Pupil premium strategy statement

## This statement details our school’s use of pupil premium (and recovery premium for the 2023 to 2024 academic year and school led tutoring) 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

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| Detail | Data |
| School name | Stottesdon CofE Primary School and Nursery |
| Number of pupils in school | 96 (school and nursery: 115 – 03.11.23) |
| Proportion (%) of pupil premium eligible pupils | 17 = 18% of statutory school age  1 EYPP in Nursery |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2022 – 2023 to 2024/2025 |
| Date this statement was published | November 2023 |
| Date on which it will be reviewed | November 2024 |
| Statement authorised by | Katie Jones |
| Pupil premium lead | Katie Jones |
| Governor / Trustee lead | Rob Kennett/Chris Tibbets |

**Funding overview**

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| **Detail** | **amount** |
| Pupil premium funding allocation this academic year | £16,005 (deprivation pp)+ £10,120 (LAC/PLAC) |
| Recovery premium funding allocation this academic year + school led tutoring | £2030 + £945 ( latter is 50% of £18 hour tuition) |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £ 0 |
| **Total budget for this academic year** | £29,070 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.  High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils’ attainment will be sustained and improved alongside progress for their disadvantaged peers.  Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:   * ensure disadvantaged pupils are challenged in the work that they’re set * act early to intervene at the point need is identified * adopt a whole school approach in which all staff take responsibility for disadvantaged pupils’ outcomes and raise expectations of what they can achieve   For all disadvantaged pupils (these may include pupils wider than the criteria) to:   * Be ready for their next stage of learning (evidence would be meeting: ELG; phonic screening; fluently reading and comprehending age-appropriate reading material; achieving learning objectives for their age across the curriculum) * To have positive self-esteem, resilience, health and the emotional wellbeing to be happy and achieve. * For there to be no gap between our pupil premium children and non-pupil premium children (unless there are specific SEND reasons). * Where appropriate, for pupil premium children to achieve greater depth expectations for their age   Our Pupil Premium Strategy aims to achieve the above over the duration their primary education. Our current plan has specific provision to support the following:   * Emotional wellbeing, self-esteem and resilience (including over the shoulder champions; emotion coaching; attendance at wider opportunities e.g. clubs, trips, music etc) * Writing development (including application of phonics; sentence structure; spelling; handwriting) * Fluent reading and comprehension (including phonic progression) * Maths development (including fluency of key facts and sound number knowledge) * Speech and vocabulary development * Fine and Gross Motor skills development to support writing * Supporting provision with staff cpd and resources where needed for the above. |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | Low attainment to EYFS including slower speech development, and personal, social and emotional development. |
| 2 | Low self-esteem and resilience which can impact on attitude to learning and behaviour |
| 3 | Slower phonic and keyword development which subsequently impacts application to fluent reading and writing |
| 4 | Attachment difficulties or hampered emotional and social development |
| 5 | Narrower vocabulary knowledge and use |
| 6. | Weaker fine and gross motor skills which impact achievement (especially writing control) |
| 7. | Attendance and lateness issues for some pupils |
| 8. | Slower development of sound number knowledge and fluency of key facts |

## 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.

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| Intended outcome | Success criteria |
| Improved oral language and vocabulary | Assessments and observations indicate improved skills. This is triangulated with other sources e.g. pupil voice; engagement in lessons; book scrutiny; ongoing formative assessment |
| Improved phonic outcomes among disadvantaged pupils | All meet the EYFS Literacy ELG and Y1 phonic standard or show significant progress towards the achievement of this |
| Improved reading attainment among disadvantaged pupils | Pupils achieve reading targets set or show significant progress towards these on provision maps |
| Improved writing attainment among disadvantaged pupils | Pupils achieve writing targets set or show significant progress towards these on provision maps |
| Improved maths attainment among disadvantaged pupils | Pupils achieve maths targets set or show significant progress towards these on provision maps |
| Pupils have:   * a positive attitude to learning; * strive to succeed; * have ownership of their learning; * are proud of their learning; * access wide ranging opportunities; * use strategies to manage their emotions | Pupils’ self-esteem, resilience and emotional well-being is improved. Where appropriate targeted interventions or approaches have good impact. Pupil voice; engagement in lessons; book scrutiny and ongoing formative assessment show improving positions. |
| Pupils attend on time and do not trigger persistent absence | Pupils’ lateness decreases.  Attendance is at least 92% |

## 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: £ 4000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| *Talk Boost for children’s language and early literacy skills* | Evaluations show 3 month gain in children’s language and early literacy skills | 1, 2, 5 and 3 |
| *Pedagogy that prioritises oral language approaches e.g. daily reading for pleasure; word of the week; explicit vocabulary in sessions; structured questioning in guided reading; purposeful dialogue to share thought processes and learning* | Oral language approaches can have up to [6 months’](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions) additional progress | 1, 2, 5 |
| *Mastering Number programme (R, Y1, Y2, Y4, Y5 + success at arithmetic)* | Evaluations consider up to 5 month gain in children’s fluency in number | 2 and 8 |
| *Little Wandle Phonics Programme including keep up, catch up, fluency programme and spelling application.* | Recommended programme and possible impact of [+ 5 months](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics) | 2, 3 |
| *Single age Reception and EYFS teacher for some of the above programmes (majority of costs in academic support)* | Small group work impact and intent to catch pupils early and close gap early | 1, 2, 3, 4, 5, 6, 7, 8 |
| *TA support in Y1/2 for emotional literacy and self regulation, self-esteem and targeted interventions (majority of costs in academic support)* | Small group work and behaviour/self-regulation support shows + 4 - 7 months | 2, 3, 4, 5, 6, 7, 8 |
| *TA support in Y3/4*  *self-esteem/resilience and targeted interventions (majority of costs in academic support)* | Small group work or support/over the shoulder champion +4 – 5 months | 2, 3, 4, 5, 6, 7, 8 |
| *TA support in Y5/6*  *self esteem/resilience and targeted interventions (majority of costs in academic support)* | Small group work or support/over the shoulder champion +4 – 5 months | 2, 3, 4, 5, 6, 8 |

