

Pupil premium strategy statement – Sticklepath Community Primary Academy

This statement details our school’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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	399 (plus 41 nursery)
Proportion (%) of pupil premium eligible pupils	25%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	24-27
Date this statement was published	November 2024
Date on which it will be reviewed	October 2025
Statement authorised by	Samantha Warner – Executive Co-headteacher
Pupil premium lead	Matthew Pennington Deputy Head Teacher
Governor / Trustee lead	Jessica Patel

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£169 907
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>	£169 907

Part A: Pupil premium strategy plan

Statement of intent

At Sticklepath Community Primary Academy, our intent is that all children will succeed through our highly inclusive and supportive learning environment built around the philosophy of Growth Mindsets. The school's approach to meeting the needs of all pupils, including the most disadvantaged, is based around securing the very best Quality First Teaching (see Ordinarily Available Inclusive Provision <https://www.devon.gov.uk/support-schools-settings/ordinarily-available-inclusive-provision>) and a belief that education is transformational for children's life chances – we use the term 'change agents' for children and for staff.

We take a multi-layered approach to securing the very best Quality First Teaching which includes approaches such as no hands up - so that all children participate and respond - and having the highest expectations for all pupils, especially the most disadvantaged – see our Pupil Premium Policy https://www.sticklepathschool.org.uk/files/ugd/47510e_1cf8feb06ba643e0ae91b0be871c6ce2.pdf

We teach the children about metacognition and the brain science of learning so that they understand and are **empowered** to be in control of their own learning.

Our mastery curriculum reflects the needs of our disadvantaged pupils through a key focus on:-

- the systematic teaching of and immersion in a vocabulary rich environment from nursery to Year 6 to support children to develop their language and vocabulary
- the core skill of reading from nursery to Year 6 including the systematic teaching of phonics and reading for pleasure
- oracy, dialogic teaching and pupil voice in the classroom so pupils use their vocabulary to reason, explain, justify and communicate their thinking (linked to construction of knowledge, higher order thinking and deep learning)
- an enquiry-based curriculum that is designed to build sequentially on prior learning and experiences so children have to recall ('hook back') to previous learning (Bjork's work on memory and recall). This supports the children in the development of schema so that they learn and remember more
- high expectations, captured in the school's aims and attributes, which challenge low aspiration
- supported access to wider opportunities, including an arts and sports rich curriculum, developing cultural capital, pride and **professionalism**

- staff professional learning and development that focuses on key subject and pedagogical knowledge that will benefit all children through Quality First Teaching but especially the lowest 20%

Where children require Wave 2 and 3 interventions, we base these on evidence-based research and what we know to be the most effective practice. For example, recovery premium has been used to fund school-based maths tutoring delivered by class teachers after school using a pre-teach and instant intervention approach. All interventions are based on rigorous diagnostic assessment with impact measured through impact on pupil outcomes.

Teachers understand their role as change agents through the school's clear social justice agenda and their accountability for the progress and outcomes of pupil premium pupils. The school judges the impact of all its school development plan work on the outcomes and impact on disadvantaged pupils – see Sticklepath Intent, Implementation and Impact Overview https://19986ce8-1630-499a-afb9-2040b457cc85.filesusr.com/ugd/47510e_f010e12868fd427a94aa018afbe61eb4.pdf

The school has completed a three year whole school focus on oracy and dialogic teaching which has embedded oracy across all learning, putting disadvantaged children at the heart of the school improvement process.

Challenges

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

Challenge number	Detail of challenge
1	Assessments and observations have identified poor speech with pupils entering nursery and reception. This includes the mechanics of speech. This is noticeably worse for the new reception intake, suggesting a link to the impact of the pandemic.
2	Assessments, observations and discussions with pupils indicate poor oracy skills and vocabulary gaps; this is in all three tiers of vocabulary. This impacts on all aspects of learning.
3	Assessments and observations show that pupils enter school being unable to segment and blend; auditory skills are poor. This impacts on pupils' ability to use and apply phonics.
4	Observations indicate that disadvantaged pupils have poor life experiences; this links strongly to their poor vocabulary. This impacts on their ability to access learning across the whole curriculum.
5	Assessments, observations and discussions with pupils indicate that lockdown and the cost of living crisis have had a proportionately bigger impact on disadvantaged pupils. This is reflected in national data.

6	Observations since lockdown have identified a loss of resilience and stamina and an increase in fixed mindset thinking. This is being addressed.
7	Attendance for disadvantaged pupils is lower than for other pupils and this has remained the case throughout the academic year. For some disadvantaged pupils, this is impacting on their ability to learn and remember more. Attendance is lower in year groups with a higher percentage of disadvantaged pupils.
8	Families are increasingly struggling due to the impact of the cost of living crisis. Increasing numbers of families are being supported through the Early Help process.

