

Pupil premium strategy statement – Signhills Academy

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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	Signhills Academy
Number of pupils in school	340
Proportion (%) of pupil premium eligible pupils	65 pupils = 19%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/2023 – 2024/2025
Date this statement was published	November 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Steve Carr
Pupil premium lead	Lyndsey Hollamby
Governor / Trustee lead	Sarah Winfield

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£78,436
Recovery premium funding allocation this academic year	£0
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	£78,436

Part A: Pupil premium strategy plan

Statement of intent

At Signhills Academy our intention is that all pupils, irrespective of their background or the challenges they may face, make good progress and achieve in all subject areas. Year-on-year we support all children to achieve that goal. In order to achieve this, we look at the barriers our children face in school and identify the key areas that we need to address. This is considered for the school as a whole and then cohort by cohort, considering individual need within this. In aiming to narrow the attainment gap between disadvantaged and non-disadvantaged children, we recognise that not all children who are socially disadvantaged are registered or qualify for FSM, just as not all pupils who receive FSM are socially disadvantaged. Our school values and beliefs ensure that all staff work together to remove barriers ensuring that disadvantage is not deficit.

High quality first teaching has the greatest impact on children's learning. We provide this, striving to close any identified gaps and challenging all children to reach their potential. Our strategy includes pre-teaching and school-led interventions for all pupils to support maximum progress. All pupils in receipt of the pupil premium funding at Signhills Academy are monitored by their class teacher and the PP lead. An overview is in place to include details of their attainment, strengths and interests, identified needs, learning adjustments, pastoral adjustments, identified targets and interventions. Once interventions and strategies have been agreed, they are monitored for impact in a number of ways:

Analysis of data – on-going curricular assessments and the outcomes of interventions

- Pupil Progress meetings – these are held termly with teachers
- Book Look exercises
- Lesson observations
- Analysis of Pupil Voice for this group

As a result of this work, targets and interventions are changed as needed to secure the most effective impact. Resource allocation is reviewed during this process.

SLT work in collaboration to monitor the impact of interventions and to review the allocation of spending in light of this. The Governing Body are kept informed about how this money is utilised and the impact on attainment it has for this group of children. They hold the Headteacher accountable for this and have the opportunity to ask questions and challenge SLT to ensure that we all take responsibility for pupil outcome.

Challenges

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

Challenge number	Detail of challenge
1	Reading – both fluency in reading and comprehension skills. Our 2022 SATs data demonstrated a significantly lower percentage in PP children achieving expected or above compared to non-PP children (56%/80%) In school assessments, observations and discussions with children indicate underdeveloped vocabulary gaps among disadvantaged children. We have found through close monitoring by class teachers that far fewer PP children are reading at home. Through assessments by our phonics lead, disadvantaged pupils generally have greater difficulty with phonics than their peers which negatively impacts their development as readers.
2	Social and emotional factors which negatively impact on learning. Observations by teachers and discussions with pupils and families suggest that the wellbeing (thus education) of many of our disadvantaged children is affected by social and emotional factors which negatively impact on learning. Discussions and observations in Year group lead, SLT and Wellbeing team meetings have identified that referrals for in school pastoral support for social and emotional issues is higher for PP than non PP children.
3	Attendance and punctuality. Our attendance data shows that attendance among disadvantaged pupils was lower than non-disadvantaged pupils, more PP pupils are 'persistently absent' than their peers and missing school is negatively affecting their progress. This gap is closing and we are monitoring the impact of this strategy as last year we saw significant improvements - non PP 95.2%, PP 93.5% (+1.7%) Data also shows that more PP children are late to school than non-PP with more involvement in supporting parents through pastoral team and EWO. Repetitive lateness often results in many of our PP children missing an hour more learning time per week.
4	Limited life experiences. Through discussions, pupil voice and pupil surveys, we have noted that our disadvantaged children have less access to enrichment activities than non-disadvantaged children.
5	Multiple adverse childhood experiences. Through teacher and pastoral team discussions with our children, it has been noted that many of our disadvantaged but also non-disadvantaged children have experienced adverse experiences in their lives which are in some way resulting in barriers to their learning. External specialist support for these children and awareness training for staff members is required.

