

Pupil Premium Strategy Statement – Shiphay Learning Academy

This statement details our school's use of pupil premium (and recovery premium) funding for the 2023-24 academic year 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	436 (incl. Nursery)
Proportion (%) of pupil premium eligible pupils	PP 91 pupils – 20.8% FSM 79 pupils – 18.1%
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	December 2023
Statement authorised by	Kate Lee
Pupil premium lead	Karen Duke
Governor / Trustee lead	Elizabeth Guppy

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£122,220
Recovery premium funding allocation this academic year	£13,050
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£135,270

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 meets the needs of all pupils.

- Refining the curriculum offer so that it meets the needs of disadvantaged pupils.
- Allocating an additional teacher to develop bespoke interventions for identified pupils.
- Teaching assistant support in every class each morning.
- Providing bespoke intervention programmes to address individual gaps, supporting rapid catch-up.
- Increasing teaching capacity to provide small group work focussed on closing gaps in learning.
- Providing financial support for extra-curricular activities e.g music tuition, educational visits and residentials ensuring children have first-hand experiences to draw upon to support in their learning in the classroom.
- Ensuring systematic monitoring of attendance and bespoke support for families through a Family Support Worker, Attendance Officer and school Attendance Lead.
- Increasing provision within the school's pastoral team to support children's social and emotional learning, including a TIS trained practitioner and trainee Therapeutic Play practitioner.
- Implementing a trauma informed, relational approach across school to support children's social and emotional development and interactions.

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.
8	A lack of resilience – children struggling to maintain a positive mindset and an ability to learn from setbacks.

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 PD 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

	provide 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 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 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. • Teachers will ensure that 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, such as Rapid Reading/Rapid Phonics.
- 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. • Bug Club is structured in a way that focuses on vocabulary development at the start of each block of Guided Reading and children are actively encouraged to use the newly acquired vocabulary throughout the unit and beyond.
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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: £10,522

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve collaboration, vocabulary, reading and writing through	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	1, 2, 4, 5

embedding Phonics Bug and Bug Club Comprehension across the school.	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.	
Ensure staff feel confident to deliver quality teaching in terms of vocabulary, reading, writing and developing the whole child's social & emotional self	Staff receive PD and ongoing support surrounding Bug Club Reading and Phonics to ensure they have confidence that their practice in these areas is strong. https://educationendowmentfoundation.org.uk/education-on-evidence/teaching-learning-toolkit/reading-comprehension-strategies English Hub carry out half termly monitoring visits for EYFS/KS1 early reading and phonics development. Weekly PD opportunities for EYFS/KS1 staff to practise and refine phonics teaching as a team.	1, 3, 4
Identify pupils' barriers to learning through use of diagnostic assessment	NFER tests used termly in KS2. 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, 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	EEF (guide to PP – tiered approach) shows that teaching is a top priority, including PD. Steplab coaching programme implemented throughout the school demonstrates positive impact on small steps progress for teachers' professional development – linking this to Riviera Principles.	1, 2, 3, 4, 5

interactions, pupil participation and metacognition		
Refine curriculum to meet the needs of all pupils (including disadvantaged) and offer wider approaches	High quality staff PD is essential to follow EEF principles. This is followed up during Team meetings wherever possible.	1,2,3,4, 5, 6, 7
Mastering number in Rec, Y1, Y2, Y4 and Y5 Developing fluency in number	This is a scheme created by the NCETM and adoption was advised by the Maths Hub. This is a Government approved scheme that is widely used and is known to be effective. This year it has been extended to include years 4 and 5 in addition to Rec, Y1 and Y2. The aim of this approach is to improve fluency in number across the school.	1,2,4
Steplab coaching programme	As stated above, This is a Nationally recognised programme to support coaching for all staff as part of our staff development focus to impact on the improvement of teaching and learning.	1, 2, 3, 4, 5
Bookwrites	A well established scheme that is used widely locally. Adoption advised by external advisors. It is well known to be effective as a tool for the development of writing. Implemented from Y1-Y6 and termly PD delivered to teachers by Bookwrite Leads.	1, 3, 4

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

Budgeted cost: £104,393

Activity	Evidence that supports this approach	Challenge number(s) addressed
Inclusion Team to support pupils' social, emotional and mental health needs by delivering bespoke programmes of support that target social & emotional skills, including resilience, communication and problem-solving	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
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

Use of Early Talk Boost in Nursery and Reception	Improved vocabulary, speaking and communication – Early intervention the key to future success https://speechandlanguage.org.uk/educators-and-professionals/programmes-for-nurseries-and-schools/talk-boost/early-talk-boost/	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 1:1/small groups to address attainment gaps.	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 schools, and for subjects like reading and mathematics. Effects on pupils from disadvantaged backgrounds also tend to be particularly positive. Phonics Champion - teacher utilised as HLTA to specifically target disadvantaged and 'cusp' pupils for reading and writing.	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. Bug Club Rapid Phonics utilised in Y3-Y5 to support rapid reading progress for pupils below ARE in reading.	1, 4, 5

