

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	Sandal Magna Community Academy
Number of pupils in school	206
Proportion (%) of pupil premium eligible pupils	33%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	September 2021
Date on which it will be reviewed	July 2022
Statement authorised by	C Elliott (Headteacher) D Johnson (CofG)
Pupil premium lead	C Elliott
Governor / Trustee lead	D Johnson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£78,010
Recovery premium funding allocation this academic year	£12,403
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	£90,413

Part A: Pupil premium strategy plan

Statement of intent

The ultimate objective for disadvantaged pupils at Sandal Magna Community Academy is to use the funding available to make a difference to the overall outcomes when they leave our setting. This includes their academic achievements being the same as non-disadvantaged pupils and being ready for their next stage of education.

Due to the context and community in which the school serves, there are a variety of other 'challenges' which can hinder the achievements of disadvantaged pupils. These include EAL, SEN, attendance and low expectations from home. We aim to ensure that once specific challenges are identified for each pupil, the funding is used to help overcome these. Additionally, as a whole school approach, the improvement in reading and oracy will allow our pupils to access the rest of curriculum better and to succeed.

Our expectation at Sandal Magna is that all pupils, irrespective of background or the challenges they face, become strong readers. This will enable them to read to learn, broaden horizons and be interested and interesting citizens.

The key principles of our approach are:

The approaches we have adopted complement each other to help pupils to excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	<p>Disadvantaged children do not score as highly in the phonics screening check than other children in Y1 in our setting (screening check at beginning of Y2).</p> <p><i>87% of children (23) who were not disadvantaged in 2021 passed the PSC, compare to 43% (7) of disadvantaged.</i></p> <p><i>This was a decrease on 2020 where 86% (6) of disadvantaged children passed the PSC compared to 83% (23) of non-disadvantaged children passed.</i></p>
2	<p>Disadvantaged children have poorer oral language and vocabulary range than other children. This is more apparent in younger year groups leading to a widening gap in KS2.</p> <p><i>Early assessment in EYFS baseline and historical GLD information suggests that disadvantaged pupils have lower starting points than other children in their use of vocabulary and oral skills</i></p>
3	<p>Disadvantaged pupils' outcomes at KS2 are broadly lower than other children at individual subject progress.</p> <p><i>In 2019, progress figures at KS2 showed that; disadvantaged children (10) progress was lower in reading (-3.1) than none disadvantaged (17) children (-2.8).</i></p> <p><i>In 2019, progress figures at KS2 showed that; disadvantaged children (10) progress was lower in writing (-1.0) than none disadvantaged (17) children (0.5).</i></p> <p><i>In 2019, progress figures at KS2 showed that; disadvantaged children (10) progress was lower in maths (-1.2) than none disadvantaged (17) children (-0.7).</i></p>
4	<p>Disadvantaged pupils' attendance is below that of other children.</p> <p><i>Our in-school attendance gap for our Pupil Premium pupils was 3% for the 2020/2021 academic year.</i></p>

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
Improved Phonics Screening Check pass rate for disadvantaged children in comparison to others in Y1	The gap between disadvantaged children and other children will be reduced from 44% and will be no more than 10%
Improved vocabulary and oral skills for disadvantaged children in EYFS and across school	Using a standardised vocabulary test, ensure that the gap between disadvantaged children and other children will be no more than 5%
Disadvantaged children to significantly close the gap in comparison to other children in their KS2 outcomes	Disadvantaged children's outcomes improve significantly from previous years attainment figures and the gap narrows to their peers
Attendance for disadvantaged children to improve	The attendance for disadvantaged children will improve from an historical 90.5% to be closer to 95%

