

Pupil premium strategy statement 2022–2023

Armthorpe Shaw Wood Academy

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	358 (Excluding nursery)
Proportion (%) of pupil premium eligible pupils	25.1%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/2023 to 2024/2025
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Nicola Parker-Watts (Headteacher)
Pupil premium lead	Lindsey Taylor (Deputy Headteacher)
Governor / Trustee lead	Karen Woodstones (Chair of Governors)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£124,650 to April 2023.
Recovery premium funding allocation this academic year	£13,630
Pupil premium (and recovery premium) funding carried forward from previous years	0
Total budget for this academic year	£138,280

Part A: Pupil premium strategy plan

Statement of intent

At Shaw Wood Academy we have high aspirations and ambitions for all our pupils and we believe that no child should be left behind irrespective of their background or the challenges they face. We are determined to ensure that our children are given every chance to realise their full potential and will ensure good progress for those who are already high attainers.

We aim for our disadvantaged pupils to access quality first teaching and if required, targeted interventions, as well as extra-curricular activities lead by our passionate staff team.

At Shaw Wood Academy, we provide pastoral support for both pupils and parents, identified by the school as those who are vulnerable. We will aim to increase attendance for those disadvantaged pupils and will work together to ensure that the gap between our disadvantaged pupils and their non-disadvantaged peers closes. In doing this, we aim to have a positive impact upon children's academic ability and their mental health and well-being.

Our Pupil Premium Strategy has been carefully considered alongside research by the Education Endowment Foundation (EEF), our school demographic and the wider challenges faced by our disadvantaged pupils. We have also considered the Covid-19 catch up plan from the EEF.

Long Term Objectives

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- For our disadvantaged pupils to make or exceed national expectations.
- To ensure that the communication and language gap is narrowed effectively in EYFS and KS1.
- Our pupils feel happy and cared for at our school.
- For the attendance of our disadvantaged learners to be above average.

Aims

- Ensuring teaching and learning opportunities meet the needs of all the pupils.
- Ensuring appropriate support is assessed and addressed for our pupils and their families.
- Recognising that not all pupils who are disadvantaged are registered or qualify for Free School Meals.

- We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Providing regular opportunities for pupil voice.

Challenges

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

Challenge number	Detail of challenge
1	Increasingly low standards of oracy and communication skills : both on entry to EYFS and throughout KS1. On entry into nursery, only 28% of the children were at age related expectations for speaking.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers . 17% of disadvantaged children met the phonics assessment in 2022 in year 1.
3	Internal and external assessments indicate that reading, writing and maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils in KS1 . This is a year group which missed significant amounts of school during the Covid pandemic.
4	41% of our disadvantaged children are classed as needing SEND support – including 4 children with EHCPs and 4 LAC children with complex academic and social vulnerabilities. School currently has 21% of children with SEND.
5	Our assessments, observations and discussions with pupils and families indicate that the education and wellbeing of many of our disadvantaged pupils continues to be affected by the impact of the partial school closures during the COVID-19 pandemic, and to a greater extent than for other pupils. This is exasperated by 63% of school community being within the lowest 20% of deprivation areas in England using Education and Skills as a measure - impacting on parent's ability to support children in their home setting This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations.
6	Our attendance data over the last year indicates that attendance among disadvantaged pupils has been between 0.2% lower than for non-disadvantaged pupils. We will continue to work to reduce/remove this difference.

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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved phonics and reading attainment among disadvantaged pupils.	Year 1 phonics outcomes in 2024/2025 show that more than 80% of disadvantaged children met the expected standard KS2 reading outcomes in 2024/25 show that more than 75% of disadvantaged pupils met the expected standard.
Improved writing attainment among disadvantaged pupils.	KS2 writing outcomes in 2024/25 show that more than 75% of disadvantaged pupils met the expected standard.
Improved maths attainment among disadvantaged pupils.	KS2 maths outcomes in 2024/25 show that more than 75% of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2024/25 demonstrated by: <ul style="list-style-type: none"> • qualitative data from pupil voice, parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by 2024/25 demonstrated by: <ul style="list-style-type: none"> • the overall attendance rate to be consistently at 96% and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being eradicated. • the percentage of all pupils who are persistently absent being below 5% for disadvantaged pupils.

