

Pupil Premium Strategy Statement 2021-2024

This statement details our Academy'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 Academy.

School overview

Detail	Data
School name	Upwell Academy
Number of pupils in school (as of 4.9.23)	207
Proportion (%) of pupil premium eligible pupils (as of 4.9.23)	27.6%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021-2022 2022-2023 2023-2024
Date this statement was published	September 2022
Date on which it will be reviewed	Sept 2023
Statement authorised by	T. Ellington Interim Principal
Pupil premium lead	T. Ellington
Governor / Trustee lead	V. Cook

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£68145
Recovery premium funding allocation this academic year	£145 per eligible pupil premium pupil £7,975
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
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	£76,120

Part A: Pupil premium strategy plan

Statement of intent

In recent years, the PP spending has resulted in marginal gains and the Academy recognises that the disadvantaged students have made less progress than their peers. To address this, past strategies have been evaluated and the spend retargeted. There is strong evidence that “what happens in the classroom makes the biggest difference ... good teaching for all pupils has a particular benefit for disadvantaged students” (EEF Attainment Gap Report 2018). Therefore, the Academy is prioritising teaching practice, especially feedback, and further developing our broad, culturally rich, and knowledge-based curriculum. All Curriculum Leaders put in place specific strategies based on barriers identified in their subject areas. These investments are being made from core funding, because they are central to the success of all children. Pupil Premium outcomes are a priority for all staff, and this is reflected in the Academy Appraisal process and development plans.

Challenges

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

Challenge number	Detail of challenge
1	Poor attendance and late arrival.
2	Engaging and motivating children to develop reading skills and ensuring parents are willing and able to support their child at home.
3	Enthusiasing more able children so they have a desire to achieve to the best of their ability and parents have the skills and resources to support their child, in particular with progress in Maths and Reading.
4	The rise in the amount of social, emotional and mental health difficulties that children are experiencing (Norfolk and National issue).
5	Highly mobile families who have attended more than one school and join mid-year or late in a Key Stage.
6	Lack of access to home learning and families unable to provide support

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
Children will have attendance and punctuality at least in line with national expectations.	Disadvantaged attendance is in-line with or exceeds National averages Children and their families recognise the importance of high attendance and its link to positive wellbeing and academic achievement
All children will have an increased enthusiasm for reading and will make good progress from their individual starting points.	All children eligible for PP funding will make at least expected progress in reading and more of these children will be making better than expected progress. Children will read at home. Children can talk about their learning linking prior learning with current learning Children engage with and complete curriculum tasks; children show active levels of participation in their learning Pupils display positive attitudes to learning
All children, in maths, to focus on 'key skills' as the area of development with QLA to identify areas of weakness and to inform intervention in afternoons.	Children achieve higher marks in arithmetic papers throughout the year in PiXL assessments.
More able children will be achieving to their full potential across the curriculum.	All more able children who are eligible for PP funding will make at least expected progress. Standards and expectations will be consistently high across all areas of the curriculum.
Children who are experiencing social, emotional and mental health difficulties will be identified and appropriate support will be put in place to ensure that their needs are met.	More children who are eligible for PP funding will have improved wellbeing and mental health and will be ready to learn. Children have a positive start to the morning and come to school on time and are ready to learn Children engage fully with school life including engagement

	and participation in the wider school offer including enrichment activities
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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: £14,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Development of a new curriculum which ensures progression of skills and deepening of knowledge.	https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/	1,2,3,6
To provide a curriculum across the school which will engage, enthuse and motivate children who are eligible for PP funding. This will ensure that a love of learning continues to develop throughout their educational journey at Upwell Academy and have a positive impact on attendance and punctuality.	EEF Toolkit: Mastery Learning	£2500
Opportunities for teachers to meet to plan an exciting curriculum with opportunities for cross curricular links in English and maths.	EEF Toolkit: Reading Comprehension Strategies D f E (2021) ...reading for pleasure had a powerful influence on children's cognitive development, especially in terms of their vocabulary	£3000
Staff training to update subject knowledge & use of resources.	EEF Toolkit: Using digital technology to improve learning, e.g. how technology can play a role in improving assessment and feedback; can be used to improve the quality of explanations and modelling	£1000
Purchase of new resources relevant to the topics being taught.		
Subscription to Free Schools planning curriculum website, Charanga, and Hamilton Trust.		£5000
Regular release time for subject leads.		£3000
RWI Training		

