

Pupil premium strategy statement – Stimpson Avenue Academy



This statement details our school’s use of pupil premium for the period of 2022-25 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	Stimpson Avenue Academy
Number of pupils in school	
Proportion (%) of pupil premium eligible pupils	
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2022-25
Date this statement was published	September 2022
Date on which it will be reviewed	July 2022- completed. July 2023 – completed. July 2024 July 2025
Statement authorised by	Zoe McIntyre
Pupil premium lead	Luci Clapton and Zoe McIntyre
Governor / Trustee lead	David Hood

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£104,315
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	£104,315

Part A: Pupil premium strategy plan

At Stimpson Avenue Academy, we have many families who experience impoverishment on different levels, however we are a school which prides itself on its inclusive approach, high expectations and our supportive learning environment.

With high mobility and a large proportion of pupils (75%) with English as an additional language, and pupils from a wide range of ethnic backgrounds, we do face a variety of challenges.

As a result, our Pupil Premium strategy is driven by prioritising the ability of all our students to engage effectively and to enable our staff to personalise our broad and enriched curriculum in order to meet the vast array of pupils' academic, social and emotional needs.

At Stimpson Avenue, we are committed to investing in all initiatives we deem necessary to ensure that our disadvantaged and more vulnerable pupils flourish, gaining the knowledge, skills and behaviours to succeed in life due to the different experiences and opportunities we provide.

Challenges

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

Challenge number	Detail of challenge
1	<i>High % of pupils arrive with little or no English, difficulties engaging with families.</i>
2	<i>Limited experiences, many pupils may need support with learning.</i>
3	<i>Discrepancy between the level of engagement of pupils and families with home learning.</i>
4	<i>Children will have different starting points compared to when they left in March, potential for further gaps in skills and knowledge.</i>
5	<i>Involvement with external agencies, including social care.</i>
6	<i>Low aspirations from parents.</i>

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
<p>All PP children make improved rates of progress</p>	<p>All interventions are appropriate to identified needs and are having an impact. These interventions are reviewed by the class teacher half termly Interventions address gaps in learning, enabling pupils to 'catch up.'</p> <p>Disadvantaged pupils make expected or better progress to individual targets, especially children with SEND, safeguarding, LAC.</p>
<p>To identify the interests of all PP pupils so that appropriate enrichment opportunities are provided, contributing to improving mental health and wellbeing, resulting in pupils developing and maintaining positive learning behaviours</p>	<p>Teachers will address interest in September, these will be shared with SLT.</p> <p>Plans in place to ensure enrichment activities take place for all disadvantaged pupils at some point during each academic year.</p> <p>Pupil voice is used to identify the appropriateness of activity and intervention and the impact on pupils' wellbeing.</p>
<p>Teachers know and understand how vulnerabilities influences pupils learning and can, as a result, plan and deliver teaching and learning, which minimises negative impact and enhances accelerated learning.</p> <p>Review homework tasks so that the completion is monitored, and homework is adapted where needed, Completion of homework to be analysed so that those pupils who are not completing can be supported.</p>	<p>Accelerated progress for disadvantaged pupils and the differences between disadvantaged pupils and all non-disadvantaged nationally is diminished.</p> <p>Teachers to monitor and address the completion of homework to promote independent learning.</p> <p>Parents are kept up to date with homework expectations.</p> <p>Meetings are held to support parents to support pupils with homework and strategies provided.</p> <p>Sessions created online for parents to view to fully support their children with their learning at home No longer applicable</p>
<p>To address where pupils are when they return in September, identify gaps in learning and plan and deliver appropriate interventions</p>	<p>Accelerated progress through targeted intervention and quality first teaching. Assessments identify gaps and inform future planning. Teacher monitor progress closely and adapt teaching and interventions.</p> <p>Teachers promote core values, Zone of Regulation, behaviour policy so that pupils experience positive transitions and sense of wellbeing and belonging.</p> <p>Timetabling for 'catch up' plan is completed and resources in place including those adults to deliver sessions.</p> <p>Enrichment activities in place.</p>

