

Pupil Premium Strategy Statement 2022/23

This statement details our school's use of pupil premium (and recovery premium) funding for the 2022 to 2023 academic year 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	Glapton Academy
Number of pupils in school	359
Proportion (%) of pupil premium eligible pupils	25%
Academic year/years that our current pupil premium strategy plan covers	2022/2023
Date this statement was published	November 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Cal Hurst Head Teacher
Pupil premium lead	Cal Hurst Head Teacher
Governor Lead Trustee Lead	Martyn Turner Karole Sergeant

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£132,960
Recovery premium funding allocation this academic year	£ 14,572
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	£147,532

Part A: Pupil premium strategy plan

Statement of intent

Our curriculum has been reviewed and was updated for 2021/22 to ensure that coverage remained balanced whilst allowing the prioritisation of knowledge and concepts essential for progressive learning. This curriculum is now fully embedded however in KS1, reading, writing and maths are still our priority and reading remains a priority across all key stages. All children at Glapton Academy will once again be supported to make at least good progress and achievement across all subject areas but particularly reading, writing and maths to ensure they can reach age related expectations at the end of each KS. Children identified as being close to ARE or GDS last year have been identified and will be targeted for accelerated progress to ensure they reach their potential. All children who were below ARE in attainment, progress or both have also been identified and are targeted for support.

We will be using our pupil premium and recovery premium to address the following priorities

- For disadvantaged pupils to make at least good progress and reach expected standards in reading, writing and maths. For disadvantaged higher attainers to achieve a higher standard and be supported to work at a greater depth in reading, writing and maths. Reading being the priority this year.
- For our looked after or post looked after children to make at least good progress and reach expected standards. For higher attainers amongst these children to achieve a higher standard and be supported to work at a greater depth.
- To ensure accelerated progress in reading for spotlight readers (bottom 20%).
- To quickly identify any cohort attendance patterns across the school and action these decisively.
- To continue to work tirelessly to reduce the % of pupils at risk of becoming persistently absent.
- To sustain and improve attainment for non-disadvantaged pupils' alongside accelerated progress for disadvantaged pupils.
- We continue to use diagnostic assessments to identify those children in need of support and use EEF researched and other validated interventions to precisely target support where something additional is needed.
- To provide Meet & Greets for our most vulnerable children.
- To provide regular 1-1 reading with running records for Y5/6 Spotlight readers.
- To provide the support needed to implement individual behaviour charts and associated rewards positively for our most vulnerable pupils and those with complex SEMH needs.
- Our pupil premium and recovery grant enable us to create a whole school intervention timetable that is precisely targeted to identified needs and ensures the best deployment of resources.

Challenges

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

Challenge number	Detail of challenge
1	There is a 20% gap between disadvantaged and non-disadvantaged at EXS combined across the school. This gap is similar to autumn 2021 and needs to be closed.
2	9% of disadvantaged pupils are working at greater depth combined with no disadvantaged pupils working at this standard in either Y2 or Y5. This is a 5% gap compared to non-disadvantaged pupils.

3	Many children continue to have low levels of language on entry to EYFS, which impacts on access to all curriculum areas.
4	Attendance and persistence absence (PA) are improving but the need to continue to target disadvantaged children with PA remains a priority.
5	Reading and phonics attainment has been adversely affected by previous school closures and early intervention to support early reading has been identified as a priority.
6	Children's wellbeing, meta-cognition and self-regulation skills have been identified as barriers to learning. Small group intervention is also needed across the school for support with emotional needs and the vast majority of these identified pupils are also disadvantaged.
7	Children in years 1 & 5 have missed some aspects of learning that are pre-requisites for their future learning and a key challenge has been identifying these gaps and providing intervention for crucial catch up in Maths, Writing and Reading before the end of each key stage.

