



# Stockingford Pupil Premium Strategy Statement 2022 – 25



Written by: Daniel Horishny (Nov 22)

This statement details our school's use of pupil 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 effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Stockingford Academy
Number of pupils in school	525 pupils
Proportion (%) of pupil premium eligible pupils	46% (241 pupils)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-2025 (3 years)
Date this statement was published	September 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Gillian Bowser Headteacher
Pupil premium lead	Daniel Horishny Deputy Headteacher
Governor / Trustee lead	Claire Jones

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	Ever 6 - 227 @ £1385/pupil = <b>£314,707</b> PLAC - 6 @ £2,410/pupil = <b>£14,596</b> Service Children - 2 @ £320 = <b>£640</b>
Recovery premium funding allocation this academic year	<b>£36,695</b>
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
School Led Tutoring funding	<b>£ 36,450</b>  SEND £1,269
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	<b>£ 364,904</b>

## Part A: Pupil premium strategy plan

### Statement of intent

At Stockingford Academy, our priority is for every pupil to achieve their full potential, achieving high attainment at least in line with their peers regardless of the social inequalities that disadvantaged children overcome on a daily basis. Our intention is to provide a nurturing and inspiring environment where every child has the skills, mindset and self-belief to overcome challenges and barriers to live life to the full and achieve individually.

*Our ultimate objectives are:*

- To ensure all adults within school have the highest expectations of all pupils regardless of their background
- To identify the barriers to learning our disadvantaged learners face and provide the necessary support to meet their individual needs.
- To achieve accelerated progress for disadvantaged learners, narrowing the attainment gap between disadvantaged and non-disadvantaged pupils.
- For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- To provide access to a wide range of enrichment opportunities.
- To support and develop our vulnerable pupil's social, emotional and mental health to enable them to access learning at an appropriate level.

*How our current pupil premium strategy plan works towards achieving these objectives:*

- Provide quality first teaching in every classroom whereby every classroom practitioner receives a comprehensive CPD programme.
- Pupils will receive high quality feedback at the point of teaching.
- Data analysis of all vulnerable groups evidenced through robust termly pupil progress meetings
- All barriers for pupil premium children identified including; FSM, SEND, EAL, gender, pastoral, safeguarding, attendance, ethnicity, GLD, end of KS1 data and Phonic Screening Check
- We aim for disadvantaged pupils to have access to an enriched curriculum with a wide range of academic and social interventions meeting their individual needs.
- Provision Management Meetings and half termly Pupil Progress Meetings are robust, ensuring a clear cycle of recognising barriers, identifying pupil need and the most appropriate intervention; data analysis of all vulnerable groups and the impact of interventions.
- High levels of pastoral support and training to maintain high expectations of behaviour, reduce suspensions and develop good learning behaviours in all through appropriate support and alongside external professionals
- Detailed monitoring of attendance of individual children working alongside external professionals to increase disadvantaged children's attendance at school in order for them to have the full learning experience at Stockingford Academy.
- We will nurture positive parental engagement through a variety of mediums: regular meetings, drop ins, workshops, online support, family liaison.
- Support payment for activities, educational visits and residentials. Ensuring children have first-hand experiences to use in their learning in and out of the classroom
- A rigorous monitoring system including pupil voice, case study, parental questionnaire and 1:1 parent conversations/catch ups ensures that parents are engaged with pupil learning and experiences.
- 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.

## Challenges

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

Challenge number	Detail of challenge
1	Attainment of our disadvantaged pupils is below non-disadvantaged pupils in their reading, writing and maths
2	Increased numbers of pupils with complex needs, including speech and language, social communication, poor working memory, attention difficulties, motor skills, social emotional and mental health upon entry to the school.
3	Disadvantaged pupils have lower attendance due to low importance of school for some parents. There was a gap of 4.3% in 2020-21 and 2.1% in 2021-22.
4	Disadvantaged pupils generally have greater difficulties with reading than their peers.
5	Assessments show outcomes and progress of our pupils are significantly affected by their SEND, mental health and wellbeing and home life.
6	Families of disadvantaged children tend to need greater support from our Pastoral team. Financial barriers faced by parents are currently unprecedented, impacting children's SEMH, the opportunities afforded to them and, at times, the availability of everyday essentials.

