

Pupil Premium Strategy Statement – Shiphay Learning Academy

This statement details our school's use of pupil premium (and recovery premium) funding for the 2024-25 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	408 (incl. Nursery)
Proportion (%) of pupil premium eligible pupils	PP 81 pupils – 19.9% FSM 70 pupils – 17.2%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	September 2024 - July 2025 September 2025 - July 2026 September 2026 - July 2027
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Kate Lee (HoS)
Pupil premium lead	Karen Duke
Governor / Trustee lead	Elizabeth Guppy

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£113,960
Recovery premium funding allocation this academic year	£0
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>	£113,960

Part A: Pupil premium strategy plan

Statement of intent

At Shiphay Learning Academy we are continuing 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 to meet the needs of all pupils.
- Refining the curriculum offer so that it engages, inspires and meets the specific needs of disadvantaged pupils.
- Providing bespoke intervention programmes to address individual gaps, supporting rapid catch-up.

- Where possible, increasing capacity to provide small group work focussed on closing gaps in learning and pastoral support.
- 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.
- Systematic monitoring of attendance and bespoke support for families through a Family Support Worker, Pastoral Team, Attendance Improvement Officer and school Attendance Lead.
- Increased provision within the school's Pastoral Team to support children's social and emotional learning, including a TIS trained practitioner, Family Support Worker and access to the Mental Health Support Team.
- 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	Closing the language gap: we have identified a language deficit, both in vocabulary and application of oral language skills, and this is more prevalent among our disadvantaged pupils than non-disadvantaged pupils.
2	The need for rigorous and accurate assessment of pupil need through diagnostic assessment. The implementation of the Insight program across the Trust will provide greater accuracy to enable improved target setting and tracking of pupil progress and attainment.
3	Consistency in quality first teaching across school, with a coaching model applied across school to create a 'reflective culture' with staff.
4	High expectations and aspirations for all pupils.
5	Standards: the improvement of outcomes by all pupils, with a particular emphasis on Reading, Writing and Maths.
6	Equitable engagement and active participation of disadvantaged pupils within lessons, across the wider school community and as part of extra-curricular activities to build cultural capital and aspiration.
7	Attendance: to ensure that all pupils maximise their attendance, to enable them to access all learning opportunities.
8	Social, emotional and mental health (SEMH) needs plus a lack of resilience/growth mindset are impacting on learning.

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 professional development 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 their own practice.
3. Ensuring that disadvantaged pupils access high-quality Early Years provision to ensure a strong start.

Intended outcome	Success criteria
For all children to access a language-rich curriculum and to experience high quality, challenging language in all aspects of school life. Children with less developed language skills are identified early and targeted for intervention and support.	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. The curriculum encourages active engagement with different media and genres of texts and a wide range of content topics. Purposeful, collaborative speaking and listening activities are embedded that provide opportunities to learn/hear language often, support the development of pupils' language capability and provide a foundation for thinking and communication.
To remove the attainment gap by the end of EYFS & KS1, ensuring EYFS and KS1 pupils make at least expected progress, including achieving the Phonics Screening threshold; to increase the number of pupils achieving the expected standard in Reading, Writing and Maths combined at the end of KS1; To increase the number of pupils achieving Greater Depth in Reading, Writing and Maths combined at the end of KS1.	Disadvantaged pupils achieving GLD at end of EYFS are in line with their peers and national average. All disadvantaged pupils achieve in line with their peers (and national average). Disadvantaged pupils meeting the expected standard in phonics in Year 1 are in line with their peers and national average. Pupils eligible for PPG make more progress than their peers to reduce the attainment gap. Pupils in receipt of PPG achieving the higher standard in Reading, Writing and Maths combined at the end of KS1 are in line with their peers.
For all pupils to make at least expected progress in Reading, Writing and Maths by end of KS2;	Pupils eligible for PP make more progress than their peers to reduce the attainment gap.

