# Stanmore Primary School Pupil premium strategy statement

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

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| **Detail** | **Data** |
| School name | Stanmore Primary School |
| Number of pupils in school | 190 |
| Proportion (%) of pupil premium eligible pupils | 47% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2021-2024 |
| Date this statement was published | Dec 2023 |
| Date on which it will be reviewed | Dec 2024 |
| Statement authorised by | Sharon Taylor |
| Pupil premium lead | Sally Atkins |
| Governor / Trustee lead | John Hall |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | 130,950 |
| Recovery premium funding allocation this academic year | 13,775 |
| Funding for LAC and Post LAC | 12,650 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | 0 |
| **Total budget for this academic year** | 157,375 |
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| School led tutoring funding | 6,142.50 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| **Our building blocks for tackling educational disadvantage:**  **Whole-school ethos of attainment for all**  There is a culture of high expectations for all. (BEST)  There is a belief that all disadvantaged pupils are capable of overcoming their personal barriers to succeed.  All children are expected to attend school regularly and the school cultivates a sense of belonging.  Leaders, teachers and other adults understand their role within the school’s strategy and how to support PPG children.  **Addressing behaviour and attendance**  A strong emphasis is placed on developing positive behaviours for learn;  Stanmore School Keys for Success  The school responds rapidly to ensure de-escalation techniques are effective for pupils that need support.  Attendance is monitored frequently with attendance procedures followed and support offered.  Persistent absence is rigorously challenged and proactive strategies to positively engage families are pursued.  **High quality inclusive teaching for all**  The principles of Appreciate, Participate and Innovate are applied throughout  the curriculum and children are provided with the vocabulary and skills to  access all aspects of this.  The school places a strong emphasis on ensuring all disadvantaged pupils receive high quality inclusive teaching; responsive on- going formative assessment is essential to ensure disadvantaged pupils make good or better progress**.**  All adults are committed to positive engagement with disadvantaged pupils.  Professional development is focused on securing strong subject knowledge  Interventions are additional to the entitlement to high quality teaching; class teachers retain accountability for pupil achievement.  Curriculum is planned ‘through the eyes of the disadvantaged’ to ensure access for all children.  **Meeting individual learning needs**  There is a strong understanding of the barriers to learning and how developing the whole child impacts on learning.  Personalised plans are used to ensure barriers are overcome so that disadvantaged pupils can benefit from enrichment, emotional well -being support and interventions that enable them to succeed in their learning across a wide range of subjects.  Learning gaps and misconceptions are identified and addressed in the classroom and through remote learning so that pupils can secure learning domains that will enable them to catch up to meet age related expectations or increasingly work at greater depth.  Transition processes for disadvantaged pupils are carefully planned and implemented.  Tiered Vocabulary is explicitly taught throughout school to allow all children to access the curriculum.  **Data-driven**  The progress of disadvantaged pupils is discussed at all pupil progress meetings and at key assessment milestones. Actions are identified, implemented and regularly reviewed within each assessment phase.  Accelerated progress must lead to higher attainment within milestones, an academic year and key stages.  **Clear, responsive leadership**  A Strategy Group, which includes senior leadership and a governor, review the effectiveness of strategies at the end of each assessment phase.  Self-evaluation is rigorous and honest.  The effectiveness of the strategy is reviewed termly and is based on internal analysis, research and best practice.  Leaders apply robust quality assurance processes and clear success criteria.  **Deploying staff effectively**  Both teachers and support staff are deployed flexibly in response to the changing learning needs of disadvantaged pupils.   * Resources are targeted at pupils at risk of less than accelerated progress. |

## 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 | Word poverty which impacts in progress in all areas of the curriculum |
| 2 | Poor attendance significantly lower than non PPG peers resulting in missed learning. |
| 3 | Poor social and emotional development which impacts on some pupil’s ability to manage emotions and self-regulate. |
| 4 | Less access/exposure to extra-curricular activities and educational experiences such as trips, music lessons and participation in physical activities. |
| 5 | Sufficient progress not made in previous years having an impact on self-esteem as well as leaving the children with gaps in their learning. |
| 6 | Less support at home in reading, homework and remote learning. |

