

Pupil premium strategy statement – Stanah Primary School. Lo9]

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	397
Proportion (%) of pupil premium eligible pupils	17%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2024
Date this statement was published	December 2022
Date on which it will be reviewed	December 2024 and 2025
Statement authorised by	Hamish Clough
Pupil premium lead	Suzanne Dempsey
Governor / Trustee lead	Colin Jackson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£100,165
Recovery premium funding allocation this academic year	£7,975
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£108,140

Part A: Pupil premium strategy plan

Statement of intent

Our intention at Stanah 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 and give them the same opportunities as their non-disadvantaged peers, including progress for those who are already high attainers.

At Stanah Primary school we believe, and research evidence shows (e.g. from EEF, Ofsted, DfE Reports), that the quality of teaching and learning is the most important factor in the achievement of all pupils. High-quality teaching is at the heart of our teaching and learning philosophy, 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.

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

We recognise that disadvantaged children can face a wide range of barriers which may impact their learning and so, in addition to providing academic support, our disadvantaged pupils have access to a wide range of opportunities to develop their cultural capital across a range of different areas of school life. As well as this, there is also specific support provided to improve attendance in school so that all of our disadvantaged children have the greatest chance to achieve their full potential.

Challenges

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

Challenge number	Detail of challenge
1	Our wide range of assessments indicate that among some of the disadvantaged pupils, from EYFS through to KS2, have under developed speech and language skills and vocabulary gaps. (supported by Best start in life part 1: setting the scene. Ofsted 2022)
2	Attainment of Pupil premium children in core subjects is, on average, lower to that of their peers, particularly in writing from Y1-Y5.
3	Our internal tracking suggests that disadvantaged pupils find phonics more difficult to master than their peers. 36% of Year 1 disadvantaged pupils did not achieve the 2023 Phonics Screening 23% of Year 2 disadvantaged pupils did not achieve the 2023 Phonics Screening. Evidence from EYFS and phonics data.
4	The attendance of some of the pupils requires improvement. Some of the children do not attend school despite home visits, or will arrive late having missed at least one lesson. For those children who have lower than average attendance levels, it is having a detrimental impact on their learning. 50.7% of PP children have lower than the 96% satisfactory attendance – Autumn 2023 data. Evidence from school registers and SIMS.
5	Our pupil and staff discussions indicate that disadvantaged pupils have less access to activities that develop their cultural capital when school is closed, during the weekends and holidays despite school directing parents/carers to free holiday club places.

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 oral language skills and vocabulary among disadvantaged pupils.	A range of assessment data indicates that there has been a significant improvement in these skills for disadvantaged pupils.

	<p>There is more engagement in lessons and activities within school assessed evident when triangulated with other evidence such as lesson engagement, book scrutiny and ongoing formative and summative assessments.</p> <p>Evidence from The Language Tree assessments and intervention work.</p>
<p>To continue to ensure the outcomes for pupils in receipt of Pupil Premium are at least in line with those of peers in school across the curriculum through ensuring high quality teaching is effectively in place alongside targeted intervention.</p>	<p>Increased progress for pupils in receipt of pupil premium in reading, writing and maths in line with their identified baseline.</p>
<p>3. For the number of disadvantaged children passing the phonics screening checks in line with or above the national expectations for all groups.</p>	<p>The phonics Screening data shows an upward trend in the percentage of pupils achieving the expected standard at the end of Year 1. Above 80%</p>
<p>4. <i>To achieve and sustain improved attendance and punctuality for all pupils, particularly our disadvantaged pupils.</i></p>	<p>Sustained high attendance from 2022-25 demonstrated by: The overall absence rate for all pupils being in-line or below national The percentage of all pupils who are persistently absent being significantly reduced and broadly in-line with national Reduction in fixed penalty notice and RLA case load.</p>
<p>Pupils have access to a wide range of experiences that develop their cultural capital.</p>	<p>Disadvantaged pupils have access to a wide range of experiences that will propel them to achieve their best in. The experiences they have mean they learn from the best that has been said and written, which enables them to move on to the next stage of their learning with confidence.</p>

