



## Pupil Premium Strategy Statement.

This statement details our academy's use of pupil premium 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	Staniland Academy
Number of pupils in the academy	500
Number of pupil premium	199 (40%)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	3 (in the first year)
Date this statement was published	October 2024
Date on which it will be reviewed	October 2025
Statement authorised by	Rachel Bailey
Pupil premium lead	Emma Barton
Governor / Trustee lead	Curriculum and Standards

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	260,326
Recovery premium funding allocation this academic year	0
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	260,326

# Part A: Pupil premium strategy plan

## Statement of intent

For the year 2024-2025 we intend to .....

When making decisions about using Pupil Premium funding it is important to consider the context of our academy and the subsequent challenges faced. Research conducted by EEF should then be used to support decisions around the usefulness of different strategies and their value for money.

Common barriers to learning for disadvantaged children, can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

### **Our ultimate objectives are:**

- ✓ To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- ✓ For all disadvantaged pupils in our academy to make progress in line with national progress picture.
- ✓ To support our children’s health and wellbeing to enable them to access learning at an appropriate level.

### **We aim to do this through:**

- Ensuring that teaching and learning opportunities meet the needs of all learners by ensuring challenge is well matched to need.
- Ensuring that appropriate provision is made for learners who belong to vulnerable groups, including those that are socially disadvantaged.
- Identifying barriers such as attendance, proactively acting to improve daily attendance and punctuality.
- The early identification of early years disadvantaged learners, targeting actions for socially disadvantaged children within EYFS.
- Making provision for socially disadvantaged learners, we recognise that not all learners who receive free school meals will be socially disadvantaged.
- Recognising that not all learners who are socially disadvantaged are registered or qualify for free school meals. We allocate the Pupil Premium funding to support any learner or groups of learners that Staniland Academy has legitimately identified as being socially disadvantaged.
- Ensuring Pupil Premium funding is allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources

means that not all children receiving free school meals will be in receipt of Pupil Premium interventions at one time.

Achieving these objectives:

The range of provisions include (not exhaustive):

- Ensuring all teaching is good or better to ensure all learners receive the best teaching sustained over time.
- To allocate enhanced adult support to each year group, to allow for small group focussed work and intervention therapies (Pixl assessment tracking). Support matched to identified needs of learners.
- Support identified families by offering opportunities for external extra-curricular activities, ensuring learners have first-hand experiences of clubs/educational visits. The transferable skills can be woven into classroom learning.
- Support identified families with wrap around care – such as breakfast and after-school club.
- Additional planned targeted work to allow for more children to meet age related expectations (may include 1:1/small group tuition).
- Review current provision of phonics teaching and tracking – ensuring we are building upon current synthetic systematic phonics scheme.

## Challenges

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

Challenge number	Detail of challenge
1	Staniland Academy serves a challenging community – the school deprivation indicator is 0.2.
2	<p>Many children cross populate vulnerable learner groups.</p> <ul style="list-style-type: none"> <li>• 37.9% of our pupils are from a minority ethnic background.</li> <li>• 47.7% of our pupils speak English as an additional language (EAL).</li> <li>• 21% of our pupils did not start the school in EYFS and most of the new mid-year intake children have not had previous school experience.</li> <li>• 39.5% of our children are in receipt of free school meals.</li> <li>• 17.2% of our children have a special education need.</li> <li>• 14% of children are EAL and disadvantaged.</li> <li>• 7 out of the 10 EHCP children are also disadvantaged, 71 children.</li> </ul>

	<ul style="list-style-type: none"> <li>• 8% children are SEND and disadvantaged.</li> <li>• 7% are EAL and SEND.</li> </ul>
3	Our Reception learners (EYFS) are significantly below the national average in terms of on entry NFER national on entry baseline data. Learners are significantly low in communication, language and literacy (CLL).
4	Current Y1 baseline and end of EYFS data is below National average.
5	Our learner's vocabulary, speech and comprehension are below expected level for key stage expectations.
6	Poor parental engagement in Reading.
7	Narrowing the attainment gap across Reading and Writing.
8	Attendance and Punctuality has been a growing concern since the beginning of the pandemic. Persistent absence remains a priority.

