

Pupil premium strategy statement – Stockcross Primary School

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	73
Proportion (%) of pupil premium eligible pupils	11% (8 children)
Academic year/years that our current pupil premium strategy plan covers	2023/2024
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Joanna Lagares, Executive Headteacher
Pupil premium lead	Joanna Lagares, Executive Headteacher
Governor lead	Karen Smith

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£20,685
Recovery premium funding allocation this academic year Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£2000
Pupil premium (and recovery premium) funding carried forward from previous years	£0
Total budget for this academic year	£22,685

Part A: Pupil premium strategy plan

Statement of intent

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.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker, young carers or are in poverty. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support, including pupil welfare. 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.

As a federation, we are acutely aware of the emotional needs of pupils who have ACES, hold particular hardship or whose basic needs' may be compromised. This is why a part of our strategy is dedicated to pupil welfare support and is committed to developing the community approach and understanding of the impact that an attachment and trauma informed approach to supporting pupils can have on pupil outcomes.

Our strategy is informed by consistent analysis and tracking of pupil outcomes and as adapted according to need. 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 their learning
- act at the earliest point to identify the need and intervene with the right support
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' progress and outcomes, understand their potential barriers and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2.
2	Weak spelling and writing skills among many disadvantaged pupils. are evident from Reception through to KS2.
3	Weak basic number skills are evident among many disadvantaged pupils, preventing children making links across maths and progressing to understanding more abstract ideas.
4	Weak meta cognition and self-regulation skills are evident among many of our disadvantaged pupils.
5	A significant proportion of our disadvantaged pupils have English as an additional language.

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
Improve vocabulary and engagement with reading, thereby making ARE by the end of KS2	Children have built their vocabulary knowledge and reading skills through a combination of whole class and targeted reading comprehension and online platforms. Explicit teaching and identifying the comprehension strategies matched to appropriate texts have had a positive impact on attainment. Through daily reading of quality class texts and discussion of these, children make at least expected progress from their starting points.
Improve spelling and writing outcomes.	All children are secure with phonics and meet age related expectations for spelling.
Build basic calculation skills within whole class teaching so that children have a range of strategies to use be	Children pass the year 4 multiplication checks. Number sense skills have shown improvement in teacher assessment.

the end of KS1. Build multiplication skills so that disadvantaged children pass the Y4 multiplication check. Support with interventions in KS2	
Pupils with EAL rapidly acquire language skills – through focused teaching and immersing in language rich opportunities	Pupils with EAL make good progress in the acquisition of the English Language.

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: **£2610**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching and Learning focus on evidence-based strategies to support Quality First Teaching.	Supporting the Attainment of Disadvantaged Pupils (DFE, 2015) suggests high quality teaching as a key aspect of successful schools. Wider educational literature e.g. Lemov (2010) & Sherrington, (2019) suggests that selected methodologies are most effective at improving student outcomes. This is further supported by the EEF Tool Kit (2021) which claims significant improvement in learning e.g. Interleaving and questioning +7 Months Assessment for learning / feedback + 6 Months	1,2,3,4
Acquisition of language through oracy for all	Evidence shows that impact of oracy on outcomes for all learners.	1,5

<p>Embedding of a spelling scheme that compliments the phonics scheme.</p> <p>Further embedding of Flying Start with Phonics – use of intervention to ensure children keep up</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>1,2,5</p>
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	<p>3</p>

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

Budgeted cost: **£12,820**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Interventions & teaching and learning support</p> <p>Small group interventions through small group focused teacher time in all classes (during PE and music)</p> <p>Small group interventions from TAs.</p>	<p>EEF evidence ‘Evidence indicates that one to one tuition can be effective, delivering approximately five additional months’ progress on average. Results from studies is consistent and strong, particularly for younger learners who are behind their peers in primary schools, and for subjects like reading and mathematics. Effects on pupils from disadvantaged backgrounds also tend to be particularly positive.</p>	<p>1,2,3</p>
<p>Small group phonics and spelling sessions which allows more bespoke learning.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics</p>	<p>2</p>

