



## Pupil Premium Strategy Statement Old Bank Academy

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	Old Bank Academy
Number of pupils in school	109
Proportion (%) of pupil premium eligible pupils	41%
Academic year/years that our current pupil premium strategy plan covers	2021/22 to 2023/24
Date this statement was published	December 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Judy Wood
Pupil premium lead	Judy Wood
Governor / Trustee lead	Colin Cranmer

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£92,805
Recovery premium funding allocation this academic year	£3,150
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	£95,955



## Part A: Pupil premium strategy plan

### Statement of intent

- At Old Bank Academy, we have high aspirations and ambitions for our children and we believe that all learners should be able to reach their full potential.
- We strongly believe that reaching your potential is not about where you come from, but instead, about developing the necessary skills and knowledge required to succeed.
- Our pupils in receipt of the Pupil Premium Funding face specific barriers to reaching their full potential, and we are determined to provide the support and guidance they need to help them overcome these barriers.
- In addition to this, we aim to provide them with access to a variety of exciting opportunities and a broad and balanced curriculum

### Challenges

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

Challenge number	Detail of challenge
1	Underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are more prevalent among our disadvantaged pupils than their peers.
2	Attendance data indicates that attendance and PA among disadvantaged pupils has been lower than attendance for non-disadvantaged pupils.
3	Observations highlight that disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
4	Assessments indicate that attainment among disadvantaged pupils is below that of non-disadvantaged pupils across school in reading, writing & mathematics.
5	Lack of parental engagement with providing children with broad opportunities and life experiences, and a lack of support with home learning.



## 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.

Challenge number	Success criteria
1.	The communication and language skills of PP children on exit from reception will show progress to being in line with their peers, measured by assessment.
2.	Increased attendance rates of PP children across school and a reduced gap between PP and non-PP pupils relating to their attendance. The outcomes will be measured via the attendance data and the attainment & progress data.
3.	Increase in the number of PP children achieving in line with their peers in reading at the end of EYFS, phonics screening at the end of year 1 and reading at the end of KS1.
4.	Progress for PP children across school will be in line with their peers in reading, writing and maths.
5.	A well-developed provision for both indoor & outdoor wider opportunities. Parents becoming more engaged with their pupils learning, attending regular events within school to support them in helping their children in the early years of their education.

## 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

Budgeted cost: £52,805

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure the quality of teaching in all subjects, leads to good progress for all children.	DFE report: supporting the attainment of disadvantaged pupils: <i>articulating success and good practice. Nov 2015 identifies QFT as the key to ensuring PP pupils make progress.</i>	1,2,3,4,5
Develop consistent curriculum experiences which build on speech and language and experiential learning.	EEF Teaching and learning toolkit <i>identifies wider curriculum experiences as enabling plus 3 months and that it has benefits for core academic attainment.</i> EEF Teaching and learning toolkit <i>shows plus 6 months impact through communication and language approaches.</i>	1, 2
Develop the school curriculum to provide high quality, broad, balanced learning activities enabling strong learning for PP children.	DFE Teaching a broad and balanced curriculum for education recovery 2021 <i>identifies the need to continue to teach a broad and balanced curriculum that includes wider experiences such as educational visits and visitors to school.</i>	1, 2
Develop quality Phonics teaching, ensuring consistency of approach to enable good progress.	EEF Teaching and learning toolkit <i>identifies phonics as having high impact for low cost based on very extensive research.</i> DFE The reading framework: teaching the foundations of literacy <i>identifies 'Evidence shows that teaching phonics is the best way to teach children to read, e.g. the EEF considers phonics to be one of the most secure and best-evidenced areas of pedagogy, recommending all schools use a systematic approach to teaching it.'</i>	1, 3
Develop and embed Steps to Read and Read to Write model across all year groups.	DFE report: supporting the attainment of disadvantaged pupils: <i>articulating success and good practice. Nov 2015 identifies QFT</i>	4

	<i>as the key to ensuring PP pupils make progress.</i>	
Using CPA for quality & consistent Maths teaching across school including resource use and CPD.	DFE Teaching mathematics across KS1 & KS2 <i>provides evidence-based approaches</i> EEF Effective Professional Development. <i>Recommendations for quality CPD that motivates staff, develops teaching techniques and embeds practice. Effective CPD plays a crucial role in improving classroom practice and pupil outcomes.</i>	4

## Targeted academic support

Budgeted cost: £21,900

Activity	Evidence that supports this approach	Challenge number(s) addressed
Introduce the Old Bank Oracy Project. ETAs to be trained and deployed to deliver catch-up interventions to pupils working below ARE.	EEF Teaching and learning toolkit <i>shows plus 6 months impact through communication and language approaches.</i>	1
Targeting pupils through ETA interventions in English & Maths	EEF Teaching & learning toolkit <i>shows plus 4 months - teaching assistants can have a large positive impact on learner impact through interventions.</i>	1,4
NTP tutoring programme targeting Year 6 Maths	DFE Tutoring Programme Publication <i>states that tutoring is one of the most effective ways to accelerate pupil progress. Evidence suggests that small group and one-to-one tuition can boost progress by 3 to 5 months per pupil.</i>	1,4,5



## Wider strategies

Budgeted cost: £21,250

Activity	Evidence that supports this approach	Challenge number(s) addressed
A fully staffed Parent Hub 'The Orchard' which provides carefully planned parenting initiatives	<p>EEF Teaching &amp; learning toolkit shows <i>plus 4 months with an emphasis on engaging with parents to avoid widening attainment gaps &amp; improving attendance.</i></p> <p><i>School data shows a correlation between children's attendance and their attainment. Where children miss substantial periods of school, their attainment does not match their peers.</i></p>	1,2,3,4,5
Offer school visits throughout school over the academic year to develop broad experiences and personal skills.	<p><i>EEF Teaching and learning toolkit describes: 'There is a wider evidence base indicating that outdoor adventure learning may have positive impacts on other outcomes such as self-efficacy, motivation and teamwork.'</i></p>	1,2,3,4,5

**Total budgeted cost: £95,955**



## 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.

In 2020/21 we continued to use the educational research to shape our pupil premium spending in line with DfE and EEF findings and reports. We invested funding into developing teacher pedagogy for reading and writing in order to maximise quality first teaching for all children.

We implemented a number of curriculum initiatives to provide children with broad experiences to develop personal characteristics and traits of teamwork, relationships and confidence that will support their social emotional as well as academic performance.

Funding was also used to provide specialist teachers in sports, drama and music to maximise the broad and balanced curriculum offer for pupil premium children.

During lockdown periods the academy offered online lessons across all year groups. Upper KS2 saw the highest uptake of pupil premium children attending the lessons. Children lower down school, where the uptake to online lessons was lower, paper packs were provided and phone calls made by teachers and SLT to support those families with difficulties.

### 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