



Stockingford Pupil Premium Strategy Statement 2022 – 25



Written by: Daniel Horishny (Dec 23)

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	496 pupils
Proportion (%) of pupil premium eligible pupils	47% (232 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025 (3 years)
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024 (ongoing)
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 - 232 @ £1455/pupil = £337,292 PLAC - 5 @ £2,410/pupil = £10,015 Service Children - 2 @ £335 = £670
Recovery premium funding allocation this academic year	£34,368
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
School Led Tutoring funding	£ 14,445 SEND £1,269
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	£396,790

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.

High-quality teaching with high expectations of all pupils, regardless of their background, is at the heart of our approach. We put our adults in a position of knowledge to the known barriers our pupils face so that the necessary support can be put in place, both inside and outside the classroom, to remove these barriers and allow every pupil to flourish. Our aim is to raise the attainment of all children, expecting accelerated progress from our disadvantaged learners so that the attainment gap narrows.

We recognise many barriers our outside the academic and it is imperative for us, at Stockingford, to nurture our pupils, supporting their individual social, emotional and mental health to enable them to flourish as learners.

Key to the implementation of this strategy are:

- High expectations of all pupils
- Equity over equality: giving each child the support they need
- Supporting the whole pupil, ensuring each child's emotional needs are met so that they can all flourish
- A whole school approach whereby all staff take responsibility to help raise the outcomes of disadvantaged learners

Challenges

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

Challenge number	Detail of challenge
1	Underdeveloped communication and language skills upon entry delays development of oracy reading and writing skills from Reception to the end of KS2, leading to lower outcomes. This is generally more prevalent amongst our disadvantaged pupils.
2	Attendance rates are below the national average with PP attendance rates below those of their non-PP peers whilst persistent absence is significantly above the national average.
3	We have increased numbers of families, particularly amongst our disadvantaged youngsters, who have complex needs, SEND and SEMH, and require greater structured support.
4	Some families, particularly those of disadvantaged children, need greater support to access experiences that will widen horizons, develop cultural capital and enrich a child's life experiences.

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
Improved oral language skills and vocabulary, particularly among disadvantaged pupils	<ul style="list-style-type: none"> WellComm and NELI interventions ensure children meet age related ELG expectations by the end of Reception (in line with national and LA outcomes) Higher % of Reception children achieving the ELG of communication and language Assessments and observations across KS1 and KS2 indicate significantly improved oral language among pupils, particularly disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved attainment in Reading and Writing, as well as combined RWM, particularly for disadvantaged learners	<ul style="list-style-type: none"> Higher % of Reception children achieve ELG of Literacy (41% in 2022 – 23) RWI in Reception and KS1 shows accelerated progress in word decoding and fluency, with more children achieving age related expectations Daily Supported Reading shows accelerated levels of progress from children's starting points with outcomes in line with age related expectations for reading by the end of Key Stage 1. Y1 phonics screening in line with national for disadvantaged and non-disadvantaged pupils Attainment in reading and writing improves across all year groups with a higher proportion achieving ARE by the end of KS2 in line with national expectations. The gap between disadvantaged and non-disadvantaged narrows More children, particularly disadvantaged learners, achieve combined RWM
Achieve and sustain improved attendance for	<ul style="list-style-type: none"> Overall attendance will improve, closing the gap to national (94% in 2022 – 23)

<p>all children, especially disadvantaged children.</p>	<ul style="list-style-type: none"> • Persistent absence will be lower, closer to the national average (17.2% in 2022 - 23). • Attendance rates for disadvantaged learners will improve (90.58% in 2022 - 23)
<p>Disadvantaged pupils access a wide range of enrichment experiences both in and out of school.</p>	<ul style="list-style-type: none"> • Proportional representation of disadvantaged children at clubs, in pupil voice, in pupil leadership positions e.g. school councillors • Higher numbers of disadvantaged children attend a club throughout each academic year.
<p>Improve the well-being of all children at Stockingford, particularly our disadvantaged pupils.</p>	<ul style="list-style-type: none"> • 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. • OPAL is embedded into school life – pupil voice show less break time incidents and increased happiness at school