<p>100% attendance at Termly Learning Conferences, IEP meetings, and any safeguarding meetings. To also show engagement positive in other activities during the year.</p>	<p>Letters and emails to be sent out with plenty of notice, enabling attendance to rise. Teachers are proactive in communicating with the parents and following up with parents.</p> <p>Positive reminders in place and staff are proactive in doing this. Staff are aware of barriers to engagement and find ways to address these.</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 (for example, CPD, recruitment and retention)

Budgeted cost: £32,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>All PP pupils make expected or better progress based on their starting points.</p> <p>Early assessments identify gaps in learning with termly targets set and reviewed for all Pupil Premium pupils so that early intervention can be added to support if needed, this will include catch up beyond the school.</p>	<p>Staff have identified the underlying gaps and factors associated with disadvantaged pupils as a focus for development and pedagogy. This information can be used to remove barriers to learning and accelerate progress.</p>	<p>1, 2,3, 4</p>
<p>Quality first teaching leads to pupils making expected or better progress.</p>	<p>Quality first teaching using newly developed curriculum planning and resources has an increased impact on engagement, and the motivation to learn, resulting in pupils making sufficient and sustained progress.</p>	<p>1, 2, 3, 4</p>

<p>Pupil premium plans being produced with aspirational targets, including annotations of outcomes and impact.</p>	<p>Individual targets are set using FFT and for all PP pupils.</p> <p>Teachers are informed to complete the one-page profile, to include lesson targets and enrichment</p>	<p>1,2</p>
<p>Ensure quality of feedback for all PP children is purposeful and progressive and move learning forward</p>	<p>Feedback policy to be reviewed and shared with all staff and implemented.</p> <p>Children are engaging with the feedback provided.</p> <p>PP pupils work is 'hot-marked' and teachers make appointments with PP Pupils during lessons to ensure learning is progressing.</p> <p>Feedback is timely and regular to address individual of areas of successes and areas to further develop.</p>	<p>1,4</p>
<p>Staff training programmes and support with provision for PP pupils.</p>	<p>Providing staff training in and resourcing for highly effective English programmes will enable quality teaching in all aspects of English, enabling PP pupils to access quality provision.</p> <p>Teachers are equipped to deliver Maths Talk to enhance mathematical skills.</p> <p>All teachers use Edukey effectively, where interventions will be recorded and monitored for impact.</p> <p>All teaching assistants are utilising Edukey.</p> <p>Whole school staff meetings to share updates and guidance on current disadvantaged pupils.</p>	<p>1, 2, 3, 4</p>
<p>All PP pupils make expected or better progress based on their starting points.</p> <p>Ensure all classes provide a rich stimulation and provision of language/vocabulary stimuli.</p>	<p>Children will have access to appropriate resources to enable them to access the curriculum as best as possible.</p>	<p>1, 2, 3</p>

Inform teachers and support staff which pupils are disadvantaged, including those who share multi-vulnerabilities.	All staff will have a good understanding of the needs of all pupils and will therefore be able to cater for their needs effectively (highly effective personalised learning)	2, 4

Targeted academic support (for example, support structured interventions)

Budgeted cost: £ 30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Identified pupils, particularly those who have fallen furthest behind are provided with additional support and structured interventions to help them to fill gaps in learning. This can be delivered 1:1 and/or in small groups. This may also be incorporated as part of lessons.	<p><i>EEF Rationale:</i></p> <ul style="list-style-type: none"> <i>'There is extensive evidence supporting the impact of high-quality 1:1 and small group tuition as a catch-up strategy.'</i> 	1, 2, 3, 4
<p>Increased parental engagement and support.</p> <p>Parent workshops/online clips to raise understanding of how to support pupils in all areas of the curriculum.</p> <p>Parental courses to develop parental skills.</p> <p>Use Arbor for contact with parents to improve communications.</p> <p>Use social media (Twitter, Facebook) and the school's newsletter to inform parents of forthcoming workshops.</p> <p>Monitoring closely those parents are not engaging</p>	<p>EEF research shows that increasing Parental Involvement in children's learning provides to increase impact in partnership with parents.</p> <p>Staff-led workshops for parents are an accessible means of provision. They will provide some practical ways that parents can support their pupils at home.</p> <p>Encouraging and enabling parents to understand the importance of supporting their child's learning and the impact that regular practise of basic skills (reading/spelling/talking with parents) can have on pupils' attainment and progress.</p> <p>Increased participation and completion of home learning</p>	3, 6

