

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	Scientia Academy
Number of pupils in school	452
Proportion (%) of pupil premium eligible pupils	24%
Academic year/years that our current pupil premium strategy plan covers	2021-22
Date this statement was published	04/10/2021
Date on which it will be reviewed	31/08/2022
Statement authorised by	Helen Bye (Headteacher)
Pupil premium lead	Helen Bye
Governor / Trustee lead	Jo Bradford

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£138,500
Recovery premium funding allocation this academic year	£14,790
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	£153,290

Part A: Pupil premium strategy plan

Statement of intent

At Scientia Academy, we aim to strategically use pupil premium funding to achieve our vision and ensure all children achieve excellence and reach their full potential. The school draws from national research alongside analysing individual and group school data to identify barriers to learning and ensure money is used appropriately to work towards overcoming these.

As a school we are committed to raising the achievement for pupils who are eligible for Pupil Premium and understand that many of these pupils must make accelerated progress compared to non-eligible pupils to achieve this.

Many of the plans we put in place to support Pupil Premium students also support and raise the outcomes of other groups within the school such as those with Special Education Needs, pupils for whom English is an Additional Language and those identified as Most Able.

Our key aims are to:

- Further enhance progress, in all subjects across the school, with a specific focus on core basic skills, through quality first teaching and learning and personalised intervention programmes, so pupils can quickly address any gaps in learning.
- Consistently promote the extensive personal development of pupils by continuing to ensure all pupils have access to a wide, rich set of experiences.
- Continue to provide high-quality pastoral support so that pupils know how to eat healthily, maintain an active lifestyle and keep physically and mentally healthy.
- Accelerate the rates of progress, where there is low prior attainment and gaps in learning due to school closure during pandemic.
- To improve attendance for pupil groups where it is not in line with national data.

Challenges

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

Challenge number	Detail of challenge
1	Impact on pupil achievement created by the disruption caused by COVID-19, national lockdowns and school bubble closures.
2	Poor oral language skills.

3	Increased number of pupils with social, emotional and health needs.
4	Limited enrichment opportunities.
5	Attendance and punctuality issues.

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 eligible for pupil premium funding will have improved outcomes for GLD, English and Maths.	Differences in attainment with pupils who are not eligible for PP are diminished. Pupil outcomes are in line with national data.
Pupils eligible for pupil premium funding will have made good progress from starting points.	Individual pupil targets on Provision Map are met. Pupil outcomes are in line with national data.
Pupils can self-regulate and demonstrate more resilience in overcoming adversity and challenges.	Pupils meet individual Thrive outcomes.
All pupils have opportunities to gain cultural capital.	Enrichment activities are embedded into curriculum and all children have attended planned events and trips.
Attendance for pupils eligible for Pupil premium are attending school regularly and are on time.	Attendance data to be in line with national.

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: £ 26,865

Activity	Evidence that supports this approach	Challenge number(s) addressed
Year 2 of Talk4Writing Development Programme- working with St. Matthews Research School	This approach develops children's speaking and listening and language capability. It supports pupils use of strategies for planning and monitoring their writing and promotes fluent written transcription skills. It teaches writing composition strategies through modelling and supported practice. <i>EEF Improving Literacy in KS1 and KS2</i>	1
Teaching of high-quality phonics programme, Read Write Inc – purchase of resources, CPD and support for Early Reading Lead from RWI consultant	EEF Toolkit shows high quality phonics programme have +5 months impact	1
Year 2 of implementation of Accelerated Reader including CPD	EEF Toolkit shows +5 months impact for pupils eligible for Pupil Premium	1
Purchase of Maths No Problem 'Insights' assessment package	MNP: <ul style="list-style-type: none"> • Uses assessment to build on pupils existing knowledge and understanding. • Uses manipulatives and representations. • Teaches pupils strategies for solving problems. <i>EEF Improving mathematics in KS1 and 2</i>	1
High quality CPD for teachers from SSAT – focusing on formative assessment	EEF Toolkit shows +6 months impact from use of quality feedback.	1
High quality CPD from the National College for	Focusing on QFT and subject leadership is supported by the EEF and	1

teachers and school leaders	DfE as the most important lever to improve outcomes for pupils.	
Purchase of SEND toolkit so that pupils with SEND are assessed accurately and appropriately for their needs	<i>EEF Special Educational Needs in Mainstream Schools Report – 16/08/2021</i>	1
Purchase of high-quality texts to support reading for pleasure, diversity and inclusion	<i>EEF Improving Literacy in KS1 and KS2</i>	1 & 4

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

Budgeted cost: £30,244.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Tutoring, supplementing the catch-up funds received.	EEF shows small group tuition has +4 months impact	1
Fresh Start Intervention delivered by HLTA	EEF shows small group tuition has +4 months impact	1
Purchase of homework books for all children to consolidate previous years learning to aid fluency and mastery	EEF toolkit shows +3 months impact when high quality focused homework is set (primary)	1
Intervention teacher for UKS2- small group to support catch-up	EEF shows small group tuition has +4 months impact	1
Teaching Assistant to deliver NELI and 'Speaks Out' programmes in EYFS	EEF shows oral language interventions have +6 months impact	1 & 2

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

Budgeted cost: £96,180.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Curriculum enrichment	Challenge Education – giving all pupils equal access to whole school curriculum and support cultural capital.	4
Thrive – training for key staff and then implementation across school – 2-year programme – to support social and emotional needs of pupils and then families.	<p>Thriveapproach.com</p> <p>This approach is supported by neuroscientists, psychotherapists and social workers as outlined on the Thrive website and training materials. The approach is based on attachment theory, child development theory and neuroscience.</p> <p>Thrive closes the gap for vulnerable children across a range of measures including attainment, behaviour, relationships, self confidence and attendance. McGuire-Snieckus et al 2015.</p>	3
Pastoral team – release time to support social and emotional needs of vulnerable pupils and families.	As above.	3
Support from EWO.	As above to support pastoral team.	
Entrepreneurship programme to support Year 6 pupils: aspirations and team building (6-week programme)	<p>EEF shows +5 months impact for collaborative learning</p> <p>EEF shows +4 months impact for aspiration interventions</p>	3 & 4
Forest School teacher to provide weekly sessions for identified children (2 days per week)	Supporting pastoral team in Thrive approach – evidence as above.	3 & 4

Total budgeted cost: £ 153,290

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.

Pupil outcomes have been greatly impacted by bubble closures and national lockdowns. Learning has been disrupted throughout the academic year with the impact on writing being most evident.

All teaching of Writing is judged good – outcomes have improved.

Based on Juniper data report:

- In reading and maths pupil outcomes are above the national and Local Authority data sets.
- Reading: 2/3 of PP pupils have attainment higher than local and national benchmarks.
- Maths: 5/6 of PP pupils have attainment higher than local and national benchmarks

KS2 disadvantaged pupils received tutoring through the NTP – internal data shows good progress.

Attendance was in line with national data.