

Pupil Premium Strategy Statement

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	The Glapton Academy
Number of pupils in school	363
Proportion (%) of pupil premium eligible pupils	33.7
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022
Date this statement was published	November 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Cal Hurst Head Teacher
Pupil premium lead	Emma Pye ASHT
Governor / Trustee lead	Martyn Turner

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£154,950
Recovery premium funding allocation this academic year	£ 15,225
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	£170,175

Part A: Pupil premium strategy plan

Statement of intent

Our curriculum has been reviewed and updated for 2021/22 to ensure that coverage remains balanced whilst allowing the prioritisation of knowledge and concepts essential for progressive learning. KS1 Reading, writing and maths are being prioritised and reading will remain a priority across all key stages. All children at Glapton Academy will be supported to make at least good progress and achievement across all subject areas but particularly reading, writing and maths as part of their recovery post the pandemic restricted openings.

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.
- For our seven 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 meet the needs of our EYFS children in the most meaningful and sustained way post pandemic
- To quickly identify any post pandemic attendance patterns across the school and action these decisively
- To improve outcomes for SEND and other key groups by precisely targeting interventions for children in receipt of PPG, SEND and boys attaining below Age Related Expectations or less than good progress.
- To sustain and improve attainment for non-disadvantaged pupils' alongside Accelerated progress for disadvantaged pupils.
- We have used diagnostic assessments to identify those children in need of support and will be using EEF researched and other validated interventions to precisely target support for recovery
- Our Pupil premium and recovery grants will 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	Diagnostic and baseline testing shows that a large proportion of children made less than expected progress last year. This means that additional challenge is created by the need to catch up whilst also accelerating progress during this year to narrow the gap with their peers.
2	Many children have low levels of language on entry to EYFS, which impacts on access to all curriculum areas and this has been exacerbated by the school's restricted opening during the pandemic.
3	Attendance and persistence absence (PA) are improving but the need to continue to target PP children with PA remains a priority.
4	Reading and phonics attainment has been severely interrupted by restricted opening last year and early intervention to support early reading has been identified.
5	Children's wellbeing, meta-cognition and self-regulation skills have been identified as barriers to learning, particularly in years 5 and 6.

	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.
6	Children in years 5 and 6 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 they leave us to start Y7.

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 meet the needs of our EYFS children, particularly those who are disadvantaged, in the most meaningful and sustained way post pandemic.	<ul style="list-style-type: none"> • By Spring 2 2022 at least 95% of pupils on track for at least expected progress • At least 72% of pupils on track for EXS in Speaking, Fine Motor Skills, Comprehension, Word Reading, Writing and Number & Numerical Patterns. • Gap between Boys and Girls to close by 15% at EXS • An increase in % of girls attaining GLD+ by 3%
To Improve Whole School Reading & Phonics Outcomes	<ul style="list-style-type: none"> • All EYFS / KS1 children to know and recite 8 nursery rhymes • 82% of Y1 disadvantaged pupils to pass phonics screen • Data analysis to show that at least 95% of disadvantaged pupils make expected progress and 30% make accelerated progress • 70% of disadvantaged pupils to attain EXS at the end of Y1 and Y2 by the end of the summer term • 35% of pupils to attain greater depth (GDS) at the end of Y1 and Y2 by the end of the summer term • 75% and 30% of pupils to attain EXS & greater depth (GDS) at the end of KS2 by the end of the summer term • Special Needs Support Plans (SNSP) to be in place to ensure that interventions are precisely targeted and prioritise reading at KS1/Y3 • Validated SSP scheme in place with staff trained to use across the whole school
To Recover and Catch Up Identified losses due to the Impact of the Restricted Opening of Schools 2020/21	<ul style="list-style-type: none"> • 100% of teachers to be confident to regularly track progress for groups including gender/SEND/PP and adjust planning accordingly • PP/SEND and LA to be tracked from EYFS and intervention plans to be in place for term 2

	<ul style="list-style-type: none"> All LEAD milestone targets to be on track in R,W,M attainment 95% of pupils to have made EXS+ Progress
To continue to improve attendance and reduce PA and Lateness levels	<p>Outside of COVID-19 absences Y1-Y6 overall attendance to be consistently 96% or above</p> <p>Nursery to 90%+ (81%)</p> <p>Reception to 96% (92%)</p> <p>PPG (94.75%) to 96% and SEND (94.05%) to 96%</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>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"> 2021 EOY Attainment data in R,W,M at EXS and GD Progress data in R,W,M Prior attainment including GLD/GD 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</p> <p>95% of pupils to have made EXS+ Progress</p>
Progress to be accelerated in Y5/6 specifically	<ul style="list-style-type: none"> Y6 pupils are coached to support metacognition Regular boys' writing group in year 6 supports boys enjoyment of writing Regular targeted maths group in year 6 supports particularly Pupil premium girls and SEND Pupils supported by precision teach spelling group during spelling group time for SEND BOYS/PP A best practice guide led by teachers in school sharing good practice for supporting PPG /SEND is created QLA/GAP analysis regularly in place for key Y6 pupils

