



Pupil Premium and Recovery Premium Strategy statement



This statement details Shepherdswell Academy's use of pupil premium and recovery premium for the 2021 to 2024 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	Shepherdswell Academy
Number of pupils in school	144
Proportion (%) of pupil premium eligible pupils	23%
Academic year/years that our current pupil premium strategy plan covers	Current year 2021-2022 Part of a 3 year plan 2021-2024
Date this statement was published	December 2021
Date on which it will be reviewed	At the end and beginning of each academic year in full and monitored at the end of each term in line with the professional improvement cycle
Statement authorised by	Mrs Ryan
Pupil premium lead	Mrs Ryan
Governor / Trustee lead	Mr Okeya

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 40,350
Recovery premium funding allocation this academic year	£ 4,527
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	£ 44,877



Part A: Pupil premium strategy plan

Statement of intent

At Shepherdswell Academy we have high expectations and aspirations for all pupils. It is our aim that all pupils, irrespective of their backgrounds or the challenges they face, make good progress and achieve well in all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, from their differing starting points including those who are already high attainers. We will also consider the challenges faced by all vulnerable pupils, such as those who have a social worker.

Effective leadership ensures that the pupil premium funding is allocated effectively each year to have a positive impact on the pupils who are eligible. When making decisions about using the funding we have considered the context of our school, the challenges our families and pupils might face, and the research conducted by the Education Endowment Foundation.

We believe this can be achieved through a broad, ambitious and progressive curriculum, high quality teaching and learning, pastoral support, effective relationships with parents and a personalised approach to meet the needs of all our pupils.

We strive to close the attainment and progress gaps between disadvantage pupils and their peers, through a three tiered approach. Our approach will be responsive to the common challenges and the individual needs of our pupils. This includes quality first teaching and learning, targeted academic support and wider strategies, to ensure a balanced strategy.

We adopt a whole school approach in which all staff take on responsibility for disadvantaged pupils' outcomes and ensure high expectations and aspirations for all pupils, enabling all to learn and grow and become the best they can be.

Challenges

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

Challenge number	Detail of challenge
1	Lower attainment and progress rates, including lower starting point in EYFS.
2	Reading progress and the development of early reading skills and phonological knowledge.
3	Poor language skills, including the early acquisition of language and development of oral language skills and vocabulary.
4	Lower attendance and higher rates of persistent absences and lateness.
5	Pupils have limited life experiences beyond their home and immediate community. They may also have limited access to books, libraries and technology.



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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 outcomes	Success criteria
<p>Higher rates of progress in EYFS and KS1 for disadvantaged and identified vulnerable pupils, so they make good or better progress from their starting points and meet age related expectations.</p> <p>Higher rates of progress in EYFs and KS1 for identified higher attaining disadvantaged and vulnerable pupils, so they achieve greater depth by the end of KS1.</p> <p><i>Measured through - Data drops of teacher assessment attainment, progress and NTS, mock SATs scores each long term.</i></p>	<p>Disadvantaged and identified vulnerable pupils to achieve inline or about their peers at the end of EYFS, KS1 in all subjects and in the phonics screening check.</p> <p>Disadvantaged and identified vulnerable pupils to make good or better progress in all year groups from their starting points.</p> <p>All staff are able to identify and support the individual needs of these pupil, tracking progress in lessons and overtime, adapting teaching and learning accordingly.</p>
<p>Disadvantaged and identified vulnerable pupils to have the phonic and early reading knowledge to become confident, fluent readers.</p> <p>Disadvantaged and identified vulnerable pupils to develop a love of reading.</p> <p><i>Measured through - Phonic screening checks, RWI assessments, monitor pupils reading and pupil voice.</i></p>	<p>Disadvantaged and identified vulnerable pupils to achieve well in the phonics screening check and make good progress from their starting points developing effective early reading skills.</p> <p>Effective targeted quality first teaching supports these identified pupils to make good or better progress through the phonics scheme and be at age related expectations or above by the ned of KS1.</p> <p>Greater parental understanding of phonic and supporting their child to read at home.</p> <p>Pupils to read at least 3 times a week at home and complete weekly homework tasks.</p> <p>Pupils to express a real love of reading for pleasure and develop their knowledge of books and authors, being able to say what their favourite genre of books / authors are and why by the end of KS1.</p>
<p>Disadvantaged and identified vulnerable pupils to communicate effectively.</p> <p>Disadvantaged and identified vulnerable pupils to have a relevant and broad understanding of vocabulary related to the curriculum and wider community.</p> <p><i>Measured through – NELI and WellComm data, professional improvement cycle and EYFS milestones and KS1data.</i></p>	<p>Pupils to be able to communicate in simple sentences by the end of EYFS.</p> <p>Pupils to use a range of relevant vocabulary linked to the curriculum they are learning and understand its meaning and application by the end of KS1.</p> <p>Standard English and effective communication to be effectively modelled by all staff across the school.</p>
<p>Improve the attendance rates for disadvantaged and identified vulnerable pupils, in particular</p>	<p>Reduce the number of persistent absentees or persistent lateness among pupils eligible for PP.</p>