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: £18215

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Staff Development linked to pupil attainment in reading, writing and maths</p> <ul style="list-style-type: none"> • Lexia training and resources • Colourful semantics training 	<p>EEF Early Years Toolkit EEF – Communication & Language Approaches EEF Guide to Pupil Premium EEF Teaching Toolkit – Mastery approach to learning and Metacognition report EEF Literacy report for KS1 and KS2 EEF Mathematics report for KS1 and KS2</p> <p>First quality teaching is, we believe, the best way for ALL children to succeed. Providing teachers with up-to-date teaching strategies to enable them to close the gap between PPG and non-PPG essential. Additionally, we will be delivering bespoke interventions for all PPG children. Interventions will be delivered by teachers.</p>	1,2,3
<p>Utilise highly knowledgeable staff to deliver additional phonics to those children who are working below the age-related expectation/did not achieve the expected level in Year 1.</p>	<p>EEF, Closing the Disadvantaged Gap: Oral Language Interventions.</p> <p>The targeted use of approaches supports disadvantaged pupils to catch up with peers, particularly when this is provided one-to-one.</p>	1,3
<p>Utilise the use of the family support worker/DSL's and SENDco to those who need support.</p>	<p>EEF toolkit identifies that the following all have a positive impact. Behaviour intervention (+ 3months) Social and emotional learning (+ 4 months) Metacognition and Self regulation strategies (+ 7 months)</p>	2,4

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

Budgeted cost: £82305

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teaching assistant support in lessons & intervention programmes (Small group and 1:1) throughout the school day</p>	<p>EEF Toolkit EEF Effective use of Teaching Assistants EEF Teaching Toolkit – Small group EEF- Lexia has been identified by the EEF as adding (+2) months to the children’s progress.</p> <p>Examples include;</p> <ul style="list-style-type: none"> • Bug Club Phonics, • Lexia • Reading, Writing and Maths interventions. • Precision teaching 	<p>2</p>
<p>Disadvantaged pupils with additional needs will be given specific targeted programmes to ensure progress.</p>	<p>One to One Tuition/Precision teaching/EEF SEND children need specific and timely support to ensure access to the curriculum is enhanced. This support takes place in all classrooms.</p> <p>Teaching Assistants have been placed in each class and additional in areas of higher need to make use of their expertise so that SEND children make progress.</p>	<p>1-3</p>

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

Budgeted cost: £ 7840

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enrichment opportunities	<p>EEF Social and Emotional Report Guidance EEF Effective use of Pupil Premium</p> <p>PP children have access to subsidised enrichment activities including music lessons, outdoor activity days</p>	5
Before and after school sports clubs available for free	<p>EEF Social and Emotional Report Guidance</p> <p>Sports participation increases educational engagement and attainment, outdoor learning shows positive benefits on academic learning and self-confidence. Learning is contextualised in concrete and language rich experiences. Ofsted research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils.</p>	4,5
Maintain the role of the Family Learning Mentor to support children and their wider families socially and emotionally by providing practical advice and support	<p>EEF Improving Social and Emotional Learning in primary Schools.</p> <p>The Family Mentor to provide advice and practical support to enable families to overcome barriers to school attendance and engagement. To provide emotional in-house support to pupils and facilitate external support where required.</p>	1,2
Attendance and Punctuality Issues	<p>Attendance figures for our Pupil Premium children is 94.4%. There are also lateness issues with some. The Attendance team contacts families when pupils have not arrived at school.</p>	4

	The family support officer conducts Home Visits. There are whole class rewards for the highest attending class DfE Improving School Attendance	
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Total budgeted cost: £ 108,360

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2022/23 academic year using Key Stage 1 and 2 Performance Data, Phonics Screening Check results and our own internal assessments.

Data suggests that, despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils in 2022/23 was below our expectations. Our analysis suggests that the reason for this is primarily the ongoing impact of COVID-19.

The attainment gap between our disadvantaged pupils and non-disadvantaged pupils has grown since the start of the pandemic. This is reflective of national figures and demonstrates the additional impact of COVID-19 on disadvantaged pupils.

Absence and persistent absence among disadvantaged pupils was higher than their peers in 2022/23. We recognise this gap is too large which is why raising the attendance of our disadvantaged pupils is a focus of our current plan.

Challenges in relation to wellbeing and mental health remain significantly higher than before the pandemic. The impact on some of our disadvantaged pupils has been particularly acute and support is in place for these pupils.

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.