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

Budgeted cost: £ 46,370

Activity	Evidence that supports this approach	Challenge number(s) addressed
Personalised intervention sessions to improve attainment and progress. There will be a clear focus on reading. Access to a new library system and variety of new books. To include book vouchers. Objective: Ensure that any PP pupil not making expected progress (or working below age related levels) in Maths or English	Effectiveness of interventions adopting a whole school approach to enhancing social and emotional development: a meta-analysis. Jochem M. Goldberg, Marcin Sklad, Teuntje R. Elfrink, Karlein M. G. Schreurs, Ernst T. Bohlmeijer & Aleisha M. Clarke Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word	1, 2 £2,700

<p>will have additional support and resources. To include pupil interviews. Phonics interventions/phonics blasts in EYFE and Y1.</p> <p>Access to online schemes such as Nessy which can be utilised in school and at home, Sumdog</p>	<p>reading (though not necessarily comprehension), particularly for disadvantaged pupils: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>The learning of phonics has a positive impact on the accuracy of word reading, particularly for disadvantaged pupils EEF: Phonics</p>	<p>£1000</p>
<p>Trained Teaching Assistants and SENDCO run interventions to support pupils with social, emotional and mental-health needs: Nurture Groups</p> <p>Sensory circuits</p> <p>Well-being and mental health training. (Inclusive of 2 days' supply)</p> <p>Objective: Support staff liaise with SENDCO and develop practice in boosting pupil's emotional well-being and self-image to improve their readiness to focus and learn.</p> <p>To ensure children are ready to learn.</p> <p>Ensure that sensory circuits are suitably equipped and staffed.</p> <p>Children have specific equipment to support their needs e.g access to technology</p> <p>To have staff who are confident in delivering high quality interventions to boost social, emotional and mental health issues.</p>	<p>Effectiveness of interventions adopting a whole school approach to enhancing social and emotional development: a meta-analysis</p> <p>Jochem M. Goldberg, Marcin Sklad, Teuntje R. Elfrink, Karlein M. G. Schreurs, Ernst T. Bohlmeijer & Aleisha M. Clarke</p> <p>EEF: one-to-one; small group tuition</p> <p>EEF: Phonics Multiple evidence-based research papers support claims 'Playing with LEGO® in a therapy setting promotes social interaction, turn-taking skills, sharing, collaborative problem-solving and the learning of concepts. It can be used to target goals around social skills, language and motor skills.' https://therapyfocus.org.au/on-theblog/what-is-lego-therapy/</p> <p>EEF: Making best use of Teaching Assistants Boyd, Pete (2020) Mixed-age teaching and mastery approaches to mathematics Teachers of mixed age classes face the challenge of responding to the wide diversity of learners within their classroom</p>	<p>1, 3</p> <p>£3000</p> <p>£1000</p> <p>£1270</p> <p>£600</p> <p>£2500</p>
<p>Purchase of resources and storage and development of the outdoor learning environment.</p> <p>Reception class to have increased access to enhanced outdoor learning resources and environment, Incl TA hours</p> <p>MSA hrs</p> <p>Objective: Increased focus on children's early maths skills</p> <p>The school will have an enhanced selection of maths material throughout the school. This will include home learning resources, class books and the development of the outdoor areas</p> <p>Provide an engaging an exciting area specifically for the enhancement of maths skills, for KS1 and Lower KS2.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>2,3</p> <p>£2000</p> <p>£3500</p> <p>£1800</p> <p>£1500</p>

<p>1:1 support for Year 6 and Y2 PP at after-school SATS interventions.</p> <p>Objective: Support for specific pupils at English and Maths after-school interventions run by SLT, using QLA analysis to identify areas of focus.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>2, 5, 6</p> <p>£1500</p>
<p>TAs/HLTAs to deliver group interventions in reading and maths such as FirstClass@Number and PiXL reading.</p> <p>Objective: Targeted support given to PP pupils who are not in line with their projected rate of progress in maths or reading.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p>	<p>2,3,4,5,</p> <p>£24,000</p>

