7
<ul style="list-style-type: none"> • Parents feel safe to keep the academy informed about home situations which may affect their child and they can be directed to services who may be able to offer support. • Support pupils/parents reluctance to attend post due to COVID • Mentor in place for identified pupils • Parents to attend workshops and ‘Learning Together’ sessions and engage with other types of school support in order to best support their pupils to support catch up support. 	<ul style="list-style-type: none"> • Relationships with parents and academy staff are strong and open, with information exchanged productively which is in the best interest of the child. • Parental engagement is high and active; on site when appropriate in line with risk assessment and through remote communications – Class Dojo; Parent Mail; Live Lesson approach • The academy provides experiences which parents want to engage with and which have a positive outcome on pupils. • Quality and strength of relationships with key staff is the norm, parents build up trusting relationships with key staff and feel that communication is positive and timely 	6, 7

<ul style="list-style-type: none"> • Nursery/new parents from other year groups are welcomed in to school to begin to build relationships informally - expectations of academy and culture shared and established • External agencies involvement: Educational Psychologist, Community; Support Worker • Open door policy with parents and the sharing of info and concerns is timely and appropriate • Family Support Coordinator to lead Early Help approaches used to plan for parent meetings which address a • School readiness checklist provided and explained • Adult learning in response to parent feedback and input from external providers • Celebration assemblies (virtual or face to face if safe) weekly with parents 	<ul style="list-style-type: none"> • Parents confident and committed to working with school through initial meetings • External family factors are not detrimental to pupil attainment and progress as a result of excellent communication Parent feedback evidences positive response • Pupils on entry hit more of the criteria on the school readiness checklist • Ethos and school environment, regular parent's comments and conversations with class teachers and staff • Pupil voice following family learning and parents visits in school • Reduction in behaviour incidents relating to focused pupils on SEND register for SEMH 	
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Total budgeted cost: £151,070

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.

Our internal assessments during 2020/21 show that attainment for all pupils was on average 2 steps below that on previous years – equating to pupils working a term behind. Progress:

EYFS progress was outstanding with no significant gaps between the progress rates of dis/non dis.

KS1 progress requires acceleration for dis/non dis but no gaps.

KS2 expected progress made with no gaps between progress rates of non dis/dis in Y6; 2 step gap between dis/non dis in Y3/4/5

The impact of COVID for Year 1 and 2 of our previous 3 year plan had meant a revaluation and assessment of all priorities.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended.

Whilst evidence nationally shows school closure was most detrimental to disadvantaged pupils we mitigated the impact of this by maintaining a high quality curriculum, including during periods of partial closure, and specifically designed learning packs for all pupils, differentiated for those pupils with additional learning needs and also daily live lessons.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

Externally provided programmes

Programme	Provider
White Rose Maths	Read Write Inc
Vocab Ninja	

Service pupil premium funding: Not applicable for 20/21

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular holiday activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated previous activity undertaken and reviewed the impact of this.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.