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
Develop and improve the mechanics of speech	Successful completion of Speech and Language programmes Pupils working within average age range in Speech Links assessment Pupils sound out correctly and can 'get their mouths ready'
Improve and maintain good oracy skills	Lesson observations show sustained improvement in pupils' oracy skills – see progression statements – across the whole curriculum (light touch monitoring after 3 year SDP focus)
Develop, improve and widen vocabulary	Lesson observations and work scrutinies (including discussions with pupils) show pupils use a range of tier 1, 2 and 3 vocabularies across the curriculum including in writing (SDP focus)
Improve pupils' segmenting and blending	Pupils are able to segment and blend by the end of reception
Widen life experiences and provide scaffolds to access the curriculum	All disadvantaged pupils access a school club Enquiry plans are adapted to ensure disadvantaged pupils can access learning (link to schema and OAIP) Lesson observations and work scrutinies (including discussions with pupils) show pupils accessing the curriculum and developing schema
Narrow/close attainment gaps in reading, writing and maths	Data shows gaps are narrowing or closed (success criteria to be updated after each data drop) with a focus on writing

Improve pupils' growth mindset including their resilience and stamina	Lesson observations, teacher observations and discussions with pupils including in work scrutinies show features of a growth mindset including resilience, stamina and self regulation.
Improve attendance for identified disadvantaged pupils	Attendance is improving and is broadly average by 2025

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: £ [50 000]

Activity	Evidence that supports this approach	Challenge number(s) addressed
Peer to peer coaching triads – linked to whole school coaching training delivered by Trust CPD lead with a focus on impact for disadvantaged pupils	<p>https://my.chartered.college/research-hub/coaching-mentoring-and-professional-collaboration-rachel-lofthouse/</p> <p>'Co-active Coaching': Kimsey House</p> <p>Having high expectations of all children identified in the research as the biggest predictor for success. This is best captured in the work of John Hattie.</p> <p>https://visible-learning.org/</p> <p>https://journals.sagepub.com/doi/full/10.1177/0004944118824420</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p>	2 4 5 6
CPD for teachers on adaptive practice through the Devon Ordinarily Available Inclusive Practice	<p>SEND Review</p> <p>https://assets.publishing.service.gov.uk/media/624178c68fa8f5277c0168e</p>	1-7

	7/SEND_review_right_support_right_place_right_time_accessible.pdf	
Audit and review of Powermaths scheme to ensure it is meeting the needs of all learners	https://www.ncetm.org.uk/teaching-for-mastery/mastery-explained/supporting-research-evidence-and-argument/	2 4 5
<p>Reading and Writing:</p> <p>Wave 3 reading training refresher for all teaching assistants</p> <p>Embedding Early Reading approach into Year 1</p> <p>New spelling programme and policy from Yr 2 upwards</p> <p>Revisit of feedback policy and non negotiables</p> <p>Language led learning transitioning into reception with a revisit of key concepts</p> <p>English</p> <p>Developing TAs' forensic knowledge of what pupils can and can't do and their next steps to rapidly narrow attainment gaps</p> <p>Whole Trust writing INSET</p>	<p>Reading recovery a proven intervention to support children to develop successful reading strategies.</p> <p>Reading identified as the key skill in accessing the whole curriculum.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>http://www.educationengland.org.uk/documents/pdfs/2008-IRPC-interim-report.pdf</p>	1-5

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

Budgeted cost: £ 60 000

Activity	Evidence that supports this approach	Challenge number (s) addressed
Target children and strategies identified in pupil progress meetings – including for oracy	<p>Huge evidence base that identifies oracy and language development, including vocabulary, as key indicators of success in learning.</p> <p>https://oracy.inparliament.uk/why-oracy-matters</p>	2 4 7

<p>Reading and Writing: Wave 3 reading teacher in Year 1 Wave 3 reading training refresher for all teaching assistants; this and group reading delivered in all year groups Phonics slow graspers intervention in reception Writing conferencing</p>	<p>Writing conferencing and reading recovery are proven Wave 2 and 3 interventions with a strong evidence base: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit https://visible-learning.org/ https://readingrecovery.org/wp-content/uploads/2016/12/Evidence_Executive_Summary_Complete.pdf</p>	5 8 3
<p>Thrive and relational practice based intervention programmes (10 week blocks)</p>	<p>Porges Polyvagal Theory https://www.nicabm.com/trauma-polyvagal-theory-and-how-trauma-impacts-the-body/#:~:text=According%20to%20Stephen%20Porges%2C%20PhD,and%20its%20defenses%20stay%20engaged.</p>	6 7
<p>Speech and Language: Speech and Language Intervention Elkan approach differentiated for target pupils in nursery</p>	<p>A one to one programme linked to speech and language link assessments, often using programmes supplied by Speech and Language.</p>	1 2 3 4