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: £ 88,757

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of an Intervention Teacher to support reading recovery and Y5/6 Catch up support.	<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 comprehension 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 comprehension 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>	1,4,5,6
Appointment of an academic mentor to coach Y5/6 pupils	DFE guidance validates the importance of a mentor to work alongside existing school staff to provide subject-specific work, revision lessons and additional support.	1, 5,6
Additional TA to support targeted Early Years & Y1 Intervention to support communication & Language	Overall, studies of communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary 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.	1, 2

Targeted academic support

Budgeted cost: £ 56,498

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, 2,4
Meet & Greet & Individual Readers	<p>This is a decoding reading intervention, which also allows for supporting comprehension allowing 1-1 time to develop speaking and listening skills.</p> <p>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</p> <ul style="list-style-type: none"> • Prediction • Questioning • Clarifying • Summarising • Activating prior knowledge 	1, 4
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, 4
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.	1, 2
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 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	1, 6

	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, 4
1 st Class at Number	EEF research shows that pupils who received 1stclass@number made, on average, two additional months' progress in maths.	1, 6
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, 4
DFE Validated SSP scheme to be in place, resourced and staff trained to use to accelerate phonics progress	DFE Guidance 2021	1, 2, 4
Contingency for unplanned/unexpected need	Unpredictability of the last 18 months	1, 2, 3, 4, 5, 6

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

Budgeted cost: £ 24,920

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</p>	5

	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.	
ELSA Provision	ELSA is validated by the Educational Psychiatrist Service to support self- esteem, relationships, and friendships, providing; Support for regulating strong emotions. Social communication support Loss & bereavement support	5
Metacognition & Self-Regulation Groups	EEF research shows metacognition and self-regulation approaches aim to help pupils think about their own learning more explicitly by teaching them 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. Self-regulated learning can be broken into three essential components: <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, 5, 6
Continuation of Attendance Champion role (0.4)	Support for Attendance Plan 2021/22	3
Attendance Prizes	Support for Attendance Plan 2021/22	3
Breakfast & After-School Places for Vulnerable Pupils	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.	1, 3, 5, 6
Sports Club for KS1 & 2 targeting the least active	EEF guidance states Sports participation interventions engage pupils in sports as a means to increasing educational engagement and	1, 5, 6

	attainment. It will also be of benefit to tackle childhood obesity and engage children early and girls specifically in sport.	
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Total budgeted cost: £ 170,175

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.