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<p>those who have persistent absences or are persistently late.</p> <p><i>Measured through – SLT and pastoral worker will monitor identified pupils eligible for PP attendance, weekly.</i></p>	<p>Overall PP attendance will be in line with or above ‘other’ pupils.</p> <p>Identified pupils to be ready to learn and access all learning.</p>
<p>Disadvantaged and identified vulnerable pupils to develop knowledge of the world and have the opportunity to access early childhood experiences.</p> <p><i>Measured through – Professional improvement cycle, pupil and parent voice.</i></p>	<p>The curriculum to be broad and balanced to develop pupil’s knowledge of the world, building on own experiences.</p> <p>Provide a range of early childhood experiences we feel the children should have.</p> <p>Provide a range of extra-curricular and active play activities to broaden experience.</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: £20,000

Activity / Focus	Evidence that supports this approach	Challenge addressed
Staff to have a working knowledge of disadvantaged and identified vulnerable pupils, including their barriers to learning, strategies that are implemented and the impact.	Identification of underlying gaps and factors associated with disadvantaged pupils, enables staff to adapt provision and learning to address this.	All
Improve the consistency in the quality of phonics teaching and learning, through CPD, observing good practice and team teaching.	Pupils developing a solid knowledge of phonics through a systematic approach allows them to access reading and learning across the curriculum. Education Endowment Foundation (EEF) research states that high quality phonics can have an impact of +5 months on attainment.	1,2 and 3
Develop teacher’s subject knowledge of early reading to ensure that pupils become fluent, confident readers. Increase the number of phonics books matched to the RWI phonics programme.	Where teacher subject knowledge of early reading is strong, pupils make good progress, as they are able to target specifically on the next steps in this journey. This allows them to access the whole curriculum and builds comprehension and thinking skills.	1,2 and 3
Develop the love of reading and reading for pleasure across the curriculum.	Reading for pleasure allows pupils to develop a love of books, and develops their understanding of authors, genres and the world books open. This enables them to access to the whole curriculum.	1, 2 and 4



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Develop vocabulary rich environments which support the pupil's language acquisition and development, through displays and effective communication modelling and expectations from staff.	An environment rich in language and vocabulary, which is learnt in context, broadens the pupils understanding and enables them greater access to what they are learning. <i>Dutro and Moran 2003 stated 'Meaningful contexts must be provided for functional use of language along with opportunities for practice and application.'</i>	1,2 and 3
Improve staff's subject knowledge across the curriculum and effective pedagogy.	Where teacher's subject knowledge is strong and they have a good understanding of how pupils learn, the quality of teaching and learning improves, and they support pupils with learning and remembering more.	1,2 and 3
Improve the effective use of assessment for learning within lessons, including feedback and marking, so misconceptions are addressed, and thinking is challenged and deepened.	The EEF research summarised that quality feedback redirects and refocuses the learner's actions to achieve a goal, by aligning effort and activity with an outcome.	1 and 2
Continue to increase staff's knowledge of strategies to support disadvantaged pupils to overcome barriers to learning, CPD, metacognition, self-regulation and mental health awareness.	The EEF research shows that metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly and can be broken down into three components, cognition - the mental process involved in knowing, understanding and learning, metacognition – often defined as learning to learn and motivation – willingness to engage these skills	All
Embed the 'zones of regulation' as a strategy to support identified pupils to identify and regulate emotions.		1,2 and 3

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

Budgeted cost: £15,000

Activity	Evidence that supports this approach	Challenge addressed
Use of effective the WELLCOMM speech and language programme to identify and provide targeted interventions for identified pupils, including screening all EYFS pupils and pupils who are new to school. For EYFS and SC Department staff to be involved in the NELI programme to develop understanding of the acquisition of early language and strategies to support with this.	Early identification of communication barriers to learning, ensures that quality targeted support and interventions can be out in place, to support the pupils with early language acquisition. This enables pupils to effectively communicate and access the curriculum. By also providing staff with the appropriate tools, it allows for the development of a language rich environment.	1,2,3 and 4