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: £ 50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Standardised testing materials used across school and Trust to identify areas for improvement and to target</i>	https://www.nfer.ac.uk/news-events/press-releases/eef-publishes-interim-assessment-results-on-primary-age-pupils-in-reading-and-maths/	3
<i>Purchase of iPads in each classroom to be used to support T&L of phonics/reading activities</i>	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/791931/DfE-Education_Technology_Strategy.pdf	1, 3
<i>Further embedding of teaching across EYFS and KS1 of synthetic phonics scheme with support from English Hub</i>	https://www.gov.uk/government/speeches/nick-gibb-reading-is-the-key-to-unlocking-human-potential https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1
<i>Purchase of additional phonically decodable books to match phonic knowledge</i>	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1000986/Reading_framework_Teaching_the_foundations_of_literacy_-_July-2021.pdf https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1
<i>Engagement between KS2 teachers and Trust Lead Teacher to improve teaching of reading in KS2</i>	https://blog.irisconnect.com/uk/sharing-and-collaboration-in-schools https://evidencebased.education/effective-teacher-collaboration/	3

<i>Employment of higher qualified Nursery Nurse in EYFS to increase quality and capacity for improvements in oracy</i>	https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches	2
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>National Tutoring Programme – small group reading tuition</i>	https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/national-tutoring-programme https://connex-education.com/Connex-Education-Impact%20Report-July%202021.pdf	3
<i>Nuffield Early Language Intervention</i>	https://www.teachneli.org/what-is-neli/evidence-and-programme-development/	2
<i>Well Comm</i>	https://www.qi-assessment.co.uk/assessments/products/wellcomm/	2
<i>Additional Phonics Booster Groups – partnership with English Hub</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition https://www.englishhub.outwood.com/	1

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

Budgeted cost: £ 15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Free breakfast club for disadvantaged children</i>	https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast	4
<i>Subsidised KS2 residential visit for disadvantaged children</i>	https://learningaway.org.uk/2015/05/funding-brilliant-residentials-use-of-the-pupil-premium/	4
<i>Attendance incentives</i>	https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities#actions-for-school-staff-and-local-authorities-to-improve-attendance	4
<i>Behaviour reward system</i>	https://educationendowmentfoundation.org.uk/public/files/Publications/Behaviour/EEF_Improving_behaviour_in_schools_Report.pdf	4
<i>Subsidised curriculum trips, visits and experiences</i>	https://educationendowmentfoundation.org.uk/news/trial-shows-project-based-on-a-fun-day-out-boosts-writing-skills-by-nine-mo	4

Total budgeted cost: £ 95,000

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.

A number of planned strategies were not fully implemented due to covid-19 restrictions and partial school closures. Our resources were diverted to support acute and unplanned need arising from the pandemic.

From the assessments gathered at the end of last academic year, we could see that disadvantaged children passed the autumn PSC in line with non-disadvantaged children in Y2.

Children in KS2 internal data showed that disadvantaged children did not perform as well as non-disadvantaged in terms of attainment but the gap was reduced significantly from the previous year.

Attendance measures were not able to be compared due to the covid absence rates.

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
NELI	Elklan
Floppy Phonics	Oxford Owl

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
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Further information (optional)

At the end of 2020/2021 and the beginning of this year, we have worked alongside the EEF and the One Wakefield programme to develop an implementation plan that will help support oracy and vocabulary amongst our disadvantaged pupils. The academy's plan is illustrated below:

