

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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

Detail	Data
School name	Stottesdon CofE Primary School and Nursery
Number of pupils in school	97
Proportion (%) of pupil premium eligible pupils	8.3%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022 - 2023
Date this statement was published	Sept 22
Date on which it will be reviewed	Sept 23
Statement authorised by	Katie Jones
Pupil premium lead	Katie Jones
Governor / Trustee lead	Sarah Price

## Funding overview

Detail	amount
Pupil premium funding allocation this academic year	£11,080
Recovery premium funding allocation this academic year + school led tutoring	£2000 + £1296 ( latter is 60% of £18 hour tuition for 8 children – 15 sessions)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£14,376

# Part A: Pupil premium strategy plan

## Statement of intent

*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.

<b>Challenge number</b>	<b>Detail of challenge</b>
1	Low attainment to EYFS or personal, social and emotional challenges after the pandemic
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.

Intended outcome	Success criteria
<i>Accelerated progress in phonics</i>	All meet the EYFS Literacy ELG and Y1 phonic standard or show significant progress towards the achievement of this
Accelerated progress in reading	Pupils achieve reading targets set or show significant progress towards these on provision maps
Accelerated progress in writing	Pupils achieve writing targets set or show significant progress towards these on provision maps
Accelerated progress in maths	Pupils achieve maths targets set or show significant progress towards these on provision maps
Emotional well-being, resilience and self esteem	Pupils self-esteem, resilience and emotional well-being is improved. Pupils have: <ul style="list-style-type: none"> <li>• a positive attitude to learning.</li> <li>• strive to succeed</li> <li>• have ownership of their learning</li> <li>• are proud of their learning</li> <li>• access to wide ranging opportunities</li> <li>• strategies to manage their emotions</li> </ul>
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: £ 8000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Neli programme and Talk Boost for children's language and early literacy skills</i>	Evaluations show 3 month gain in children's language and early literacy skills	2, 5 and 3
<i>Mastering Number programme</i>	Evaluations consider up to 5 month gain in children's fluency in number	2 and 8
<i>Word Aware Programme</i>	Recommended programme and possible impact of small group tuition + 4 months	2, 3 and 5
<i>Colourful semantics Programme</i>	Recommended programme and possible impact of small group tuition + 4 months	2, 3
<i>Cool kids Programme</i>	Recommended programme and possible impact of small group tuition + 4 months	2, 6
<i>Little Wandle Phonics Programme</i>	Recommended programme and possible impact of + 5 months	1, 3
<i>TA in Reception for some of the above programmes and meta cognition support</i>	Small group work impact and intent to catch pupils early and close gap early	1, 2, 3, 5, 6, 8
<i>TA support in Y1/2 for emotional literacy and self regulation, self-esteem and targeted interventions</i>	Small group work and behaviour/self-regulation support shows + 4 - 7 months	2, 3, 4, 5, 6, 8
<i>TA support in Y3/4 self-esteem/resilience</i>	Small group work or support/over the shoulder champion +4 – 5 months	2, 3, 4, 5, 6, 8
<i>TA support in Y5/6 self esteem/resilience</i>	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: £ 10,000

Activity (see evidence in school and provision maps)	Evidence that supports this approach	Challenge number(s) addressed
<i>Catch up school led tuition (up to 15 hours for 8 children - £2160 – may double allocation through groups)</i>	Evidence shows 4 – 5 months	2, 3, 4, 5, 6, 8
<i>Writing interventions to target specific skills e.g. sentence structure, vocabulary, punctuation, handwriting etc</i>	Evidence of impact of small group, targeted support	2, 3
<i>Phonic catch up through LW programme -this may need additional support at Y1/2/3 (+ c.£1000 to boost fully decodeable books and resources as necessary)</i>	Evidence of impact of small group, targeted support Reading framework	1, 2, 3
<i>Reading interventions e.g,individual, small group, comprehension, tricky word practise, vocabulary</i>	Evidence of impact of small group, targeted support Reading framework	1, 2, 3, 5
<i>Maths fluency interventions</i>	Evidence of impact of small group, targeted support	2, 8,
<i>Fine and gross motor interventions e.g. Cool Kids</i>	Evidence of impact of small group, targeted support	2, 6
<i>Vocabulary initiatives</i>	Evidence of impact of targeted focus Reading framework	2, 5

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

Budgeted cost: £2500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>EWO and internal support and challenge on lateness and attendance</i>	Impact previously has been very positive	7
<i>Support to attend wider activities e.g. sport, clubs, access to music activities, trips, (£1500)</i>	EEF indicates impact of +3 months	2
<i>No Worries programme or similar</i>	Recommended program	2
<i>Social and emotional support to help children with emotions Emotion Coaching Training</i>	EEF indicates impact of +4 months	1, 2, 4, 7
<i>Liaison with Early Help and family support workers where appropriate</i>	Parental support around parenting that supports self-regulation (+ 4 months)	1, 2, 4, 7
<i>Consider contribution to trust family support worker – not included in budget</i>	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: £ 20,500**

## 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 2021 to 2022 academic year.

<p>Internal tracking and provision led to (highlighting indicates whether this met our initial targets):</p> <p>Reading: 7/12 working at ARE, 2/12 achieved greater depth. 9/12 made expected or accelerated progress (1 pupil one point off expected – other two pupils with wider needs)</p> <p>Writing: : 5/12 working at ARE, 1/12 achieved greater depth. 9/12 made expected or accelerated progress (all pupils with wider needs)</p> <p>Maths: : 6/12 working at ARE, 0/12 achieved greater depth. 9/12 made expected or accelerated progress (1 pupil one point off expected – other two pupils with wider needs)</p> <p>Phonics: 2 pupils did make significant phonic progress (especially in reading) - their journey to close the gap is significant. 2 other pupils need continued support and screening</p> <p>Self esteem and emotional needs continues to be a big area of support for 5/12 pupils. Good impact was had on all but this is an ongoing journey. The impact of school led tuition was excellent for the vast majority. The impact of wider opportunities was thought to be good but harder to measure.</p>
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### 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

Programme	Provider
None apart from those already listed under teaching.	

### Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	NA
What was the impact of that spending on service pupil premium eligible pupils?	NA