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Develop the role of the reading ambassador and English Subject lead to ensure identified pupils are read with regularly 1:1. Increase the number of volunteers to read with the pupils in school.	Pupils having a consistent adult reading with them will help them develop positive relationships and reading skills.	1 and 2
Continue to promote emotional wellbeing through targeted interventions and 1:1 support for identify disadvantaged and vulnerable pupils	Effective targeted interventions to support identified disadvantaged pupils enables them to be ready to learn and address any barriers to learning.	1 and 4
Saints Rugby Club outreach interventions to support reluctant writers and developing self-esteem,	Quality targeted group intervention and linking the learning to physical activity supports with the development of gross and fine motor skills to support with writing, along with developing self-esteem and collaboration.	1 and 5

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

Budgeted cost: £ 10,000

Activity	Evidence that supports this approach	Challenge addressed
Continue to improve engagement of parents, through workshops and increased communication.	Develop positive working relationship with parents and the community, enabling parents to support their children at home. EEF research shows that to avoid widening any gaps in learning it is important to engage parents, as partners in their child's learning and providing them with the knowledge and skills to support this.	1 and 5
Provide opportunities to increase parental engagement including workshops, developing the website, parent coffee mornings and community fridge.		
Signpost identified parents to relevant support services and develop working relationships with other agencies and services.		
Monitor attendance and support families whose attendance falls below 95%, including parent contracts, meetings and support.	Provide support for families to ensure their children attend school and are on time each day. Ensuring pupils are at school means that they do not miss any learning or provisions.	1 and 4
Provide wow moments linked to the curriculum across the year to enhance learning and opportunities, including visits and visitors.	Bring learning to life and relating it to the pupils' experiences, supports the pupils with their learning and provides them with experiences they may not have experienced.	1 and 5
Sports coach to continue to develop active play, including during breakfast club.	Support pupils who find playtimes challenging, to encourage team building skills and communication with adults and peers, building self-confidence and	1 and 5



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Create a learning zone within the outdoor space for pupils to access during lunchtimes.	resilience and enabling purposeful and engaging activities to take place.	
Ensure that 50% of places are available for identified pupils to attend.		
Identify pupils to attend breakfast club to provide a positive start to the day.	By providing pupils with access to breakfast club and a breakfast each day, supports them to be ready to learn.	4 and 5
Enrol in the National Breakfast scheme, so all pupils that need it will receive a breakfast		
Achieve the wellbeing and mental health quality assurance mark, including 5 CPD sessions to develop staff understanding.	Developing a clear understanding of wellbeing, mental health and inclusion supports with the development of an inclusive, nurturing environment for all, while providing the staff with the knowledge, skills and tools to support all pupils.	1,2,3,4 and 5
Be involved in the EMAT festival of Inclusion and attend relevant CPD, including social stories, attachment, theory, ASD, positive behaviour strategies etc.		

Total budgeted cost: £45,000



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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.

Internal End of Year Data 2020-2021

EYFS - GLD		Y1 Phonics Screening		Y2 Phonics Screening		KS1 Reading		KS1 Writing		KS1 Maths	
Overall	PP	Overall	PP	Overall	PP	Overall	PP	Overall	PP	Overall	PP
48%	36%	66%	70%	85%	75%	58%	50%	50%	50%	63%	50%

From the baseline data all disadvantaged pupils made progress from their varying starting points, and staff developed their understanding of quality teaching and learning and data and assessment for learning through CPD to enable them to identify gaps in learning and adapt teaching according.

We developed phonics teaching and learning across the school to ensure good quality and consistency, which included CPD, observing and team teaching. Throughout the national lockdown we provided daily phonics remote learning, that continued to be gained at the varied of groups we had within school. The impact of this was that all children made progress from their starting points and were able to independently blend to read simple words using their phonic knowledge.

We developed reading for pleasure across the school and ensured all pupils had access to quality text and introduced the termly reading challenges to promote reading at home across the school. This was successful with an increase of reading at home seen across the year.

Those identified disadvantaged pupils received additional reading 1:1 in school to support them to develop their use of phonic knowledge when reading.

Our attendance at the end of the academic year was 96.4%, with a reduction in persistent absences to 4.1%, this was achieved through implementing robust attendance systems and supporting identified disadvantaged pupils, including free access to breakfast club.

There was also a focus on wellbeing after the lockdown to identify and support disadvantaged pupils and families, including access to the community fridge, signposting external agencies and targeted wellbeing interventions. This enable these pupils to be ready to learn and access the curriculum.

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



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Programme	Provider
Targeted 1:3 and 1:1 intervention to support reading fluency and comprehension.	NTP – Connex Education Partnership
Continued development of quality phonics teaching and 1:1 fast track intervention.	Read Write Inc
Development of quality first teaching and learning	OLEVI – Creative teacher and teaching assistant programmes

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?	Not applicable
What was the impact of that spending on service pupil premium eligible pupils?	Not applicable