<p>and be creative in overcoming barriers</p>		
<p>Percentage of pupil attendance is above national average and at 96%.</p> <p>Analysing and monitoring attendance and lateness weekly of all pupils.</p> <p>Attendance letters sent to parents where pupils attendance is below 96%.</p> <p>Daily phone calls home for all absent children.</p> <p>Meetings with parents where attendance is a concern and support are offered through engagement with outside agencies.</p>	<p>Weekly School Newsletter includes attendance percentage for each class and whole school.</p> <p>Children achieving 100% attendance termly will receive a certificate. Those who achieve 100% attendance across the year receive a certificate and prize.</p> <p>Phone logs using Arbor and inventory system helps to track lateness and absences during the school day.</p> <p>Sims is used to record specific reasons for absences.</p> <p>SS attendance officer monitors weekly all pupils' attendance with weekly reports provided.</p>	<p>2, 3, 6</p>
<p>Through EHA process, families have support and the pupils' attendance is improved.</p> <p>Family support given, attendance monitoring and support, including rewards for pupils and families and working with other outside professionals e.g. EHA</p>	<p>Some children's progress is hampered as external family problems are preventing the children from attending school and making progress with their learning.</p>	<p>3, 5, 6</p>
<p>Develop strategies to support identified individuals to include providing a nurturing environment/sense of purpose for our most vulnerable children.</p> <p>Staff will model positive relationships with an emphasis on the development of language, communication, and social skills.</p>	<p>'Children who attended a NG had a significant chance of improving their learning skills' (Gerard, 2005), 'including language and literacy skills' (Hosie, 2013)</p> <p>Nurture sessions in the Retreat alongside F+P Lead.</p> <p>Clear and organised environment will enable PP pupils to learn how to organise themselves and be ready for learning.</p> <p>T+L rubric will support in the development of language, communication and social skills, the new curriculum will also enable this.</p> <p>Some PP pupils will have access to external support mechanisms based on identified needs, this will enable them improve behaviour for learning and overall quality of life, providing them with greater life opportunities</p>	<p>3, 5</p>

	Strengthen relationships with external partners and agencies and this will be helpful in sign posting pupils and families to the right support network.	
<p>Targeted intervention for PP pupils who are also SEND, ensures at least Expected progress is made based on targets set.</p> <p>The Senco is proactive in monitoring the progress of these pupils and supporting and advising teachers on appropriate strategies and intervention to use</p>	<p>Intervention of Educational Psychologist and other health care professionals for designated pupils</p> <p>The EET show that feedback studies tend to show very high effects on learning. This will raise the progress rates of our PP / SEN pupils.</p> <p>Senco time to deliver interventions and provide support for class teachers and teaching assistants.</p>	1, 2, 4, 5
<p>To create a positive playtime experience for all pupils including those who are PP</p> <p>Playleaders to be trained by PW and used to support younger pupils during break and lunch time, including indoor play (PP pupils trained)</p> <p>All staff trained in how to implement the behaviour policy Lunchtime staff receive training on how to manage lunchtimes positively</p>	<p>To support children who find play times challenging and have limited social skills.</p> <p>To encourage team building skills and communication with peers and adults.</p> <p>To build self-confidence and resilience.</p> <p>enabling purposeful and engaging activities to take place</p>	2, 5
<p>Breakfast club provides a positive start to the day and ensures children are ready for learning.</p> <p>Highlight targeted children and offer parents daily breakfast support and care.</p> <p>Introduce children to healthy options and self-sufficiency.</p>	<p>To ensure all children have a positive mindset ready for learning having been in calm and settled environment, prior to beginning lessons.</p> <p>Through offering food, we prevent children from feeling hungry or going without food before school.</p>	2

Social skills are developed through interaction with a variety of ages, games and conversations.		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 42,315

