

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	Shiphay Learning Academy
Number of pupils in school	454
Proportion (%) of pupil premium eligible pupils	PP -98 pupils - 22% FSM – 84 pupils
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2024
Date this statement was published	September 2021
Date on which it will be reviewed	March 2023
Statement authorised by	Kate Lee
Pupil premium lead	Jodie Chubb/Alice Farmer
Governor / Trustee lead	Maria Woodger

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 127,420
Recovery premium funding allocation this academic year	£13,340
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	£140,760

Part A: Pupil premium strategy plan

Statement of intent

At Shiphay Learning Academy we have continued with our tiered approach which allows us to focus on a series of targeted strategies that will have the greatest impact.

1. Teaching and whole school strategies | the transformative power of an effective teacher is something almost all of us have experienced and understand. We also know that these effective teachers have a direct influence in enhancing children's learning. Years of research on teacher quality supports the fact that effective teachers not only make children feel good about school and learning, but also that their work actually results in increased achievement.

2. Targeted approaches | evidence consistently demonstrates the positive impact targeted academic support can have. We use a variety of support mechanisms be they one-to-one or small group interventions as a key component to sit alongside direct teacher input.

3. Wider strategies | the final element of our approach is to provide support in tackling the most significant, non-academic, barriers to success at school, including attendance, behaviour and social and emotional support.

Our ultimate objectives are:

- To remove the attainment gap between disadvantaged and non-disadvantaged pupils.
- For all disadvantaged pupils to achieve or exceed national expectations in reading, writing and maths.
- To support children's health and wellbeing to enable them to access learning at an appropriate level.
- To enable all pupils to access all areas of the curriculum including wider school opportunities.
- To open doors for disadvantaged pupils through equity of access to all areas of the curriculum including wider school opportunities.

We aim to do this through:

- Ensuring high quality teaching and learning in every class which meet the needs of all pupils.
- Refining the curriculum offer so that it meets the needs of disadvantaged pupils and supports recovery.
- Allocating an additional teacher to develop bespoke interventions for identified pupils.
- Teaching assistant support in every class each morning.
- Bespoke intervention programmes to address individual gaps, supporting rapid catch-up.
- Increase teaching capacity to provide small group work focussed on closing gaps in learning after COVID.
- Provide financial support for extra-curricular activities e.g music tuition, educational visits and residential ensuring children have first-hand experiences to draw upon to support in their learning in the classroom.

- Systematic monitoring of attendance and bespoke support for families through a Family Support Worker and Attendance Officer.
- Increase provision within the school's pastoral team to support children's social and emotional learning.

Challenges

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

Challenge number	Detail of challenge
1	Oral language and vocabulary skills. We currently have a language deficit - both a gap in vocabulary and a lack of ability to manipulate language for effect.
2	A lack of metacognitive and self-regulation strategies. We have analysed the qualities we see in our successful and less successful learners.
3	Ensuring consistency amongst staff when giving feedback to children and parents to encourage active participation
4	Improving teacher expertise to deliver effective reading instruction strategies
5	Active participation in all aspects of school life (raising expectations and aspirations)
6	Attendance – attendance data over recent years indicates that attendance amongst disadvantaged pupils is lower than for non-disadvantaged pupils.
7	Cultural capital: aspirations, social mobility

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. All intended outcomes will be supplemented by:

1. Frequent, evidence based CPD focused on the needs of pupils, particularly those from disadvantaged backgrounds.
2. Staff development focusing on the learning of disadvantaged and vulnerable children by observing outstanding practice and developing own practice
3. Ensuring that disadvantaged pupils' access very high-quality Early Years provision

Intended outcome	Success criteria
A language-rich curriculum is in place. There is access to high quality, challenging language in all aspects of school life.	● Language provides the foundation of thinking and learning and should be prioritised. ● Teachers use a wide range of explicit and implicit approaches including planning the teaching of vocabulary as well as modelling and extending children's language and thinking during interactions and activities such as shared reading. ● Collaborative activities are established that provide opportunities to learn/hear language often. ● Our curriculum encourages active engagement with different media and genres of texts and a wide range of content topics. ● Purposeful speaking and listening activities are embedded to support the development of pupils' language capability and provides a foundation for thinking and communication. Purposeful activities include: - reading books aloud and discussing them - activities that extend pupils' expressive and receptive vocabulary - collaborative learning activities where pupils can share their thought processes - structured questioning to develop reading comprehension - teachers modelling inference-making by thinking aloud - pupils articulating their ideas verbally before they start writing.
Teachers have the professional understanding and skills to develop their pupils' metacognitive knowledge	● Self-regulated learners are aware of their strengths and weaknesses, and can motivate themselves to engage in, and improve, their learning. ● Developing pupils' metacognitive knowledge of how they learn—their knowledge of themselves as a learner, of strategies, and of tasks—is an effective way of improving pupil outcomes. ● Teachers should support pupils to plan, monitor, and evaluate their learning ● Modelling by the teacher is clearly visible and enhances their effective teaching ● Teachers verbalise their metacognitive thinking ('What do I know about problems like this? What ways of solving them have I