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
To Further Develop Our Attendance Management Strategies to Further Reduce PA	<p>Attendance Summer 2023 Whole School 96% Whole School PA Attendance 10% Nursery Attendance 90% Boys 96 % Girls 96 % FSM 95% SEND 95%</p> <ul style="list-style-type: none"> All pupils and families aspire to high standards of attendance and there is a strong a culture where all can, and want to, be in school and ready to learn. Attendance improvement is a high priority across the school The Attendance Champion and SLT rigorously use attendance data to identify patterns of poor attendance (at individual and cohort level) as soon as possible All parties work together to resolve attendance issues before they become entrenched Any school identified barriers to attendance are removed Any barriers outside of school are referred to early help or family plans created
To Continue to Improve Whole School Reading Outcomes	<ul style="list-style-type: none"> 78% of Y1 pupils pass phonics screen Data analysis shows that at least 95% of pupils make expected progress and 30% make accelerated progress

	<ul style="list-style-type: none"> • 69% of pupils attain EXS at the end of Y1 and Y2 by the end of the summer term • 20% of pupils attain greater depth (GDS) at the end of Y1 and Y2 by the end of the summer term • 80% and 26% of pupils attain EXS & greater depth (GDS) at the end of KS2 by the end of the summer term
<p>To accelerate progress across the curriculum by focusing as a school on key aspects of oral language development whilst also increasing progress and proficiency in spoken English in a wide variety of contexts.</p>	<ul style="list-style-type: none"> • Increase expectations for teacher modelling in oracy • At the end of EYFS 70% to achieve expected level in C&L • QA shows that children can show that they have learnt, remember and use more words in our curriculums? In addition to the what, when, where and who questions about the curriculum SLs to ask them to articulate the 'Why' and 'How' as well. • QA and TA moderation shows accelerated progress in writing, in particular sentence variety and structure (for example increased proficiency in using complex sentences to reflect increased understanding, and in organising and linking ideas in paragraphs) • QA shows increased subject knowledge, understanding of key concepts, and use of subject-specific language ('academic language') in Maths, Science and RE. • QA shows 100% of teaching that provides good models of talking and listening • Pupil interviews show that children are developing a wider vocabulary and ability to comprehend big questions and draw on key subject knowledge • QA shows children starting to use more formal or technical language in their answers and a willingness to express an opinion, to 'speak out', and to be prepared to engage with each other in some unfamiliar situations • An increased maturity, willingness to listen, and respect for each other's opinions • Talking Blueprints embedded across the school evidenced in 100% of QA
<p>To improve outcomes for vulnerable groups by precisely targeting interventions for PP, SEND and boys/girls attaining below EXS or less than good progress.</p>	<p>100% of teachers & Intervention TAs will be fully aware of attainment details for PP,SEND and boys/girls</p> <ul style="list-style-type: none"> • 2022 EOY Attainment data in R,W,M at EXS and GD • Progress data in R,W,M • Prior attainment including GLD/GD

	<ul style="list-style-type: none">• Phonics score for Y1 and above• Interventions received and impact• Interventions planned for Term 1• All staff to have access to vulnerability index for pupils in their classes• All staff to have access current SNSPs <p>PP/SEND and LA will be tracked from EYFS and intervention plan to be in place for term 2 95% of pupils to have made EXS+ Progress</p>
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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

