# Pupil premium strategy statement

## This statement details our school’s use of pupil premium (and recovery premium for the 2022 to 2023 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 | Shaftoe Trust Academy |
| Number of pupils in school | 107 |
| Proportion (%) of pupil premium eligible pupils | 29% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2022 - 2025 |
| Date this statement was published | September 2022 |
| Date on which it will be reviewed | July 2023 |
| Statement authorised by | JPhazey |
| Pupil premium lead | VBinovec |
| Governor / Trustee lead | Graham Morgan |

**Funding overview**

| **Detail** | **Amount** |
| --- | --- |
| Pupil premium funding allocation this academic year | £30,470 |
| Recovery premium funding allocation this academic year | £5,473.00 |
| 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 | £35,946.00 |

# Part A: Pupil premium strategy plan

## Statement of intent

| Shaftoe Trust aims to ‘Inspire Success and Excellence’. We aim for all disadvantaged pupils to achieve age- related expectations or above. Our aim is to use pupil premium funding to help us achieve and sustain positive outcomes for our disadvantaged pupils. Whilst socio-economic disadvantage is not always the primary challenge our pupils face, we do see a variance in outcomes for disadvantaged pupils across the school when compared to their peers (and those who join us at similar starting points), particularly in terms of:   * Academic attainment * Progression to further and higher education * Employability * Social opportunities   Our children will experience a broad, balanced and mapped curriculum that embeds cultural experiences and ensures that our curriculum offer includes a wide range of experiential learning opportunities.  Our strategy is to ensure that any barriers to learning are accurately and quickly diagnosed to ensure that both quality first teaching and targeted intervention have an effective impact in closing any attainment gaps.  Our strategy will be driven by the needs and strengths of each young person, based on formal and informal assessments, not assumptions or labels. This will help us to ensure that we offer them the relevant skills and experience they require to be prepared for adulthood. |
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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 | From low starting points (baseline) achieve upward trend exit EYFS results continue to achieve national averages. Achieve end of year targets as outlined. Quality of teaching and interventions are judged to be consistently good and better across the school. Results to be in line with National Average |
| 2 | Achieving national average exit KS1 results. (Improve % of PP) Results to be in line with National Average. Termly progress for all groups |
| 3 | Reading across the school. The quantity of text in tests has proven texts to be very difficult to process due to difficulty with word reading fluency impeding understanding, in addition to limited vocabulary knowledge. |
| 4 | Achieve national average exit KS2 results (Improve % of PP) Results to be in line with National Average Termly progress for all groups |
| 5 | Limited recall of mathematical facts. Non negotiables which will enable children to recall a range of key and core knowledge quickly and accurately |
| 6 | Through observations and conversations with pupils and their families, we find that disadvantaged pupils generally have fewer opportunities to develop cultural capital outside of school. |
| 7 | Achieve closer to national attendance and PA figures Attendance to be higher than 96% on a weekly basis |
| 8 | Higher percentage of pupils eligible for premium than both locally and nationally in addition to high number or eligible pupils belonging to more than one group e.g. with SEMH needs, SEND and/or EAL. |
| 9 | Growing need to reach and assist parents/guardians to increase their involvement to support their children’s: regular reading; learning of spellings; learning of tables and maths strategies; and completion of homework. |

## 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** |
| --- | --- |
| Early identification in EYFS / on entry to  this school of language barriers (inc EAL)  and relevant support and intervention  implemented. | Numbers of EYFS pupils attaining GLD  in line with the rest of the LA and  national average or for those with  identified needs (in EYFS and beyond)  make expected progress from their  starting points. |
| Sound mathematical knowledge  embedded at EYFS and KS1 as  foundations for learning through school to  increase attainment at the end of KS2 | Maintain attainment in maths at the end  of each Key Stage, closing the gaps  between disadvantaged and  non-disadvantaged. |
| Attendance especially for those with PP  continues to improve and impacts on  greater attainment on the whole. | Attendance in line with (or above) national average. |

