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	Stanton Harcourt CofE Primary
Number of pupils in school	118
Proportion (%) of pupil premium eligible pupils	25.4% (30)
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2021 – 22 2022 – 23 2023 - 24
Date this statement was published	September 2021
Date on which it will be reviewed	September 2022
Statement authorised by	
Pupil premium lead	Ellie Pascoe
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£38,159
Recovery premium funding allocation this academic year	£4,350
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	**£42,509**

Part A: Pupil premium strategy plan

Statement of intent

Our objective at Stanton Primary School is to:

- ✓ To narrow the attainment gap between disadvantaged and non-disadvantaged pupils
- ✓ For all disadvantaged pupils to make expected progress
- ✓ To support our children's Social, Emotional and Mental health to enable them to access learning at an appropriate level

We aim to do this through:

- ✓ Ensuring there is appropriate provision for disadvantaged groups whilst ensuring their social needs are assessed and supported
- ✓ Ensure that teaching and learning opportunities meet the needs of all disadvantaged pupils
- ✓ We will provide pastoral support for pupils and parents, identified by school as vulnerable or in need. We will aim for disadvantaged pupils to increase their attendance at school, therefore closing the gap between themselves and non-disadvantaged pupils.
- ✓ Ensuring that appropriate provision is made for pupils who belong to vulnerable groups
- ✓ We will facilitate pupils accessing a wide range of enrichment experiences both in and out of school, which will positively impact on their academic achievement and wellbeing
- ✓ Ensuring that teaching and learning opportunities meet the needs of all the pupils

The range of provision made available to this group:

- ✓ Reduced class sizes in upper KS2 to improve opportunities for effective teaching and accelerating progress
- ✓ Supporting payments for activities, educational visits and residential trips
- ✓ TA support for speech and language catch up in EYFS

Challenges

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

Challenge number	Detail of challenge
1	Increased number of disadvantaged pupils with needs, including speech and language, social communication, attention difficulties, motor skills and social emotional and mental health
2	Disadvantaged pupils have poor reading skills and comprehension so are unable to access parts of the wider curriculum
3	Disadvantaged pupils particularly in Reception & KS1 have poor language and communication skills (knowledge, vocabulary, comprehension, expression)
4	Disadvantaged pupils have gaps in their learning so are unable to access the age-appropriate work
5	30% of disadvantaged pupils also have Special Educational Needs and Disabilities
6	Disadvantaged pupils have lower attendance due to low importance of school for some parents.
7.	Disadvantaged pupils have a reduced access to rich extra-curricular activities

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
Smaller class sizes in KS2 mean disadvantaged pupils make at least expected progress in Reading, Writing and Maths	Gap will close in progress made between Pupil Premium and Non Pupil Premium
Increase overlearning and reinforcement in reading at home and school	Increase in reading ages for Pupil Premium pupils
Pupils in KS1 access a wide range of interventions to meet their needs, including SEN needs (30% of PP who are SEND)	For PP and PP/SEN pupils make expected progress or exceed their target in Reading Writing and Maths through targeted work

Home school link service to support pupils and parents identified as vulnerable or in need	Parents acknowledge there are strong links between home and school and support is received for a wide range of need Ensure attendance of disadvantaged pupils is above 96%
Pupils access a wide range of enrichment experiences both in and outside of school	Pupil Premium surveys (via questionnaire with pupils and parents) reflect enjoyment in school and improved attitudes to learning Social skills, independence, perseverance and team work are developed.

Activity in this academic year – 2021 - 22

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: £3,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupil Premium conference (750)	Conference provides key updates from leading experts in how to support pupil progression to improve the impact of interventions in order to reduce barriers to learning and developing high quality strategies to narrow the attainments gap for all pupils	1 - 7
ECT teacher appointed to work within Year 5 cohort to allow Year 6 cohort to be taught as one class *10% of salary(£2,571)*	As the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupils. We have analysed the needs of our year 5 and 6 cohort and have identified that 2 classes under 20 children would allow teachers to target disadvantaged, SEND and vulnerable pupils	1,2,4,5

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

Budgeted cost: £30,675

Activity	Evidence that supports this approach	Challenge number(s) addressed
TA Support in each year group to close the attainment gap (daily 2 hours x 5 TAs) £23,400	Identified that each year group is going to have daily targeted catch up time from TA deployment to deliver targeted, structured intervention programmes	1,2,3,4,5
All teachers and TAs in EYFS trained to assess pupils with NELI materials to be delivered to 5 children (15 mins each daily @ £12ph) £2,925	Research suggests that short, regular sessions of about 30 minutes, 3-5 times a week over a set period of time, such as 6-12 week, appear to result in optimum impact	1,3

Additional TA for 1 day in Yr 6 to target PPG £4,350	To support lower attaining learners and those that are at risk of falling behind and to boost attainment, additional support has been placed in this class for 1 day a week.	4

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

Budgeted cost: £8,170

Activity	Evidence that supports this approach	Challenge number(s) addressed
Residential, cultural experiences school trips (1,500)	To support disadvantaged and vulnerable children identified to enrich and develop their experiences and improve their cultural capital	7
Family Support Officer – SENCO time ½ day of SENCo time (£4,500)	Address barriers to information sharing and joint working by identifying a named member of staff who liaises with the parents or guardians and facilitates regular meetings to discuss the child's needs and progress Time for : Early Help Assessments and TAF meetings	6
Breakfast club for identified pupils (£500)	To support disadvantaged and vulnerable children identified in Early Help Assessments	7
After school clubs (£500)	To support disadvantaged and vulnerable children identified in Early Help Assessments	7
Social, Emotional Learning (SEL) via nurture groups run by SENCo (£810)	Targeting SEL of pupils aims to improve their interaction with others and their management of emotions rather than specifically academic goals by for example through a nurture group, and training for staff to provide key attachment relationships	7, 1
Parental Engagement (termly sessions - £360)	We define parental engagement as the involvement of parents in supporting their children's academic learning. Encouraging parental engagement including workshops to improve literacy or IT skills, general approaches such as encouraging parents to read with their children as well as more intensive programmes for families such as Family SEAL, SWIFT or targeted SEND courses	5,6

Total budgeted cost: £42,345

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 COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales. *If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?*

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.