To increase the number of pupils achieving the expected standard in Reading, Writing and Maths combined at the end of KS2; To increase the number of pupils achieving Greater Depth in Reading, Writing and Maths combined at the end of KS2.	Pupils in receipt of PPG achieving the expected standard in Reading, Writing and Maths combined at the end of KS2 are in line with their peers; Pupils in receipt of PPG achieving the higher standard in Reading, Writing and Maths combined at the end of KS2 are in line with their peers.
To fully embed a coaching approach for all teachers to ensure that teaching is highly effective in all aspects of the curriculum.	All teachers will have an assigned coach and will have fortnightly coaching input and feedback; The quality of teaching across school will improve and this will impact on standards and outcomes, particularly for disadvantaged pupils.
To fully implement and embed Insight for the purpose of recording, tracking and monitoring assessment, to ensure greater accuracy and rigour in target setting.	Insight is being used across school to record, track and monitor pupil assessment; teachers are setting accurate, rigorous targets and are aspirational for disadvantaged pupils.
To increase the attendance of disadvantaged pupils; To reduce the number of disadvantaged pupils with persistent absence (below 90%.)	Attendance of identified pupils increases and the gap between non-disadvantaged pupils and disadvantaged pupils is removed; attendance of disadvantaged pupils is above 96%. The number of disadvantaged pupils with persistent absence is in line with their peers and above national average.
To continue to develop our Trauma Informed Schools (TIS) approaches/awareness of ACES and embed our relational approach to support children's SEMH.	All staff demonstrate secure awareness and understanding of our TIS approach and apply learning from the Paul Dix 'When the Adults Change' project: consistence, insistence, persistence to support behaviour across school.
For all pupils, particularly those in receipt of the PPG, to participate fully in all aspects of school life.	Pupil surveys reflect enjoyment in school, (including wider school life), increased participation and improved attitudes to learning.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £60,960

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics Bug and Bug Club Guided	All children leaving KS1 will be able to read fluently, communicate effectively and flourish.	1, 2, 4, 5

fully embedded across school.	Bug Club Reading and Phonics is an evidence informed , carefully sequenced Reading curriculum, that enables children to develop the skills to find a deeper understanding of what they read and to develop their vocabulary.	
Identify pupils' barriers to learning through use of diagnostic assessment.	NFER tests used termly in Y2 and 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 Using of Insight Education Endowment Foundation	1,2,4,5,6,7
Early 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. Use of Insight programme to ensure this is efficient and effective.	2, 3, 5
Peer observations and coaching to improve teaching and learning, with a focus on high quality interactions, pupil participation and effective and timely feedback.	Continue to embed Steplab coaching programme throughout the school, as this demonstrates positive impact on small steps progress for teachers' professional development.	1, 2, 3, 4, 5
Refine curriculum to meet the needs of all pupils (including disadvantaged) and offer wider opportunities and links to locality.	Implemented 'United Curriculum' across the school for specific foundation subjects. High quality staff CPD is essential to follow EEF principles, including instructional coaching, peer observation and modelling.	1,2,3,4, 5, 6, 7
Maths Mastery: focus on developing understanding through questioning, mathematical talk and problem-solving.	Fully embed the Power Maths elements of Discover and Think Together to deepen understanding in Maths through carefully selected questioning, rich Maths talk and pupil feedback/shared ideas.	2,3,6
Bookwriters	A well established scheme that is used widely locally. 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.	2, 3, 6

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

Budgeted cost: £33,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral 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
Continued use of Phonics Bug, 3 reads and Bug Club interventions to support children to catch up.	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
Early Talk Boost embedded in Nursery and Reception	Improved vocabulary, speaking, communication and social interactions. Early intervention is the key to future success https://speechandlanguage.org.uk/educators-and-professionals/programmes-for-nurseries-and-schools/talk-boost/early-talk-boost/	1, 4
Additional tutoring through booster groups to address attainment gaps - led by Y6 team/SEND/CO/ HoS	EEF - 'Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average. Results from studies are consistent and strong, particularly for younger learners who are behind their peers in Primary schools, and for subjects like Reading and Mathematics. Impact on pupils from disadvantaged backgrounds also tends to be particularly positive.	1, 2, 3, 4
Additional phonics teaching Y2/Y3/Y4 to address	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	1, 4, 5

attainment gaps and ensure pupils meet the expected standard	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.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to embed 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, and are 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 Paul Dix 'When the Adults Change' two year cpd programme to develop consistency of approach, including our 3 Golden Rules.	3
Continued investment in Pastoral Team (TIS Practitioner and Family Support Worker) to support social, emotional and learning needs (including resilience, 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. Children are settled in the school with effective support emotionally and socially, so that they can access learning and have safe, positive playtimes. Our Pastoral Team provides 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
Promotion of MHST, Mini Police programme, Mental Health Ambassadors, Peer Mediators	Planned opportunities throughout the week to rehearse social scenarios and develop positive interactions, communication and social skills. Community approach adopted.	1,3,4
Continue to offer financial support for pupils eligible for PPG:	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