## 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** |
| * Targeted support through High Quality teaching leading to Academic impact | % of PPG children achieving phonic screening in Year 1 and Year 2 to reflect national data.  % of children eligible for PPG achieving ARE in RWM in line with national average.  Accelerated progress in mathematics  Higher attainment in maths  Higher attainment in EGPS |
| Emotional, social and behavioural support to improve learning behaviours, self-regulation and to support mental health. | Attendance of PPG children in line with national expectations.  Continue to strengthen links with the Keppel Centre and the Primary Behaviour Service to ensure that provision in Ready to Learn (R2L) is appropriate and effective in meeting need.  Reduced hours provision and suspensions reduced |
| Enrichment support to enable all children to access a range of experiences. | Pupil Voice, child led and ‘real life’ experiences are included giving children the opportunity to appreciate, participate and innovate where possible.  The most vulnerable children have a curriculum that is adapted and appropriate to their needs**.**  An increase in the number of PPG children taking part in extracurricular activities and peripatetic music lessons. |

## 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)

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| **Activity** | **Evidence that supports this approach** | **Challenge number(s) addressed** |
| Teacher time spent with bespoke intervention for PPG children. | EEF Diagnostic Assessment: Evidence insight shows :  Quality First teaching increases progress by +2  Use of mastery approach increases progress by +5 | 1, 5 |
| Use of RWI across the school to ensure that all children have a secure understanding of phonics and are regularly assessed for need. | EEF research shows RWI has an impact of 3 month for each student.  EEF Diagnostic Assessment: Evidence insight shows Phonics increases progress by +5. | 1,5,6 |
| IL and PPG lead to ensure there is clear, systematic analysis of gaps in understanding for PPG and SEND children using NFER / White Rose and Teacher assessment data. | Visible Learning by John Hattie  Formative Evaluation is ranked 3rd and 4th in term of effectiveness of interventions for when progress is slowed - Sir John Dunford (former National Pupil Premium Champion). | 5 |
| Personal Learning Plans identify needs of PPG children not achieving ARE | EEF recommends:  Identifying main barriers to learning,  Engaging with Parents and Carers and  Training all staff. | 5 |
| Maths and English leads to run professional development sessions focussing on:  Retrieval practise Maths Mastery and explicit teaching of vocabulary. | Evidence on impact on retrieval practise from EEF Diagnostic Assessment Evidence Insight, Edu twitter network and Chartered College of Teaching. | 1,5 |
| Embedding of Stanmore Curriculum to include detailed sequencing of knowledge to support all children to access the curriculum. | EEF Diagnostic Assessment: Evidence insight shows :  Quality First teaching increases progress by +2  Use of mastery approach increases progress by +5 |  |

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

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| **Activity** | **Evidence that supports this approach** | **Challenge number(s) addressed** |
| Use of targeted pathways to support children below ARE.  Includes use of Fresh Start and Number Stacks. | EEF Diagnostic Assessment Evidence Insight shows:  1:1 teaching shows progress of +5  Individualised Instruction shows progress of +4  Micro teaching shows progress of +4  Small group tuition show progress of +4 | 5 |
| Group tutoring to secure reading in yr6  Additional small group support in Yr6 to support arithmetic | 5 |
| Pupil Voice, child led and ‘real life’ experiences are included giving children the opportunity to appreciate, participate and innovate. The most vulnerable children have a curriculum that is adapted and appropriate to their needs**.** | EEF Diagnostic Assessment Evidence Insight shows:  Collaborative Learning Approach show progress of +5 | 4,5 |
| 30 minutes weekly additional TA time linked to learning interventions. | EEF Diagnostic Assessment Evidence Insight shows:  1:1 teaching shows progress of +5  Individualised Instruction shows progress of +4  Micro teaching shows progress of +4 | 5 |
| 30 Minutes weekly additional access to class teacher linked to learning | EEF Diagnostic Assessment Evidence Insight shows:  1:1 teaching shows progress of +5  Individualised Instruction shows progress of +4  Micro teaching shows progress of +4 | 5 |

