

## Pupil premium strategy statement



### Upton Cross ACE 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	Upton Cross ACE Academy
Number of pupils in school	100
Proportion (%) of pupil premium eligible pupils	29%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	Sept 2021 – Aug 2024
Date this statement was published	September 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Emily Goodey
Pupil premium lead	Emily Goodey
Governor / Trustee lead	Emily Goodey

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£36,795
Recovery premium funding allocation this academic year	£3,770
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	£40,565

## Part A: Pupil premium strategy plan

### Statement of intent

At Upton Cross ACE Academy, we recognise the importance of our aim is to provide effective teaching and support that allows our disadvantaged pupils to gain a wealth of experiences and progress academically, physically and emotionally in line with their peers. Our intent is to implement a varied curriculum that is enquiry led and engaging for the pupils. We will provide pupils with additional support to enable them to thrive. We will provide experiences that build confidence, resilience and improve the essential knowledge that children need to be educated citizens: cultural capital. These include extra-curricular activities beyond the school day.

### Challenges

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

Challenge number	Detail of challenge
1	To close the gap in attainment between disadvantaged pupils and non-disadvantaged pupils in reading, writing and maths.
2	Our observations and assessments show that some pupils are displaying significant difficulties retaining information, knowledge and skills learnt. There is a need to develop metacognition and self-regulated learning strategies to support the development of independent, reflective learners.
3	Our observations show that staff need development of effective interventions and using SEND strategies.
4	The need for pupil engagement - extra-curricular clubs, activities and cultural capital. We want all of our pupils to access the extra-curricular provision we provide as a school. Specific strategies need to be put into place to ensure that uptake for this with pupils in receipt of Pupil Premium is the same for all of our other pupils. In light of the pandemic, provision for extra-curricular clubs is currently challenging, but the school is committed to providing a range of activities and opportunities throughout the year.
5	Our observations and assessments show that some of our disadvantaged pupils have low levels of engagement in writing and that many of our pupils do not have a broad range of vocabulary.

### 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
<p>To close the gap in attainment between disadvantaged pupils and non-disadvantaged pupils in reading, writing and maths.</p>	<p>Targeted support is carefully designed and reviewed using termly and teacher's assessments.</p> <p>High quality first teaching using a range of pedagogy.</p> <p>Regular CPD delivered to teaching and support staff to improve pedagogy.</p> <p>Clear, sequential planning through the use of Literacy Shed, Talk4Writing, White Rose maths and RWInc.</p> <p>Targeted, evidence-based interventions will run in maths, reading and writing:</p> <ul style="list-style-type: none"> <li>• Read Write Inc.</li> <li>• Toe by Toe</li> <li>• Spelling Shed</li> <li>• ELSA</li> <li>• WELLCOMM</li> <li>• Athletics</li> <li>• Precision Teaching</li> <li>• Short burst tables, maths facts, spell, grammar and handwriting</li> <li>• National Tutoring Programme</li> <li>• Vipers</li> <li>• Y6 and Y3 Study clubs</li> </ul>
<p>To develop metacognition and self-regulated learning strategies to support the development of independent, reflective learners.</p>	<p>High quality first teaching that builds on existing knowledge.</p> <p>Encourage pupils to become assessment literate. Provide opportunities for co-constructing success criteria for lessons ensuring this is an active discussion. Pupils aware of the expected standards they are to achieve.</p> <p>Feedback to be a tool for pupils to progress.</p>
<p>Pupils access a wide range of enrichment experiences both in and out of school</p>	<p>Pupil surveys reflect enjoyment in school and display good attitudes to learning social skills, independence, perseverance and team work are well developed. Increasing number of extra-curricular activities available with a high percentage of PP accessing them.</p>
<p>To improve attendance for all pupils</p>	<p>Attendance staff to carefully monitor and track attendance across the school and identify persistent absentees/lates.</p> <p>Attendance meetings regarding barriers to good attendance and implement plans for improvement. Develop a plan for supporting families in getting children to school if parents/carers are self-isolating. Attendance</p>

	for disadvantaged pupils will be in line with their peers and the national average.
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## 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: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Focus on Quality First Teaching of the full curriculum to ensure good progress and children happy to be in school	EEF guidance report– tiered approach - teaching is the top priority, including CPD. Sutton Trust – quality first teaching has direct impact on outcomes	1,2,3
HLTA/TA support in each year group	EEF guidance report: Making Best Use of Teaching Assistants Use TAs to help pupils develop independent learning skills and manage their learning. Use TAs to deliver high quality 1:1 and small group support using structured, evidence-based interventions.	1,2,3
Implement an outstanding and rich PSHE curriculum	EEF – social and emotional learning – improves interaction with others and self-management of emotions – impacts on attitudes to learning and social relationships in school, which increases progress in attainment.	1,2,3
Schedule of CPD for all staff	Sutton Trust – quality first teaching has direct impact on outcomes	1,2,3

