

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Stockwell Academy
Number of pupils in school	370 Autumn 396 Spring / Summer
Proportion (%) of pupil premium eligible pupils	49%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021 - 2024
Date this statement was published	15/11/21
Date on which it will be reviewed	15/11/22
Statement authorised by	Mr C Coulter
Pupil premium lead	Mr C Coulter
Governor / Trustee lead	M Mathias

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£209,405
Recovery premium funding allocation this academic year	£22,475
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£231,760

# Part A: Pupil premium strategy plan

## Statement of intent

We pride ourselves in being a positive, caring and welcoming school, within the heart of our community.

Our fundamental aim for our disadvantaged pupils is to ensure that they have every opportunity to succeed through improved educational outcomes. We know that many of our disadvantaged children face additional challenges in reaching their potential and often do not perform as well as non-disadvantaged pupils. We support the full inclusivity of all pupils including those with social and emotional needs and those with special educational needs.

Our first learning priority is ensuring that all children can read, in order to access the whole curriculum and that they develop a life-long love of reading and positive attitudes to learning. We have a high-proportion of disadvantaged pupils who also have other vulnerabilities: those who are open to Social Care (2.9%) and those who have identified special educational needs (23%) and, as a result, it is the intention of this plan to ensure that all barriers are taken into consideration when planning targeted additional support.

Quality first teaching is paramount along with the emotional and social support that goes around the children within the classroom. Relationships are key to our approach to the engagement of our most disadvantaged children.

The Senior Leadership Team have a clear overview of how the funding is being allocated and we are strong as a team to know that this will make a difference to the outcomes of pupils. We also believe that by having well targeted support to improve attendance and links with families this will increase confidence and outcomes.

'Education Recovery' as a result of the pandemic is a vital part of our strategy, through its targeted support and timely interventions for pupils who have been most disadvantaged by the lockdowns.

Our approach will recognise the many challenges our pupils (including non-disadvantaged) face and use diagnostic assessments to ensure the right approaches are taken. We will ensure that our pupils experience a wide, and varied curriculum, rich in experiences and visits, to address the limited experiences they have in their community. No child at Stockwell will miss out and we will continue to go above and beyond, offering support for the whole family, where required.

To ensure that our approaches are effective, we will:

- Identify barriers early and plan appropriate, targeted intervention;
- Have a whole-school approach where all staff champion children and recognise their strengths;
- Aim high - ensuring disadvantaged pupils are challenged in their activities so that they can achieve their potential.

- Recognise the impact of the pandemic and lost learning – allowing time to recap knowledge from previous year groups.

## Challenges

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

Challenge number	Detail of challenge
1	Large numbers of pupil premium children are also members of other vulnerable groups. A high proportion are known to social services and all children on a plan are in receipt of pupil premium. This increases their vulnerability to underachievement.
2	Less developed early reading (phonics) skills from early years to LKS2, with a small proportion of disadvantaged pupils still accessing phonics in UKS2.
3	Under-developed speech, language and communication skills from Nursery to KS2, which are more prevalent amongst disadvantaged pupils.
4	Significant proportion of pupils (predominantly disadvantaged) presenting with social, emotional and mental health issues (SEMH).
5	Lack of aspiration and opportunity for disadvantaged pupils to experience things beyond the local community.
6	Low attendance (92% compared with 95% NPP) with an increasing number of disadvantaged pupils who are persistently absent (52% PP compared with 27% NPP)

## 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
To improve reading, writing and maths skills for pupils eligible for PP across all key stages and diminish the difference between PP and all pupils	The gap between non PP and PP children is reduced to diminish the difference altogether.
To improve phonic skills for pupils eligible for PP across Key Stage One and FS.	The gap between non PP and PP children is reduced to diminish the difference altogether.
All pupils to be able to overcome SEMH barriers in order to access a full curriculum.	Sustained high levels of well-being demonstrated by: <ul style="list-style-type: none"> <li>• Qualitative data from pupil voice, pupil and parent surveys and observations</li> <li>• A reduction in behavioural incidents occurring at less structured times of</li> </ul>

	<p>the day (pupils better equipped to manage their own emotions)</p> <ul style="list-style-type: none"> <li>• An increase in pupils accessing extra-curricular activities – particularly disadvantaged pupils</li> <li>• Children’s academic achievement increases at GLD, KS1 and KS2</li> </ul>
Increase in pupil aspiration and wider experiences beyond the classroom	<p>All pupils have access to wider experiences during their time at Stockwell.</p> <ul style="list-style-type: none"> <li>• Pupil/parent voice shows aspiration for their future</li> <li>• Parental attendance at events increases.</li> </ul>
Increased attendance rates and reduced PA rates for disadvantaged pupils.	<p>Overall attendance for disadvantaged pupils to increase to at least 94%.</p> <p>PA % for disadvantaged pupils to reduce to &lt;15% from 38%.</p>