## 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: £10,000

| **Activity** | **Evidence that supports this approach** | **Challenge number(s) addressed** |
| --- | --- | --- |
| Enhanced CPD opportunities across the school: Focus on QFT teaching and the impact on pupils. | \*Ensuring that PP are high profile as a group and ensuring staff understand the factors that negatively impact on engagement, character and attainment.  Sutton Trust, 2011 report on improving the impact of teachers on pupil achievement in the UK revealed that the effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds – equivalent to 1.5 years’ worth of learning. | 1, 2, 3, 4, 5 |
| Enhanced CPD offer for EYFS staff – focusing on  -improved staff / child interactions to develop vocabulary  - progression in expectations across 2 year olds – Reception in all classroom / curriculum areas | Communication and language approaches emphasise the importance of spoken language and verbal interaction for young children. They are based on the idea that children’s language development benefits from approaches that explicitly support communication through talking, verbal expression, modelling language and reasoning. | 1 |
| Reading Fluency CPD | Training to ensure secure teaching of reading fluency.  Proven to improve skills as required by ESSA.  Successful in-school trial by Y5 and Y6 summer 21. | 3 |
| Maths Fluency CPD | Training to ensure secure teaching of maths fluency | 5 |
| Disadvantaged pupils are able to recall key knowledge within the curriculum. | To ensure children are able to remember and apply knowledge more effectively we will be adopting the following strategies across the curriculum <https://evidencebased.education/retrieval-practice-a-reason-to-assess-more/> | 2,4 |

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

Budgeted cost: £15,000

| **Activity** | **Evidence that supports this approach** | **Challenge number(s) addressed** |
| --- | --- | --- |
| Targeted support in Year 5 with identified children (In lesson support from additional adult) | EEF: Plus 4 months progress over the course of the year | 4,5 |
| Daily intervention (KS1 RWI 1:1) | Historic school success  Proven success of well implemented phonics programmes | 1,2 |
| Talk Boost | Talk Boost is a structured and robustly evidenced programme that can boost a child’s communication by an average of 18 months after 10 weeks of intervention | 1,2 |
| 2x weekly intervention (Social skills) | EEF: Social and emotional learning approaches have a positive impact, on average, of 4 months’ additional progress in academic outcomes over the course of an academic year |  |
| Ks2 interventions (reading, 1:1, social) | EEF: plus 4 months if TA effectively deployed | 3 |
| Freckle maths (online intervention programme) | Historic school success | 5 |

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

Budgeted cost: £5000

| **Activity** | **Evidence that supports this approach** | **Challenge number(s) addressed** |
| --- | --- | --- |
| Attendance team focus:  first day response  Sharing with children the importance and impact of attendance  Incentives and rewards for children with improving attendance | Children from disadvantaged backgrounds are likely to have been affected particularly severely by school closures and may need more support to return to school and settle back into school life. (EEF, 2022) | 7 |
| Targeted SEMH support – Nurture  Mental health lead  SEMH audit and actions | Success in other Trust schools.  DFE backed CPD for identified Mental Health lead within school |  |
| Non-residential and  residential trips | Historic success of school's trips with Y5/6 on residentials and each year group for curriculum related activities that enhance the curriculum. | 6 |

**Total budgeted cost: £30,000**

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.

| Improve writing outcomes so that results are in line with the national average or higher   1. End of KS1 writing - 100% (EXP+ standard) 2. End of KS2 writing - 75% (EXP+ standard)   Improve maths outcomes so that results are in line with the national average or higher  End of KS1 maths - 33% (EXP+ standard)  End of KS2 maths - 75% (EXP+ standard)   1. Attendance rates for disadvantaged pupils to be in line with or higher than the national average 2. Sept 21 - July 22 - 91.54% attendance compared with 92.85% for non PP children. |
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## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

| **Programme** | **Provider** |
| --- | --- |
|  |  |
|  |  |

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

| **Measure** | **Details** |
| --- | --- |
| How did you spend your service pupil premium allocation last academic year? |  |
| What was the impact of that spending on service pupil premium eligible pupils? |  |

# Further information (optional)

| *Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.* |
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