Budgeted cost: £72,317

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Employment of an Intervention Teacher to support reading recovery and Y3/6 Catch up support For the autumn term</p>	<p>Additional Intervention teacher allows for quality feedback. Feedback is information given to the learner or teacher about the learner's performance relative to learning goals or outcomes. It should aim towards (and be capable of producing) improvement in students' learning. Feedback redirects or refocuses either the teacher's or the learner's actions to achieve a goal, by aligning effort and activity with an outcome. It can be about the output of the activity, the process of the activity, the child's management of their learning or self-regulation, or them as individuals (which tends to be the least effective). Feedback studies tend to show very high effects on learning.</p> <p>Additional Intervention teacher will allow reading recovery groups to be delivered by an adult with QTS. EEF research confirms that on average, reading comprehension approaches deliver an additional six months' progress. Successful reading recovery approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.</p>	<p>1,2,5,6,7</p>
<p>Appointment of Intervention Teacher to work on precisely targeted interventions with Y6 pupils during core curriculum time so that curriculum breadth remains for other subjects. Additional support will also be provided outside of lesson times</p>	<p>Additional Intervention teacher allows for quality feedback. Feedback is information given to the learner or teacher about the learner's performance relative to learning goals or outcomes. It should aim towards (and be capable of producing) improvement in students' learning. Feedback redirects or refocuses either the teacher's or the learner's actions to achieve a goal, by aligning effort and activity with an outcome.</p> <p>DFE guidance also validates the importance of additional trained adults to work alongside existing school staff to provide subject-specific work, revision lessons and additional support.</p>	<p>1,2,6,7</p>
<p>Additional TA to support targeted Early Years & Y1 Intervention to support communication & Language</p>	<p>Overall, studies of communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary</p>	<p>3, 7</p>

	and their early reading skills. On average, children who are involved in communication and language approaches make approximately six months' additional progress over the course of a year. All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds.	
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Targeted academic support

Budgeted cost: £ 82,856

Activity	Evidence that supports this approach	Challenge number(s) addressed
NELI Language Support in EYFS/Y1	The Nuffield Early Language Intervention (NELI) is a programme for children in Reception (4-5 years) which has been found to improve children's language and early literacy skills. The programme involves a trained teaching assistant providing short small-group and individual teaching sessions to around 3-6 pupils for 20-weeks. Robust evaluations found NELI children made on average 3 months of additional progress in language.	1
Meet & Greet & Spotlight Readers 10.10 Club	This is reading intervention, which also allows for supporting comprehension allowing 1-1 time to develop speaking and listening skills. It recognises the importance of EEF research that acknowledges that literacy progress requires motivation and engagement. Whilst providing reading time TAs will support comprehension by using <ul style="list-style-type: none"> • Prediction • Questioning • Clarifying • Summarising • Activating prior knowledge They will also keep running records to measure progress.	1, 2,5,7
Additional Phonics Booster Groups	EEF research shows that Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress	1, 2, 5
Talk Boost Intervention	The Communication Trust research shows that Talk Boost narrows the gap between 4-7 year olds by 12 – 18 months in a 10 week period.	3,7
Catch Up Literacy/Numeracy	The EEF guide states that in order to support pupils who have fallen behind furthest, structured interventions, which may also be	1, 2, 7

	delivered one to one or in small groups, are likely to be necessary. A particular focus for interventions is likely to be on literacy and numeracy. There is extensive evidence showing the long-term negative impact of beginning secondary school without secure literacy or numeracy skills.	
Switch on Reading	The purpose of Switch-on is to achieve functional literacy for as many pupils as possible, and so to close the reading achievement gap for vulnerable children working below age-expected levels in Y2	1, 2, 5
1 st Class at Number	EEF research shows that pupils who received 1 st class@number made, on average, two additional months' progress in maths.	1, 2, 7
Go Petey	<p>Precision Teaching is a well-established, evidence-based intervention. It is a daily one to one intervention to teach and closely monitor an individual child's progress.</p> <p>Precision Teaching is aimed at children who are not meeting age-related expectations in literacy. It records essential data, highlighting small steps in progress of early literacy skills. Whilst also providing evidence of the effectiveness of the intervention.</p> <p>It helps bridge the gap of early literacy. Focusing on accuracy and fluency of learning high frequency words and phonics.</p> <p>It helps motivate children to read by giving daily feedback and rewarding progress.</p>	1, 2, 5, 7
PALS	The EEF's Teaching and Learning Toolkit reports that peer tutoring approaches can have high and cost-effective impacts on pupil attainment. The PALS approach exemplifies a number of common features of effective peer tutoring interventions and has been extensively implemented in the United States, with a number of studies reporting positive effects on pupil outcomes. We are part of a UK trial. PALS-UK pupils who were eligible for Free School Meals made the equivalent of one months' additional progress in reading, on average but a second trial is needed to validate this research.	1, 2, 6, 7
Contingency for unplanned/unexpected need	Unpredictability of the last 18 months	1, 2, 3, 4, 5, 6, 7