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

Budgeted cost: £ *22,000*

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| Activity (see evidence in school and provision maps) | Evidence that supports this approach | Challenge number(s) addressed |
| *School led tuition (up to 20 hours for 5 children - £1800 – may double allocation through groups)* | Evidence shows [4 – 5 months](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition) | 2, 3, 4, 5, 6, 7, 8 |
| *Writing interventions to target specific skills e.g. sentence structure, vocabulary, punctuation, handwriting (Incl scheme) etc* | Evidence of impact of small group, targeted support | 2, 3 |
| *Phonic catch up and keep up through LW programme –(additional adults and books)* | Evidence of impact of small group, targeted support  [Possible + 5 months impact](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics)  Reading framework | 1, 2, 3, 5 |
| *Reading interventions (LW) e,g. individual, small group, comprehension, tricky word practise, vocabulary (incl books)* | Evidence of impact of small group, targeted support  Reading framework | 1, 2, 3, 5 |
| *Maths fluency interventions – incl successs at arithmetic; mastering number; target maths* | Evidence of impact of small group, targeted support | 2, 8, |
| *Fine and gross motor interventions e.g. Cool Kids* | Evidence of impact of small group, targeted support | 2, 6 |
| *Vocabulary initiatives* | Evidence of impact of targeted focus  Reading framework | 2, 5 |

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

Budgeted cost: £4000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| *EWO and internal support and challenge on lateness and attendance* | Impact previously has been very positive | 7 |
| *Emotionally based school avoidance training* | Recommended training | 7 |
| *Support to attend wider activities e.g. sport, clubs, access to music activities, trips, (£2310)* | EEF indicates impact of +3 months | 2 |
| *No Worries programme or similar* | Recommended program | 2 |
| *Social and emotional support to help children with emotions Emotion Coaching* | EEF indicates impact of +4 months | 1, 2, 4, 7 |
| *Liaison with Early Help and family support workers where appropriate* | Parental support around parenting that supports self-regulation (+ 4 months) | 1, 2, 4, 7 |
| *Consider contribution to trust family support worker – not included in budget* | Evidence about resilience screening and Trauma informed action groups shows that we need to identify and support cyclical issues from earlier on. | Potentially all. |

**Total budgeted cost: £ 30,000**

# 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 20223 academic year.

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| We have analysed the performance of our school’s disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.   * ELG were met in Literacy and Maths (PSED needs ongoing support) by pupil premium students. Great impact of Little Wandle and Mastering Number. * 94% met the phonic standard (1 pupil premium student was 2 marks off – made great progress) and 100% met at Y2. Great impact of Little Wandle. * Reading: 13/16 (81.25%) pupils made expected or accelerated progress (5/16 for the latter). 1 pupil with EHCP application. 10/16 (62.5% - 21/22 was 58%) are working at ARE or above (2/16 above) * Writing: 11/16 (68.75%) pupil made expected or accelerated progress (7/16 for the latter). 1 pupil with EHCP application. 9/16 (56.25% - 21/22 was 42%) are working at ARE or above (4/16 above) * Maths: 9/16 (56.25%) pupil made expected or accelerated progress (5/16 for the latter). 1 pupil with EHCP application. 9/16 (56.25% - 21/22 was 50%) are working at ARE or above (1/16 above) * KS2 progress and attainment scores should be treated with caution as only based on one pupil who was also on SEN register (R: -0.58 W: 0.67 M: 0.91). Whole cohort progress scores were: R: 0.99 W:4.06 M: 1.58) * Pupils’ self-esteem, resilience and emotional well-being is improved but is a significant area of support with 10/16 needing this. As the year ends those needing more intensive support has reduced to 5/16. 13/16 attended at least one club with pupils often attending multiple clubs. * Pupil lateness decreased and families responded positively to the earlier opening (by 10 mins) * Attendance was 92.34% for pupil premium students in 22/23 (all students was 95.09%). There was a significant upward trend for many pupils.   The data demonstrates an improving picture for most pupils – especially overtime (data for those in Upper Key Stage 2). Support for some pupils in Y4 (23/24) is an ongoing priority as is support for some pupils who are also showing SEND needs.  We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. Further information is available in school. |

## 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*

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| Programme | Provider |
| None apart from those already listed under teaching. |  |
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# Further information (optional)

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| **Additional activity**  Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. Our SDP details this in full. In particular, work on curriculum intent, implementation and impact should have good impact on all pupils knowing more, doing more and remembering more. |