

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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 Python Hill Academy |
| Number of pupils in school | 303 |
| Proportion (%) of pupil premium eligible pupils | 32% |
| Academic year that our current pupil premium strategy plan covers | 2023/2024 |
| Date this statement was published | 31 st December 2023 |
| Date on which it will be reviewed | September 2024 |
| Statement authorised by | Andy Stirland |
| Pupil premium lead | Andy Stirland |
| Trustee lead | Sue Trentini |

Funding overview

| Detail | Amount |
|---|----------|
| Pupil premium funding allocation this academic year | £154 230 |
| Recovery premium funding allocation this academic year | £ 15 225 |
| Pupil premium funding carried forward from previous years | £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 | £183 158 |

Part A: Pupil premium strategy plan

Statement of intent

The aim for at The Python Hill Academy is for all children to achieve their educational potential regardless of their socio-economic background. We maintain a firm focus on the attainment, progress and well-being of children who come from more disadvantaged backgrounds.

The curriculum at The Forge Trust is underpinned by 3 key drivers: aspiration, standards and cultural diversity. It is imperative that pupils who receive pupil premium funding are aspirational and achieve high standards of pupil achievement. We feel that this is the school's role to ensure this happens for all pupils. We believe that pupils should access the full spectrum of the curriculum and that finances should not limit children's access to a high-quality education.

Our strategy involves low class sizes and three waves of teaching related to the core subjects:

1. Wave 1: 1st quality teaching (daily);
2. Wave 2: Guided group work (daily);
3. Wave 3: 1:1 tuition (linked to teacher appraisal).

We believe that this ensures our children make good or better progress as learning is personalised.

The Python Hill Academy's main objective is to ensure that our pupil premium strategy ensures children move on to the next phase of their education (secondary school) well equipped in the core subjects so that they can achieve a good academic performance and therefore become high performers. Ultimately, we want our children to reach their full potential to go into careers that make a positive contribution to society.

Our key principles are:

- Children are taught to read well through a structured approach to teaching early reading
- Children have good comprehension skills
- Children have a pleasure of reading and books
- Children's oral language development and vocabulary acquisition improves
- Attendance percentages meet the school target of 97%
- Children are happy in school and their mental health and well-being is at the centre of everything we do
- All children have access to extra-curricular activities
- Children know that they can talk to people in school about any worries or concerns they may have at home.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | Oral language skills are generally lower for pupils eligible for PP on entry to FS |
| 2 | Low levels of social and emotional development on entry |
| 3 | Gaps in Knowledge and understanding of phonics and comprehension |
| 4 | Attendance, punctuality and behaviour |
| 5 | Parental social emotional needs impacting on the children's home life and education. |
| 6 | Equal access to curriculum enrichment opportunities |

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 |
|---|--|
| <ul style="list-style-type: none"> Oral language skills and vocabulary to be in line with all pupils in foundation stage More opportunities for increasing vocabulary | <ul style="list-style-type: none"> Speech and language TA in place leads to improved speech and language in the early years 6 hours per week timetabled for 1:1 tuition Pupil acquisition is at least in line with age related expectations |
| <ul style="list-style-type: none"> To improve outcomes for children with anxiety and low emotional resilience through developing health and well-being. | <ul style="list-style-type: none"> All groups for Maths and English are below 17 pupils Identified children will be supported in small groups by the fully trained pastoral lead Mental health and well-being questionnaires provides a starting point and tracks progress |
| <ul style="list-style-type: none"> Focused phonics teaching in KS1 leads to increased skills and narrows the gap with peers nationally; Closing the gaps | <ul style="list-style-type: none"> 1:1 reading will develop fluency skills in reading and lead to increased understanding Quality 1st phonics teaching Tracking, wave 2 and wave 3 teaching where necessary enables gaps to be narrowed Children make accelerated progress across school closing the gap by the end of KS2. Reading is tailored towards individual children and is personalised to their reading need. |
| <ul style="list-style-type: none"> Increased attendance rates for pupils eligible for PP. | <ul style="list-style-type: none"> Overall PP attendance improves to 97% (without term time holidays) in line with 'other' pupils. Attendance lead monitors attendance weekly 3-weekly meeting with attendance team and principal highlights children in danger of becoming PA and actions are put into place |
| <ul style="list-style-type: none"> Parents are supported from within school and are signposted to outside agencies as appropriate | <ul style="list-style-type: none"> Parents are engaging with school and outside agencies. Parents seek support from school with home life issues |

| | |
|---|--|
| <ul style="list-style-type: none"> • Participation in clubs, residentials and school trips for all children. | <ul style="list-style-type: none"> • All children participate and have opportunities • All staff run at least three clubs per year in school; • Target children invited to appropriate clubs. • Planned residential visits for Y2, Y4 and Y6 • Children access sport sessions to improve their health and well-being from fully qualified coaches (2 clubs per night 5 days per week. |
|---|--|

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: £114 953

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Provide CPD for teachers so that they can competently teach reading through daily reading lessons, quality texts, one to one reading interventions, monitoring of planning and phonics | EEF Toolkit: +5 - Phonics Phonics has a positive impact overall with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. | 3 |
| Providing high quality Feedback to each child | EEF Toolkit: +8 - Feedback As the size of a class or teaching group gets smaller the range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupils. | 1, 2, |
| To have an additional teacher in every year group to keep class sizes below 17 and enable greater personalisation through targeted and guided groups. | EEF Toolkit Small group tuition +4 Reducing class sizes +3 As the size of a class or teaching group gets smaller the range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupils. | 2, 3, |
| Provide meaningful opportunities for play across foundation stage linked to good quality texts. | EET Toolkit +5 – Play based learning The evidence base for play-based learning indicates a positive relationship between play and early learning outcomes. On average, studies of play that include a quantitative component suggest that play-based learning approaches improve learning outcomes by approximately five additional months. | 2 |