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

Budgeted cost: £ 14,155

Activity	Evidence that supports this approach	Challenge number(s) addressed
Nurture Club	<p>Our SMILE Club allows for the ‘Restore’ element of our EMR approach to behaviour to be carried out successfully with more challenging pupils.</p> <p>Research on ACEs demonstrates that being exposed to four or more significant adverse experiences tends to affect children’s behaviour as well as their physical and mental health, both immediately and throughout their lives. This is a relatively new field of research and it appears that interventions can reduce the harmful effects in schools. There is a strong evidence base that teacher-pupil relationships are key to good pupil behaviour and that these relationships can affect pupil effort and academic attainment. Our club allows the building of relationships over time.</p>	6
ELSA Provision	<p>ELSA is validated by the Educational Psychiatrist Service to support self- esteem, relationships, and friendships, providing;</p> <p>Support for regulating strong emotions.</p> <p>Social communication support.</p> <p>Loss & bereavement support.</p>	6
Metacognition & Self-Regulation Groups	<p>EEF research shows metacognition and self-regulation approaches aim to help pupils think about their own learning more explicitly by teaching those specific strategies for planning, monitoring and evaluating their learning. Interventions are designed to give pupils a repertoire of strategies to choose from and the skills to select the most suitable strategy for a given learning task.</p> <p>Self-regulated learning can be broken into three essential components:</p> <ul style="list-style-type: none"> • cognition - the mental process involved in knowing, understanding, and learning; • metacognition - often defined as ‘learning to learn’; and motivation - willingness to engage our metacognitive and cognitive skills. 	1, 2, 6, 7
Continuation of Attendance Champion role (0.2)	Support for Attendance AIP 2022/23	4
Attendance Prizes	Support for Attendance Plan 2022/23	4

<p>Breakfast & After-School Places for Vulnerable Pupils</p>	<p>EEF guidance confirms that on average, pupils make two additional months' progress per year from extended school time and in particular through the targeted use of before and after school programmes. There is some evidence that disadvantaged pupils benefit more, making closer to three months' additional progress. There are also often wider benefits for low-income students, such as increased attendance at school, improved behaviour, and better relationships with peers.</p>	<p>1, 2, 4</p>
<p>Sports Club for KS1 & 2 targeting the least active</p>	<p>EEF guidance states Sports participation interventions engage pupils in sports as a means to increasing educational engagement and attainment. It will also be of benefit to tackle childhood obesity and engage children early and girls specifically in sport.</p>	<p>1, 2, 4</p>

Total budgeted cost: £169,328

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 2021 to 2022 academic year.

2022 TA & SATS Headlines

F1 GLD 79% / F2 GLD 65% GLD+ 15%

Phonics 70% Y1

Phonics re-take 69% - 90% Pass rate in Y2

KS1 Reading 66%/20% KS2 Reading 81%/30%

KS1 Writing 61%/5% KS2 Writing 73%/24%

KS1 Maths 71%/20% KS2 Maths 86%/22%

KS1 Combined 59%/5% KS2 Combined 68%/11%

Wider School Disadvantaged attainment

KS2 Attainment for Disadvantaged Pupils 2022

Subject	School	National
Reading	58%	62%
Writing	58%	55%
Maths	67%	56%

49% of pupil premium pupils are working at age-related expectations combined.

69% of non-pupil premium pupils are working at age-related expectations combined. This is a 20% gap. This is a similar gap to autumn 2021.

We have reviewed the provision for pupil premium pupils to ensure this gap closes during the autumn term by at least 5%. 9% of pupil premium pupils are working at greater depth combined but no pupil premium pupils in Years 2 and 5 are working at greater depth combined.

The proportion of non-pupil premium pupils working at greater depth combined is 14%. This is in line with the national average for non-disadvantaged pupils in 2019.