## 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
Improve outcomes for disadvantaged children in RWM	<ul style="list-style-type: none"> <li>59% (<i>KS2 national average for 2021-22</i>) of disadvantaged children will meet the combined expected standard in RWM in every year group</li> <li>Expected or better progress for all disadvantaged children.</li> <li>GLD in EYFS in line or exceeds national thresholds.</li> </ul>
To achieved improved levels of communication and language skills	<ul style="list-style-type: none"> <li>In EFYS, 80% (<i>National Average for 2021-22</i>) of disadvantaged children achieve a GLD in communication and languages.</li> <li>Children have an enhanced and enriched vocabulary: # In KS1 for 2022-23, 75% of children achieve EXS outcome in Reading (82% disadvantaged) and 75% in Writing (82% disadvantaged) # In KS2 for 2022-23, 63% achieve EXS outcome in Reading (50% disadvantaged) and 72% in Writing (67% disadvantaged)</li> <li>All children who require SALT receive it</li> <li>Daily Supported Reading shows accelerated levels of progress from children's starting points.</li> </ul>
Strengthen and sustain strong working relationships with all families, particularly those who are disadvantaged.	<ul style="list-style-type: none"> <li>Sustained working relationships with families</li> <li>Increased participation at school events (e.g. parents' evening, workshops) with the aim of the majority of parents engaging with school.</li> <li>Data from parent and pupil voice</li> </ul>
Achieve and sustain improved attendance for all children, especially disadvantaged children.	<ul style="list-style-type: none"> <li>Attendance will be good compared to national (95%)</li> <li>Attendance officer will promptly call families who have an absent child without reason.</li> </ul>

	<ul style="list-style-type: none"> <li>• WAS attendance officer to take legal action against persistence absence and poor attendance.</li> <li>• 'Stage letters' will be issued when children meet threshold</li> <li>• Extremely low attendance will be challenge for HT/DHT</li> <li>• Weekly meeting between DHT and attendance officer</li> <li>• Incentives will be used half termly to reward good attendance</li> </ul>
Disadvantaged pupils access a wide range of enrichment experiences both in and out of school.	<ul style="list-style-type: none"> <li>• Disadvantaged children represent 60% of all clubs</li> <li>• 66% of all disadvantaged children attend a club through each academic year.</li> </ul>
Improve the well-being of all children at Stockingford, particularly our disadvantaged pupils.	<ul style="list-style-type: none"> <li>• Children will be happier, more confident, more resilient and more articulate humans. This will be shown through Thrive assessments, pupil voice, parent and student surveys.</li> <li>• OPAL is embedded into school life – pupil voice show less break time incidents and increase happiness at school.</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: £207,854