## 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: £ 150,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reduction in staff ratios in FS to ensure relationships are built with children which in turn ensures higher achievement across the phase	Over the past three years staff ratios have been high in FS. This has shown to impact on the behaviour of children across the phase due to the secure relationships the children make with their key worker. In turn this has impacted on achievement and progress, particularly with speech and language. This is a major barrier for our children, upon entry to school. Due to the success of this strategy the school want to continue it.	1,2,3.
Use an accredited synthetic phonics scheme to secure stronger phonics teaching for all pupils.	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: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	2

<p>Staff Training for phonics scheme to further develop provision across the school.</p> <p>Early Reading Team developed to implement phonics scheme and promote a culture of reading across the school.</p> <p>Purchase of books for 'reading for pleasure' in each phase of the school.</p>	<p>Research show that supporting high-quality professional development is pivotal in improving children's outcomes. Effective PD should: build knowledge, motivate staff; develop teaching techniques and embed practice: <a href="#">Effective Professional Development   Education Endowment Foundation   EEF</a></p> <p>There is a growing body of evidences showing the importance of reading for pleasure for educational and personal development: <a href="#">Research   Reading for Pleasure   Education Standards Research Team</a></p>	
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### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 45000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Employ S&amp;L therapists to deliver bespoke intervention to pupils identified as requiring S&amp;L support</p> <p>S&amp;L therapists support staff members to work with targeted children after therapist support to ensure inclusive quality first teaching for all.</p>	<p>Research shows that children with poor language and literacy skills at five years have lower education achievement at seven years. This is why we invest in expert S&amp;L therapists to deliver bespoke programmes to pupils when they enter reception.</p> <p>Early identification and intervention have been essential for us in previous years in giving pupils the very best opportunities to making good progress so that they can reach ARE. <a href="#">Speech and Language Therapists   Impact on Educational Outcomes   Royal College of Speech and Language Therapists</a></p>	3
<p>Daily targeted 'catch-up' interventions delivered by Teacher</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low-attaining pupils and those that have fallen behind, both one-to-one and in small groups.</p> <p><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1,2

See Saw and Tapestry to support both in school and home learning.	This will allow blended learning to continue when children are working from home.	5,6
Providing good quality texts for children to read both in and out of school.	All children need to be given the opportunity to have a good quality text to read and share with family members.	1,2,3

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

Budgeted cost: £ 50000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide a school nurse to work with families	This allows the professional to speak to parents about whether their child can be in school which then increases the attendance which has an impact on attainment.	1,3,4
One full time emotional well-being worker.	<p>It is essential that children's emotional and social needs are met and developed in order for them to be ready for learning. Our emotional well-being worker develop these skills in our most disadvantaged pupils.</p> <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): <a href="https://www.educationendowmentfoundation.org.uk/EEF_Social_and_Emotional_Learning.pdf">EEF_Social_and_Emotional_Learning.pdf (educationendowmentfoundation.org.uk)</a></p>	1,4
<p>Whole-school attendance incentive and prizes for winning classes at the end of each term.</p> <p>Attendance officers to track pupil attendance and provide early intervention and support for families.</p>	<p>There is an abundance of evidence that shows that pupils who regularly miss school/are late, are more likely to fall behind in their education.</p> <p>Our own whole-school attendance data has been below national for a number of years and our percentage of persistent absentees has increased. This more evidence across our disadvantaged population. Evidence states that for disadvantaged pupils who are absent, the attainment gap between themselves and their peers widens.</p> <p><a href="#">Improving School Attendance   Department for Education Initiatives to Improve School Attendance</a></p>	1,4

<p>Free breakfast club provided for FSM pupils.</p>	<p>Research indicates that successful breakfast clubs lead to improved concentration and behaviour as well as better punctuality for some of those attending.</p> <p>As a school with a high level of deprivation we do not want any of our pupils to miss out on the opportunity of a healthy breakfast. We have seen the impact of this on both punctuality and pupil behaviour in morning lessons. <a href="#">Evaluation of Breakfast Clubs   Department for Education</a></p>	<p>1,4,6</p>
<p>Subsidise a % of educational visits and trips across the school linked to learning.</p> <p>Work in partnership with Children’s University to provide opportunities both within and outside of school.</p> <p>Implement the 50 Things to do at Stockwell (learning experiences children will access during their time at Stockwell Academy across their school life)</p>	<p>We know that pupils in areas of high deprivation are less likely to be afforded the opportunity to experience activities beyond their immediate locality. This is especially the case for disadvantaged pupils in our school. There is research to suggest that school visits improve a number of social skills and critical thinking in pupils.</p> <p>Hull and East Yorkshire Children’s University has a proven track record of supporting schools in the most disadvantaged areas in accessing a range of extra-curricular and wider opportunities.</p> <p>Showing pupils what they can achieve, and providing them with the experiences to open their eyes to the possibilities, will increase overall aspiration. We are committed to ensuring that the opportunities are afforded to all of our pupils during their time at Stockwell Academy.</p>	<p>1,5</p>

**Total budgeted cost: £ 245,000**

## 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 2020 to 2021 academic year.

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*

*If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?*

### 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
TT Rockstars	
Chatta	
Go Read	

### 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.*