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

Budgeted cost: 14,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Employ a play therapist to work with PP with significant social, emotional and mental health needs.</p> <p>Objective: Targeted support for PP children with high level of emotional need beyond what in-school training can provide.</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):</p> <p>EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)</p>	<p>5</p> <p>£7800</p>
<p>Attendance:</p> <p>Access arrangements such as taxis to and from intervention sessions and attendance at school.</p> <p>Breakfast club to ensure attendance and punctuality</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>4,5,6,</p> <p>£1500</p> <p>£2500</p> <p>£3000</p>

<p>plus rewards such as raffle prizes.</p> <p>Attendance officer.</p> <p>School uniform to ensure children feel a part of the academy community</p> <p>Objective: Ensure that vulnerable pupils can get to and from school safely, punctually and regularly.</p> <p>Pupils and parents see that good attendance is rewarded.</p>		
<p>Contingency planning e.g., specifically to support attendance, 50% Residentials and trips</p>		

Total budgeted cost: £ 75,670

Our review process

Annually reviewing a one-year pupil premium plan and creating a new plan each year is time-costly and ineffective. This three-year approach allows us to dedicate more time up-front and introduce light-touch reviews annually. During a light-touch review, we will review the success of each intervention, based on evidence, and determine the most effective approach moving forwards – adapting, expanding or ceasing the intervention as required. The progress of pupils in receipt of the PPG is regularly discussed with teachers and subject leads. Once the three-year term has been completed, a new three-year strategy will be created in light of the lessons learned during the execution of the previous strategy, and with regard to any new guidance and evidence of best practice that becomes available.

Accountability Ofsted inspections will report on the attainment and progress of disadvantaged pupils in receipt of the PPG. The Academy is held to account for the spending of the PPG through the focus in Ofsted inspections on the progress and attainment of the wider pupil premium eligible cohort; however, they will not look for evidence of the grant's impact on individual pupils, or on precise interventions. The Academy publishes its strategy for using the pupil premium on the school website. *T. Ellington Pupil Premium Lead Sept 2023*

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 previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

The data demonstrated that (2022/2023), drawing on national assessment data and our own internal summative and formative assessments. The data demonstrated the following percentages of disadvantaged pupils reaching the expected standard across core subjects in year 3, 4, 5 (in school assessments) and in statutory assessments: GLD, phonics (1 & 2), KS1 & KS2 – Year R, 1, 2 & 6) in comparison to their non-disadvantaged peers:

Reading: Disadvantaged: 55%; Non-disadvantaged: 76%

Writing: Disadvantaged: 35%; Non-disadvantaged: 65%

Maths: Disadvantaged: 44%; Non-disadvantaged: 76% Attainment in disadvantaged peers is lower, particularly in writing & maths.

However, from internal progress measures (considering starting points) the gap is closing from the previous year across core subjects. This is based on current school strategy: whole school progress measures for disadvantaged pupils was in-line with non-disadvantaged pupils in writing & maths and exceeded non-disadvantaged pupil progress in reading.

However, there is still further work to be done in order to bridge the attainment gap across reading, writing & maths. This is reflected in, and builds upon last year's successes in this year's strategy.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing. Absence among disadvantaged pupils (92.2% attendance rate) was higher than their non-disadvantaged peers (95.9% attendance rate) last academic year and although this reflects higher than the local & national average, it still remains a key focus within our current strategy.

Whilst behaviour & wellbeing was considered to be a strength across school, there is still a small proportion of disadvantaged pupils whose needs require additional support & intervention in this area, including close liaison with families. This remains an area of focus, complemented by multiple areas/activities within this year's strategy. Our biggest success last year was related to academic progress for disadvantaged pupils, of which we are 'on track' to meet intended outcomes by the end date of this plan. We were less effective in meeting targets related to attendance, behaviour and safeguarding with a minority of disadvantaged pupils.

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level (though these comparisons are to be considered with caution given ongoing pandemic impacts) and to results achieved by our non-disadvantaged pupils.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. The Further Information section below provides more details about our planning, implementation, and evaluation processes.