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

Budgeted cost: £48 078

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Provide catch up sessions for phonics daily for those children falling behind at ARE | EEF Toolkit +5 – Phonics Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress. Research suggests that phonics is particularly beneficial for younger learners (4–7 year olds) as they begin to read. | 3 |
| Provide additional members of staff in Foundation Stage to support target children in oracy. | EEF Toolkit: +6 – Communication and language approaches Early years intervention Speech and Language Therapist guidance and training opportunities | 1 |
| Provide tutoring 1:1 or small group tuition for pupils falling behind in year 2 and 6 | EET Toolkit +5 – One to One tuition On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas. EET Toolkit +4 – Small group tuition Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support | 2,3 |
| To offer targeted pupils emotional well-being support through small groups | EEF +4 – Social and Emotional Learning Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. | 2 |

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

Budgeted cost: £34 154

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Use of pastoral lead to support children that are displaying anxiety or Bereavement needs. Creating a positive school ethos Classroom support with Jigsaw | EEF +4 – Social and Emotional Interventions which target social and emotional learning seek to improve pupils' interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. | 2, 5 |
| Attendance Officer monitors attendance and action plan. | EEF +4 – Parental Engagement Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps. | 4, 1, 3 |
| Termly prize draw for good attendance | Research into the effects of persistent absence demonstrates detrimental effect on pupil achievement | 4 |
| To offer targeted pupil emotional well-being support through small groups | EEF +4 – Social and Emotional Learning Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. | 2 |
| To support whole families with a wide range of issues including behaviour routines at home, attendance, tenancy, debt management, domestic violence and food bank referrals enabling children to be happy and ready for learning | EEF +4 – Parental Engagement Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps. EEF +4 – Social and Emotional Learning Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. | 5 |

| | | |
|---|---|------|
| Provide funding to minimise costs of opportunities for all. | EEF +4 – Social and Emotional Learning Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. | 6 |
| School Uniform To ensure all children have correct uniform for school including a PE Kit for Foundation children and blazers for Y5 children. | EEF Toolkit +0 – School uniform Wearing a uniform is not, on its own, likely to improve learning, but can be successfully incorporated into a broader school improvement process which includes the development of a school ethos and the improvement of behaviour and discipline. | 4 |
| Release staff for Home Visits | EEF Toolkit +4 – Parental engagement Parental engagement in early years education is consistently associated with children's subsequent academic success. On average, parental engagement programmes evaluated to date have led to a positive impact of approximately four additional months' progress over the course of a year. | 1, 2 |
| Subsidise the cost of all visits that support the curriculum | All children can access to first hand experiences linked to the curriculum | 6 |

Total budgeted cost: £197 185

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 2022 to 2023 academic year.

Reduction in class sizes as a quality first teaching strategy.

Up until July 2023, disadvantaged children made at least good progress in all areas, across all year groups.

Pastoral and Safeguarding Lead for:

Well-being workshops with classes, Attendance at safeguarding meeting and follow up of actions, Risk management for families, Attendance meetings / monitoring, Pastoral support, Mental health. Multi agency work, CAFCAS communications/reports, MASH referrals, CIN actions.

Overall school attendance 2022-23: 94.91%. Families receiving targeted support from Pastoral and safeguarding Lead and relevant outside agencies. Support continued with home visits for our more vulnerable families and weekly welfare Liaison with social care.

Admission and transport costs for trips and visits.

The curriculum is broad and balanced, and offers children a range of experiences beyond the classroom. Each class have a visit out or visitor into school at least once per term. Subsidising the cost of visits ensures that children can have wider experiences helping to bring the curriculum to life.

Phonics teaching

Phonics teaching across FS-Y2 is being delivered daily with fidelity to Letters and sounds. All teaching, due to the CPD packages in place is outstanding. Phonics screening results were 90% of children passing the screening check in 2023.

Provide additional members of staff in Foundation Stage to support target children in oracy.

The children exiting Foundation Stage have made rapid progress with speech and language.

Provide new school uniform. F1 receive a bog bag, F2 receive a free sweatshirt or cardigan and poloT-shirt and Year 5 children receive a free blazer.

All children have a sense of belonging. The children look smart and this helps with behavior.

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 |
|-----------------------|------------|
| Real PE | Jasmine |
| Purple Mash | 2simple |
| Reading Pro | Scholastic |
| Times Table Rockstars | |

Further information (optional)

Our pupil premium money is closely monitored and reviewed to ensure that the money is being spent effectively to raise attainment for our most vulnerable pupils. Pupil eligible for pupil premium funding are monitored as a group of vulnerable learners. Staff ensure that additional resources or support are used in the classroom as quality first teaching.

Our aims for all our children including disadvantaged children are to:

- Ensure that children become capable readers and have a love of reading
- Ensure that children are equipped for the next stage of their educational journey
- Ensure that children are rounded individuals able to fulfil their potential in order to make apposite contribution to society

Further activates that The Python Hill Academy are introducing that don't depend on pupil premium funding to support our disadvantage pupils are:

- Ensuring all children have access to out of school activities
- Reducing the cost of school meals to £2.00 per day to ensure that children are eating at least one healthy quality meal.