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
1. Improved reading attainment among PP children alongside improved oral language skills and vocabulary. Children developing a love of reading, reading regularly at school and at home.	• Raised outcomes for the PP children; further closing the attainment gap between PP children and non- PP children in reading. • Improved oral language skills in all year groups. Evidence in regular formative assessments, book looks and teacher assessment via engagement in lessons. • Gap between the bottom 20% of readers and their peers to be reduced. Last year 50% of PP children were in the bottom 20% of readers, this year it has reduced to 32%. • Literacy lead and SLT to have observed and assessed development across the school.
2. Improve social and emotional wellbeing of all children in our school, particularly our disadvantaged pupils.	• Sustained high levels of positive wellbeing by 2025 evidenced in qualitative data from pupil voice, parent surveys, teacher observations and pastoral interventions. • Professional outside agency support is sought and used as required. • Staff trained to respond to the social and emotional needs of children – to see beyond behaviour presented and begin to understand reasons behind behaviour, respond effectively and support children moving forward. • Children are able to independently self-regulate their emotions so that they can engage effectively in their learning.
3. Improve attendance and punctuality for all our children, particularly our disadvantaged children. Successful triangulation between school office, education welfare officer and school Wellbeing Team. Support parents in accessing support from outside agencies. Break down barriers between school and home.	• Reduced the number of persistent absentees among pupils eligible for PP so that the overall Persistent absence of PP is proportionate for their group in relation to the school. • The number of children who are persistently late is below the national average and in line with non-disadvantaged children. • Parents receive external support so that PP children are in a better place to access education. • New attendance policy • Weekly attendance meetings with attendance team.

4. Broadened life experiences for children through access to a range of enrichment activities. Support parents in accessing a range of enrichment activities available for their children.	• Specific interests of children are identified and appropriate activities are promoted and supported when the opportunity arises. • A significant increase in the participation in enrichment activities for disadvantaged pupils. • Trips and experiences to close the gaps in cultural capital.
5. Engage and access full curriculum despite adverse childhood experiences.	• Identification of gaps and barriers to learning for specific children who have experienced adverse childhood experiences. • Professional outside agency support is sought and used as required. • Staff trained to respond to the social and emotional needs of children – to see beyond behaviour presented and begin to understand reasons behind behaviour, respond effectively and support children moving forward.

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £39,654

Activity	Evidence that supports this approach	Challenge number(s) addressed
QFT	The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them (EEF)	1,2,3,4,5
Implementation after the purchase of DfE validated	Strong evidence base for phonics approach to reading. This indicates	1

systematic phonics programme (FFT) to secure stronger phonics teaching for all of our pupils. Purchase, training and implementation of Lightning Squad. Phonics lead to train TAs, teachers once completed course. Phonics training – whole staff sessions followed by TA focussed training as required. Release time for phonics coordinator to observe phonics intervention groups and to phonics screen. HTLA to screen all children on phonics programme to assess after Summer break and then termly after – to provide class teacher with areas to work on.	a positive impact on word reading, especially for disadvantaged children. EEF Toolkit ('Phonics toolkit strand) EEF Improving communication and language and learning in the early years. EEF improving literacy at KS1 DfE New Reading Framework EEF Teaching and Learning toolkit + 5 months /low cost	
Improve quality of social and emotional learning. Continue to develop teacher strategies to support and engage pupils whose difficulties can disrupt learning for themselves and others. Approaches embedded into routine everyday practice – release time given over to whole school behaviour plan. Positive Regard training. Begin to extend provision for EAL children.	Extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (improved academic performance, attitudes, behaviour, relationships with peers etc.) EEF Toolkit – social and emotional learning. Positive Regard puts the individual needs of children at the heart of everything to bring about an empathetic culture of support through staff training, practice modelling and policy review (Positive Regard 2022). More EAL understanding broader disadvantage (NGA 2023).	2, 3, 5
Purchase of standardised diagnostic assessments – Rising Stars assessments – Shine, MARK, PIRA and Score for interventions.	Standardised tests provide reliable insights into the specific strengths and weaknesses of individual pupils as well as groups/cohorts of pupils to help ensure that they receive the correct additional support through	1, 5

