

## 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	Paxton Academy Sports and Science
Number of pupils in school	185
Proportion (%) of pupil premium eligible pupils	62%
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	10/12/2021
Date on which it will be reviewed	12/09/2022
Statement authorised by	Theresa Moses
Pupil premium lead	Jamie Stevenson
Governor / Trustee lead	Sue Pigeon and Judi Dumont-Barter

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£190,990
Recovery premium funding allocation this academic year	£20,590
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	£211,580

## Part A: Pupil Premium Strategy Plan

### Statement of intent

This plan demonstrates how pupil premium funding will be used to support disadvantaged pupils at Paxton Academy. This plan is part of a three-year plan and is the first year of such.

### Challenges

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

Challenge number	Detail of challenge
1	<i>Some disadvantaged pupils with low starting points have not been exposed to language rich environments which is contributing to the attainment gap.</i>
2	<i>There are attainment gaps identified throughout KS2 which need to be addressed.</i>
3	<i>Attendance is a barrier for some disadvantaged pupils.</i>
4	<i>Some disadvantaged pupils have less opportunities to take part in enrichment activities which narrows their experiences and cultural capital.</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
To narrow the gaps in attainment by ensuring that targeted pupils make accelerated progress.	Greater percentage of pupil premium pupils working at age related expectations.
To maintain the progress and attainment of disadvantaged pupil's overtime.	Disadvantaged pupils who achieved ARE or GD in KS1 achieve this in KS2.
For disadvantaged pupils to attend school on a daily basis and be on time.	90% of pupil premium pupils have attendance of 97% or above.
To ensure disadvantaged pupils have access to cultural capital.	70% of pupil premium pupil access an after-school club throughout the academic year.

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: £28,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD training for staff in developing a language rich curriculum and how to teach vocabulary as part	-Class teachers will be observed using and discussing new vocabulary during reading and writing lessons.	1 & 2

of the reading and writing process.	-Class teachers will be observed referring to vocabulary words taught to support storing them in pupil's working and long-term memory. -Class teachers will set vocabulary work as homework. -Class teachers and pupils will record vocabulary work in designated book to refer back to.	
CPD training in the Deputy Headteacher (English lead) planning reading and writing lessons with all class teachers to ensure a progressive curriculum is being delivered that meets the learning needs of pupils.	-Class teachers will be observed following the school's reading approach. -Class teachers will be able to differentiate for the varying needs of abilities in writing lessons. -Class teachers will be observed teaching new vocabulary words during reading and writing lessons and increasing pupil's vocabulary acquisition.	1 & 2
CPD training in the Assistant Headteacher (Maths lead) planning math and fluency lessons with all class teachers to ensure a progressive curriculum is being delivered that meets the learning needs of pupils.	-Class teachers will be able to teach math lessons that follow the structure of Math Mastery to ensure that all learners make progress throughout the session. -Class teachers will plan lessons that build on from prior learning and address gaps in pupil's knowledge through continuous assessment during the lesson.	2
Curriculum Resources	-Pupils will have access to the concrete resources needed to fully engage in lessons e.g. counters for maths, phonic book and banded books for reading.	2
GLS Dyslexia Screening	-Pupils will be identified through pupil progress meetings who have an underlying literacy difficulty that requires being assessed, meaning that the appropriate strategies can be implemented to support them.	2

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

Budgeted cost: £177,144

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>To narrow the attainment gap to ensure targeted disadvantaged pupils make accelerated progress overtime and attain in line with non-disadvantaged pupils.</b> -At the end of year 6 disadvantaged pupils will attain in line with non-disadvantaged pupils.	-Disadvantaged pupils a focus during pupil progress meetings. -Impact of additional provision monitored on a half-termly or termly cycle. -Pupils are targeted during whole class teaching.	1 & 2

-Ambitious targets set for targeted pupils and all pupils will meet targets as a result of quality first teaching and impact driven interventions.	-Deputy Headteacher to teach pupils working below age related expectations in Year 5 to make accelerated progress. -Book Mark charity working with pupils in Year 4 -Phonics interventions in KS2 for pupils to address gaps in their phonological knowledge. -Identified pupils from Year 5 and 6 will receive additional support in English and Maths through the National Tutoring Programme, twice a week for 30 minutes from a qualified tutor.	
<b>Pupils working at greater depth at Key Stage 1 continue to be greater depth at Key Stage 2.</b>	-Identification of prior attaining groups and ensuring teachers have a good awareness of pupils. -Class teachers to ensure quality first teaching meets the needs of pupils working at greater depth. -Pupil progress meetings focus on disadvantaged pupils needing to achieve greater depth.	2
<b>To ensure disadvantaged and SEND pupils met their personalised progress targets.</b>	-Personalised curriculum for all EHCP pupils. -SEND portfolios used to capture the progress made towards achieving IEP targets. -Class teachers to plan and teach identified gaps in pupil's knowledge and skills. -Differentiation in all lessons to ensure that all pupils are include and have full access to the curriculum. -SEND and pupil premium pupils a focus group during pupil progress meetings	2

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

Budgeted cost: £6,136

Activity	Evidence that supports this approach	Challenge number(s) addressed
For all disadvantaged pupils to attend school daily and be on time, removing external barriers to them attending.	-Daily text message home on the first day of absence, followed by a phone call if contact is not made by parent/carer. -Weekly monitoring of pupil attendance by Attendance Officer. -Persistent absence letters sent to parents where pupil attendance is below 90%. -Bi-weekly Attendance meetings with Attendance Officer and Education Welfare Officer to discuss pupils with attendance below 90%. -Attendance Officer and EWO to meet with parents of disadvantaged pupils with attendance below 90% and discuss early	3

	<p>help support that they may be able to benefit from.</p> <ul style="list-style-type: none"> <li>-Weekly attendance figure to support with tracking pupils in all year groups.</li> <li>-Termly traffic light letters for all children in school sent to parents to show what their child's attendance</li> <li>-Individual attendance award given every half term for those with 97% or above.</li> <li>-Focus in weekly newsletter.</li> </ul>	
<p><b>To improve cultural capital for all disadvantaged pupils, enabling them to have the same opportunities as non-disadvantaged pupils.</b></p> <ul style="list-style-type: none"> <li>-100% of pupils to attend educational visits (COVID-19 permitting).</li> <li>-Disadvantaged pupils to have access to attending after school clubs.</li> </ul>	<ul style="list-style-type: none"> <li>-To provide all disadvantaged pupils with the opportunity for an extra-curricular enrichment club termly.</li> <li>-To track percentage of disadvantaged pupils attending after school clubs in Spring 1 and increase this in Spring 2.</li> </ul>	4
<p><b>To support the emotional well-being and resilience of pupils requiring additional support.</b></p>	<ul style="list-style-type: none"> <li>-PSHE curriculum will address gaps in knowledge due to COVID-19 and incorporate these into current year group knowledge and skills when planning.</li> <li>-Learning Mentor to work with targeted pupils, identified through pupil progress meetings.</li> <li>-Referrals made to Croydon Emotional Well-Being Service for pupils who are identified as needing specialist support.</li> </ul>	

**Total budgeted cost: £211,580**