## 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
Greater number of learners at least meeting expected progress by the end of the academic year 2024/2025.	<ul style="list-style-type: none"> <li>• Gap will close in progress made between PP and non PP.</li> <li>• More children working in line with age related expectations for reading, writing, maths and phonics.</li> </ul>
Continued sustained improvement in phonic Attainment.	<ul style="list-style-type: none"> <li>• Greater number of learners confidently working in P4 by the end of EYFS.</li> <li>• Improved phonics outcomes in Y1 and Y2.</li> <li>• Reduced number of children requiring additional phonics support in key stage 2.</li> <li>• Little Wandle consistently in place across the academy.</li> </ul>
More children working within age related expectation for reading and writing.  Focus Strands – Vocabulary and comprehension.	<ul style="list-style-type: none"> <li>• Greater number of children meeting ELG in CLL.</li> <li>• Children in line with LA average for similar schools for CLL ELG.</li> <li>• In line with NA for Reading in KS1 and KS2</li> <li>• Reduced differential between reading and writing attainment.</li> </ul>

	<ul style="list-style-type: none"> <li>• High levels of engagement with reading at home, bedrock, spelling shed.</li> </ul>
Children more confident and competent in reasoning and problem solving.	<ul style="list-style-type: none"> <li>• Children show their fluency and vocabulary understanding to tackle reasoning and problem solving.</li> <li>• Greater number of children achieving at least expected level of attainment at the end of Y6.</li> </ul>
Culture for learning is at least good in all year groups.	<ul style="list-style-type: none"> <li>• Lessons show ample opportunity for the children to reinforce new learning.</li> <li>• Levels of engagement are high due to challenge meeting learners needs.</li> <li>• No low level disruption in all key stages.</li> </ul>
Continued Improved Attendance – PA to remain a key focus.	<ul style="list-style-type: none"> <li>• Improved overall Attendance.</li> <li>• Reduced the number of 'late' children.</li> <li>• Reduced number of term time holidays.</li> <li>• Reduced % of persistence absence.</li> </ul>
Assessment in all forms is consistent across the school and used to inform next learning steps.	<ul style="list-style-type: none"> <li>• Levels of engagement are high due to challenge meeting learners needs.</li> <li>• Teachers proactively using Pixl theories and resources to plan, teach next learning steps.</li> <li>• Moderation shows that teachers assessment of pupils is accurate.</li> <li>• Formative assessment addresses common misconceptions or errors especially in handwriting and spelling.</li> <li>• Learner progress meeting show that teachers can demonstrate current attainment and action next steps for key marginal groups of learners. Able to adapt classroom practice accordingly e.g. groupings, interventions.</li> </ul>
More children working at expected levels in English and Maths English, including handwriting and presentation, in Y3	<ul style="list-style-type: none"> <li>• Work is neat and well presented using handwriting that is consistent in size.</li> <li>• Moderation shows that children in Y3 are making accelerated progress in sentence construction.</li> <li>• Work in Y3 shows progress in punctuation. Work is well punctuated, and this is applied consistently.</li> </ul>

	<ul style="list-style-type: none"> <li>• Children in Y3 have secure number bonds and understanding between the relationship between 1, 10 and 100 – secure understanding of place value.</li> </ul>
Multiplication Recall within Y3 & Y4	<ul style="list-style-type: none"> <li>• Greater number of children achieving 25/25 on the Y4 Multiplication Check.</li> <li>• Great number of children having a mean score of 20.</li> </ul>
Raised long term life aspirations	<ul style="list-style-type: none"> <li>• Children are aware of the wide range of professions they could aspire to have.</li> <li>• Children have first hand knowledge of a range of careers.</li> <li>• Children experience a range of positive and diverse role models within different job areas.</li> </ul>
English – improved writing attainment across all key stages.	<ul style="list-style-type: none"> <li>• Boys within years 3-5 are motivated to write.</li> <li>• Improved progress in boy's writing – years 3-5 in particular.</li> </ul>

## 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: £221,124

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Enhanced Teaching Assistant support in KS1 and for identified areas of need in KS2.</p> <ul style="list-style-type: none"> <li>• 1:1/Small group identified therapies (PiXL)</li> <li>• Increased targeted feedback/live support and questioning.</li> <li>• Increased adult support for teaching and practising all elements of reading and phonics.</li> </ul>	<p>EEF – Making best use of Teaching Assistants.</p> <p>Teaching assistant interventions – EEF Teaching and learning toolkit (+4)</p> <p>EEF – Improving Language and Literacy (+6)</p> <ul style="list-style-type: none"> <li>• ‘School leaders systematically review the roles of both teachers and TAs – how TA support can improve attainment throughout the school.’</li> <li>• ‘Use one-to-one and small-group tutoring ideally involving structured interventions. There is consistent evidence the approach supports children struggling with aspects of literacy.’</li> <li>• Communication and language approaches used in the early years include reading aloud to children and discussing books, explicitly extending children’s spoken vocabulary by introducing them to new words in context, and drawing attention to letters and sounds. They also include approaches more directly aimed at developing thinking and understanding through language, such as ‘sustained shared thinking’ or ‘guided interaction’.</li> </ul>	<p>1, 2, 3, 4, 5, 6 &amp; 7</p>
<p>Ensure Little Wandle is taught consistently across the academy and catch-up sessions and interventions are used effectively to</p>	<p>Little Wandle – all staff within the academy are trained.</p> <p>Children that are falling behind receive additional phonics.</p>	<p>2, 3, 4, 5 &amp; 7</p>

