

Pupil premium Strategy Statement – 2022/23

This statement details our school’s use of pupil premium (and recovery premium for the 2022 to 2023 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. **Our strategy has been reviewed and adjusted where our 2022 data indicates any changes with priorities.**

School overview

Detail	Data
School name	Sheep Dip Lane Academy
Number of pupils in school	263
Proportion (%) of pupil premium eligible pupils	51.33% (135 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2024
Date this statement was published	October 2022
Date on which it will be reviewed	October 2023
Statement authorised by	F Parish
Pupil premium lead	F Parish
Governor / Trustee lead	C Lambert, D Wright, A Parkhurst, J Upson

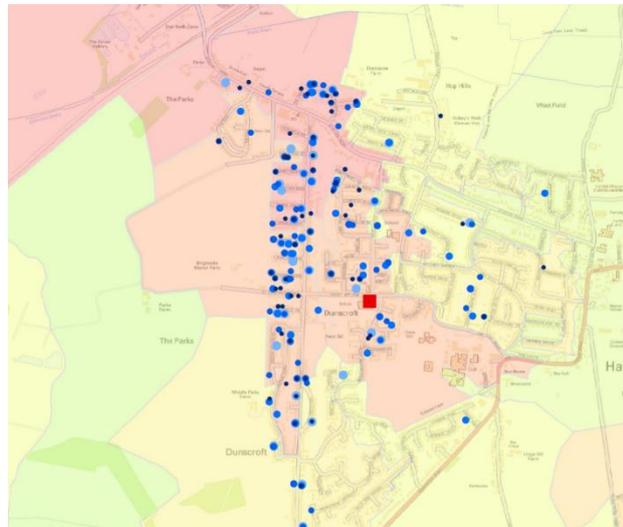
Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£187,628
Recovery premium funding allocation this academic year	£19,503
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	£207,131

Part A: Pupil premium strategy plan

Statement of intent

Our academy is an average sized primary to the East of Doncaster within an ex-mining community. Over half the academy pupils are eligible to free school meals. The map below displays the “Lower Super Output Areas” (LSOAs) which surround the academy and they are colour coded according to which national decile they belong to: decile 1 being the most deprived and decile 10 being the least deprived (IMD rankings). The blue dots indicate where the school’s pupils live. Although there are areas relatively near to the school which have lower than average levels of deprivation, 4 the areas immediately surrounding the school, in which most of the pupils live, are amongst the most deprived in the country. In November 2020, 81% of the school’s pupils were living in an area classed as being one of the 10% most deprived areas in England (IMD rankings).



At Sheep Dip Lane Academy we use Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to achieve well and be ready for the next stage in their education. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning. Our overarching objectives are to:

- provide pupils with the language to communicate effectively in a wide range of contexts;
- ensure all pupils are able to read fluently and with good understanding to enable them to access the full curriculum;
- narrow the attainment gaps between disadvantaged and non-disadvantaged children;
- support parents and carers to ensure children attend and engage with school by playing an active part in their children’s learning.

Key Principles: We will ensure that our curriculum is appropriate for our pupils by using diagnostic assessments to identify their needs. Class teachers will identify specific intervention and support for individual pupils which will be reviewed at least termly. Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately

trained adults. We will build effective relationships with parents so that we can work in partnership to support children’s learning and attendance.

Challenges

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

Challenge number	Detail of challenge
1	Low attainment on entry into EYFS with poor language skills.
2	EYFS GLD PP outcomes lower than Non PP GLD outcomes in reading and writing (2022 PP % above National, however 12% gap between PP and Non PP).
3	Fewer PP pupils achieving by the end of Y1 phonics screening in 2022 (PP 67% Non PP 79%)
4	Lower attainment in reading and writing for PP pupils from Y4 - Y6 and in Maths for current Y4 and Y5 cohorts. (22-23)
5	Disadvantaged PP pupils have lower attendance.
6	Lower parental engagement for PP in reading/learning.