PP vs non-PP ARE	Cohort:	PP	No PP	PP	No PP	PP	No PP	PP	No PP	PP	No PP	PP	No PP
		(15)	(31)	(13)	(28)	(13)	(32)	(20)	(35)	(17)	(34)	(12)	(25)
	Reading	12 80%	25 81%	6 46%	20 71%	7 54%	24 75%	11 55%	29 83%	8 47%	26 76%	7 58%	21 84%
	Writing	11 73%	24 77%	6 46%	18 64%	7 54%	23 72%	9 45%	25 71%	8 47%	24 71%	6 50%	21 84%
	Maths	12 80%	27 87%	7 54%	23 82%	7 54%	25 78%	11 55%	28 80%	7 41%	22 65%	9 75%	24 96%
	SPaG	7 47%	22 71%	5 38%	17 61%	7 54%	26 81%	9 45%	24 69%	8 47%	23 68%	6 50%	20 80%
	Combined	11 73%	24 77%	5 38%	17 61%	7 54%	23 72%	9 45%	24 69%	6 35%	21 62%	6 50%	21 84%
PP vs non-PP Gr Depth	Cohort:	PP	No PP	PP	No PP	PP	No PP	PP	No PP	PP	No PP	PP	No PP
		(15)	(31)	(13)	(28)	(13)	(32)	(20)	(35)	(17)	(34)	(12)	(25)
	Reading	2 13%	7 23%	1 8%	7 25%	7 54%	15 47%	2 10%	11 31%	1 6%	5 15%	1 8%	11 44%
	Writing	2 13%	7 23%	-	2 7%	6 46%	12 38%	1 5%	6 17%	-	4 12%	1 8%	9 36%
	Maths	2 13%	5 16%	1 8%	6 21%	4 31%	13 41%	1 5%	9 26%	1 6%	5 15%	2 17%	7 28%
	SPaG	3 20%	4 13%	-	3 11%	6 46%	16 50%	-	4 11%	-	1 3%	1 8%	12 48%
	Combined	2 13%	5 16%	-	2 7%	4 31%	9 28%	1 5%	5 14%	-	1 3%	1 8%	7 28%

Progress shows that gaps narrowed in all groups, with disadvantaged pupil progress exceeding that of non-disadvantaged pupils at combined in Y1, Y2, and 5 and being broadly similar in other year groups.

PP Vs non-PP	Cohort:	PP		No PP		PP		No PP		PP		No PP		PP		No PP									
		(8)	(27)	(12)	(28)	(12)	(30)	(19)	(34)	(17)	(33)	(12)	(25)												
	Reading	8	100%	23	85%	10	83%	23	82%	11	92%	28	93%	17	89%	33	97%	16	94%	25	76%	10	83%	25	100%
	Writing	7	88%	17	63%	10	83%	19	68%	11	92%	28	93%	16	84%	32	94%	15	88%	31	94%	11	92%	25	100%
	Maths	7	88%	19	70%	10	83%	25	89%	12	100%	28	93%	15	79%	30	88%	12	71%	24	73%	12	100%	22	88%
	SPaG					9	75%	19	68%	12	100%	29	97%	19	100%	34	100%	6	35%	12	36%	11	92%	24	96%
	Combined	8	100%	23	85%	10	83%	19	68%	11	92%	29	97%	17	89%	31	91%	14	82%	25	76%	11	92%	24	96%

Attendance

Summer 2022 Attendance 93.09% (without COVID 94.4%) PA 16.2%

Summer 2022 Attendance Discounted by 6 pupils with medical or social need 96.9%

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

Programme	Provider
Talk Boost	I Can
Nuffield Early Language Intervention (NELI)	Nuffield
Switch on Reading intervention	Nottinghamshire County Council
1 st Class at Number	Edge Hill University
Go Petey	GoPetey
Catch Up Literacy & Numeracy	CatchUp
PALS	PALS-UK – Nottingham Trent University
Toe by Toe Reading Intervention	Toe by Toe