Stanton Harcourt
CE Primary School

Pupil Premium Strategy Report 2021-22

Report: July 2022
Impact for Strategy 2021 – 22

What is the Pupil Premium Grant?

The Pupil Premium Grant is additional funding to help schools close the attainment gap between children from low-income and other disadvantaged families and their peers. If a child has been eligible for free school meals (FSM) at any point over the past 6 years or has been continuously looked after for at least 6 months (LAC) the school receives an amount per head within their budget. For the academic year of 2021-22, this remained at £1320 per pupil.

A provision is also made for children who have a parent in the armed services. Stanton Harcourt School is committed to ensuring maximum progress for all groups of children and strives to close any gaps.

We have a clear, strategic approach to the use of specific Pupil Premium funding and plans are integrated into wider school support and improvement systems. These are monitored and evaluated regularly and in depth data analysis ensures that the correct support and strategies are identified to maximize progress.

Stanton Harcourt Summary information for academic year 2021 – 22

	2021-22
Total in school budget	£**42,509**

	2019-20	**2020-21**	**2021 - 22**
Previous Pupil Premium Figures	19	22	27
Number of LAC eligible for PPG or children from armed services families	7	6	6

Key priorities for Stanton Harcourt School

✓Raise attainment of Pupil Premium children across the whole school so that it is in line with non-Pupil Premium children to close the gap

✓ 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

Challenges faced by disadvantaged pupils

In-school:

- Increased number of disadvantaged pupils with needs, including speech and language, social communication, attention difficulties, motor skills and social emotional and mental health

- Disadvantaged pupils have poor reading skills and comprehension so are unable to access parts of the wider curriculum
- Disadvantaged pupils particularly in Reception & KS1 have poor language and communication skills (knowledge, vocabulary, comprehension, expression)
- Disadvantaged pupils have gaps in their learning so are unable to access the age-appropriate work

External barriers

- Disadvantaged pupils have a reduced access to rich extra-curricular activities
- Disadvantaged pupils have lower attendance due to low importance of school for some parents.

What we aim to do:

✓Ensure 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.

✓ Ensure 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

✓ Ensure that teaching and learning opportunities meet the needs of all the pupils

The range of provision made available to this group:

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.

Attainment for PPG Children at the end of 2021 -2022				
	Pupil Premium Pupils		**Non-Pupil Premium Pupils**	
	2022 (25 Pupils in KS1 and KS2)	2021 (18 Pupils in KS1 and KS2)	2022 - KS1 and KS2)	20212021 - KS1 and KS2)
% achieving expected standard or above in Reading	76%	77.8%	92%	79.8%
% achieving expected standard or above in Writing	72%	55.6%	83%	66%
% achieving expected standard or above in Maths	68%	72.2%	91%	72.3%
Good Levels of Development (EYFS)	100% (based on 2 pupils)	67% (based on 3 children)	70%	67%

Progress PPG Children between September 2021 to July 2022				
	Pupils eligible for PP		**Pupils not eligible for PP**	
*Expectation is for 6 STEPs progress	July 2021 to July 2022 (KS1 and KS2 – 25 pupils)	July 2020 to July 2021 in KS1 and KS2 -18 pupils	July 2021 to July 2022 (KS1 and KS2	July 2020 to July 2021 in KS1 and KS2
Average 'STEPs'* progress in Reading	6	6.9	6.3	7
Average 'STEPs'* progress in Writing	6.2	6.9	6.4	6.5

Average 'STEPs'* progress in Maths	6.7	7	6.5	6.9

Attendance

	Pupil Premium	**Non Pupil Premium**
2021 - 22	**94%**	**94%**
2020 -22	**97%**	**97%**
2019 – 20	**90%**	**94%**

Activity Evidence that supports this	Activity Evidence that supports this	Impact end of July 2022
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	This did not happen due to COVID Class teachers and the SENCo have planned targeted interventions where gaps have been identified for all PP children
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 pupils	Year 5 - 77% of children made expected progress or above s in reading, writing and maths combined Year 6 - 95% of children achieved ARE or above in reading, 100% of children made expected progress or above in reading, writing and maths combined
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	All classes have intervention timetables which are monitored and impacted analysed by SENCO. TA's have training and support to deliver these interventions.

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	EYFS TA completed all training and is now beginning to deliver interventions to children who have been screened and identified as needing additional support in Communication and Interaction. The new reception cohort will be screened in September 2022
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.	100% of children made expected progress or above in reading, writing and maths combined Targeted small group work to support SEN groups – all children made expected or above progress in all 3 core areas
Residential, cultural experiences school trips	To support disadvantaged and vulnerable children identified to enrich and develop their experiences and improve their cultural capital	All of the PPG children are able to access the clubs, trips and residentials they wish to attend, free from financial constraint.
Family Support Officer – SENCO time 1⁄2 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	SENCo has been able to support more vulnerable families who need support from outside agencies such as EHA/TAF

Breakfast club for identified pupils (£500)	To support disadvantaged and vulnerable children identified in Early Help Assessments	EHA's have identified families that need financial support for breakfast and afterschool clubs. This support has seen improvements via TAF feedback and in school learning and OCA Behaviour monitoring which is completed termly
After school clubs (£500)	To support disadvantaged and vulnerable children identified in Early Help Assessments	
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	SENCo has started Nurture afternoons with EYFS/KS1 and KS2 with children who need some additional support (SEL) This currently runs fortnightly. Children's wellbeing is monitored termly through QCA Assessments and pupil voice questionaires
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	Additional support given with TAF meetings, SENCo delivered SWIFT training with C&I team to parents. Termly Coffee mornings will see more targeted SEND courses being offered. (30% of PP who are SEND) – SENCo attending all SEN Reviews has helped to imbed relationships and attendance to these meetings has improved steadily
Catch up funding (£4,350)	After school tutoring for individual children who are targeted. These children will receive targeted teaching using the PiXL assessment	Reading - 58% of children made expected or better than expected progress since the beginning of the academic year.

	tool This will aim to teach the children the gaps that they are missing throughout the course of their prior learning.	Writing - 83% of children are made expected or better than expected progress since the beginning of the academic year. Maths - 75% of children made expected or better than expected progress since the start of tutoring