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Reflect and improve upon the quality of teaching</p> <p>All teachers and support staff receive a comprehensive CPD support package from within the Trust, the Nuneaton consortium, Gateway Alliance and WCC.</p>	<p><b>EEF guide to pupil premium</b> <i>'Tiered approach – quality first teaching is the top priority, including CPD.'</i></p> <p><b>Sutton Trust</b> <i>'Quality first teaching has direct impact on student outcomes.'</i></p> <p>High-quality CPD for teachers has a significant effect on pupils' learning outcomes. Teacher CPD may be a cost-effective intervention for improving pupil outcomes: CPD programmes generally produce positive responses from teachers, in contrast to other interventions.</p> <p><a href="https://educationendowmentfoundation.org.uk/effective-professional-development/">Effective Professional Development   EEF (educationendowmentfoundation.org.uk)</a></p>	1, 4
<p>Improve metacognition and self-regulation strategies of pupils.</p> <p>Opportunities for CPD and then metacognitive strategies explicitly taught with classrooms (Gateway Alliance)</p>	<p><i>EEF Progress: +7 months</i></p> <p>Evidence suggests the use of 'metacognitive strategies' – which get pupils to think about their own learning – can improve outcomes for all pupils, especially disadvantaged pupils.</p> <p><a href="https://educationendowmentfoundation.org.uk/metacognition-and-self-regulated-learning/">Metacognition and Self-regulated Learning   EEF (educationendowmentfoundation.org.uk)</a></p>	1, 4
<p>Improve feedback</p> <p>A new feedback policy to be introduced across the Trust.</p>	<p><i>EEF Progress: +6 months</i></p> <p>High quality feedback with an emphasis on verbal feedback from different sources (teachers and peer) has been shown to improve progress and attainment</p> <p><a href="https://educationendowmentfoundation.org.uk/feedback/">Feedback   EEF (educationendowmentfoundation.org.uk)</a></p>	1, 4
<p>Increase levels of vocabulary and language acquisition</p> <p><i>Purchase Vocab Ninja – staff trained and it is implemented effectively</i></p> <p><i>Curriculum lessons focused on key knowledge, vocabulary acquisition and oracy. Opportunities are planned</i></p>	<p><i>EEF Progress: +6 months</i></p> <p>Linking this with metacognition (where talking about learning is explicit within classrooms), will help children know more and remember more whilst making them more able to articulate themselves. It will also help their ability to read and access the curriculum.</p> <p><b>EEF:</b> <i>'A focus on oral language skills will have benefits for both reading and writing.'</i></p>	1, 2, 4, 5

<p>for each week and across the curriculum to acquire vocabulary/ knowledge and present this using oracy.</p> <p>WellComm, NELI, OPAL</p> <p>Retrieval practice</p> <p>Mastering Number (NCETM)</p>	<p><b>The Reading Framework:</b> <i>'Those for whom reading is difficult fall behind, not just in their reading but in all subjects and a vicious circle develops</i></p> <p>Research also suggests that 81% of children and young people with social, emotional and mental health (SEMH) needs have significant unidentified speech, language and communication needs (SLCN). Addressing spoken language is imperative in addressing SEMH.</p> <p><a href="https://educationendowmentfoundation.org.uk/oral-language-interventions-eeef/">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://educationendowmentfoundation.org.uk/literacy-eeef/">Literacy   EEF (educationendowmentfoundation.org.uk)</a></p>	
<p>Quality assessment used to inform teaching through identifying gaps and misconceptions.</p> <p>Formative assessment GAP analysis Thrive assessments Curriculum Maestro</p>	<p>EEF Progress + 2 months</p> <p>Embedding formative assessment, building on prior knowledge and pre-empting misconceptions has proven to help allow lower attaining children to make additional progress compared to their peers.</p> <p><b>EEF:</b> <i>'Anticipating common misconceptions, and using diagnostic assessment to uncover them, is an important way to support pupils.'</i></p> <p><a href="https://educationendowmentfoundation.org.uk/embedding-formative-assessment-eeef/">Embedding Formative Assessment   EEF (educationendowmentfoundation.org.uk)</a></p>	1, 2, 4

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

Budgeted cost: £ 25,146

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Small group interventions and learning sessions, as well as some 1:1 sessions funded for LAC.</p> <p>Some sessions led by a teacher specifically employed to tutor.</p> <p>Teaching Assistants deliver small group interventions and support pupils in class (training provided across the Trust)</p>	<p>EEF Progress:</p> <p>One to one: +5 months Small group: +4 months</p> <p>Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact</p> <p><a href="https://educationendowmentfoundation.org.uk/one-to-one-tuition-eeef/">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://educationendowmentfoundation.org.uk/small-group-tuition-eeef/">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a></p>	1, 4, 5