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 £476,776.02

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Designated Disadvantaged Pupil Lead teacher.</p>	<p>EEF tiered approach states that quality first teaching is a top priority and will have the biggest impact.</p> <p>The DP lead will monitor the impact of teaching and interventions and ensure class teachers maintain DL as a priority.</p>	<p>1, 2, 3, 4</p>
<p>Embedding language knowledge and development activities across the school curriculum.</p> <p>SLT Lead to complete 'Oracy in Schools training'</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	<p>1, 2</p>
<p>Purchase of a Little Wandle (DfE validated Systematic Synthetic Phonics programme) to secure stronger phonics teaching for all pupils.</p>	<p>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:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>2</p>
<p>Enhancement of our reading teaching/curriculum planning and delivery.</p> <p>Fund a reading specialist external advisor to support in school.</p>	<p>Reading approach/teaching uses explicit teaching of metacognitive strategies. It also uses evidence based on reading comprehension strategies based on EEF guidance.</p> <p>Metacognition and self-regulation -EEF Toolkit</p>	<p>2, 3</p>

Fund teacher release time to embed key elements of the reading curriculum	Reading comprehension strategies-EEF Toolkit	
Internal and external staff training for teachers and TAs to ensure they have the skills and knowledge to meet the needs of all our SEND children in school	The EEF states that ‘supporting high quality teaching is pivotal in improving children’s outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.’	4
Improve the quality of social and emotional learning. School will embed THRIVE approaches into routine educational practices which will be supported by professional development and training for staff.	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): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	5
TA support in classrooms to support teaching and learning	EEF- Impact of TAs The average impact of the deployment of teaching assistants is about an additional four months’ progress over the course of a year.	1,2,3,4,5

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

Budgeted cost: £22,579.61

Activity	Evidence that supports this approach	Challenge number(s) addressed
Dedicated ‘Communication Champion’ to deliver specialised 1:1 SALT programme and group Talk Boost interventions	EEF research shows oral language interventions have the largest impact in early years (+7 months). https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches	1, 2, 4
Nuffield Early Language Intervention programme lead by teachers and TAs	In England, positive effects have been found in studies where teaching assistants deliver high-quality structured interventions which deliver short sessions, over a finite period, and link learning to classroom teaching, such as NELI.	1, 2, 4

	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	
<p>Additional 'Little Wandle' phonics sessions targeted at disadvantaged pupils who require further phonics support.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2
<p>Targeted small group intervention for reading, writing and maths focused on disadvantaged children from Y2- Y6.</p> <p>Delivered by teachers, and TAs (who have completed the National Tutoring Programme training).</p> <p>This will happen throughout the school day and after school.</p>	<p>EEF-The average impact of small group tuition adds an additional 4-months progress over the course of the year.</p> <p>EEF- TA Interventions +4 months impact.</p>	2
<p>1:1 tuition for Looked After Children.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p>	2,3,4

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

Budgeted cost: £67,610.72

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>KS2 Breakfast Club</p> <p>Ensuring the children are ready to learn.</p>	<p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast</p>	<p>All</p>
<p>Full time pastoral manager and Health and Wellbeing Mentor:</p> <ul style="list-style-type: none"> - Small group and 1:1 supporting children (Thrive) - Family support - Delivering training and supporting staff - Liaising with agencies for additional support - Thrive 	<p>https://www.thriveapproach.com/impact-and-research</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/social-and-emotional-learning-strategies</p> <p>EEF- Working with parents to support children's learning</p>	<p>All</p>
<p>Development and changes to Behaviour policy.</p> <p>All staff training and support.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>All</p>
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>6</p>

Total budgeted cost: £566,966.35

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

Schools are not required to publish their 2022 key stage 2 results as DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. This is a transitional arrangement for one year only, and DfE plans to publish key stage 2 school performance data for 2023.

DfE has shared our school's 2022 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils. COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone.

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level (although these comparisons are to be considered with caution given the caveats stated above). We also looked at these comparisons using pre-pandemic scores for 2019, in order to assess how the performance of our disadvantaged pupils has changed during this period.

Phonics- The data suggests that a high number of disadvantaged children in year 1 did not make meet the required level to pass the assessment, making our outcomes behind both LA and National. Our analysis suggests that the reason for this is primarily the on-going impact of Covid-19 (many of these children did not attend during the lockdowns and were home schooled) and high levels of children with SEND who are disadvantaged in the cohort. We have identified that there are some areas for improvement, and this is outlined in the strategy and targets for this academic year.

KS1 outcomes- The attainment outcomes for KS1 show that there is a significant gap between those children that are disadvantaged and the non-disadvantaged. This has widened since 2018. 42% of the disadvantaged have additional SEND. In addition, this year group missed a significant amount of school both in Reception and Year 1 with most of them not attending during the lockdowns. These disadvantaged children did make accelerated progress whilst in year 2 but not enough to meet the expected level.

In reading the children made 18 months progress whilst in writing and maths they made 14 months progress.

KS2 outcomes- The attainment gap across the 3 subjects has remained static since 2018, with the gap narrowing in reading to due a fall in overall outcomes.

Our data and observations on pupil behaviour continues to be positive and improving, but challenges in relation to wellbeing and mental health remain significantly higher than before the pandemic. The impact on disadvantaged pupils has been particularly acute.