	used before?') as they approach and work through a task. ● Challenge is at the appropriate level across the curriculum ● Tasks will not overload pupils' cognitive processes, particularly when they are expected to apply new strategies. ● Metacognitive talk is established and dialogue is purposeful, with teachers guiding and supporting the conversation to ensure it is challenging and builds on prior subject knowledge ● Senior leaders to provide teachers with time and support to make sure approaches are implemented consistently
Design a school feedback approach that prioritises and exemplifies the principles of effective feedback	● Before providing feedback, teachers will provide high quality instruction, including the use of formative assessment strategies. ● Teachers will judge whether more immediate or delayed feedback is required, considering the characteristics of the task set, the individual pupil, and the collective understanding of the class. ● Teachers will implement strategies that encourage learners to welcome feedback, and should monitor whether pupils are using it. ● Feedback will focus on moving learning forward, targeting the specific learning gaps that pupils exhibit. Specifically, high quality feedback may focus on the task, subject, and self-regulation strategies ● Ensuring high quality initial instruction is in place to reduce the work that feedback needs to do
A high-quality reading programme is established which supports extended reading for all pupils	EYFS/KS1: ● High quality adult-child interactions are embedded and described as talking with children rather than just talking to children. ● Colleagues use a wide range of approaches including shared reading, storytelling, and explicitly extending children's vocabulary ● Colleagues use accurate assessment of capabilities and difficulties to ensure interventions are appropriately matched to pupils needs. ● The use of one-to-one and small-group tutoring ideally involving structured interventions (NELI) ● Reading comprehension is improved by teaching pupils' specific strategies to support them with inferencing and self-monitoring their understanding. These include:

	— prediction — questioning — clarifying — summarising — activating prior knowledge. KS2: • Reading comprehension is improved by teaching specific strategies that pupils can apply both to monitor and overcome barriers to comprehension. These include: • prediction; • questioning; • clarifying; • summarising; • inference; • activating prior knowledge. • Texts are carefully selected to support the teaching of the above strategies
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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: £9,922

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve collaboration, vocabulary, reading and writing through the implementation of Phonics Bug and Bug Club Comprehension	Raised confidence, enthusiasm and standards in reading and writing. All children leaving KS1 able to read fluently, communicate effectively and flourish Bug Club Reading and Phonics is an evidence informed, carefully sequenced English curriculum that allows teachers to demonstrate the different components of reading comprehension so children develop the skills to find a deeper understanding of what they read. In Reciprocal teaching, teachers model comprehension strategies then encourage children to apply them until the children are able to use the strategies independently. As the process is very oral, providing many opportunities for dialogue, it is well-suited to a Guided Reading situation.	1, 2, 4, 5

Ensure staff feel confident and happy to deliver quality teaching in terms of vocabulary, reading, writing and developing the whole child's social & emotional self	Staff to receive CPD and ongoing support surrounding Bug Club Reading and Phonics to ensure they have confidence and a strong belief that their practice in these areas is strong. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	1, 3, 4
Identify pupils' barriers to learning through use of diagnostic assessment	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, 6
Continue to ensure earlier identification of pupils' specific needs	In depth monitoring of PP outcomes in year groups through analysis of data, monthly Venn diagrams, termly pupil progress meetings and then planning appropriate strategies to support these needs.	2, 3, 5
Increased opportunities for peer observations and coaching to develop classroom practice with a focus on high quality interactions, pupil participation and metacognition	EEF (guide to PP – tiered approach) shows that teaching is a top priority, including CPD	1, 2, 3, 4, 5
Refine curriculum to meet the needs of all pupils (including disadvantaged) and offer wider approaches	High quality staff CPD is essential to follow EEF principles. This is followed up during staff meetings.	1,2,3,4, 5,6,7

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

Budgeted cost: £110,393

Activity	Evidence that supports this approach	Challenge number(s) addressed
Inclusion Team to support the pupil's social, emotional and mental health needs - Create timetabled opportunities for FSW and pastoral team to work alongside disadvantaged pupils to lead 'pre-teach	EEF (+4) Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. It is crucial to build confidence.	5, 6, 7

experiences' to ensure they benefit from in class experiences as much as their peers		
Accurate assessment of all pupils to provide additional tuition for impact 'less is more' approach	Children's gaps will be identified and proven intervention put in place to ensure they can access the curriculum (EEF)	3
Use of Phonics Bug	Children will all go into KS2 being able to read fluently. Children will pass the Year 1 Phonics Screening https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1, 2, 4
NELI intervention in Reception implemented	Improved vocabulary, speaking and communication – Early intervention the key to future success https://www.nuffieldfoundation.org/impact/nuffield-early-language-intervention	1, 4
Post and pre teaching before and after lessons	Gaps will be identified immediately and quality targeted teaching provided. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	2,3
Additional tutoring to address attainment gaps (Third space learning, Pearson and use of colleagues)	EEF - 'Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average. Results from studies is consistent and strong, particularly for younger learners who are behind their peers in primary open schools, and for subjects like reading and mathematics. Effects on pupils from disadvantaged backgrounds also tend to be particularly positive.	1, 2, 3, 4, 7
Additional phonics teaching Y2 to address attainment gaps and ensure pupils meet the expected standard	EEF (+5) Some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning. Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils.	1, 4, 5

