

## Pupil premium Strategy Statement- 2021/22

This statement details our school'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 school.

### School overview

Detail	Data
School name	<b>Sheep Dip Lane Academy</b>
Number of pupils in school	263
Proportion (%) of pupil premium eligible pupils	52.47% (138 pupils)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021 - 2024
Date this statement was published	October 2021
Date on which it will be reviewed	October 2022
Statement authorised by	F Parish
Pupil premium lead	F Parish
Governor / Trustee lead	D Wright, A Parkhurst, J Bushby, J Upson

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£168,745.00
Recovery premium funding allocation this academic year	£17,835.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£186,580.00

## Part A: Pupil premium strategy plan

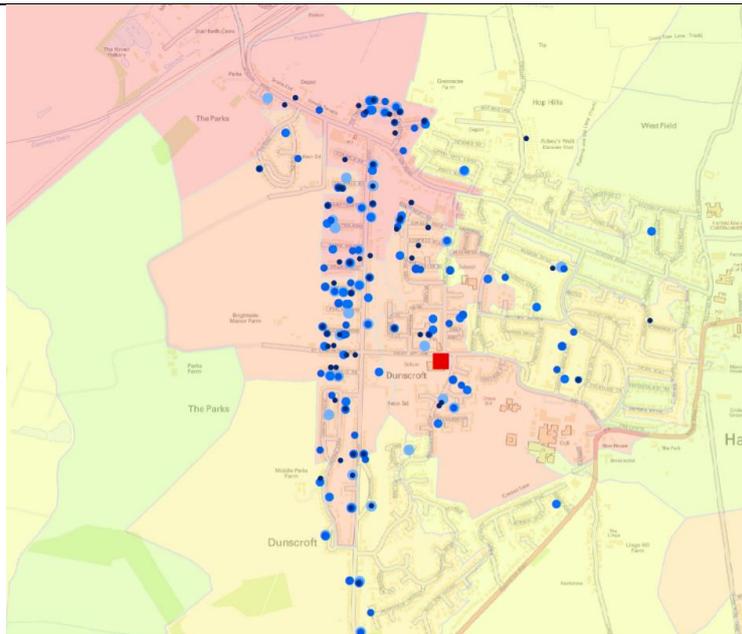
### Statement of intent

At Sheep Dip Lane Academy we believe that every child can become confident socially as well as academically so that they become successful life-long learners, regardless of their starting points. We aim to ensure that every child is given opportunities and support to transition into our early years foundation stage, into KS1, KS2 and onto secondary prepared for their next stage in education.

When making decisions about using Pupil Premium funding at Sheep Dip Lane Academy it is important to consider the context of the school and the subsequent challenges faced. This alongside research conducted by the EEF.

#### The context of Sheep Dip Lane Academy

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).



We focus our support aimed at the current cohort of identified pupils to develop any social or emotional needs we identify alongside their knowledge and skills in English and Mathematics so that they achieve good levels. Our plan aims to provide clear, targeted and research based interventions so that pupils catch up, as well as ensuring targeted support addresses any emotional needs or other barriers to learning being presented.

The challenges identified are varied and there is no “one size fits all”. We ensure that all teaching staff are involved in the analysis of diagnostic assessments and data to support the identification of pupils, so that all teaching staff are fully aware of strengths and areas for development across the academy.

Our key principles are:

- Early identification of need through the use of diagnostic assessments
- Thrive approaches central to our social and emotional development throughout the academy
- Teaching and learning opportunities meet the needs of all the pupils
- Bespoke interventions to address gaps in learning
- Ongoing assessment, professional discussions to review progress
- Evaluation of impact and next steps clearly planned
- Fluid communication across SEND, pastoral and class based teams
- Engagement with key adults, parents/carers and other wider agencies
- We also recognise that not all pupils who are socially 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.

## 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 and early identification to catch up gaps for pupils with SEND in reading and writing at EYFS.
2	Increase proportion of disadvantaged and SEND pupils completing home learning and receiving support with reading at home to secure learning and fluency.
3	Due to differing levels of engagement during national lockdowns has led to catch up being required for some pupils in KS1 and 2. Carefully selected interventions are required (within a simple structure, timetable and provision map) to support speech, reading and writing.
4	Increase pupil's transcriptional skills in writing in EYFS/KS1 so that more pupils writing becomes fluent and they are able to achieve ARE+ by the end of Y2 to closing gaps to National by at least 10%.
5	Intervene swiftly for pupils with poor attendance and punctuality, putting support in place using wider agencies to carefully monitor, track and improve persistent absence %.