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

Budgeted cost: £ [60 000]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Focus on school learner attribute of professionalism Whole school reset of learning behaviours</p>	<p>Having high expectations of all children identified in the research as the biggest predictor for success. This is best captured in the work of John Hattie. https://visible-learning.org/</p>	6

	https://journals.sagepub.com/doi/full/10.1177/0004944118824420 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit	
Focus on Oracy across all aspects of school life e.g. saying 'Good morning' to all adults; link to professionalism and high expectations. CPD for all staff to support this – continued from last year	<p>Huge evidence base that identifies oracy and language development, including vocabulary, as key indicators of success in learning.</p> <p>https://oracy.inparliament.uk/why-oracy-matters</p>	2 4
Target disadvantaged pupils for all aspects of the wider curriculum e.g. school council; attendance at clubs. Use of pupil premium funding for residential and music clubs	<p>The EEF's evidence base for a whole school approach applies a three strand approach, of which wider opportunities is the third strand.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p>	4
Relational Practice developed across the whole school – to build respectful relationships with all children and families and support pupils' ability to self regulate	<p>https://www.babcockldp.co.uk/babcock_ldp/Core-Downloads/Covid/Back-to-School/vlog5/Guidance-for-Developing-Relational-Practice-and-Policy.pdf</p> <p>Evidence base included in this publication</p>	4 7 8
Attendance monitoring and support including through Early Help where required 'Attend' programme for pupils with Emotionally Based School Avoidance Appointment of Early Help Lead	<p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/412638/The_link_between_absence_and_attainment_at_KS2_and_KS4.pdf</p> <p>Strong link between poor attendance and attainment.</p>	7 8

Total budgeted cost: £170 000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Teaching (for example CPD, recruitment, retention)				
Priorities	Cost	Summary of Provision	Outcome	Evaluation
Develop pupils' oracy – whole school oracy project	£80 000	Focus on physical strands taught through PHSE	Pupils can speak clearly, confidently and audibly including in front of their peers	See Summer ISIP report Very positive impact for pupils in terms of physical oracy and also listening skills. Hand gestures has played a key part in this development: https://docs.google.com/document/d/1diVf1JSCTXKwK6vR--Gn1sW9ynbkRPHr/edit
Language led learning approach in nursery		Development of language concepts with a spaced approach. Mapped out developmentally. Nursery lead providing training.	Improved language and vocabulary in nursery; increase in % pupils school ready	External and in school monitoring has identified the positive impact of this LLL approach, especially on adult/child interactions. Nursery lead sharing this work at conference level and all Trust schools now using this approach. 82% of children leaving nursery July 2024 understood and were using concept language at level 3 or above (expected level at age 4 = level 3)
Embedding of a new Early Reading approach including phonics		School based phonics approach – exceeding Government criteria	Yr 1 phonics in line with national Successful slow graspers intervention; % pupils achieving GLD increase	Yr 1 Phonics – 78% PP – 65% 22/23 school nursery pupils passed phonics screening Yr 2 retakes – 100% GLD 69% Deep Dive Early Reading External evaluation - https://docs.google.com/document/d/1JEKtQxYPS-igho13HSpwRMINnMloYPM2/edit
Implementation of Powermaths scheme		New maths scheme Powermaths Yr 1 to Yr 6	Improved Wave 1 maths teaching, especially use of CPA, sentence stems and mathematical vocabulary	Scheme successfully embedded including an adapted version for reception. In almost all year groups, attainment in maths for PP pupils improved over the year; in Year 6 progress measure was in line with the NA and higher than Devon's progress measure for disadvantaged pupils. Pupils more confident in lessons
Targeted Academic Support				
Wave 3 Reading support	£60 000	Wave 3 reading programme for identified pupils	Pupils make accelerated progress to reach the expected standard	Gaps narrowed for almost all year groups – in some year groups significantly. Wave 3 continues to have a bigger impact on younger year groups.
Speech and Language Intervention		1-1 provision with targets and programme delivered by a skilled TA	Individualised targets achieved; pupils 'signed off' by	Data not captured at the end of the year; rigorous data analysis is a target on this year's SDP.

		following speech and language assessment	speech and language'	
Wider Outcomes				
Behaviour strategy linked to relational practice	£40 000	Whole school focus on behaviour, learning behaviours and learning – across all aspects of school CPD for teaching staff and assemblies for pupils on polyvagal theory and how to manage emotions	KS2 pupils can articulate and show what it means to manage emotions Teachers using relational practice effectively (social control window)	Reducing incidents of poor behaviour and physical aggression child on child – see CPOMs analysis Pupils can articulate the language of managing their emotions using the zones of regulation
Oracy focus across all aspects of school life		Developing aspects of oracy related to social capital and character	Pupils say good morning etc to adults Children speak confidently in assembly	General oracy in classrooms strong – see school reviews. Need to keep this as constant focus, especially with older pupils and ensuring teachers link this to empowerment and growth mindset.
Engagement in wider school life		Range of physical and sporting activities to cater for all; TA PE Sports Leader; participation in all inter school competitions	Almost all pupils will engage in a sporting activity outside PE lessons	93% pupil premium pupils represented the school in a sporting activity – see Sports Premium report
Attendance Early Help		Trust attendance working group	Reduction in PA and improved attendance	Attendance back in line with national average and the highest in the trust. Still a key challenge in Year 2 where the no of disadvantaged pupils is highest.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
None	