Training for teaching staff to ensure that the assessments are administered properly and that the data is interpreted accurately.	interventions or teacher instruction (see Standardised tests/assessing and monitoring pupil progress/education endowment foundation/EEF)	
FFT data analysis training – course on how to use assessment for impact – ASPIRE data exchange system – live data.	Using data, Improving Schools (OFSTED, 2008)	
Whole school staff training by FORTIS to ensure awareness of therapists' role and how it supports the children accessing it. Further developing the role of the wellbeing team – to include meeting with SLT. HLTA to release staff to meet with FORTIS to discuss child specific strategies.	EEF Toolkit EEF – Improving Behaviour in Schools Detailed supporting evidence, regarding the success when school staff have the skillset to identify and respond to the social and emotional needs of children in their care.	2, 3, 4, 5
Subject Leadership Training – Head and PP lead to attend training – 'Using the EEF Guidance to Maximise the Pupil Premium Primary ' webinar, Effective Pupil Premium Strategies For Slgnhills Academy Limited 'Planning your Pupil Premium Strategy' training (September 2024)	EEF Toolkit <i>"effective professional development plays a crucial role in improving classroom practice and pupil outcomes."</i>	1, 2, 5
Reading Resources Purchase of books to support reading across the curriculum, so all children can access a rich selection of books. Literacy lead to purchase diverse range of books and share this out age appropriately around the school.	High number of phonic-level books that we have in school so that children can have a reading book which directly relates to the phonological grapheme/ diagraph/ tri-graph that they are currently learning (see early EEF phonics evidence). Importance to mirror identify and for connections to be met - RODRIGUEZ (2018)	1

Follow up training, release time for literacy lead and literacy support SLT to observe implementation of VIPERS in school – resubscription for 12 school log-ins for teaching staff – Literacy Shed and Plazoom	New approach to us, supported by EdShed and Literacy Shed, Reading comprehension strategies EEF (educationendowmentfoundation)	1
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £11,966

Activity	Evidence that supports this approach	Challenge number(s) addressed
TA delivered phonics sessions – daily across all year groups	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds – targeted phonic interventions have been shown to be more effective when delivered as regular sessions. Phonics/toolkit strand/EEF	1, 2
Catch-Up Sessions/Pre teach HLTA time weekly across the school – two afternoons per week focus purely on work with PP children – activities set by class teacher based on meetings with PP lead – gaps in curriculum identified in meeting to inform strategy and action. Removing barriers – record all on overview. Baseline at beginning and end of interventions to assess impact – use literacy and numeracy trackers alongside teacher assessment.	Targeted academic support as suggested by EEF Catch-up tuition and pre-teach targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind in small groups EEF Toolkit (One to one tuition +5 months) Small group tuition/toolkit strand/education endowment foundation/EEF	1, 2, 3, 4, 5
Intervention Programmes (Nessy, Clicker, Black Sheep,	EEF Toolkit (+ 4 months)	1

Widget). Paid for in support of SEN. Black Sheep programme for PP child – language through listening – hour a week, to support low language skills.	Oral language interventions can have a very positive impact on children's language skills - approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment. Oral language interventions/EEF	
SATS booster books and revision guides.	The National Curriculum Booster Programme is perfect for boosting children's confidence in the weeks and months before SATs. With revision, practice and test sections that focus on the reading comprehension, numeracy and SPAG (Scholastic 2023)	1, 2
SATS booster session after school for PP children to support making expected progress and meeting national expectations. Max 6 children in a session, twice weekly. Planned by class teacher.	Evidence to support plugging the gaps identified by the class teacher through small group support can help support children's self-confidence and thus well-being and desire to be at school to succeed. Research to understand successful approaches to supporting the most academically able disadvantaged pupils publishing.service.gov.uk)	1, 2, 3, 5
Individual Feedback Marking and feedback time given to all teachers in year 6 once a week (one hour each)	EEF Toolkit ('Feedback +6months)	1
Bumblebee workshop - Chartwells nutritionist team workshops aim to get children excited about healthy and nutritious food.	Chartwells (2023) – "Looking for ways to make discussions around food positive, as well as inspiring the next generation to make the best choices. Partnership with Bumblebee Conservation Trust has enabled us to bring to life important lessons which pupils can adopt into their everyday lives."	2, 3, 4, 5
Homework club Runs before school, two mornings a week	Our evidence shows that many PP children do not have the support from parents with homework – they feel embarrassed when it is not done and struggle to do it independently.	1, 2, 3
Reading buddies – children in older year groups to listen to readers in younger year groups.	EEF data alongside other research shows that children absorb up to four times as much from their peers as a teacher.	1
Reading books delivered to each PP children with a	Fewer children and young people who receive FSMs said they read	1

bookmark promoting a love of reading.	daily compared with those who don't (24.1% vs. 28.9%) Literacy trust survey 2023. Survey also found that 1 in 3 children said that they would read more if they were given books to read.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £26,817