## 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
Pupils with low baseline at EYFS on entry carefully monitored, observed and assessed so interventions are well planned and timely.	EYFS FS2 GLD increases for SEND & lower baseline attaining pupils and where outcomes are below ARE good in year accelerated progress is helping pupils catch up gaps in reading and writing.
An increase in PP children reading at home supports their fluency and progress at KS1 and 2.	All PP show increased reading progress and attainment by 22 for Y1-6. All PP show an increase in the termly number of times they are reading at home.
PP attainment in reading and writing is closer (at least by 10%) or at National in 2022 at EYFS, KS1 and KS2.	KS1 (PP) 2021 attainment    Gap to PP Nat (Nat all pupils) Reading – 35%                    -15% PP                    -32% Writing - 35%                    -5% PP                    -24%  KS2

	Achieve above national average progress scores in reading, writing and Maths (0). 2021 PP progress Reading PP -0.8 Writing PP -4.3
Teachers can identify the transcriptional key component gap for all PP pupils, interventions then support catch up and addresses these gaps.	Writing attainment and in year progress in EYFS, Y1 and Y2 closes gaps to national by at least 10%.
Attendance improves for disadvantaged pupils towards 95%+	2021 autumn term and spring term SDLA 95.9% attendance absence 4.9%, PA 11.9% PP attendance for the autumn term 2020-2021 was 92%. National attendance for 2020-21 Autumn & Spring term only was 96.7%

## 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)

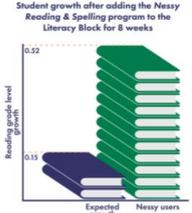
Budgeted cost: £101,336

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>A teacher to deliver catch up intervention for KS1 pupils based on diagnostic assessments.</i></p> <p><i>X4 days weekly 3.5 hr sessions on same day/gap catch up in reading, writing or Maths in EYFS, Y1 &amp; 2.</i></p> <p><i>X5 days UPS/Middle leader UKS2 to add an additional class group and deliver catch up based on diagnostic assessments.</i></p>	<p>Teacher led Catch Up has a stronger impact than TA led interventions where a specific program is not used.</p> <p>Experienced teacher support has shown strong impact previously.</p> <p>In addition teacher returning from maternity will support catch up provision in UKS2.</p>	1, 3

<p><i>A teacher to deliver catch up intervention for EYFS FS2 pupils based on diagnostic assessments. X1 day MLT teacher in FS2.</i></p>	<p>Teacher led Catch Up has a stronger impact than TA led interventions where a specific program is not used.</p>	<p>1</p>
<p><i>CPD for teachers and LSA's on a specific dyslexia programme to support pupils where phonics and whole word approaches are not fully supporting pupils reading outcomes in KS1 or 2.</i></p>	<p>Approach to be confirmed Nov 21  SLT and SENDCO exploring using EEF guidance and impact evidence on 2 programmes: Nessy Dyslexia Quest and assessment screening.</p>	<p>1, 3</p>
<p><i>Train English leader and all staff on writing components and progression to use diagnostic assessments to catch up gaps to ARE+ across KS1 and 2.</i></p>	<p>Trust Principal CPD for English leaders and principals to support CPD for all staff on the new writing components, sequencing writing and embedding transcriptional skills across EYFS/KS1 to support pupil automaticity in basic skills.  Trust Principal termly visits to site to support monitoring, coaching plans and leadership development/CPD to identify strengths to be used to coach for consistency and areas for development.</p>	<p>3</p>
<p><i>CPD for all staff on phonics and reading strands to embed consistency and catch gaps for those pupils who did not engage during lockdowns/ hard to reach families.</i></p>	<p>Leaders train all staff on the phonic approach.  Leader provide on-going monitoring, feedback and support/coaching to ensure consistency of approach and bespoke daily intervention to support catch up. (English Hub additional support).</p>	<p>3</p>
<p><i>Develop tracking and monitoring of disadvantaged pupils not on track to make expected progress of better and support/coach to improve teaching to support pupils.</i></p>	<p>Pupil progress meeting tracking  Leaders providing tracking analyse and feedback to amend and revise intervention planning  SLT monitoring of all interventions, feedback reports to LGB</p>	<p>3</p>