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

Budgeted cost: £19,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
To use Family Support Worker and provide CPD for our TAs in ELSA to have Internal Thrive Practitioners	Children are confident to talk, manage their feelings and emotions, happy and ready to learn. Staff are able to support the needs of individual pupils calmly https://www.thriveapproach.com/ https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	3
To continue developing social skills and language using the Real Foundations and Play approach at lunchtimes	Children talk to a range of peers in a range of year groups, creating stories, rehearsing vocabulary, taking risks, communicating and enhancing social skills. Parents see us as approachable and talk to us and we offer early support https://educationendowmentfoundation.org.uk/education-evidence/play-based-learning https://jasmineactive.com/	1,3,4
To teach children to take responsibility, self-regulate themselves and develop independence. To use Rights Respecting UNICEF articles as one approach	Children are ready to learn and do so because they want to rather than they are told to. They manage their time and learning and consequently make good progress. They understand that everyone, including themselves, have the right to a good quality education https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation The Impact of the Rights Respecting Schools Award - UNICEF UK	2
Implement Pie Corbett's reading Spine whole class reading texts to promote a love of reading	A thirst for reading is evident across the school https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	1, 4
To offer financial support for enrichment opportunities such as music tuition, funding for swimming lessons, archery, workshops	To provide opportunities for pupils to achieve or excel in the arts as well as core subjects. Pupils benefit from being introduced to a variety of experiences and learn a new skill.	5, 6, 7
To offer financial support for wider school opportunities such as clubs, enhanced	In order for pupils to be fully integrated into school life parental income cannot be a barrier. All children have equality of opportunity and financial support is received when appropriate. As a school will feel it is vital to support our community with the cost of school trips to ensure pupils	5, 6, 7

curriculum provision, wrap around care and off-site visits.	benefit from community cultural capital enrichment activities such as school trips (including residential).	
'Riviera 70' activities (including forest school) - stimulating extended learning experiences help develop imagination and language development	Providing enrichment activities to support curriculum development is vital in showing pupils skills needed to do certain jobs and to have high aspirations for their own careers. Very few of our pupils get these opportunities or have enrichment experiences to places of interest such as museums, heritage sites within family time, therefore we provide this for them.	5, 6, 7
Develop the role of the FSW and Attendance Officer to support families in receipt of PPG	EEF (+4)	5
Specific clubs and promotion of suitable clubs that target PP pupils individual needs or interests (eg archery)	EEF Physical activity + 1 months Arts participation +3 months	5, 6, 7

Total budgeted cost: £140,015

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

EYFS	GLD (PP)	PSED (PP)	Reading (PP)	Writing (PP)	MAT (PP)
SHIPHAY	69% (53%)	93% (100%)	75% (53%)	69% (53%)	76% (47%)
NATIONAL	%	%	%		%

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

KS1	READING		WRITING		MATHS		RWM COMBINED	
	EXS (PP)	GDS (PP)	EXS (PP)	GDS (PP)	EXS (PP)	GDS (PP)	EXS (PP)	GDS (PP)
SHIPHAY	62% (46%)	30% (14%)	50% (31%)	14% (14%)	65% (46%)	25% (7%)	55% (29%)	14% (7%)
NATIONAL	67%	%	58%	%	68%	%	%	%
KS2	READING		WRITING		MATHS		RWM COMBINED	
	EXS (PP)	GDS (PP)	EXS (PP)	GDS (PP)	EXS (PP)	GDS (PP)	EXS (PP)	GDS (PP)
SHIPHAY	84% (67%)	34% (27%)	82% (78%)	16% (11%)	73% (61%)	18% (5%)	66% (%)	5% (%)
NATIONAL Yr6	74%	%	69%	%	71%	%	59%	%

Pupil premium strategy outcomes

EYFS	GLD (PP)	PSED (PP)	Reading (PP)	Writing (PP)	MAT (PP)
SHIPHAY			75%	100%	100%

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

KS1	READING		WRITING		MATHS		RWM COMBINED	
	EXS (PP)	GDS (PP)	EXS (PP)	GDS (PP)	EXS (PP)	GDS (PP)	EXS (PP)	GDS (PP)
SHIPHAY	69%	4%	58%	4%	69%	4%	58%	4%
KS2	READING		WRITING		MATHS		RWM COMBINED	
	EXS (PP)	GDS (PP)	EXS (PP)	GDS (PP)	EXS (PP)	GDS (PP)	EXS (PP)	GDS (PP)
SHIPHAY	42%	14%	38%	6%	54%	21%	35%	5%

Externally provided programmes

Programme	Provider
NELI	Nuffield Foundation
Phonics Bug	Pearson
Times tables Rock Stars and Numbots	Times tables Rock Stars
Power maths/White rose maths	Pearson
Bug Club Comprehension	Pearson
Classics for All	Maximum Classics