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
Strengthen provision in EYFS for language, early reading and writing.	Achieve national average Good Level of Development and increase PP attainment in reading and writing.
Attainment in Reading, writing and for Y4 and Y5 cohorts in addition Maths improves.	Attainment of expected standard is at least in line with national average for all pupils (to review upwards to be at least in line with national Non Pupil Premium eligible subject to annual performance)
Maintain strong outcomes in Phonics by increasing PP pupils passing the screening in Y1.	Exceed national average expected standard in Phonics Screen Check
Increase parental engagement	Pupil Premium eligible parental engagement is in line with Non Pupil Premium eligible for home learning and reading.
Improve the quality of teaching and learning in the core subjects so that it is consistent	Quality of teaching is judged to be consistently good across all core subjects and each year group.
Attendance of Disadvantaged pupils to improve	Pupil Premium eligible attendance is at least in line with national all Pupil Premium eligible persistent absentees are fewer than national

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)

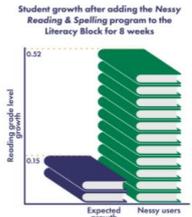
Budgeted cost: £53,588

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>A teacher to deliver catch up intervention for KS1/2 pupils based on diagnostic assessments.</i></p> <p><i>Embed SSP Little Wandle Programme across the academy</i></p>	<p><i>Teacher led Catch Up has a stronger impact than TA led interventions where a specific program is not used.</i></p> <p>-Embed a consistent phonics program (CPD) EEF – guidance reports – Improving Literacy KS1 and KS2 and Preparing for literacy - Effective approaches for improving literacy in Key Stage 2 (ages 7-11 years), supporting language and literacy development in the early years (ages 3-5 years). Oral language approaches have a high impact on pupil outcomes with 6 months additional progress, using oral language interventions. EEF toolkit – Phonics intervention has high impact for low cost with 5+ month additional months impact.</p> <p>PSC Check - 2022 - 72% passed in Y1 (23/32) - 50% (3/6) passed Y2 recheck - 90% end of year 2 Phonics EEF (https://www.educationendowmentfoundation.org.uk)</p>	1,2,3,4
<p>Reading CPD and use of Reading Plus</p>	<p>Teacher development to embedding effective reading comprehension strategies.</p> <p>Reading comprehension strategies EEF (https://www.educationendowmentfoundation.org.uk)</p>	4
<p><i>English lead with Trust to coach and support all teachers on the implementation of our writing sequence, implement LKS2 First class@writing intervention</i></p>	<p>External review showed the support and coaching teachers around writing needs to continue until consistently good practice is embedded.</p> <p>CPD for Y3 and Y4 teachers and LSA's to deliver first class@writing programme to develop writing fluency.</p> <p>The Sutton Trust's 2011 report identifies that consistency of quality first teaching is the key factor for improving learning for disadvantaged pupils.</p>	4
<p>Implement White Rose Maths and train teachers on its effective use (CPD & resources)</p>	<p>Following 2022 outcomes academy improvement review, further training and development of teaching and learning in Maths, particularly arithmetic to support outcomes in KS2 was identified.</p> <p>White Rose is DfE approved for KS1 and KS2 – judged to meet the core criteria for High Quality Teaching. The Sutton Trust's 2011 report identifies that consistency of quality first</p>	2,3,4

	teaching is the key factor for improving learning for disadvantaged pupils.	
<i>Leaders ensure tracking and monitoring of disadvantaged pupils not on track to make expected progress or better and support/coach to improve teaching to support pupils.</i>	<p>Pupil progress meeting tracking to identify spotlight children, teaching to focus on disadvantaged first approach/culture shift.</p> <p>Leaders providing tracking analyse and feedback to amend and revise intervention planning</p> <p>SLT monitoring of all interventions, feedback reports to LGB</p>	1-4.

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

Budgeted cost: £92,069

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>EYFS/KS1 daily oracy/speech direct intervention for pupils identify through diagnostics.</i>	<p>SALT assessments – bespoke support 15 mins x3 a week support for highest need pupils using programmes and training from speech therapy team.</p> <p>EYFS Reynells assessment scales to monitor and track each child’s baseline and progress. EYFS all adults trained in support early language English Hub Jerry Clay Oct 22 to timetable and develop provision to meet needs.</p>	1,2
Implementation of Little Wandle Phonics interventions	2022 - 82% passed the PSC check - 97% end of year 2. Phonics EEF (https://www.educationendowmentfoundation.org.uk)	3, 4
<i>Reading intervention fluency programme for LKS2 pupils who are secure in their decodable/phonic skills but need to catch up towards ARE.</i>	<p>https://www.hertsforlearning.co.uk/teaching-and-learning/research-projects/english-research-projects/ks2-reading-fluency-project</p> <p>YARC reading assessment progress indicators.</p> <p>Fluency programme KS2 pupils x3 session per week 30 mins. Group of 4 pupils.</p>	3
<p>Reading/Spelling Nesy</p> <p>CPD and an online platform used as a daily intervention for those with spelling reading difficulties who have been identified to be at high risk of dyslexia.</p>	 <p>Research Evidence Nesy is research-based and is guided by the Science of Reading. Read more...</p> <p>Research Evidence - Nesy - British English</p>	4