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: £290,374

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve quality of teaching <i>Retrieval</i> <i>Metacognition</i> <i>Oracy</i> <i>Pedagogy</i> <i>Subject specific</i> <i>RADY/ Challenging education</i> Fund CPD opportunities to enhance expertise then allocate time for joint professional development.	EEF guide to pupil premium <i>'Tiered approach – quality first teaching is the top priority, including CPD.'</i> Sutton Trust <i>'Quality first teaching has direct impact on student outcomes.'</i> Evidence shows high-quality teaching is the most important lever schools have to improve pupil's outcomes. Effective Professional Development EEF (educationendowmentfoundation.org.uk)	1, 2
Improve metacognition and self-regulation strategies of pupils. Opportunities for CPD and then metacognitive strategies explicitly taught with classrooms	<i>EEF Progress: +7 months</i> 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. Metacognition and Self-regulated Learning EEF (educationendowmentfoundation.org.uk)	1, 3
Improve effectiveness of feedback A new feedback policy to be introduced across the Trust.	<i>EEF Progress: +6 months</i> High quality feedback with an emphasis on verbal feedback from different sources (teachers and peer) has been shown to improve progress and attainment Feedback EEF (educationendowmentfoundation.org.uk)	1, 2
Embed dialogic activities across the school to consolidate and extend vocabulary <i>Vocab Ninja</i> <i>CPD</i> <i>NELI, OPAL</i> <i>WellComm</i> <i>Retrieval practice</i> <i>Mastering Number (NCETM)</i>	<i>EEF Progress: +6 months</i> Dialogic activities that consolidate and extend vocabulary whilst giving children the experience of talking for different purposes will help with metacognition, regulation of emotions and the ability to access the whole curriculum. EEF: <i>'A focus on oral language skills will have benefits for both reading and writing.'</i> Research also suggests that 81% of children and young people with social, emotional and mental health (SEMH) needs have significant unidentified speech,	1,3

	<p>language and communication needs (SLCN). Addressing spoken language is imperative in addressing SEMH needs.</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Literacy EEF (educationendowmentfoundation.org.uk)</p>	
<p>Improve quality of reading</p> <p><i>RWI</i> <i>DSR</i></p>	<p>The Reading Framework: <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>Early reading interventions to tackle the literacy divide. RWI targets word reading whilst DSR targets language comprehension</p> <p>Phonics Teaching and Learning Toolkit EEF</p>	1
<p>Quality assessment used to inform teaching through identifying gaps and misconceptions.</p> <p><i>Formative assessment</i> <i>GAP analysis</i> <i>Thrive assessments</i> <i>Curriculum Maestro</i></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>EEF: <i>‘Anticipating common misconceptions, and using diagnostic assessment to uncover them, is an important way to support pupils.’</i></p> <p>Embedding Formative Assessment EEF (educationendowmentfoundation.org.uk)</p>	1

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

Budgeted cost: £ 31,286

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and schooled tutoring for pupils</p>	<p><i>EEF Progress:</i></p> <p><i>One to one: +5 months</i> <i>Small group: +4 months</i></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>One to one tuition Teaching and Learning Toolkit EEF</p>	1

	Small group tuition Teaching and Learning Toolkit EEF	
Additional phonics/ reading sessions targeted at disadvantaged pupils who require further phonics support. <i>DSR, RWI 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. Phonics EEF (educationendowmentfoundation.org.uk)	1
Speech and Language acquisition is promoted in Reception through the implementation of NELI	<i>EEF Progress: +6 months</i> NELI matches spoken language activities to learners' current stage of development to improve language and early literacy skills.	1

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

Budgeted cost: £75,130

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance officer and SLT attendance lead	<i>Every School Day Counts</i> https://nces.ed.gov/pubs2009/attendancedata/index.asp 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.	2, 3
Whole staff training on behaviour management through a trauma and attachment informed approach to improve behaviour across the school	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions Teaching and Learning Toolkit EEF	1, 2, 3
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.	2, 3