ensure children do not fall behind.		
Develop middle leaders throughout the academy.  CPD Middle leaders, senior leaders. Based on planning, implementing, reviewing impact – linking the academy priorities with individual subjects/areas.	EEF Leadership Guidance to effective implementation.  <ul style="list-style-type: none"> <li>• ‘Create a leadership environment conducive to good implementation.</li> <li>• Clear implementation planning – linked to readiness to implement.’</li> <li>• Build leadership capacity and cultivate confident subject champions.</li> </ul>	1-8
Embed, PixL assessment and teaching tool across KS1 & KS2.  Targeting and addressing specific gaps in learning.  Ensuring challenge is appropriate and a priority.	EEF - Teaching and Learning Toolkit <ul style="list-style-type: none"> <li>• ‘Use of accurate assessment of capabilities and difficulties to ensure interventions are appropriately matched to pupils needs.’</li> <li>• ‘School leaders systematically review the roles of both teachers and TAs – how TA support can improve attainment throughout the school.’</li> </ul>	1-8

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

Budgeted cost:£30,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group : and 1:1 Teacher Groups  Focus: Vocabulary, comprehension, reading, writing and problem-solving.	EEF ‘Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area.’ ‘Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.’	1-7



<p>Accelerated Reader in place Y2-Y6</p>	<p>EEF – Developing attainment in reading and writing.</p> <ul style="list-style-type: none"> <li>• ‘Use a balanced approach to developing reading, which integrates both decoding and comprehension skills.’</li> <li>• ‘Reading comprehension can be improved by teaching specific strategies to check how well they comprehend and improve comprehension in sections of text that present difficulties.’</li> </ul>	<p>1-7</p>
<p>Numberlink embedded across the academy.</p>	<p>EEF – Learning in Maths</p> <ul style="list-style-type: none"> <li>• ‘Research shows that children that can recall times tables facts can access the wider maths curriculum for reasoning.’</li> <li>• ‘Teach pupils strategies for problem solving.’</li> <li>• ‘Develop pupils independence and motivation’.</li> <li>• ‘Use structured interventions to provide additional support.’</li> </ul>	<p>2 &amp; 5</p>
<p>Spelling Shed in place across the academy.</p>	<p>EEF – Developing attainment in reading and writing.</p> <ul style="list-style-type: none"> <li>• ‘Spelling should be explicitly taught.</li> <li>• ‘Spelling inked to the curriculum being taught.’</li> <li>• ‘Focus upon high-quality in class support but a small significant number of children will require additional targeted literacy support.’</li> </ul>	<p>1, 2, 4, 5, 6 &amp; 7</p>
<p>Times Tables Rockstars</p> <p>Continued focus-maintaining fluency in mental calculations for multiplication and division.</p>	<p>EEF – Learning in Maths</p> <p>‘Research shows that children that can recall times tables facts can access the wider maths curriculum for reasoning.’</p>	<p>2 &amp; 5</p>

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

Budgeted cost £8,403

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Breakfast Club in place daily</p> <p>Provision at after school club – social/emotional development activities and access to support for home learning.</p>	<p>EEF – Leadership, parental engagement.(+3)</p> <p>‘We define parental engagement as the involvement of parents in supporting their children’s academic learning. It includes:</p> <ul style="list-style-type: none"> <li>• approaches and programmes which aim to develop parental skills such as literacy or IT skills;</li> <li>• general approaches which encourage parents to support their children with, for example reading or homework;</li> <li>• the involvement of parents in their children’s learning activities; and</li> <li>• more intensive programmes for families in crisis.’</li> <li>• ‘Breakfast clubs, greeting children at the door and working with parents all promote good behaviour.’</li> </ul>	<p>1-8</p> <p>Focus - 8</p>
<p>Friends Social and emotional programme</p> <p>Lego therapy</p> <p>Drop-in 1:1 weekly sessions – building self-esteem, resilience and behaviour for learning.</p> <p>Academy Allotment – social and emotional development club.</p>	<p>EEF - Metacognition and Self-regulated Learning (+5)</p> <ul style="list-style-type: none"> <li>• ‘The development of self-regulation and executive function is consistently linked with successful learning, including pre-reading skills, early mathematics and problem solving. Strategies that seek to improve learning by increasing self-regulation have an average impact of five additional months’ progress. A number of studies suggest that improving the self-regulation skills of children in the early years is likely to have a lasting positive impact on later learning at school, and also have a positive impact on wider outcomes such as behaviour and persistence.’</li> <li>• ‘Teach learning behaviours.’</li> </ul>	<p>1-8</p> <p>Focus - 8</p>

