

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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

Detail	Data
School name	Stoke Park Primary
Number of pupils in school	71 pupils
Proportion (%) of pupil premium eligible pupils	34.8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Alison Lambert
Pupil premium lead	Kelly Simmonds
Governor / Trustee lead	Robert Smith

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£95,495
Recovery premium funding allocation this academic year	£ 11,455
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£106,950

Part A: Pupil premium strategy plan

Statement of intent

The school uses its pupil premium funding to remove barriers to learning and put in place strategies to support pupils' personal development and accelerate pupils' learning, particularly in the key subjects of Reading, Writing and Maths. Pupils struggling to achieve age related standards of attainment may be faced with one or more of the challenges listed below which affect their level of achievement.

Our key objective in using the Pupil Premium Grant is to narrow the gap between pupil groups. As a school, we have an excellent track record of ensuring that pupils make good progress, but historically levels of attainment have been lower for children eligible for free school meals through pupil premium funding – this is also a national trend.

Through quality first teaching and targeted interventions, we are working to eliminate barriers to learning and progress. For children who start school with low attainment on entry, our aim is to ensure that they make accelerated progress in order to reach age related expectations and above as they move through the school. We have analysed our data thoroughly and are making use of a range of research, particularly from the EEF to inform our decision making.

Challenges

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

Challenge number	Detail of challenge
1.	<u>Speech and language Needs</u> A significant number of pupils enter the school with speech and language difficulties. If left unaddressed, these additional needs will hinder progress across all areas of the curriculum. Underdeveloped oral language skills and vocabulary gaps are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2.	<u>Poor phonological awareness impacting on early and later reading skills</u> Strong phonic skills have a significant impact on the later reading skills of pupils who have not had rich early reading experiences. Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers

3.	<p><u>The gap with age related expectations, particularly English and Maths</u></p> <p>Due to many of our disadvantaged children working below age related expectations, it is essential that we prioritise supporting the delivery of first quality teaching so that learning is inclusive and enables all children to achieve their potential.</p> <p>The education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations.</p>
4.	<p><u>Limited life experiences & knowledge of the world</u></p> <p>Assessments, observations, and discussions indicate that our disadvantaged children often have limited experience of the world in which they live. Therefore, they do not have the knowledge and vocabulary of their peers. Our aim is to ensure we provide children with as much opportunity for this as possible in school and that financial hardship is not a barrier.</p>
5.	<p><u>Social, emotional and behavioural difficulties</u></p> <p>Many of our disadvantaged pupils experience difficult or traumatic circumstances. By addressing these needs, pupils have increased focus on their learning and their long term well-being is protected.</p>

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 skills and vocabulary among disadvantaged pupils.	<ul style="list-style-type: none"> Assessments and observations indicate significantly improved oral language among disadvantaged pupils.
Improved reading and phonics attainment among disadvantaged pupils.	<ul style="list-style-type: none"> KS2 reading outcomes in 2021/22 show the gap between PP and non PP children has diminished Phonic screening results show that disadvantaged pupils are in line or above national average.
Improved maths and writing attainment for disadvantaged pupils in KS2	<ul style="list-style-type: none"> KS2 writing and Maths outcomes in 2021/22 show the gap between PP and non PP children has diminished
Increased wellbeing of children	<ul style="list-style-type: none"> Less behaviour incidents recorded, particularly during break and lunchtimes Parent and children's surveys show improvements

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: £ 64, 618

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of the CUSP curriculum for reading, writing, science, history, geography & art	<p>The Cusp curriculum is an aspirational, knowledge rich curriculum supported by research. The teaching of tier 2 and 3 vocabulary is taught throughout.</p> <p>CUSP An Evidence Informed Approach</p> <ul style="list-style-type: none"> -Sweller's Cognitive Load Theory <p>Impact.Chartered College-cognitive load theory</p> <ul style="list-style-type: none"> -Rosenshine's principles of Instruction <p>Teacher Toolkit- Rosenshine</p> <ul style="list-style-type: none"> -Fiorella and Mayer Generative Learning tasks <p>Generative Learning- A teacher's guide</p>	1, 3, 4
Whole school phonics training on Unlocking Letters and Sounds & support from the English hub Time for subject lead to meet with English hub lead	<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>EEF Evidence- teaching & learning toolkit-phonics</p> <p>English Hub Unlocking Excellence</p>	2
Purchase of the diagnostic assessments tool Pixl (Diagnosis, Therapy, Testing, Revisiting)	<p>Diagnostic assessments provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>EEF-School improvement- high quality teaching</p>	3
A Teaching Assistant assigned to every class to support the teaching of English & Maths (yr1-6)	<p>Teaching Assistants support teaching and learning. We are informed by guidance from the Education Endowment Foundation EEF Making Best Use of Teaching Assistants and are developing teaching assistants by participating in the Delta Project Developing Effective Leadership of Teaching Assistants(DELTA) project</p>	3