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

Budgeted cost: £20,355

Activity	Evidence that supports this approach	Challenge number(s) addressed
To adopt a relational, trauma informed approach, in order to support positive and consistent behaviour and understanding of behaviour as communication	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. All staff are trained in the Trauma Informed Schools UK relational approach and the revised Relational and Behaviour Support policy reflects this. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions Staff have awareness of the work of Paul Dix on developing consistency of approach, including our 3 Golden Rules.	3
Investment in Pastoral staff (TIS Practitioner and Therapeutic Play Practitioner) to support social, emotional and learning needs (including mindfulness, confidence, social skills, mental health and well-being)	EEF - 'Interventions which target social and emotional learning (SEL) seek to improve pupils' interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community. School staff need to provide significant pastoral support to identified pupils due to impact of national lockdown. Children are settled in the school with effective support emotionally and socially in order to access learning and to have safe, cooperative playtimes. Our pastoral team provide a range of interventions for pupils to ensure we are meeting the needs of the whole child. Use of the Motional programme supports planning, assessment and monitoring of SEL.	5, 8
To continue developing	Planned opportunities throughout the week to rehearse vocabulary, communicate with others and enhance	1,3,4

social skills and language using the Real Foundations and Play approach at lunchtimes	social skills. Parents are offered support and early help as appropriate. https://educationendowmentfoundation.org.uk/education-evidence /play-based-learning https://jasmineactive.com/ Mini Police programme implemented to support positive peer interactions and community approach.	
Further investment in the school libraries/class reading areas to promote a love of reading across the school.	A love for reading is evident across the school. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies Development of Middle School library and Lower School class reading areas to promote Reading for Pleasure. Reading Lead has delivered PD on Reading for pleasure and this is followed up through coaching and monitoring.	1, 4
To offer financial support for enrichment opportunities such as music tuition, Rock Steady, funding for residential.	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 curriculum provision, wrap around care and off-site visits.	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 we feel it is vital to support our community with the cost of school trips, to ensure that pupils benefit from community cultural capital enrichment activities, including residential. Investment in minibuses across the Trust has enabled increased opportunities for off-site visits.	5, 6, 7
'Riviera 70' activities (including forest school) -	Providing enrichment activities to support curriculum development is vital in showing pupils the skills needed to do certain jobs and to have high aspirations for their own careers. Very few of our pupils get these	5, 6, 7

stimulating extended learning experiences help develop imagination and language development	opportunities or have enrichment experiences to places of interest such as museums, heritage sites within family time; therefore we provide this for them. Riviera 70 activities are planned into long term planning across the academic year for cohesion.	
Enhance parental engagement with children's learning	Using Seesaw platform for communication and sharing children's achievements to increase engagement. Termly INSITE events enable parents/carers to take part in learning with their children.	5
School bought into the service of an Attendance and Welfare Officer and FSW to work closely with the DHT, DSL and admin team to promote positive attendance and support families in receipt of PPG	Attendance data over recent years indicates that attendance amongst disadvantaged pupils is lower than for non-disadvantaged pupils. Working closely with the Attendance and Welfare Officer enables close tracking and monitoring of the attendance of key pupils. Strategies include attendance meetings with parents, attendance improvement contracts, praise postcards to reward positive improvements.	5, 6, 8
Specific clubs and promotion of suitable clubs that target PP pupils individual needs or interests (eg golf, tennis, archery)	EEF Physical activity Arts participation Pupils in receipt of PP grant and those with SEND are offered clubs initially before they are shared with the wider school community to encourage engagement.	5, 6, 7

Total budgeted cost: £135,270

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

EYFS

The percentage of children leaving EYFS at a good level of development (GLD):

	Shiphay 2022-23 All	Shiphay 2022-23 PP	National
GLD	70%	84%	67%

Year 1 Phonics

The percentage of children who passed the phonics screening:

	Shiphay 2022-23 All	Shiphay 2022-23 PP	National
Phonics	95%	100%	79%

Key Stage 1 Assessments

		Shiphay 2022-23 All	Shiphay 2022-23 PP	National
Reading	EXS+	68%	57%	68%
	GDS	22%	21%	19%
Writing	EXS+	49%	29%	60%
	GDS	7%	7%	8%
Maths	EXS+	63%	43%	70%
	GDS	20%	14%	16%

Key Stage 2 Assessments

		Shiphay 2022-23 All	Shiphay 2022-23 PP	National
Reading	EXS+	85%	71%	73%
	GDS	33%	36%	29%
Writing	EXS+	75%	64%	71%
	GDS	3%	0%	13%
Maths	EXS+	74%	64%	73%
	GDS	26%	14%	24%
Combined	EXS+	69%	50%	59%

Externally provided programmes

Programme	Provider
Phonics Bug	Pearson
Times tables Rock Stars and Numbots	Times tables Rock Stars
Power Maths/White Rose Maths	Pearson
Bug Club Comprehension	Pearson
Bug Club Rapid Phonics	Pearson
Early Talk Boost	Speech and Language UK
Classics for All	Maximum Classics
TIS (Trauma Informed Schools)	TISUK

Further information (optional)

- Prioritising disadvantaged pupils for extra-curricular clubs
- Seeking pupil voice of PP children re; attendance at clubs and any barriers to their attendance