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improved attitudes for learning in school and beyond.</p> <p>Monitoring wellbeing and support of PP pupils</p> <p>Regular meetings with parents to support with strategies to use at home.</p> <p>Drawing and Talking interventions to support PP children.</p> <p>Additional curricular activities and trips subsidised by 50%, this will include the Ride High Programme.</p>	<p>Public Health England’s briefing paper, ‘The link between pupil health and wellbeing and attainment’ main findings included:</p> <p>Pupils with better health and wellbeing are likely to achieve better academically.</p> <p>Effective social and emotional competencies are associated with greater health and wellbeing, and better achievement.</p>	2, 5
<p>Monitor PP pupils’ attendance and follow up quickly on absences. First day response provision.</p> <p>Provision of early start breakfast club.</p>	<p>Increased attendance at school is vital to enable pupils to reach their potential in terms of attainment and progress. NFER briefing for school leaders identifies addressing attendance as a key step.</p>	2, 5
<p>Through nurture interventions pupils can self-regulate in order to use strategies that enable them to access all curriculum content.</p> <p>Embedding the Zones of Regulation will enable pupils to have a wider set of resources to support their emotional wellbeing.</p>	<p>EEF Rationale <i>‘There is extensive international research in this area, including a number of meta-analyses. More research has been undertaken in primary than in secondary schools, and a number of studies have specifically evaluated the impact on pupils who are low-attaining or disadvantaged.’</i></p>	2, 5

<p>Development of a nurture-based education for all PP pupils</p> <p>Development and provide a nurturing environment/sense of purpose for our most vulnerable children.</p> <p>Staff will model positive relationships with an emphasis on the development of language, communication, and social skills.</p>	<p>'Children who attended a NG had a significant chance of improving their learning skills' (Gerard, 2005),' including language and literacy skills' (Hosie, 2013)</p> <p>Clear and organised environment will enable PP pupils to learn how to organise themselves and be ready for learning.</p> <p>T+L rubric will support in the development of language, communication and social skills, the new curriculum will also enable this.</p> <p>Some PP pupils will have access external support mechanisms based on identified needs, this will enable them improve behaviour for learning and overall quality of life, providing them with greater life opportunities.</p> <p>Strengthen relationships with external partners and agencies and this will be helpful in sign posting pupils and families to the right support network.</p> <p>Family support worker to be in attendance on a Monday and Friday delivering art and nurture activities.</p>	<p>2, 4</p>
<p>Maintain and monitor attendance rates of PP children.</p> <p>Monitor PP pupils' attendance and follow up quickly on absences. First day response provision.</p> <p>Provision of early start breakfast club</p>	<p>Increased attendance at school is vital to enable pupils to reach their potential in terms of attainment and progress. NFER briefing for school leaders identifies addressing attendance as a key step.</p>	<p>2, 4, 5</p>
<p>Provide additional opportunities to engage and promote curriculum areas beyond maths and English, as well as pupil wellbeing.</p> <p>School Trips and visitors PTA events, e.g. non-uniform days, discos, movie nights After School Clubs Music lessons PE opportunities Rock Steady Breakfast club Lunch time clubs Ride High Programme</p>	<p>Our children need experiences and opportunities to develop self-esteem, resilience, and perseverance; and to uncover their strengths and talents in a range of forms. The additional experiences that we provide deepen the children's understanding of the wider world beyond their environment. PP funding is vital in providing opportunities for this.</p>	<p>2, 5, 6</p>