		Year 1		Year 2		Year 3		Year 4		Year 5		Year 6	
Attainment													
All Pupils ARE & GD		ARE & above	Gr Death	ARE & above	Gr Death	ARE & above	Gr Death	ARE & above	Gr Death	ARE & above	Gr Death	ARE & above	Gr Death
	<i>Cohort:</i>	(45)	(45)	(44)	(44)	(58)	(58)	(54)	(54)	(38)	(38)	(44)	(44)
	Reading	35 78%	10 22%	30 68%	15 34%	43 74%	14 24%	40 74%	12 22%	30 79%	10 26%	37 84%	9 20%
	Writing	34 76%	9 20%	29 66%	9 20%	37 64%	7 12%	37 69%	7 13%	27 71%	6 16%	33 75%	10 23%
	Maths	39 87%	8 18%	29 66%	11 25%	46 79%	11 19%	41 76%	10 19%	29 76%	9 24%	35 80%	11 25%
	SPaG	36 80%	7 16%	26 59%	11 25%	33 57%	6 10%	17 31%	5 9%	27 71%	7 18%	35 80%	11 25%
	Combined	34 76%	8 18%	27 61%	7 16%	37 64%	6 10%	35 65%	6 11%	26 68%	5 13%	32 73%	7 16%
PP vs non-PP ARE		PP	No PP	PP	No PP	PP	No PP	PP	No PP	PP	No PP	PP	No PP
	<i>Cohort:</i>	(12)	(33)	(14)	(30)	(19)	(39)	(17)	(37)	(13)	(25)	(23)	(21)
	Reading	8 67%	27 82%	7 50%	23 77%	13 68%	30 77%	9 53%	31 84%	9 69%	21 84%	18 78%	19 90%
	Writing	8 67%	26 79%	7 50%	22 73%	9 47%	28 72%	10 59%	27 73%	7 54%	20 80%	15 65%	18 86%
	Maths	9 75%	30 91%	7 50%	22 73%	13 68%	33 85%	11 65%	30 81%	8 62%	21 84%	17 74%	18 86%
	SPaG	9 75%	27 82%	5 36%	21 70%	8 42%	25 64%	3 18%	14 38%	7 54%	20 80%	16 70%	19 90%
	Combined	8 67%	26 79%	7 50%	20 67%	9 47%	28 72%	8 47%	27 73%	7 54%	19 76%	14 61%	18 86%
PP vs non-PP Gr Depth		PP	No PP	PP	No PP	PP	No PP	PP	No PP	PP	No PP	PP	No PP
	<i>Cohort:</i>	(12)	(33)	(14)	(30)	(19)	(39)	(17)	(37)	(13)	(25)	(23)	(21)
	Reading	1 8%	9 27%	3 21%	12 40%	1 5%	13 33%	2 12%	10 27%	1 8%	9 36%	2 9%	7 33%
	Writing	-	9 27%	2 14%	7 23%	1 5%	6 15%	1 6%	6 16%	-	6 24%	3 13%	7 33%
	Maths	-	8 24%	1 7%	10 33%	1 5%	10 26%	2 12%	8 22%	1 8%	8 32%	3 13%	8 38%
	SPaG	-	7 21%	2 14%	9 30%	-	6 15%	-	5 14%	-	7 28%	3 13%	8 38%
	Combined	-	8 24%	1 7%	6 20%	1 5%	5 13%	1 6%	5 14%	-	5 20%	2 9%	5 24%

- Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than it had been in the previous year where gaps had begun to narrow significantly.
- Our assessment of the reasons for these outcomes points primarily to Covid-19 restricted openings. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils for a variety of reasons and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by a number of measures including:
 - Ensuring all Pupil Premium children were prioritised for the loan of a laptop where needed.
 - Continued delivery of interventions remotely which lent themselves to online delivery such as the Catch up Programmes and Talk Boost.
 - Ongoing Quality Assurance of online lessons ensuring that HQFT continued to be in place meeting the needs of all learners including appropriate differentiation and adaptations for PP and SEND children.
 - Inviting children in to school who remained vulnerable despite all of the above measures being in place.

- The children who attended school also continued to receive interventions within our Key Worker and Vulnerable children Provision and some of these children have made accelerated progress as a result of this.
 - All PP children from all year groups were invited in for assessments to allow for early intervention.
- Attendance around periods of school closure has begun to improve despite the ongoing situation with COVID. In the Autumn Term overall attendance was 95.5% and during the Summer Term it was 95.6%
The overall figure for the year which included the period of school closure 96.1% which is a significant improvement on previous years. This is as a result of the more robust and rigorous processes in place and the dedicated time allocated to the Attendance officer to keep monitoring attendance and act swiftly when issues begin to arise inviting families in for discussion and then where necessary referring to the Education Welfare Service. During COVID closures the attendance officer continued in her role ensuring that children were 'attending' their online learning and following up with welfare calls and letters where necessary to ensure that all children were accessing learning on a regular basis.
- A significant number of training events were held to ensure that the delivery of interventions was effective and based upon a good subject knowledge and research based approaches. This year our staff have received training in:
 - First Class at Number
 - Switch on Reading
 - Nuffield Early Language Intervention (NELI)
 - Talk Boost
 - Catch up English and Maths.

Although these interventions have not been delivered with the consistency that we would have hoped due to school closure, our pre and post assessments of these programmes have shown that children who have accessed these programmes have made accelerated progress in the targeted area and therefore this is something that will be built on this academic year. We have ensured that where interventions have evidenced good or better progress we have widened them out to target more children this academic year.
- Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to train a new Emotional Literacy Support Assistant (ELSA) and have continued to provide a daily Nurture club (SMILE) in order to address the needs of the children post pandemic.
- The school has increased its numbers of Looked after (LAC) or Post LAC children over the last 12 months from 4 to 7 and all of these children have been supported in some way using the PP grant to support them with the emotional and educational needs. All of the children who were in school at the time of closures were supported to access our in school vulnerable provision.

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