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

Budgeted cost: £ 27, 781

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech Link Language link interventions NELI (Nuffield early language intervention) Voice 21 project plus teacher time	<p>The school has invested in the speech link programme to screen all children for speech and language difficulties and then provide additional support at the appropriate level Speech Link- Impact report</p> <p>The Nuffield Early Language Intervention (NELI) is an evidence-based oral language intervention for children in nursery and reception who show weakness in their oral language skills and who are therefore at risk of experiencing difficulty with reading. In 2020, the Education Endowment Foundation (EEF) published the results of a large-scale effectiveness trial of the intervention. The statistically significant results from 193 schools demonstrated that the programme increased the language skills of 4- to 5- year-olds by an additional three months. Nuffield foundation- Impact Early Language Intervention</p> <p>Voice 21 is a national charity that exists to enable teachers and schools to provide a high quality oracy education so that all young people can find their voice for success in school and life.Voice 21 Impact Report 2016 - 21</p> <p>Research shows that oral language approaches & interventions have a high impact on pupil outcomes of 6 months' additional progress EEFteaching-learning-toolkit/oral-language-interventions</p>	1
Phonics support	<p>Additional phonics support will be provided to pupils who are not on track to be at age related expectations at the end of Year 1 and at the end of Year 2. Evidence shows that phonic approaches have a positive impact and small group support is effective EEF-Phonics Toolkit EEF-Small group tuition</p>	2
Small group support	<p>TA and teachers to deliver pixl therapies (interventions) to address gaps.</p> <p>Evidence shows that small group support is effective. It is shown to be most effective when it is targeted at specific needs using diagnostic EEF-Small group tuition</p>	3
School Led Tutoring 25%	<p>Tutoring for disadvantaged children to catch up.</p> <p>Evidence shows that one to one tuition is effective when it's in addition to classroom teaching. EEF-One to one tuition</p>	3

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

Budgeted cost: £ 23, 526

Activity	Evidence that supports this approach	Challenge number(s) addressed
PlayTherapy Pastoral learning mentor ELSA Training (Emotional Literacy Support Assistants)	<p>Play therapy is provided to pupils who are experiencing difficult or traumatic circumstances</p> <p>We have employed a pastoral learning mentor to support many of our disadvantaged children who have social and emotional difficulties. Our mentor has attended ELSA training to support this role. Areas covered on the training include: social skills, emotions, bereavement, social stories, therapeutic stories, anger management, self-esteem and counselling skills such as solution focus and friendship. ELSA support</p> <p>Social and emotional learning (SEL) approaches seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions. Evidence shows that Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes if monitored closely.</p> <p>Evidence shows that Improvements appear more likely when SEL approaches are embedded into routine educational practices and supported by professional development and training for staff.</p> <p>EEF-Social and emotional Learning</p>	5
Forest school Sessions	<p>Forest school sessions ensure children have access to an alternative environment which promotes speech and language development and mathematical and scientific understanding.</p> <p>Communication and language approaches include explicitly extending children's spoken vocabulary by introducing them to new words in context. Overall studies of communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills</p> <p>EEF- Communication and language approaches</p>	1, 4
Subsidise school camp	<p>To ensure children have access to a range of experiences, disadvantaged children are offered a 50% reduction in the cost of Y5/6 camp</p> <p>Outdoor Adventure Learning provides opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.</p> <p>Ofsted Successful PPFunding</p>	4
One school jumper and book bag per year for pupils	<p>To ensure disadvantaged children feel included and part of the school community, it is important that they are dressed the same and have the correct equipment. Pupils from lower</p>	5

registered for the Pupil Premium	socioeconomic households are less likely to be able to afford the cost of school uniforms. Ofsted Successful PPFunding	
Minibus	To ensure children arrive at school on time and attendance is high, we will provide a minibus service for targeted families. DFE- The link between absence and attainment at KS2 andKS4.pdf	1 2 3 4 5

Total budgeted cost: £ 115,925 (£106,950 from PP budget plus 8,975 from other school budgets)

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 2020 to 2021 academic year.

Due to the disruption of Covid 19, our PP strategy was adapted to support online learning. We purchased the online learning platform Seesaw and funded additional devices to ensure all disadvantaged children had sufficient access. A teacher was employed between Jan and July to support learning in English and Maths, particularly in upper KS2. For children who had fallen behind, targeted 1-2-1 interventions took place in the afternoons.

NELI (Nuffield early language intervention) was used to support children with weaknesses in oral language skills. Despite implementation being disrupted, progress was positive.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year. As a result, we redirected staff to provide more pastoral support for disadvantaged pupils.

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

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?	
What was the impact of that spending on service pupil premium eligible 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.