Sandal Magna Community Academy



Implementation Plan

1. Improving Oracy and pupils understanding of vocabulary

Problem (why?)	Intervention Description (what?)	Implementation Activities (how?)	Implementation Outcomes (how well?)	Final Outcomes (and so?)
<p>SLT & Teachers</p> <ul style="list-style-type: none"> Dedicated teaching time for vocabulary has not been allocated in weekly timetables or as a distinct part of our lesson structure. Retrieval practice for learning new vocabulary is not embedded in classrooms Teachers need training in different techniques in how to teach language explicitly Opportunities for pupil talk can be increased. Reading areas/library has not been used enough this year (Covid-19 restrictions/building work) <p>Pupils</p> <ul style="list-style-type: none"> Pupils are not able to understand all the age appropriate vocabulary they read. Many of our children have been speaking in their home language for most of lockdown so their acquisition of English/ speaking and listening skills have regressed, particularly in our youngest children. Pupils are not able to comprehend all the vocabulary they read. Some pupils have limited scope of vocabulary to draw upon when talking/communicating. Pupils do not read regularly enough at home and therefore do not encounter new vocabulary. Pupils do not talk enough at home about their learning thus are not transferring new vocabulary from school to home to daily use. <p>Attainment</p> <ul style="list-style-type: none"> Independent comprehension skills are hindered by poor vocabulary. Pupils are not able to understand all the vocabulary they come across causing a delay in language acquisition and the use of language in daily talk/communication. Pupils make poor vocabulary choices when working independently. 	<p>Active Ingredient 1 Daily retrieval practice of vocabulary and definition of concepts</p> <p>Active Ingredient 2 Subject-specific vocabulary will be taught in all subjects which progresses throughout school and concepts being planned by interleaving</p> <p>Active Ingredient 3 Targeted reading aloud and book discussion.</p> <p>Active Ingredient 4 Explicitly extending pupils' spoken vocabulary with staff modelling the correct use of vocabulary</p> <p>Active Ingredient 5 Increased use of structured questioning to develop reading comprehension; and the use of purposeful, curriculum-focused, dialogue and interaction.</p> <p>Active Ingredient 6 Distributed practice of vocabulary and knowledge weaved into the curriculum and carefully planned.</p>	<p>Training</p> <ul style="list-style-type: none"> Teacher & subject leader internal CPD to identify subject specific vocabulary. Half termly CPD to review and refresh vocabulary teaching strategies. Staff to be trained about the importance of interleaving, distributed practice and retrieval practice <p>Coaching</p> <ul style="list-style-type: none"> SLT to coach subject leaders through evaluating the effectiveness of the chosen vocabulary for each subject currently in Autumn term. Subject leader to coach school staff in successful strategies to teach new vocabulary and oracy in Autumn term <p>Monitoring & Evaluation</p> <ul style="list-style-type: none"> Teachers and support staff to monitor the use of new subject specific vocabulary used in the classroom. Subject leaders & SLT to meet with pupils to monitor confidence in using subject specific vocabulary. Subject leaders and SLT to see retrieval practice and vocabulary acquisition techniques in books as well as embedded within lessons. Pupils reading comprehension assessments to be monitored throughout the academic year. Subject leader to complete termly monitoring to monitor progress. <p>Educational Materials</p> <ul style="list-style-type: none"> Subject specific reading books readily available in the library and classrooms. 	<p>Short term</p> <p>Fidelity Staff have an increased awareness of the how to teach new language and model how to use it correctly when speaking to others</p> <p>Acceptability Increased staff confidence modelling use of vocabulary and can use strategies to teach vocabulary</p> <p>Reach Subject leaders to work with year group teachers to evaluate the vocabulary in their area</p> <p>Medium term</p> <p>Fidelity Staff identify new vocabulary to be taught in lessons. Planning indicates which vocabulary will be taught and opportunities for oracy in lessons.</p> <p>Acceptability Staff are confident in modelling new vocabulary.</p> <p>Reach Subject leaders ensure key vocabulary in identified in all subject progression plans.</p> <p>Long term</p> <p>Fidelity</p> <ul style="list-style-type: none"> Consistent and embedded approach to teaching new vocabulary in all year groups and lessons. Consistent high-quality modelling of vocabulary and oracy in all year groups. Subject Leaders ensure key vocabulary is carefully considered, planned for, modelled with oracy opportunities available. 	<p>Short term</p> <ul style="list-style-type: none"> Increased pupil engagement in learning new vocabulary in lessons and use of spoken language. <p>Medium Term</p> <ul style="list-style-type: none"> Increased pupil confidence with reading new texts independently. Increased comprehension skills to work out the meaning of new vocabulary. Increased confidence when speaking to peers and adults about learning, subjects and themes of learning. <p>Long Term</p> <ul style="list-style-type: none"> Improved outcomes for pupils in speaking and listening, reading comprehension and use of vocabulary choices when writing. Improved social communication between pupils and revisiting of new learning to ensure it becomes embedded.

This resource supports the [Putting Evidence to Work: A School's Guide to Implementation](#) guidance