

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023R.scordis 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	Poppyfield Academy
Number of pupils in school	146
Proportion (%) of pupil premium eligible pupils	5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2023
Date this statement was published	December 2021
Date on which it will be reviewed	December 2023
Statement authorised by	R. Scordis
Pupil premium lead	R. Scordis
Governor / Trustee lead	Simon Davies

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£9695.00
Recovery premium funding allocation this academic year	£0
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	£9695.00

Part A: Pupil premium strategy plan

Statement of intent

At Poppyfield Academy we target the use of Pupil Premium funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to become active, socially responsible citizens of the future.

We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning. Our ultimate objectives are to:

- Remove barriers to learning created by poverty, family circumstance and background
- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally
- Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- Develop confidence in their ability to communicate effectively in a wide range of contexts
- Enable pupils to look after their social and emotional wellbeing and to develop resilience.
- Access a wide range of opportunities to develop their knowledge and understanding of the world

Achieving our objectives: In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching – Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work and tutoring
- Target funding to ensure that all pupils have access to trips, first hand learning experiences and clubs
- Provide opportunities for all pupils to participate in enrichment activities including sport and music
- Provide appropriate nurture support to enable pupils to access learning within and beyond the classroom.

Challenges

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

Challenge number	Detail of challenge
1	<i>Pupils in Year 2 need support in order to “catch up” in phonics, reading, writing and maths</i>
2	Pupils in Year 1 need additional support in order to develop phonics
3	Pupils need to develop further resilience as well as personal and social skills with their peers
4	Opportunities for pupils to attend a range of clubs/sports outside of the school day

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 in year 1 & 2 “catch up” in phonics	At least 85% of pupils in y1 and y2 pass the phonics screening
Pupils in year 2 “catch up” in reading	At least 85% of pupils in Year 2 achieve expected level of reading in year 2
Pupils in year 2 “catch up” in writing	At least 76% of pupils in Year 2 achieve expected level of writing in year 2
Pupils in year 2 “catch up” in maths	At least 85% of pupils in Year 2 achieve expected level of maths in year 2
Pupils are able to play with their peers and show resilience	Pupils have a number of skills to support themselves with positive and play and have the resilience to apply them independently. Number of play time and lunch time friendship issues reduce
Pupils have the opportunity to explore a range of different clubs and sports	A range of afterschool clubs are available for pupils to access Pupils take the opportunity to explore afterschool clubs and learn new skills

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: £4000

Activity	Evidence that supports this approach	Challenge number(s) addressed
All staff to be trained on “Hooked on Books” and “Book talk” approach to the teaching of reading.	EEF - Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction	1 and 2
Book talk resources to support teaching of reading	EEF - Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction	1 and 2
All staff in Y1- Y3 trained on Write Stuff to continue to improve vocabulary and writing development		1
Use of Now press play to embed immersive experiences to support writing	The impact of collaborative approaches on learning is consistently positive, with pupils making an additional 5 months’ progress, on average, over the course of an academic year	1
All staff trained on relational behavioural practices and the use of restorative conversations	Restorative Justice Council - Restorative approaches refer to a range of methods and strategies which can be used both to prevent relationship-damaging incidents from happening and to resolve them if they do happen. Becoming a restorative school has many benefits, including increased attendance, reduced exclusions and improved achievement	3

Appointment of good Y3 teacher allowing additional time to support training and transition for pupils	EEF - The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them	1 and 3
---	--	---------

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

Budgeted cost: £3500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Tutoring is used to raise the achievement of Y2 pupils in maths and English 2021/2022	EEF - 2. Tuition is more likely to make an impact if it is additional to and explicitly linked with normal lessons. Approaches that either deliver instruction through teaching in small groups rather than one to one have smaller positive effects, on average, but may be a cost-effective solution to providing targeted support	1 and 2
Tutoring is used to raise the achievement of Y1 pupils in phonics 2021/2022	EEF - 2. Tuition is more likely to make an impact if it is additional to and explicitly linked with normal lessons. Approaches that either deliver instruction through teaching in small groups rather than one to one have smaller positive effects, on average, but may be a cost-effective solution to providing targeted support	1 and 2
Well com programme is used to develop communication skills of Reception pupils	EEF - Early Language Intervention had a positive impact on the language skills of children in the trial.	3
Additional phonic group interventions groups administered	EEF - Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills,	1 and 2

	particularly for children from disadvantaged backgrounds.	
--	---	--

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

Budgeted cost: £3000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Worry Woos continue to build pupils emotional intelligence and resilience	EEF - Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.	3
PSHE Association used to effectively support the teaching of emotional intelligence.	EEF - Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.	3
A range of afterschool clubs will be offered every half of every term for pupils in R – Y2		4
Additional resources to support pupil play and social skills on the playground		3

Total budgeted cost: £10500

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 to 2022 academic year.

Key areas of impact:

- 2022 Year 1 Phonics screening 73% PP Pupil – Passed
- End of Key stage 1 results – Reading – 70% PP – 67%
Writing – 67% PP – 67%
Maths – 70% PP – 67%
- PP attendance figures for end of 2021-2022: 92.5%

Externally provided programmes

Programme	Provider
The Write Stuff	Jane Considine – The Training Space
Well com	Well com
Neli	Nuffield early language intervention

Service pupil premium funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	£800 – Training staff and resources to be able to deliver The Write Stuff and enhance the teaching of vocabulary £345 – Neli language intervention and additional reading materials to support exposure to a range of reading material
What was the impact of that spending on service pupil premium eligible pupils?	All staff trained on the use of fantastics, fantastic foundations and the write stuff. This consistent approach begins with fantastics in Nursery ready to enhance

their writing and reading in Reception and through to sentence stacking in year 1 onwards. Use of the same vocabulary has supported pupils to fully understand what is expected of them and how to develop their own independent writing.

Key vocabulary is taught in every class and is evident on classroom working walls. Use of Granny fantastic in the Early years ensures pupils are exposed to a wide variety of vocabulary. Use of key vocabulary support materials are used in Year1 to encourage children to expand and explore new vocabulary.

All pupils who do not read at home or who are struggling with their reading have additional reading sessions with class teacher, reading volunteer and classroom assistant. This has enabled most pupil premium children in Reception to begin to access sound blending books and most pupil premium pupils in year 1 to move onto the next phase of RWI.

Identified pupils have completed the first half of Well com

Additional 1:1 support allocated to specific pupil premium pupil. This made sure child was able to access education with the necessary support for their emotional and behavioural difficulties. Additional support was also gained from specialist alternative provision. Pupil remained in school.