Additional phonics/ reading sessions targeted at disadvantaged pupils who require further phonics support.  <i>DSR, RWM and Fresh Start</i>	<i>EEF Progress: +5 months</i>  Phonics has a positive impact overall with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.  <a href="#">Phonics   EEF (educationendowmentfoundation.org.uk)</a>	1, 4, 5
Speech and Language acquisition is promoted in Reception through the implementation of NELI	<i>EEF Progress: +6 months</i>  It is important that spoken language activities are matched to learners' current stage of development, so that it extends their learning and connects with the curriculum. Studies of oral language interventions consistently show positive impact on learning, including on oral language skills and reading comprehension.	1, 4, 5

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

**Budgeted cost: £131,904**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Positive parental engagement around academic learning but also create positive relationships between parents and school  <i>e.g. Cooking on a budget (school nurse), community library, parents' meetings to support children, support with cost of living crisis</i>	<i>EEF Progress: +4 months</i>  The evidence about how to improve attainment by increasing parental engagement is mixed and much less conclusive. There are examples where combining parental engagement strategies with other interventions, such as extended early years provision, has not been associated with any additional educational benefit. This suggests that developing effective parental engagement to improve their children's attainment is challenging and needs careful monitoring and evaluation.  <a href="#">Parental engagement   EEF (educationendowmentfoundation.org.uk)</a>	3, 4, 6
OPAL (Outdoor Play and Learning)	<i>EEF Progress: +5 months</i>  Childhood has changed and we can no longer assume that any child is able to experience full and rich play opportunities outside of school. OPAL is designed to provide experiences to children that allow them to: become more independent, creative, imaginative; have more fun; be more risk aware; use their learning; and explore. Outdoor play will aid self-regulation, mental well-being and attendance.  <a href="#">Why do schools need great play? - Outdoor Play And Learning</a>	2, 3, 5, 6

	<a href="#">Play-based learning   EEF</a> ( <a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a> )	
<p>Improve attendance of individual children working alongside external professionals to ensure good attendance for all.</p> <p>Attendance Manger 5 days a week to analyse attendance and contact low attenders. First Day Call and support families to raise attendance / punctuality. WAS to initiate legal proceedings.</p>	<p><i>Every School Day Counts</i> <a href="https://nces.ed.gov/pubs2009/attendancedata/index.asp">https://nces.ed.gov/pubs2009/attendancedata/index.asp</a></p> <p>Students who attend school regularly have been shown to achieve at higher levels than students who do not have regular attendance. This relationship between attendance and achievement may appear early in a child's school career. Poor attendance has serious implications for later outcomes as well.</p>	1, 3
<p>Thrive worker to support children who are having difficulty accessing learning through behavioural issues, using the Thrive approach to support their management of their own behaviour. Interventions to supports Social and Emotional Learning needs identified in individual pupils</p>	<p><i>EEF Progress (+4 months)</i></p> <p>On average, Social and Emotional Learning interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment. SEL improves interaction with others and self -management of emotions – impacts on attitudes to learning and social relationships in school, which increases progress in attainment.</p> <p><a href="#">Behaviour interventions   EEF</a> (<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p> <p><a href="#">Social and emotional learning   EEF</a> (<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p>	2, 5
<p>Provision to support children with complex needs</p> <p><i>CPOMS</i> <i>RelaxKids</i> <i>Mini Motors</i></p>	<p><i>EEF progress: + 4 months</i></p> <p>Small group interventions make progress as they target key, specific areas of need. Through a variety of different programmes, children are carefully selected to target areas of need beyond the academic, which can help them thrive both within academia and later life.</p>	2
<p>Breakfast Club provides additional support for the most vulnerable</p>	<p>EEF Progress: + 2 months' additional progress for pupils in Key Stage 1 with moderate to low security. An impact on attainment was not seen for pupils in Key Stage 2. Interestingly, it appears that it was not whether more pupils ate breakfast at all that made the difference, but whether more were going to the school breakfast club.</p>	2, 3, 5, 6
<p>Extend the quantity and quality of extra-curricular activities, promoting physical activity and the arts and cultural capital</p>	<p>EEF: <i>Physical: +1 month</i> <i>Arts: +3 months</i></p> <p>Arts participation and involvement in extra-curricular activities has led to improved</p>	5, 6