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

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:3 tuition for identified pupils (NTP)	EEF evidence - indicates that small group tuition can be effective, delivering approximately five additional months' progress on average. Results from studies is consistent and strong,	1,2,3,4

	particularly for younger learners who are behind their peers in primary schools, and for subjects like reading and mathematics. Effects on pupils from 1, 2, 3 6 disadvantaged backgrounds also tend to be particularly positive.	
Pupil Progress Meetings track progress of PP pupils and used to identify next steps	In school knowledge and understanding of all pupils so that effective interventions can be planned and reviewed. In-school intervention tracking sheets show impact of interventions across the school.	1,2,3,5
Targeted intervention in place for emotional Literacy and Early language	EEF – social and emotional learning – improves interaction with others and self-management of emotions – impacts on attitudes to learning and social relationships in school, which increases progress in attainment	2,3,5
Read Write Inc phonics programme	This is used by more than ¼ of primary schools. It teaches young children to read and write through a structured and systematic approach. There is currently an EEF research project ongoing in to the impact and effectiveness that rigorous 1, 4, 5, 6 8 phonics programmes have on early readers and those who are falling behind in KS2.	1,2,3,5

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

Budgeted cost: £10,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Outdoor Learning Leads	In school knowledge and understanding of the benefits for all pupils health, wellbeing and learning. EEF – outdoor adventure learning shows positive benefits on academic learning and self-confidence	1,2,3,4,5
Wellbeing leads for staff and children to meet regularly to discuss and implement ideas.	Wellbeing is all about holistic health including physical and emotional. The high demands of educational staff have impact on wellbeing. Professional support is sometimes needed to be signposted, as well as correct emotional and practical support within the team/teams.	2,4,5

	<p>Monthly School Council sessions where children will have the opportunity to openly discuss wellbeing and school improvements.</p> <p>Regular meetings to discuss the wellbeing of teacher, teaching assistants and admin staff. Opportunities to talk openly about workload and change.</p> <p>Regular opportunities to teach PSHE (JIGSAW), focus on wellbeing and take part in high quality physical education lessons that include yoga.</p> <p>Individual support for pupils and families from specialist professionals e.g. CLEAR.</p> <p>Identified pupils are given support to access extended school activities, trips, residential trips to enrich their lives and build cultural capital.</p>	
<p>Create a supportive network through building strong relationships with the parents and carers of our children.</p>	<p>Regularly share school approaches and policies with families.</p> <p>Regular current and forthcoming information sent via texts/newsletters and class pages.</p> <p>All year groups o share work/learning opportunities with parents and carers.</p> <p>Celebrations for important holidays/events, where parents can safely attend. E.g Christmas Performance, Harvest, Leavers etc.</p> <p>Staff visibility at the beginning and the end of the school day to allow parents/carers to discuss any concerns/celebrations.</p> <p>Regular questionnaires for parents/carers to fill in. This gives everyone the opportunity to feedback.</p> <p>Weekly class updates on the school website to inform parents of current learning, events and items needed in school.</p> <p>Homework grids covering a range of activities made available for all pupils to encourage pupil engagement.</p> <p>Attendance regularly monitored and school to work closely to support families who have persistent absence as well of those who arrive late.</p> <p>Parents Evenings timetabled.</p>	<p>1,2,3,4,5</p>

Cultural Capital experiences promoted in the curriculum	Ofsted Inspection Handbook 2019 ... the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said, and helping to engender an appreciation of human creativity and achievement.	1,2,3,4,5
Reduction in trip cost is reduced for PP pupils	Ensuring engagement of pupil premium children in trips, clubs and residential visits	4
Develop assessment and feedback across the curriculum	New EEF guidance report: Teacher feedback to improve pupil learning Research suggests that schools should prioritise key principles over methods. The report highlights the need for a thoughtfully designed and implemented feedback policy. 1. Lay foundations for effective feedback. 2. Deliver appropriately timed feedback that focuses on moving learning forward. 3. Plan for how pupils receive and use feedback. 4. Consider how to use purposeful and time efficient feedback. 5. Consider how to use purposeful verbal feedback.	1,2,5

**Total budgeted cost: £40,600**



## 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.

#### Assessment and Data: Resumption of National Curriculum Assessments 2021/22:

In January 2021 the Government confirmed that they are planning for a full programme of primary assessments to take place in the 2021/22 academic year. Schools have been informed that this includes the following statutory assessments:

- Reception Baseline Assessment (completed within the first 6 weeks of children being in school Autumn 2021)
- Year 1 Phonics Screening Check (Wk commencing 6<sup>th</sup> June 2022)
- KS1 SATS (May 2022 testing window)
- Y4 Multiplication Tables Check (Within 3 week period from 6<sup>th</sup> June 2022)
- KS2 SATS (Mon 9<sup>th</sup> May- Thurs 12<sup>th</sup> May 2022)

Security and comparability of assessment judgements is identified as a risk on our risk register as we re-establish testing following the two year absence of these national tests.

**Please see strategy on website for full evaluation of academic year 2020 21.**

### 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
Youth Sports Trust Membership	Youth Sports Trust
White Rose Maths	White Rose
Purple Mash	2 Simple
Spelling Shed	Ed Shed
ELSA	Educational Psychology Service
Sing Up	Sing Up
Mathletics	3P Learning
Arena Sports	Arena Connecting School Sport Pathways
Oddizzi	Oddizzi

Cornwall Music	Cornwall Music Service
Now Press Play	Now Press Play
Espresso Education	Discovery Education
Jigsaw	Jigsaw PSHE/RSHE

## 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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