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

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| **Activity** | **Evidence that supports this approach** | **Challenge number(s) addressed** |
| Weekly Elsa sessions for those children requiring additional support. | EEF Diagnostic Assessment Evidence Insight shows:  Social and Emotional Interventions show progress of +4 | 3 |
| Outdoor learning prioritised to allow access to creative learning and exploration. | EEF Diagnostic Assessment Evidence Insight shows:  Behavioural Interventions show progress of +4  Metacognitions and Self Regulation shows progress of +4 |  |
| Collaborative work between Pupil Premium Lead (PPL) and admin targeting vulnerable children who are at risk of becoming persistently absent | Recommended by Gov.UK on efficient use of Pupil Premium funding. | 2 |
| 2 members of staff to provide CPD on implementing behaviour strategy linked to Attachment and Trauma | EEF Diagnostic Assessment Evidence Insight shows:  Metacognitions and Self-Regulation shows progress of +4  Social and Emotional Interventions show progress of +4 | 3 |
| Continue to strengthen links with the Keppel Centre and the Primary Behaviour Service to ensure that provision in Ready to Learn (R2L) is appropriate and effective in meeting need | EEF Diagnostic Assessment Evidence Insight shows:  Behavioural Interventions show progress of +4  Metacognitions and Self-Regulation shows progress of +4  Social and Emotional Interventions show progress of +4  Micro teaching shows progress of +4 | 3 |
| Engage with Hampshire Music Service to provide opportunities for yr 3 / yr4 children (including those in receipt of PPG) to access music tuition and peripatetic lessons for PPG children. | EEF Diagnostic Assessment Evidence Insight shows:  Arts Participation shows progress of +3 | 4 |
| Support for children in receipt of PPG funding to enable access to school trips and visits. | EEF Diagnostic Assessment Evidence Insight shows:  Arts Participation shows progress of +3 | 4 |

**Total budgeted cost: £130,950**

Recovery Premium Funding

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| **Activity** | **Evidence that supports this approach** | **Challenge number(s) addressed** |
| CPD training from curriculum specialist from HIAS | EEF Diagnostic Assessment Evidence insight shows:  Quality First teaching increases progress by +2  Use of mastery approach increases progress by +5 |  |
| TA employed to support children through the use of Talk Boost | EEF Diagnostic Assessment Evidence Insight shows:  Oral Language Interventions show progress of +6 | 1,6 |
| RWI online training | EEF research shows RWI has an impact of 3 month for each student.  EEF Diagnostic Assessment: Evidence insight shows Phonics increases progress by +5. | 1,5,6 |
| Purchase of sensory toolkit and opportunities for quiet spaces for self-regulation. | EEF Diagnostic Assessment Evidence Insight shows:  Metacognitions and Self-Regulation shows progress of +4  Social and Emotional Interventions show progress of +4 | 3 |

**School led tutoring funding**

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Reading teacher employed by the school one day/week prioritising PPG children in Year 5/6 | EEF Diagnostic Assessment Evidence Insight shows:  1:1 teaching shows progress of +5  Individualised Instruction shows progress of +4 | **5** |
| Booster Teacher for PPG children in Year 5/6 for maths and writing. |

# 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 2019 to 2023 academic year.

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| **Aim** | **Impact** |
| 1.1: Ensure that all groups of pupils, especially those that are disadvantaged, make rapid progress and close gaps in attainment that have widened between them and other groups of pupils in school and nationally. | 2022/23       * Interventions are in place for the lowest 20%.   Outcomes for disadvantaged pupils by the end of KS1 were above national in the combined and separate measure.     * 80% of children in receipt of FSM achieved their phonics check compared to 69% nationally. |
| 1.4: Establish and implement a clear shared curriculum strategy ‘Appreciate, Participate and Innovate’ and framework of positive learning behaviour expectations ‘Keys for Success’: for all pupils that enable them to interact and learn effectively. | 2022-2023   * 100% children in receipt of PPG funding in Yy4 attended Minstead residential * 88% children in receipt of PPG funding in Yy6 attended Stubbington residential * 2 children in receipt of PPG funding successfully graduated from R2L provision into mainstream class. * Two members of staff now trained on trauma and attachment and its impact on children. Training for whole staff at school inset day * Increased use of the worry box in classes. * Positive language scripts now used consistently in classes. * Enhance support for children with behaviour or learning challenges * Links strengthened between Keppel Centre and Primary Behaviour Service resulting in sharing of good practise. |
| To bring attendance of pupils in receipt of Pupil Premium in line with national expectations. | * Targeted implementation plan showed key improvements in attendance from week 23      * Systematic procedure in school to target children whose attendance <96% or regularly arriving late to school.  |  |  | | --- | --- | | **Sept 2022 – Dec 2023** | **Sept 2023 – Dec 2023** | | Whole School Attendance 93.4%  PPG Attendance 89.9% (ex PT students 91.5%) | Whole school attendance 93.2%  PPG attendance 92.9% | |