

# 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

Detail	Data
School name	Stottesdon CofE Primary School and Nursery
Number of pupils in school	94 (school and nursery: 112 – 021.09.24)
Proportion (%) of pupil premium eligible pupils	14 = 15% of statutory school age
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023 – 2024 to 2026/2027
Date this statement was published	October 2024
Date on which it will be reviewed	October 2025
Statement authorised by	Katie Jones
Pupil premium lead	Katie Jones
Governor / Trustee lead	Rob Kennett/Chris Tibbits

## Funding overview

Detail	amount
Pupil premium funding allocation this academic year	£19240 (deprivation pp – although pupil movement may result in reduction to £16280)+ £7710 (LAC/PLAC)
Recovery premium funding allocation this academic year + school led tutoring	No longer applicable
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b>	£23,990 (reflects likely reduction)

# 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.

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.

Challenge number	Detail of challenge
1	Low attainment to EYFS including slower speech 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	Social and Emotional Learning (SEL): Attachment difficulties and/or self-management of emotions
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 (now significantly reduced)
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
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: <ul style="list-style-type: none"> <li>- a positive attitude to learning;</li> <li>- strive to succeed;</li> <li>- have ownership of their learning (how they are learning; strengths and next steps);</li> <li>- are proud of their learning;</li> <li>- access wide ranging opportunities;</li> <li>- use strategies to manage their emotions</li> </ul>	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 95%

## 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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>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 feedback and discussion</i>	Oral language approaches can have up to <a href="#">6 months</a> additional progress	1, 2, 5
<i>Mastering Number programme (Early Numeracy in EYFS, R, Y1, Y2, Y4, Y5 + success at arithmetic) including ongoing training and reflection of impact.</i>	Evaluations consider up to 5 month gain in children's fluency in number	2 and 8
<i>Little Wandle Phonics Programme including keep up, catch up, fluency programme and spelling application. Includes ongoing training and reflection of impact.</i>	Recommended programme and possible impact of <a href="#">+ 5 months</a>	2, 3
<i>Single age Reception and EYFS teacher for some of the above programmes (majority of costs in academic support)</i>	Small group work impact and intent to catch pupils early and close gap early	1, 2, 3, 4, 5, 6, 7, 8
<i>TA support in Y1/2 for emotional literacy and self regulation, self-esteem and targeted interventions (majority of costs in academic support)</i>	Small group work and behaviour/self-regulation support shows + 4 - 7 months	2, 3, 4, 5, 6, 7, 8
<i>TA support in Y3/4 self-esteem/resilience and targeted interventions (majority of costs in academic support)</i>	Small group work or support/over the shoulder champion +4 – 5 months	2, 3, 4, 5, 6, 7, 8
<i>TA support in Y5/6 self esteem/resilience and targeted interventions (majority of costs in academic support)</i>	Small group work or support/over the shoulder champion +4 – 5 months	2, 3, 4, 5, 6, 8
<i>Supporting staff with training in understanding sensory processing difficulties and how they might impact on the participation of children with Neuro Diversity.</i>	Social and Emotional Learning ( <a href="#">SEL</a> ) interventions seek to improve pupils' decision making, interaction and self-management of emotions. Targeted approaches (+6)	2, 4, 7
<i>Supporting staff with Interoception training to help pupils awareness of changes in own body necessary for self-regulation</i>	Social and Emotional Learning ( <a href="#">SEL</a> ) interventions seek to improve pupils' decision making, interaction and self-management of emotions. Universal approaches (+3).	2, 4, 7
<i>Increase approaches to professional development which include peer reviews with mentoring and coaching</i>	Use of the <a href="#">EEF effective professional development mechanisms</a> has helped us identify that we would like to focus more on mechanism C (developing teaching techniques)	All

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

Budgeted cost: £ 16,000

Activity (see evidence in school and provision maps)	Evidence that supports this approach	Challenge number(s) addressed
<i>Talk Boost for children's language and early literacy skills</i>	Evaluations show 3 month gain in children's language and early literacy skills	1, 2, 5 and 3
<i>School led tuition (up to 20 hours for 5 children - £1800 – may double allocation through groups) – budget dependent as no further top up funding.</i>	Evidence shows <a href="#">4 – 5 months</a>	2, 3, 4, 5, 6, 7, 8
<i>Writing interventions (incl. writing/grammar surgeries) to target specific skills e.g. sentence structure, vocabulary, punctuation, handwriting (Incl scheme) etc</i>	Evidence of impact of small group, targeted support	2, 3
<i>Phonic catch up and keep up through LW programme –(additional adults and books)</i>	Evidence of impact of small group, targeted support <a href="#">Possible + 5 months impact</a> Reading framework	1, 2, 3, 5
<i>Reading interventions (LW) e.g. individual, small group, comprehension, tricky word practise, vocabulary (incl books)</i>	Evidence of impact of small group, targeted support Reading framework	1, 2, 3, 5
<i>Maths fluency interventions – incl. success at arithmetic; mastering number; target maths; maths surgery</i>	Evidence of impact of small group, targeted support	2, 8,
<i>Fine and gross motor interventions e.g. Cool Kids/Handies</i>	Evidence of impact of small group, targeted support	2, 6
<i>Vocabulary initiatives and interventions e.g. concept cat, word aware, talk for writing</i>	Evidence of impact of targeted focus Reading framework	2, 5

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

Budgeted cost: £4000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Internal support and challenge on lateness and attendance (incl. EBSA support)</i>	Impact previously has been very positive	7
<i>Support to attend wider activities e.g. sport, clubs, access to music activities, trips</i>	EEF indicates impact of +3 months	2
<i>No Worries programme or similar</i>	Recommended program to support SEL EEF indicates impact of +6 months	2
<i>Social and emotional support to help children with emotions - Emotion Coaching</i>	EEF indicates impact of + 3 - 6 months	1, 2, 4, 7
<i>Liaison with Early Help and Trust family support workers where appropriate</i>	Parental support around parenting that supports self-regulation (+ 4 months)	1, 2, 4, 7

**Total budgeted cost: £ 24,000**

## 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 2023 to 2024 academic year.

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.