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

Budgeted cost: £43,455

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>EYFS/KS1 daily oracy/speech direct intervention for pupils identify through diagnostics.</i>	SALT assessments – bespoke support 15 mins x3 a week support. EYFS small group speech and language using Neli programme. Reynells assessment scales to monitor and track each child’s baseline and progress.	
<i>EYFS/KS1 daily phonic catch up research led intervention to support lower attaining pupils and those pupils with SEND to accelerate progress to catch up gaps.</i>	5 Minute Literacy Box daily small group as this led to strong impact in 2020-21 outcomes at Y1 and Y2 resits.	3
<i>Reading intervention fluency programme for LKS2 pupils who are secure in their decodable/phonics skills but need to catch up towards ARE.</i>	<a href="https://www.hertsforlearning.co.uk/teaching-and-learning/research-projects/english-research-projects/ks2-reading-fluency-project">https://www.hertsforlearning.co.uk/teaching-and-learning/research-projects/english-research-projects/ks2-reading-fluency-project</a>  YARC reading assessment progress indicators. Fluency programme KS2 pupils x3 session per week 30 mins. Group of 4 pupils.	3
<b>Reading/Spelling Nesy</b> New online subscriptions are required to support screening, CPD and an online platform which is used as a daily intervention for those with spelling reading difficulties who have been identified to be at	<p>Student growth after adding the Nesy Reading &amp; Spelling program to the Literacy Block for 6 weeks</p>  <p><b>Research Evidence</b> Nesy is research-based and is guided by the Science of Reading. <a href="#">Read more...</a></p> <p><a href="#">Research Evidence - Nesy - British English</a></p>	3

high risk of dyslexia.		
<p><b>Reading Plus</b>          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"> <li>• 2.5 Level Gains in 60 Hours</li> <li>• 2.0 Level Gains in 40 Hours</li> <li>• 1.0 Level Gains for College &amp; Career Readiness in 20 Hours</li> </ul> <p><a href="https://www.readingplus.com/efficacies/">https://www.readingplus.com/efficacies/</a></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>	3
<p><b>One to One Tutoring</b></p>	<p>Teacher Led writing tuition based on diagnostic assessments in KS1 (1 MLT/UPS teacher 1 day in Y1, 1 day EYFS).          X1 teacher x4 days a week 3.5hrs mornings.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition/">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition\</a></p> <p>***Further Details in School Led Tutoring Provision Mapping</p>	4

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

Budgeted cost: £45,377

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Inclusion leader support            Planned in weekly timetabled session focused on PA pupils, support meetings with</p>	<p><a href="https://schoolleaders.thekeysupport.com/pupils-and-parents/absence-and-attendance/strategies-for-managing-attendance/managing-absence-rates-case-studies/?marker=content-body">https://schoolleaders.thekeysupport.com/pupils-and-parents/absence-and-attendance/strategies-for-managing-attendance/managing-absence-rates-case-studies/?marker=content-body</a></p>	5

<p>pupils/parents or carers to prevent escalation to ASP meetings with Principal.</p> <p>Additional support from thrive 1-1 LSA for home visits/daily pupil check ins to provide targeted support.</p> <p>Fortnightly monitoring review meetings to track attendance concerns.</p>		
<p><i>Parental engagement project for reading at home</i></p> <p><i>Dedicated phase leader release to monitor every child's reading at home support, provide targeted support where there is no engagement (reading volunteer/s) weekly communication to parents/carers, calls, offer drop in sessions for reading for targeted classes and video support for working parents to access.</i></p> <p><i>Plan and supported targeted achievement celebration events to raise profile of reading as additional incentives for pupils to fully engage.</i></p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p>	<p>2</p>
<p><i>Dedicated fortnightly SENDCO support to use diagnostics/screening tools for early</i></p>	<p><a href="https://www.eymatters.co.uk/wp-content/uploads/2020/07/Identifying-special-educational-needs-in-the-early-years.pdf">https://www.eymatters.co.uk/wp-content/uploads/2020/07/Identifying-special-educational-needs-in-the-early-years.pdf</a></p>	<p>1</p>

<p><i>SEND identification, provide teacher feedback and signpost support plan strategies. 2hrs sessions targeted FS1 and FS2</i></p>		
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**Total budgeted cost: £190,168**

## 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 2020 to 2021 academic year.

#### **Outcome: Improve attainment in Literacy (communication language and literacy) early reading at (GLD 2020 65%).**

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.

ELG Reading 2021 - 61%

ELG Speaking 2021 - 88%

ELG C&L 2021 - 85%

GLD 2021 – 52%, PPG pupils 39% (National GLD for PP 39% in 2021)

Overall impact: ELG in reading in 2021 was below previous National Standards and expectations, however significant progress was made from baseline.