<p>Working with admin, Trust's EWO and the HT will monitor attendance of identified PP children and provide family support to overcome barriers to attending school.</p>	<p>EEF– Parental engagement</p> <ul style="list-style-type: none"> <li>• 'Tailor school communication to support positive dialogue about school and learning.'</li> <li>• 'Offer more sustained and intensive support where needed.'</li> </ul>	<p>1-8</p> <p>Focus 8</p>
<p>Ensure learners are in school well equipped to learn.</p> <p>Support identified needs with educational visits/extra-curricular activities and school uniform.</p> <p>(Not a universal offer, based on assessment of need)</p>	<p>EEF– Parental engagement</p> <ul style="list-style-type: none"> <li>• 'Tailor school communication to support positive dialogue about school and learning.'</li> <li>• 'Offer more sustained and intensive support where needed.'</li> </ul>	<p>1-8</p> <p>Focus 8</p>

**Total budgeted cost: £260,326**

## 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 2022 to 2023 academic year.

#### Our ultimate objectives were:

- ✓ To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- ✓ For all disadvantaged pupils in our academy to make progress in line with national progress picture.
- ✓ To support our children's health and wellbeing to enable them to access learning at an appropriate level.

#### Data Summer 2024- Statutory Assessment Years

##### Key

(PP = Pupil identified as Pupil Premium)

Significantly below the cohort for non-PP
Slightly Below the cohort for non-PP
Broadly in line or above the cohort for non-PP
Significantly above the cohort for non-PP

<u>EYFS</u>	<u>Reading</u>	<u>Writing</u>	<u>Maths</u>	<u>R/W/M Combined</u>
All	72%	68%	75%	65%
PP	75%	67%	83%	67%
Context				
11 = PP children (19% of the cohort = PP)				
6 of the 11 = PP & EAL (10% of the cohort were PP & EAL)				
1 of the 11 = PP & SEND (2% of the cohort were PP, EAL & SEND)				

<u>Y1</u>	<u>Reading</u>	<u>Writing</u>	<u>Maths</u>	<u>R/W/M Combined</u>
All	56%	54%	57%	48%
PP	67%	57%	67%	53%

### Context

28 = PP children (% of the cohort = PP)

9 of the 28 = PP & EAL (40% of the cohort were PP & EAL)

1 of the 28 = PP, EAL & SEND (1% of the cohort were PP, EAL & SEND)

4 of the 28 = PP & SEND (14% of the cohort were PP & SEND)

### Mobility 2023 2024

Year Group	Starters (66)	Leavers (51)
YR	5	4
Y1	17	10
Y2	15	13
Y3	10	4
Y4	7	5
Y5	9	7
Y6	3	8

- The equivalent of over a whole year group of children from a two-form entry sized school started Staniland last academic year.
- Main reason for moving in and out of school – new to England or returning to Eastern Europe.
- 37 children joined in EY or KS1 alone.
- 32 children joined in KS1. This is more than one class of children.
- Out of the leavers, 27 left in EY/KS1. Again, nearly a class of children.
- Out of the 37 children that joined in EY or KS1 23 (62%) had no prior schooling and did not speak English when they joined us.

<u>Y2</u>	<u>Reading</u>	<u>Writing</u>	<u>Maths</u>	<u>R/W/M Combined</u>
All	59%	52%	58%	49%
PP	54%	50%	50%	42%

- Context
- 25 = PP children (31% of the cohort = PP)

13 of the 25 = PP & EAL (16% of the cohort were PP & EAL)

2 of the 25 = PP, EAL & SEND (2% of the cohort were PP, EAL & SEND)

- 11 of the 25 = PP & SEND (14% of the cohort were PP & SEND)

#### Mobility 2023 2024

Year Group	Starters (66)	Leavers (51)
YR	5	4
Y1	17	10
Y2	15	13
Y3	10	4
Y4	7	5
Y5	9	7
Y6	3	8

- The equivalent of over a whole year group of children from a two-form entry sized school started Staniland last academic year.
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- 37 children joined in EY or KS1 alone.
- 32 children joined in KS1. This is more than one class of children.
- Out of the leavers, 27 left in EY/KS1. Again, nearly a class of children.
- Out of the 37 children that joined in EY or KS1 23 (62%) had no prior schooling and did not speak English when they joined us.