<p>Reading Plus</p> <p>Reading Plus is an adaptive online literacy tool that enables KS2 pupils to improve fluency, comprehension, vocabulary, stamina, and motivation.</p>	<p>Reading Plus produces 2.5 years of growth in just 60 hours of personalized instruction.</p> <ul style="list-style-type: none"> • 2.5 Level Gains in 60 Hours • 2.0 Level Gains in 40 Hours • 1.0 Level Gains for College & Career Readiness in 20 Hours <p>https://www.readingplus.com/efficacies/</p> <p>KS2 pupils x3 sessions per week 30 mins per session 1-1 using online subscription. Assessment tools to place pupils on the correct stage of the programme.</p>	4
<p>Bespoke interventions delivered using small group tuition and School-Led Tutoring</p>	<p>Bespoke interventions designed to secure gaps in basics skills that have been identified using diagnostic assessments. Impact of School Led Tutoring in 21-22. Small group tuition EEF (educationendowmentfoundation.org.uk)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition\</p> <p>***Further Details in School Led Tutoring Provision Mapping</p>	4

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

Budgeted cost: £61,933

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Vice Principal/Attendance lead with Inclusion leader support</p> <p>Interventions – PA tracking, home visits, ASP meetings, referrals.</p>	<p>https://schoolleaders.thekeysupport.com/pupils-and-parents/absence-and-attendance/strategies-for-managing-attendance/managing-absence-rates-case-studies/?marker=content-body</p>	5
<p>Parental engagement project for reading at home</p> <p>KS1 & KS2 Assistant Principals - Dedicated management release to monitor every child's reading at home support, provide targeted support where there is no</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	6

<p>engagement (reading volunteer/s), teachers to plan parental engagement events, termly progress meetings and target setting sessions</p> <p>Plan and supported targeted achievement celebration events to raise profile of reading as additional incentives for pupils to fully engage.</p>		
<p>Implementation of Thrive and Training of Family Thrive Practitioner & SLT Thrive Leader</p> <p>Thrive practitioner CPD to ensure consistency of support with thrive trainer led family thrive 2 groups in total</p> <p>Inclusion Manager Early Help and Thrive Support 1 day per week</p> <p>LSA support and 2 pm sessions supporting thrive intervention and circle times during PPA aimed at supporting social and emotional needs for vulnerable pupils including 1-1</p>		6

Total budgeted cost: £207,590

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 2021-2022 academic year.

academic year.

Target: GLD to increase for SEND and lower baseline pupils to catch up gaps in reading and writing

NOTE: All aims have been evaluated and RAG rated to show improvement from previous year or towards National standards. Red – some progress, low impact outcomes. Amber – progress, some impact, continued focus to embed. Green – strong accelerated progress, strong impact, strategy to be applied for future focused support.

GLD 2022 – 50% EHCP (National GLD for EHCP 4% in 2022)

GLD 2022 – 0% SEN support (National GLD for SEN support 23% in 2022)

ELG Reading 2022 - EYFS 19/28 children achieved '2' in reading – 68%,

PP children achieving 2 in reading – 9/13 PP children achieved '2' in reading – 69%

ELG Writing 2022 - EYFS 18/28 children achieved '2' in writing – 64%,

PP children achieving 2 in writing – 6/13 PP children achieved '2' in writing 46%.

GLD 2022 – 64%, PPG pupils 55% (National GLD for PP 50% in 2022)

Overall impact: ELG in reading in 2022 was 68%. ELG in writing in 2022 was 64%, SEND support pupil outcomes needs to improve to national. PP pupil attainment in reading was close to National. PP attainment in writing needs to improve to close gaps to national.

Target: All PPG pupils show increased reading progress and attainment for y1-6 July 2022

End of KS1 Reading July 2022 – PPG 69%, national PPG 52%

End of KS2 Reading July 2022 – PPG 65%, national PPG 63% (progress –0.3)

Phonics SC Year 1 pupils July 2022 – PPG 67% (average score 27.4) above national PPG pupils working at 63%

Phonics SC Year 2 pupils (attainment by the end of year 2) July 2022 – 88%, PPG pupils working at 85%

Overall impact: **Strong impact** of quality first teaching, improvement following intensive CPD in the Little Wandle approach, English Hub and Trust support, regular monitoring and feedback to staff and timely daily intervention using on-going formative diagnostic assessments in EYFS and KS1.

Target: All PP show an increase in the termly number of times they are reading at home

All PP show increased reading progress and attainment by 22 for Y1-6.