	<p>interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	
<p>Educational materials children have access to, both in and outside school to support progress:</p> <p>TTRockstars</p> <p>Bedrock Vocabulary</p> <p>EdShed (spelling and maths)</p> <p>SATs Companion (Y5/6)</p>	<p>EEF: Where learners use programs or applications designed for problem solving or open-ended learning, studies consistently find that digital technology is associated with moderate learning gains: on average, an additional four months' progress. Evidence suggests that technology approaches should be used to supplement other teaching,'</p>	1,2,3
<p>Writing : STRAW (Structured Approach to Writing) 1-2-1 intervention</p>	<p>EEF: There is a strong and consistent body of evidence demonstrating the benefit of structured interventions for pupils who are struggling with their literacy</p>	2

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

Budgeted cost: **£6180**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p> <p>Breakfast club for pupils to attend.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	6
<p>50% contribution towards the cost of school trips and in school clubs so that children experience a full range of opportunities.</p>	<p>EEF: Enriching education has intrinsic benefits (sometimes referred to as "arts for arts' sake")... all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education</p>	5

Contingency fund for acute issues (including a hardship fund to enable participation in school trips where a contribution is a barrier to attendance)	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All
Dedicated and targeted time for ELSA and pupil welfare support	An EEF study on Social & Emotional learning found interventions have a significant impact on attitudes to learning, social relationships, and attainment itself. The impact on attainment is equivalent to four months progress	4
Develop prosocial behaviours, movement breaks, emotional check in by: Improved classroom management through staff reflection and training. Consistent application of school behaviour policy. Encouraging self-reflection by children and use of peer mediation strategies to resolve conflict	The development of self-regulation and executive function is consistently linked with successful learning, including pre-reading skills, early mathematics and problem solving. Strategies that seek to improve learning by increasing self-regulation have an average impact of five additional months' progress. EEF	4,5,6

Total budgeted cost: £21,610. Underspend of £1075

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This details the impact that our PPG activity had on pupils in the 2022 to 2023 academic year.

Improve vocabulary and engagement with reading, thereby making ARE by the end of KS2

50% of the disadvantaged pupils were ARE by the end of KS2.

Improve spelling and writing outcomes. children reach ARE in GaPS assessments by summer term of their year group

GAPs assessments no longer used in the school. 58% of the disadvantaged pupils were at ARE at the end of the academic year.

Build basic calculation skills within whole class teaching so that children have a range of strategies to use by the end of KS1. Build multiplication skills so that disadvantaged children pass the Y4 multiplication check. Support with interventions in KS2

100% of disadvantaged children met ARE and made expected progress at the end of KS1.

The disadvantaged pupils in Y4 did not score highly in the multiplication check.

All pupils, including disadvantaged and vulnerable pupils meet attendance targets

Period: 01/09/2022 AM to 21/07/2023 PM

Whole School

Percentages

	Pupils in group	Attendances	Authorised Absences	Unauthorised Absences	Late Before	Late After
Pupil Premium	12	93.53	6.01	0.45	1.55	0.26

Not Pupil Premium	80	94.76	4.07	1.16	0.28	0.01
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Low level disruption and behavioural incidents by disadvantaged and vulnerable children are reduced in school

Staff received training in positive lunchtimes. Training for all staff on managing behaviour was introduced and a subsequent reduction in the number of low level disruption and behaviour incidents for these children.

	2022 -2023	
	PPG Stockcross	
	Total allocation for school 2022 – 2023	£18,310
	Total recovery allocation for 2022 – 2023	£1305
	TOTAL	£19,615
Quality first teaching	Training, CPD, release etc. £500	
Phonics training	Including overtime £500	
Embedding synthetic phonics scheme	Included in above	

Maths hub and CPD	£500
Pupil welfare support	Interventions (ELSA) 4 hours per week £3120
	£4620
Interventions	7 hours per week £5460
Phonics groups	2 additional staff, 2 hours a week £2000
Apps and resources (TTRockstars, Bedrock, EdShed, SATs companion)	£1000
Writing – STRAW intervention	2 x hours per week £1560
	£10,020
Improving school attendance	£585
50% contribution to school trips	*NB Full payment was made for trips, residential and clubs during autumn term (legacy) – total spent autumn term 2022 £1397.50 £1000 for spring / summer

Contingency Fund	£652
Lego therapy	1 hour per week delivered by a TA £800
Pupil support – positive playtimes, peer mediation etc.	Training for LTC @ £80 pp x 3 = £240.00 Implementation of Stormbreak (release time etc) 6 half days TA £300
	£4974
TOTAL	£19,615