Part B: Review of outcomes in the previous academic year 2022/23

Pupil premium strategy outcomes

Intended outcome	Success criteria	Impact												
<p>All PP children make improved rates of progress, including those disadvantaged pupils with English as an additional language.</p>	<p>All interventions are appropriate to identified needs and are having an impact. These interventions are reviewed by the class teacher. Half termly interventions address gaps in learning, enabling pupils to 'catch up.'</p> <p>Disadvantaged pupils make expected or better progress to individual targets, especially children with SEND, EAL, safeguarding, LAC, BME.</p>	<p>Interventions are closely aligned to pupils' needs, resulting in pupils meeting their individual targets.</p> <table border="1"> <thead> <tr> <th>Progress</th> <th>PP</th> <th>Non-PP</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>84%</td> <td>81%</td> </tr> <tr> <td>Writing</td> <td>69%</td> <td>73%</td> </tr> <tr> <td>Maths</td> <td>76%</td> <td>85%</td> </tr> </tbody> </table>	Progress	PP	Non-PP	Reading	84%	81%	Writing	69%	73%	Maths	76%	85%
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<p>To identify the interests of all PP pupils so that appropriate enrichment opportunities are provided, contributing to improving mental health and wellbeing, resulting in pupils developing and maintaining positive learning behaviours</p>	<p>Teachers will address interest in September, these will be shared with SLT</p> <p>Plans in place to ensure enrichment activities take place for all.</p> <p>Pupil voice is used to identify the appropriateness of activity and intervention and the impact on pupils' wellbeing</p>	<p>Pupils were able to be targeted for additional enrichment clubs – e.g. music lessons, gymnastics and Ride High. This has resulted positively on pupil wellbeing, including attitudes towards learning.</p>												
		<p>Identifying pupils for breakfast club has also improved the attendance for some of our disadvantaged families.</p>												
<p>Teachers know and understand how vulnerabilities influence pupils learning and can, as a result, plan and deliver teaching and learning, which minimises negative impact and enhances accelerated learning.</p> <p>Review homework tasks so that the completion is monitored, and homework is adapted where needed, Completion of homework to be analysed so that those pupils who are not completing can be supported.</p>	<p>Accelerated progress for disadvantaged pupils and the differences between disadvantaged pupils and all non-disadvantaged nationally is diminished.</p> <p>Teachers to monitor and address the completion of homework in order to promote independent learning.</p> <p>Parents are kept up to date with homework expectations</p> <p>Meetings are held to support parents to support pupils with</p>	<p>See progress table above.</p> <p>Use of letters home regarding non-completion of homework has seen an improvement in those pupils handing in homework on time. Positive attendance at TLCs ensured that parents are kept informed of pupils' progress and ways in which to support at home.</p> <p>Year 6 progress meetings were particularly useful to engage parents in the run up to SATs, with a much-improved attendance rate for the booster sessions.</p>												

	<p>homework and strategies provided.</p> <p>Sessions created online for parents to view in order to fully support their children with their learning at home</p>	
<p>To address where pupils are when they return in September, identify gaps in learning and plan and deliver appropriate interventions, ensuring that pupils are targeted who are not on track to target.</p>	<p>Accelerated progress through targeted intervention and quality first teaching. Assessments identify gaps and inform future planning. Teacher monitor progress closely and adapt teaching and interventions.</p> <p>Teachers promote core values, behaviour policy so that pupils experience positive transitions and sense of wellbeing and belonging.</p> <p>Enrichment activities in place.</p>	<p>EAL and Phonics lead ensured that timely assessments were completed to ensure that pupils were accurately targeted for interventions.</p> <p>1:1 daily readers in each year group ensured that those pupils who were falling behind had additional reading opportunities in school.</p> <p>Teachers' promotion of core values has ensured that behaviour remains calm and consistent across school, with very few instances of lost learning due to any low-level disruption. Teachers have secure strategies in place to support pupils needing additional support, including the support of the Pastoral Lead.</p>
<p>100% attendance at Termly Learning Conferences, IEP meetings, and any safeguarding meetings. To also show engagement positive in other activities during the year.</p>	<p>Letters and emails to be sent out with plenty of notice, enabling attendance to rise. Teachers are proactive in communicating with the parents and following up with parents.</p> <p>Positive reminders in place and staff are proactive in doing this. Staff are aware of barriers to engagement and find ways to address these.</p>	<p>95% of parents attended the TLCs. This has enabled teachers to share targets with parents, and therefore actively promote engagement with families.</p> <p>Whole school events continue to be well-attended. In particular, the Head of School coffee and catch up – this has led to further engagement from some of our harder to reach families.</p>
<p>Disadvantaged pupils who have English as an additional language make expected progress based on their starting points</p>	<p>EAL pupil induction involves pupils and families.</p> <p>Interventions include online resources (Flash Academy).</p> <p>Targeted support for early interventions, this includes EYFS.</p>	<p>Secure EAL induction enables pupils to be accurately assessed and have immediate access to the correct level of support.</p> <p>Flash Academy is used to support those new to country, particularly in the early stages of language acquisition, enabling pupils to</p>

		<p>quickly have some basic language skills for communication.</p> <p>Targeted support in EYFS has resulted in the following:</p>	
	PP	EAL	
Speaking	100%	74%	
Listening, attention and understanding	100%	77%	
GLD	100%	70%	