Key:

Attainment sig below Nat Progress		Just below National average progress	In line with National Good progress	Sig above National Strong accelerated progress
Yr	Reading PP ARE+	Nat PP ARE+%	Gap	% PP making expected progress Accelerated progress
1	59%	69%	-10%	91% exp 23% acc
2	69%	69%	0	69% exp 13% acc
3	62%	65%	-3%	81% exp 46% acc
4	73%	65%	+8%	100% exp 50% acc
5	67%	65%	+2%	94% exp 33% acc
6	65%	65%	0	96% exp 17% acc

TARGET: All PP show an increase in the termly number of times they are reading at home.

Baseline in September no of PP pupils reading at home across the academy and meeting the x3 times a week expectations was: **20/138 = 14%**

NOTE: Challenge set for all pupils to do the expectation of Y1-5 x3 times a week reading at home and Y6 x5 times a week. This challenge was set for 7 months across 2 full terms.

Summer **33/138 = 24%** PP pupils read every week at home and met the academy's expectation

Non-PP 36/129 = 27% (gap of 3%) meeting the expectation every week at home.

Strong Impact – PP reading across the academy with all but 1 year group in line or above National PP outcomes for attainment at EXP+ showing the impact of improvement in consistency of our reading sequence and approach for quality first teaching and learning, alongside specific and timely use of interventions: phonics, fluency programme, Nessler, Tutormate, reading plus.

Low Impact - PP reading at home is not showing a high % of pupils consistently meeting the academy expectations, although there is very little difference between Non-PP group. The promotion and weekly assemblies has not support all PP who are not fully engaging. Future work on early identification of non-engagement and internal support to be explored and parental engagement strategies.

Target: PPG attainment in reading and writing is closer (at least by 10%) or at National in 2022 at EYFS, KS1 and KS2.

ELG Reading PPG 2022 - PP children achieving 2 in reading – **9/13 PP children achieved '2' in reading – 69%**

ELG Writing PPG 2022 - **6/13 PP children achieved '2' in writing 46%.**

GLD 2022 – 64%, PPG pupils 55% (National GLD for PP 50% in 2022)

End of KS1 Reading July 2022 – PPG 69%, national PPG 52% (+17% above national)

End of KS2 Reading July 2022 – PPG 65%, national PPG 63% (+2% above national) (-0.3 progress)

End of KS1 Writing July 2022 – PPG 63%, national PPG 42% (+21% above national)

End of KS2 Writing July 2022 – PPG 65%, national PPG 56% (+9% above national) (-0.2 progress)

Overall impact: Strong impact in reading progress overall for Y6 pupils in 2022 and PP pupil progress needs to continue to be targeted, however, significant gains were made from 2020.

TARGET: Writing attainment and in year progress in EYFS, Y1 and Y2 closes gaps to national by at least 10%.

End of year attainment has shown in writing:

EYFS 18/28 children achieved '2' in writing – 64%,

Year 1 – 64% ARE, 15% at GD National 58% (+6% at ARE)

Year 2 – 66% ARE, 7% at GD (+8% from National at ARE, -7% at GD from National)

In year progress for Y1 2021-2022 - +7% at ARE

In year progress for Y2 2021-2022 - +15% at ARE

Overall impact: strong impact in statutory year groups for writing with closing the gap and surpassing National in 2022.

Target: Attendance improves for disadvantaged pupils towards 95%+

<u>Term 2021-2022</u>	<u>PP attendance %</u>	<u>Non PP attendance %</u>	<u>Gap</u>
<u>Autumn</u>	91.63%	93.86%	-2.23%
<u>Spring</u>	90.89%	92.56%	-1.67%
<u>Summer</u>	89.91%	93.07%	-3.16%

PP attendance 2021-22 was 90.97% with Non PP at 92.54% a gap of -1.57%

PP attendance om 2020-2021 was 91.7% with Non PP at 96.27%

National attendance for 2020-21 was 95.4% 2021-2022 data will be released in March 2023.

Impact overall: Low PP attendance improved in the spring term 2021-22, however, overall there is little impact for the work done. Note: during Autumn term 2021 our academy had a covid outbreak in KS2 and in summer 2022 a

significant sickness and diarrhoea bug that effected over 115 pupils where in 1 day all were absent and it lasted across the space of 3 weeks. Both of which has impacted on overall and PP attendance figures.

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
First Class @writing	Edgehill University
Fluency Programme	Hertfordshire Education
Reading Plus	DreamBox Learning
White Rose Maths	White Rose Maths
Nessy	Net Educational Systems

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?	n/a
What was the impact of that spending on service pupil premium eligible pupils?	n/a

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.