<ul style="list-style-type: none"> <li>• <i>PP free/reduced clubs</i></li> <li>• <i>Reduction in cost of trips for PP</i></li> <li>• <i>Sports events promoted to PP</i></li> <li>• <i>Outdoor learning encouraged (Forest Schools and OPAL)</i></li> <li>• <i>Children without correct school uniform supported</i></li> <li>• <i>Music provision through RockSteady</i></li> </ul>	<p>outcomes, more positive attitudes to learning, health benefits and increased well-being.</p> <p><a href="https://educationendowmentfoundation.org.uk/arts-participation">Arts participation   EEF</a> (<a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p> <p><a href="https://educationendowmentfoundation.org.uk/physical-activity">Physical activity   EEF</a> (<a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p>	
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**Total budgeted cost: £364,904**

## 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 2021 to 2022 academic year.

#### **All pupils receive quality first teaching and feedback**

Our SEF now grades the quality of education as good. Robust monitoring and individualised support plans have been utilised to raise the quality of teaching with every teacher accessing a bespoke tailored CPD programme. Every teacher is equipped with a teaching and learning toolkit to help develop a clear understanding of effective practice through a curriculum underpinned by progression strand trackers where age related expectations are made explicit. There has been considerable focus on ensuring teachers and additional adults are confident and have detailed subject knowledge particularly within phonics and reading.

#### **Pupils make at least expected progress in reading, writing and maths**

Our internal assessments during 2021/22 suggested that the progress and attainment of disadvantaged pupils was lower than non-disadvantaged children. End of year outcomes are lower than previous years although end of KS2 outcomes are closer to national than they have been previously. Attainment is significantly lower in writing linking to the significantly lower levels of language and oracy upon entry to the school. It is important to note that PP children out our school often face barriers to learning in addition to being disadvantaged.

Interventions targeting phonics in EYFS, Key Stage 1 and for those children currently in KS2 who did not pass the PSC in year 1, have had a positive impact. The introduction of DSR in small groups for early reading has produced rapid progress for children.

Reading Eggs to support reading at home as we are aware that our disadvantaged families are less likely to have access to books in the family home.

#### **PP attendance increases to be no lower than the attendance for non-PP children. For attendance to be 'good' compared to national attendance**

Our attendance last year dropped overall for non-disadvantaged children however attendance for disadvantaged children remained around 90-91%, similar to the previous year despite the after effects on the pandemic. This is due to the attendance manager who has robust systems for monitoring attendance and taking quick action when attendance for individual pupils decreases. Last year, a lot of COVID related incidents moved from authorised absence to general illness, which we feel adversely affected the attendance percentages. Parent engagement around attendance is much more positive with the attendance manager maintaining a rigorous system for creating positive relationships with parents, addressing late marks and tackling persistent absentees.

#### **Pupils access a wide range of enrichment experiences both in and out of school**

Enrichment opportunities outside of school have been limited over the previous two years due to the impact of Covid but the curriculum has been amended to ensure enrichment opportunities at the start, middle and end of every term in line with a new Theme. This includes: school visits, residentials, Theme days and subject specific trips. With restrictions now fully eased, we plan to offer a broader range of activities for after-school clubs.

### **To achieve improved wellbeing**

We have used Pupil premium funding to provide support from the Pastoral team and the Family Support Worker, and targeted interventions, using Thrive as a whole school approach to underpin our curriculum. We continue to build on these as identified in the plan.

### **Externally provided programmes**

<b>Programme</b>	<b>Provider</b>
Fresh Start	Oxford University Press
Daily Supported Reader	Hackney Services for Schools
Wellcomm	GL Assessment
Maths No Problem	Maths No Problem
Times Table Rockstars	Times Table Rockstars
Rocksteady	Rocksteady

## Further information (optional)