Activity	Evidence that supports this approach	Challenge number(s) addressed
Wellbeing Team costs	EEF Toolkit <i>“deal with non-academic barriers to success in school, such as attendance, behaviour and social and emotional support”</i>	2, 3, 4, 5
Enrichment Provision School will subsidise half of the school trips, including residential trips, for all PP children and support any other child identified as disadvantaged or struggling to attend. Residentials: The Deep (Year 3) York (Year 4) National Forest (Year 5) PGL (Year 6) Other trips include theatre trips and visits to sporting events – e.g. canoe trip to London, Parliament visit.	The results of a six-year research study into the impact of school residentials were unveiled at an event at the National Geographical Society in London. Improving students' engagement with learning. 79% indicated that the residential has made them realise that what they had learnt at school was important to them. 82 %per cent of KS2 pupils said their teachers and lessons on the residentials helped them to learn. 84%per cent of students said that because of the residential they got on better with peers. 78% felt more confident to try new things they would not have done before the residential.	2, 3, 4, 5
Cool Milk PP children to receive milk if they would like	Evidence for providing nutrients for disadvantaged children - Parliament community document.	2
FORTIS therapist in school Karly and Gemma	EEF Toolkit (Meta-cognition and self-regulation +7 months) Intervention which target social and emotional needs – specialised programmes. Upskilling wellbeing team	2, 3, 4, 5

EWO to work in triangulation formation with school office and pastoral team.	Raising attendance: 2. a detailed study of education welfare service working practices (nfer.ac.uk)	3
Breakfast Club Free for our disadvantaged children, daily.	National school breakfast club programme - GOV.UK (www.gov.uk)	2, 3, 4, 5
After school clubs – puzzle, football, athletics, art club, dodgeball, choir, speech and language. PP children receive support in paying for clubs and have priority to attend.	The evidence suggests that after school clubs provide an important route for children to engage in activities outside of schools. <u>Report template long (nuffieldfoundation.org)</u>	2, 3, 4, 5
Uniform swap TAs to be released to run the uniform swap. Telephone and email option to contact the school regarding any uniform requirements to make it more accessible, and private. Open school at the end of the school year and halfway through the year to enable parents to come into school at their own leisure and privately if wanted.	School uniform EEF educationendowmentfoundation Children feel conscious if they are not dressed in the same standard of uniform as the other children – this helps to ensure that they do not feel different and as parents can select uniform for free it supports all disadvantaged families.	2, 3, 4, 5
Reward prizes for all children when they reach their Dojo point total. Gold coins rewarded around school.	Dojo points are given for a range of reasons - participations, perseverance, being on task, presentation – children strive for these.	1, 2, 3
Wellbeing team for parental engagement. Regular phone calls home and check-ins on those children identified with parent/carers who feel have a barrier to school.	The EEF defines parent engagement as having powerful influence over learning.	3
Wellbeing and SEMH support sessions – delivered by well-being team and teaching assistant – these can include lego therapy, drawing therapy – training given to identified staff. Working to support	Lego-based therapy (LeGoff et al 2014) is an evidence based approach that aims to develop social communication skills in autistic children, such as sharing, turn-taking, following rules, using names and problem-solving.	1, 2, 3, 4, 5

attendance – children wanting to be in school. Well-being team are all in the playground at the beginning of each day.	Children who come into school with emotional/family issue on their minds do not take in new learning and make good progress – need time to address what is worrying them and then the focus can be put into their learning.	
Part -funded music lessons shall be offered to all PP children. Information regarding this to be included in the welcome pack for our school and also for children who are new to PP	EEF Teaching and Learning Toolkit indicates that sports and arts participation has a positive effect on attainment.	1, 2, 3, 4, 5
Playground rota for TAs and more resources for playtimes to facilitate happier playtimes. New outdoor gym equipment build. Outdoor boxes of games to be run by our play leaders – training for Year 6 children and TAs by School Sports Partnership.	Supported games to help develop social skills, much evidence since COVID-19 pandemic to suggest that children are struggling socially since. Encourage children to join in games and to extend their friendships. The leadership skills that they have been taught will also help to raise self-esteem, self -confidence and encourage physical activity (The-Case-For-Play-In-Schools-web-1-1.pdf) OPAL – October 2021	2, 4, 5
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for staff to develop and implement new procedures to improve attendance. NW to attend School Attendance conference.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	3
Coffee mornings, Bingo Nights, Open lessons every term.	Parental engagement has a large and positive impact on children's learning. (DFE research report – 2010)	3
School Council – member of the SLT to use FBV – Democracy for children to vote and to create a school council. Last year PP children were key	Helps to ensure that students' voices are heard and considered in decision-making processes, leading to a more inclusive and democratic school environment, where everyone has a say in how the school is run.	2,3,4

representative members on the council.	They help to build leadership and communication skills in students. Children can learn how to articulate their ideas, work collaboratively with others, and develop their confidence and self-esteem. School councils can help to promote a sense of ownership and responsibility among students for their school community. By being involved in decision-making, students feel more connected to their school and are more likely to take an active role in making it a better place. (Smart School Council Community 2024).	
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Total budgeted cost: £78,437

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Pupil evaluation, using a combination of standardised teacher administered tests and teacher assessment, suggested the following outcomes.