#### **Outcome: Close gaps national average expected standard in PSC (77%+) (2021 74%).**

Phonics SC Year 1 pupils July 2021 – 79% (average score 31.6) gap closed to national (2019 national 82%) PPG pupils working at 77%

Phonics SC Year 2 pupils (attainment by the end of year 2) July 2021 – 90%, PPG pupils working at 90%

Overall impact: **Strong impact** of quality first teaching, improvement following intensive CPD in the letters and sounds 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.

**Outcome: Achieve closer to national average attainment in KS1**

**Reading (72%) (2021 63%). SDLA reading 53%.**

KS1 Reading 2021 PPG – 35% (15% GDs) below target set of 63%  
National PPG was 50% in 2021.

Overall impact: 21-22 additional intervention and CPD on quality first teaching to be part of improvement planning and strategies. Due to baseline phonic gaps from lockdown in 2019-20 pupils at Y2 began at Phase 3 instead of revisiting Phase 5. This impacted on fluency and comprehension, despite daily targeted intervention for reading, additional reading eggs subscriptions to support pupil reading during the 2<sup>nd</sup> lockdown.

**Outcome: Achieve national average progress scores in KS2 Reading (0) (2021 -1.7)**

Reading progress +0.5, 80% achieved EXS (40% GDS)

PPG pupils progress in reading – 0.8, however, in 2021 PPG progress was – 3.3, so this is a strong gain from 2020 for PPG pupils.

Overall impact: Strong impact in reading progress overall for Y6 pupils in 2021 and PP pupil progress needs to continue to be targeted, however, significant gains were made from 2020.

**Outcome: Develop sequential learning across all subjects to meet all pupils needs in reaching their full potential. (Wider Curriculum)**

LTP was reviewed in 20-21, BAD model to plan CPD support all teachers, x2 teachers had bespoke CPD from Emma Hollis Ofsted Inspector on Curriculum Champions to deliver CPD for all subject leaders on expectations around Intent, Implementation and Impact.

With new developments, updated inspection frameworks, our curriculum design has been re-mapped so subjects build sequentially across the 3 strands of: Identity & Social Justice, Power, Leadership & Invasion and Sustainability & Impact on our World. Further CPD has been done with external specialist Phil Riozzi 1.9.21 and Dr Debra Kidd 8.10.21 to support the teaching and learning of specific knowledge across wider curriculum subjects. This area for ELP academies is a continued priority due to a 2<sup>nd</sup> National lockdown and the PPG strategy/ Academy improvement plans

2020-21 shifting in the summer term after diagnostic assessments were re-done with pupils on wider opening. The focus needed to shift to phonics, early reading and fluency.

Overall impact: limited impact to date due to changes and the shift in priority focus to phonics and reading following a 2<sup>nd</sup> national lockdown. This has been a targeted area with some development, the impact of this is not evident yet.

**Outcome: Deploy the recovery curriculum to settle pupils back into routines and meet social and emotional needs due to Covid 19 pandemic. Embed high expectations consistently and independent learning skills to improve behaviour.**

Whole class screenings showed positive progress against the Thrive developmental model, supporting emotional development and pupils' mental health and wellbeing for all classes.

Individual 1:1 Thrive plans supported our most vulnerable pupils well, significantly reducing the number of fixed term exclusions in 2021 (1 pupil 2FTE)

Overall in 2020-21 there were 3 exclusions (1 pupil) and in 2019-2020 there were 12 exclusions (10 pupils) FTE<sub>ex</sub> number and how many pupils, In 2018-19 there were 32 exclusions (10 pupils).

Both the Challenge Partner review (May 2021) and summer term T&L review (June 2021) evidenced strong pupil engagement.

Overall impact: **Strong impact** with a significant reduction in FT exclusions across the year, high level incidents. The data shows a very strong 3 yr reduction trajectory of exclusions as a result of intensive Thrive based support to meet pupils SEMH needs.

**Outcome: Improve attainment in Literacy of SEND pupils through explicit teaching (Nat 42% reading) (2020 29%)**

KS1 SEND Reading – 0% (1 EHCP pupils and 8 SEN support) (National 2021 42%). Significant reduction from 2020 50% of SEND pupils met ARE+ (0 EHCP pupils and 8 SEN support).

KS2 SEND Reading – 25% (1 EHCP pupil and 8 SEN support), (National 55%). A 4% reduction from 2020 where 29% of SEND pupils met ARE+ (0 EHCP and 7 SEN support pupils).

**Overall impact:** low impact in both key stages there was an increase in pupils on EHCP who did not achieve ARE. Both pupils have transferred to special school provision Sept 2021. SEN focus and early identification to be a focus within improvement plans and strategy 2021.

## 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
5 - minute Literacy box	5 - minute box
Fluency Programme	Hertfordshire Education

## 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.*