enrichment opportunities such as subsidised music tuition, Rock Steady bursaries, funding for residential, clubs, wrap around care	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. School minibus enables regular opportunities for off-site visits for all pupils.	
'Riviera 70': stimulating extended learning experiences help develop imagination and language development	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. Many of our pupils do not have opportunities to visit places of interest such as museums, heritage sites, etc within family time; therefore we provide this for them. Riviera 70 activities are planned into long term planning across the academic year for cohesion.	5, 6, 7
Specific clubs and promotion of suitable clubs that target PP pupils' individual needs or interests.	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
RET Hardship Fund: to support families who need financial help for equipment in school, uniform and resources for extra curricular activities	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	5, 6, 7

Total budgeted cost: £113,960

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 2023 to 2024 academic year.

Narrative about curriculum developments for supporting all pupils including disadvantaged:

Writing - Writing attainment and progress across school is a School Development Plan priority to ensure effective use of the teaching sequences. Review of current texts and new texts bought to inspire both children and teachers alike; more rigorous tracking of the texts and genres throughout the year for Year 1-6 to ensure a broad and balanced Writing Curriculum; CPD on use of cross-curricular links to ensure independent writing is contextual and gives children the opportunity to showcase their writing skills; focus on Handwriting has shown great improvements across school; journey of the writing sequence (elicitation tasks now on coloured paper, immersion/features for the text, skill building, shared plan, shared write, independent plan, independent write) showing improvements in quality of children's writing.

Opportunities for Greater Depth writers to develop their skills and embed these in their writing; cross Trust Writing CPD with this as the focus.

Phonics - Phonics Bug fully embedded across LST and Y2. All teachers in Reception and Year 1 have been regularly coached by the Reading Lead and the English Hub. Part of this coaching is participating in Practice Map sessions to practise teaching letter recognition, sound-blending for word reading, sound identification for spelling and letter formation. Phonics Interventions, including Rapid Reading, with groups of children from Reception to Year 4 and 1:1 in Year 5 are delivered by trained TAs.

Reading - Reading for Pleasure cpd for teachers completed in several sessions using Bug Club's Professional Development for self-delivery training, delivered by the school's Reading Lead. In addition, all TAs have completed training delivered by the school's Reading Lead using Bug Club's Professional Development for self-delivery; this trains staff in the pedagogy and also embeds the resources consistently throughout the school. All TAs have also attended Reading training using Bug Club resources, including intervention strategies for children where fluency is a barrier to comprehension,

Maths - focus on the Rewind, Discovery and Think Together elements of the daily Maths lesson, to encourage paired Maths talk, curiosity, application of prior learning and focus on accurate mathematical language and vocabulary.

EYFS

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

	Shiphay 2023-24 All	Shiphay 2023-24 PP	National
GLD	71%	60%	68%

Year 1 Phonics

The percentage of children who passed the phonics screening:

	Shiphay 2023-24 All	Shiphay 2023-24 PP	National
Phonics	80%	50%	80%

Key Stage 1 Assessments

		Shiphay 2023-24 All	Shiphay 2023-24 PP	National
Reading	EXS+	85%	100%	71%
	GDS	19%	9%	19%
Writing	EXS+	62%	82%	62%
	GDS	3%	0%	8%
Maths	EXS+	90%	91%	71%
	GDS	15%	0%	16%

Key Stage 2 Assessments

		Shiphay 2023-24 All	Shiphay 2023-24 PP	National
Reading	EXS+	73%	56%	74%
	GDS	26%	25%	28%
Writing	EXS+	77%	62%	72%
	GDS	5%	6%	13%
Maths	EXS+	76%	69%	73%
	GDS	19%	6%	24%
SPAG	EXS+	68%	50%	72%

	GDS	34%	31%	32%
Combined	EXS+	66%	55%	61%
	GDS	2%	0	8%

Externally provided programmes

Programme	Provider
Phonics Bug	Pearson
Times tables Rock Stars and Numbots	Times tables Rock Stars
Power Maths	Pearson
Bug Club Comprehension	Pearson
Bug Club Rapid Phonics	Pearson
Early Talk Boost	Speech and Language UK
Book Writes	Devon
TIS (Trauma Informed Schools)	TISUK

Further information (optional)

- Seeking pupil voice of PP children re; attendance at clubs and any barriers to their attendance.