2024 outcomes – 58% of our PP met expected standard in RWM combined SATs. Non-PP expected standard in RWM is 76%. This is a difference of 18% which is a higher combined difference than previous years. The difference was not unexpected based on how our Year 6 pupils had tracked over their four years in school on teacher assessments and in school assessment – a high percentage had entered our school at WT so despite making progress, still did not meet the expected standard when combined.

The progress our PP children make remains a concern. This reviewed strategy aims to improve and accelerate their progress by identifying challenges and outlining our intended outcomes. We are confident that our strategy is successful.

The implementation of our new phonics scheme, training on Power of Reading and a whole school approach to VIPERS in daily focussed reading have proved successful.

2022 - 2023, 50% of our PP children were in the bottom 20% of readers. Last year, this was reduced to 37% which is positive steps in the right direction. We aim for our interventions to continue in supporting reading. Class teachers are also aware that many PP children may remain regular readers in school if they are not reading at home.

Termly meetings with the PP lead and class teachers have been successful. They have worked well in identifying trends and gathering the success of targeted interventions. These meetings raised concerns about attendance and lateness being a factor in underperformance for many of our pupil premium children. Last year's strategy outlined these issues, and on review of what we put in place, we have seen a positive improvement (+1.7%) we are confident with regular attendance team meetings, updated policies and initiatives in place to welcome more parents/carers into school to improve communication, that this gap can be narrowed further.

Observations have indicated that pupil behaviour, wellbeing, social skills and mental health were impacted positively by last year's funding being partially used to provide wellbeing support for children (including targeted interventions and work on social skills). We will continue to build on this and our approach has been detailed in this plan.

Our evidence, alongside National Data, shows that children and young people who are more active have more confidence, higher self-esteem, less anxiety and stress and better social skills – attributes that can help them deal with the challenges they face in daily life. Allowing our disadvantaged and non-disadvantaged children time on the Activeall (purchased as part of

last year's strategy) has had significant benefits, providing brain breaks and time outs for those children who need them, resulting in improved well-being and more focused learning.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
SEMH Development and Nurture Programmes (Children and Staff Sessions)	FORTIS Therapy
SEMH programmes	Compass Go
Speak Out, Stay Safe	NSPCC

Further information

Our PP strategy will be supported by:

- embedding more effective feedback practice based on recent evidence from the EEF demonstrating the significant benefit for pupils, particularly disadvantaged pupils. Staff meetings, team leader meetings and SLT meetings in to be held.
- pupil voice and parent surveys to include wellbeing questions to help us improve how we as a school address wellbeing and how we can work more collaboratively with parents.
- SLT to research metacognition and peer learning further in light of recent evidence collect so we can deliver staff training on how to harness the significant benefits of this for all pupils.
- Closer liaison with SENCO due to the SEN/PP overlap.
- Continuing to offer a wide range of quality extracurricular activities to boost wellbeing and behaviour – PP children will be encouraged to participate.

Planning, Implementation and Evaluation.

When planning this strategy, we evaluated which methods had been successful previously and why, and which methods had not had the desired impact. We recognised the overlap between SEND and how our PP children vary in academic ability, life experiences and wellbeing year on year.

Our PP lead, along with SLT considered reports, studies, research papers and webinars about how to effectively use PP funding which helped develop our strategy. Our own school evidence used to plan our strategy was collated from assessments, book looks, observations and discussions with class teachers. In particular, regular meetings with PP lead, learning mentors and class teachers resulting in a creation of a school PP overview has recently been very successful. It has enabled us to identifying challenges faced by PP children and also which strategies and interventions work as well as allowing us to monitor academic progress. Once we have explored the specific children's needs we have been able to see which approaches and methods will work at Signhills, making evidence informed decisions of what to implement and how. These termly meetings with class teachers, SLT, learning mentors mean that our PP strategy evolves to ensure positive outcomes for all of our children. Class teachers are encouraged to address any concerns during PPA time, team leader meetings and staff meetings and not solely wait for PP progress meetings.

We have timetabled intervention groups to compliment learning within the classroom. We need to enhance learning and so we take care to avoid cognitive overload and to ensure that children are involved in different interventions.