	<p>Why do schools need great play? - Outdoor Play And Learning</p> <p>Play-based learning EEF (educationendowmentfoundation.org.uk)</p>	
<p>Pastoral team and provision to support children with SEMH needs who are having difficulty accessing learning through behavioural</p> <p><i>Thrive</i> <i>Relax Kids</i> <i>Breakfast club</i></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>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p> <p>Offer a free breakfast club to tackle persistent absenteeism, lateness, pupil self-regulation and prepare children for learning/interventions at the start of day</p>	2, 3
<p>Extend the quantity and quality of extra-curricular experiences, promoting physical activity, the arts and science.</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 outcomes, more positive attitudes to learning, health benefits and increased well-being.</p> <p>Arts participation EEF (educationendowmentfoundation.org.uk)</p> <p>Physical activity EEF (educationendowmentfoundation.org.uk)</p> <p>Breakfast Club offered to all FSM children to tackle persistent absenteeism, lateness, pupil self-regulation and prepare children for learning/interventions at the start of the day. FSM Breakfast Club</p>	1, 2, 3, 4

Total budgeted cost: £396,790

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 2022 to 2023 academic year.

Improve outcomes for disadvantaged children in RWM

In EYFS, attainment we had a greater improvement the ELGs than other schools in Warwickshire. Maths rose from 41 to 62%, communication and language 43% to 76%. However, the one ELG that really inhibited higher overall was Literacy (42%).

In KS1, disadvantaged children did not perform as well as non-disadvantaged children - R(50%), W(34%), M (53%) – however, the gap did narrow and the results are quite closely aligned to non-disadvantaged.

In KS2, disadvantaged children underperformed compared to non-disadvantaged peers: R(53%), W(54%), M (45%). In KS2, there was a significant gap in all three subjects of nearly 20%.

Across KS1 and lower KS2, the trend showed a narrowing of the gap between disadvantaged and non-disadvantaged children.

To achieved improved levels of communication and language skills

In EYFS, communication and language rose from 43% to 76%. In observations, books trawls and pupil voice interviews, children demonstrate increased communication and language skills with an improving ability to articulate themselves and their learning. New oracy stand trackers are being embedded with a clear focus in planning across the curriculum on oracy both within teaching activities and outcomes. Teachers have had CPD experiences for oracy.

Strengthen and sustain strong working relationships with all families, particularly those who are disadvantaged.

We have continued to strengthen relationships and communication with families, particularly those who are disadvantaged. With regards to attendance, we have far fewer unexplained absences with medical evidence provided as well as signposting parents with and to support when and where needed. 66% of all children whose attendance needs support improved over the following four-week cycle. Participation at school events (such as plays, assemblies and MTC support), parents' evenings and in reading diaries is continuing to improve.

Achieve and sustain improved attendance for all children, especially disadvantaged children.

Attendance improved to 91.3% last year but was below national (94%). Disadvantaged attendance was above national at 90.58%. However, we still want this figure to improve in line with non-DA rates and national attendance figures.

Disadvantaged pupils access a wide range of enrichment experiences both in and out of school.

An increased proportion of disadvantaged children accessed clubs each term: 41% in Autumn up to 64% by the end of Summer. Across KS2, 40 to 50% of disadvantaged children in each year group accessed a club during the year whilst in Reception and KS1 52% to 70% accessed a club. All children had enrichment days, visitors and trips outside of school.

Improve the well-being of all children at Stockingford, particularly our disadvantaged pupils

More work needs to be done with the additional mental health and well-being needs now prevalent within youngsters following the pandemic. Small Thrive sessions will continue to run alongside a newly introduced R time, a reflection time in each class at the end of the day whereby teachers and children can

talk about their day before preparing themselves for the following day, and a new behaviour policy based around the Zones of Regulation.

Externally provided programmes

Programme	Provider
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