<u>Y3</u>	<u>Reading</u>	<u>Writing</u>	<u>Maths</u>	<u>R/W/M Combined</u>
All	61%	58%	64%	52%
PP	53%	56%	59%	47%

#### Context

30 = PP children (35% of the cohort = PP)

11 of the 30 = PP & EAL (13% of the cohort were PP & EAL)

2 of the 30 = PP, EAL & SEND (2% of the cohort were PP, EAL & SEND)

8 of the 30 = PP & SEND (9% of the cohort were PP & SEND)

<b>Y4</b>	<b>Reading</b>	<b>Writing</b>	<b>Maths</b>	<b>R/W/M Combined</b>
All	53%	42%	51%	43%
PP	44%	41%	44%	34%

Context

31 = PP children (42% of the cohort = PP)

10 of the 31 = PP & EAL (13.6% of the cohort were PP & EAL)

2 of the 31 = PP, EAL & SEND (3% of the cohort were PP, EAL & SEND)

7 of the 31 = PP & SEND (10% of the cohort were PP & SEND)

<b>Y5</b>	<b>Reading</b>	<b>Writing</b>	<b>Maths</b>	<b>R/W/M Combined</b>
All	62%	52%	60%	44%
PP	56%	47%	53%	38%

Context

30 = PP children (39% of the cohort = PP)

9 of the 30 = PP & EAL (12% of the cohort were PP & EAL)

1 of the 30 = PP, EAL & SEND (1.2% of the cohort were PP, EAL & SEND)

9 of the 30 = PP & SEND (12% of the cohort were PP & SEND)

<b>Y6</b>	<b>Reading</b>	<b>Writing</b>	<b>Maths</b>	<b>R/W/M Combined</b>
All	75%	77%	78%	68%
PP	66%	66%	69%	59%

Context

29 = PP children (33% of the cohort were PP)

11 of the 29 = PP & EAL (13% of the cohort were PP & EAL)

7 of the 29 = PP, EAL & SEND (8% of the cohort were PP, EAL & SEND)

13 of the 29 = PP & SEND (15% of the cohort were PP & SEND)

## **Attendance**

Attendance will remain a key priority for improvement and features within the Pupil Premium Plan and Academy Action Plan as a key area.

However, it must be noted that the impact of initiatives is positive and moving in the direction we are aiming for.

<b>Year</b>	<b>% of Attendance (All &amp; Left)</b>
Staniland Academy - End of Academic Year 2022	92.4%
Staniland Academy - End of Academic Year 2023	92.75%
Staniland Academy - End of Academic Year 2024	93.63%
End of Academic Year 2024 – Voyage Schools	93.64%
National Average July 2024	94.5%

### **Successful strategies to be continued:**

- Full time Family Support and Attendance Officer
- Fortnightly Attendance Action Planning Meetings with EWO
- Attending LA Attendance Meetings with LA EWO
- Three-day home visits
- Daily home visits to families causing concern
- Breakfast club
- Daily Late Gate
- Class teacher lead initial discussions with parents and carers regarding holidays and daily attendance
- Termly School Attendance panel meetings – with Attendance lead and Attendance Champion and or Attendance Officer
- First Day Calling
- Celebration of class of the week
- Termly Prize giving's for Attendance – In it to win it draw
- Translated Attendance Letters
- Translated Attendance Meetings
- Watch List Meetings – Potential PAs
- Daily Tracking of SAs.
- New starter attendance quick reference procedures
- Attendance letters to explain the number of lost lessons in addition to % of school missed – translated.
- Discussions/telephone with GPs and Hospital Consultants to explain the impact of school attendance – encourage working partnerships with the aim of developing a shared understanding between professionals.
- Next step – use research findings to drill down on core attendance concerns to inform further next steps for Staniland Academy.



Analysis of spend 23/24

Total funding received including covid recover premium		259,339
Areas of Spend		
Additional teaching and Learning	219,066	
CPD & Teaching Resources	32,670	
Wider Strategies	7,603	
	Total Spent	259,339