#### EYFS:

- ELG were met in Literacy and Maths by pupil premium students (PSED flagged but mobility of pupils changes picture for 24/25). Great impact of Little Wandle (LW) and Mastering Number.

#### Phonics:

- 100% met the phonic standard (great impact of LW) and 94% met at Y2 (one pupil premium student didn't but now on SEND programme).

#### KS2:

- **All pupil premium pupils (4 – 25% of cohort) met the end of KS2 standards in all areas (1/4 achieved GDS in reading and writing).**

#### Reading:

- 16/19 (84%) pupils made expected or accelerated progress (6/19 (32%) for the latter). 3/19 who didn't are all SEND.
- 14/19 or 74% (22/23 was 62.5% - 21/22 was 58%) are working at ARE or above (2/19 above). All those not at ARE are SEND.

There is excellent impact of provision and intervention.

#### Writing:

- 16/19 (84%) pupil made expected or accelerated progress (8/19 for the latter). 3/19 who didn't are all SEND.
- 13/19 or 68% (22/23 was 56.25% - 21/22 was 42%) are working at ARE or above (2/19 above). Of the 6 who are not ARE 4 are SEND.

There is good impact with a continually improving picture.

#### Maths:

- 18/19 (90%) pupil made expected or accelerated progress (3/19 for the latter). 1/19 who didn't are SEN.

- 12/19 or 63% (23/24 was 56.25% - 21/22 was 50%) are working at ARE (0/16 above). 5/7 not at ARE are SEND.
- Of the 4 pupils who took the MTC, 50% had good scores (21 and 25 – good impact of mastering maths), 25% was SEND working below expectation and 25% need continued support in this area.

There is good impact with a continually improving picture. Accelerated progress to close gaps is proving more difficult and so 24/25 will see a tightening of intervention evaluation.

**Wider Areas:**

- Pupils’ self-esteem, resilience and emotional well-being is improved but is a significant area of support with 4/14 in 24/25.
- 14/17 (numbers in year 1 and above) attended at least one club with pupils often attending multiple clubs. Of the three that didn’t they are already attending clubs targeted at them in 24/25
- Pupil lateness decreased. Attendance was 94.19% (22/23 was 92.34%). All students was 95.86%). There was a significant upward trend for many pupils.

The data demonstrates an improving picture for the vast majority of pupils – especially overtime (data by the end of KS2 is excellent). Support for some pupils in Y5 (24/25) is an ongoing priority as is support for pupils who have 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*

Programme	Provider
None apart from those already listed within the report.	



## Further information (optional)

### 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. A significant emphasis of the SDP is about meeting the needs of the disadvantaged or vulnerable (not just those that trigger funding). Work on curriculum implementation will have good impact on all pupils knowing more, doing more and remembering more. The school is also dedicated to a mastery approach to core areas (small steps and sequencing, mastery of concepts, securing fluency.) Below are extracts from the SDP priorities that are rooted in research-based pedagogy and EEF reports and recommendations:

- Appraisal/performance development targets value and target the quality and improvement of pedagogical skills (general and subject specific) and subject knowledge.
- Across all subjects and lessons staff promote active learning (as opposed to passive learning) and promote participation and attention. Metacognition and self-regulation (EEF) are promoted through explicit teaching, modelling of thinking, reflection (knowing strengths and next steps) and feedback (including 'surgery' sessions where appropriate)
- Across all subjects and lessons staff use Rosenshine's 10 principles of instruction (as detailed in our T&L policy) with particular emphasis on management of cognitive load, worked examples, scaffolds and precise verbal and visual instruction.
- Across all subjects explicit vocab is explored and modelled to support children's understanding of a range of words in a range of contexts.
- Across all subjects and lessons staff use retrieval practice (learning strategy not assessment tool) and fine tune the most effective routines and tools for doing this.
- Staff to visit each other's classrooms to consider routines, attention, participation, successful transition (including use of PPR) and retrieval techniques.
- The disadvantaged strategy is evaluated and relaunched (Pupil Premium Strategy). All staff are familiar with approach:
  - All staff familiar with disadvantaged students, needs and provision in place
  - Disadvantaged students are prioritised for: reading; learning check ins; targeting; feedback (incl. peer feedback); recall; active learning; small steps; organisation; regular liaison with parents; participation in clubs and activities; acting as role models; having monitor jobs to support the class/school; interventions as appropriate.
  - Attendance is supported and challenged as appropriate following weekly reviews.
  - Pupil voice monitoring always includes disadvantaged pupils
  - A curriculum that includes wider enrichment and cultural capital (knowledge, skills, and experiences that individuals acquire – education – intellect- speech - traditions – cultural understanding – etiquette – life skills – general knowledge – current events)
  - Regular review and adaption (incl PPR)