Pupil premium strategy statement – 2022 – 2023

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	104
Proportion (%) of pupil premium eligible pupils	22% (23)
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2021 – 24
Date this statement was published	October 2022
Date on which it will be reviewed	September 2023
Statement authorised by	
Pupil premium lead	Ellie Pascoe
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£29,085
Recovery premium funding allocation this academic year	£7,368
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	**£36,453.00**

Part A: Pupil premium strategy plan

Statement of Intent

Our inclusive church school aims to fulfil the potential of all;

Living, Learning and Growing Together.

We aspire to be excellent learners and leaders, empowered through our partnerships with all. Together we are parts of a body and each person's gifts, skills and qualities are cherished, enabling the whole body to flourish.

As St Paul the apostle advises in Romans 12:4 'Each one of us has a body, and that body has many parts…In Christ we are all one body and we are all a part of it. Each part belongs to all the other parts. We all have different gifts.'

Partnerships and community are at the heart of our school. We created our vision to reflect that we are a small, rural school – living, learning and growing together

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	Disadvantaged pupils particularly in EYFS & KS1 have poor language and communication skills (knowledge, vocabulary, comprehension, expression)
2	Disadvantaged pupils have poor reading skills and comprehension so are unable to access parts of the wider curriculum
3	Disadvantaged pupils have gaps in their learning so are unable to access the age-appropriate work
4	35% of disadvantaged pupils in Yr 1–Yr 6 also have Special Educational Needs and Disabilities
5	Disadvantaged pupils have lower attendance due to low importance of school for some parents.
6	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
To deliver a targeted speech and language programme to reception children	To improve expressive language skills, including the use of vocabulary and grammar
Increase overlearning and reinforcement in reading at home and school	Increase in reading ages for disadvantaged pupils through PIXL assessments and other forms of assessment
Through careful and timely assessment, identify gaps in children's learning and to allow pupils to catch up	Gaps between disadvantaged and non-disadvantaged learners will be diminished and will be more in line with ARE
Pupils in KS1 access a targeted range of interventions to meet their needs including SEND needs (47% of PP in Yr 1 - 6 who are SEND)	Disadvantaged and SEND pupils make expected progress or exceed their target in Reading Writing and Maths through targeted work
A good 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 – 2022 - 23

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: £5,150

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 - 6
Continue to keep Year 5 and Year 6 as separate cohorts to allow Year 6 cohort to be taught as one class (35% of total school PP) *20% of salary(£4,400)*	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: £23,392

Activity	Evidence that supports this approach	Challenge number(s) addressed
TA Support in each year group to close the attainment gap in KS1 and KS2	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

(daily 2 hours x 3 TAs, 1 x TA 2 days) £15,912		
EYFS TA to deliver daily NELI intervention to Reception children who have been identified as at risk (Nuffield Early Language Intervention) (30 mins each daily @ £12ph) £1,170	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. Oral language interventions are based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both, oral language interventions aim to support learners' use of vocabulary, articulation of ideas and spoken expression	1,3,4
TA to deliver targeted tuition to a group of children at risk of not achieving ARE/GD (£3,888)	Small group tuition has an average impact of four months' additional progress over the course of a year	4,5
ARCh (Assisted Reading for Children) (£350)	Research shows that Reading comprehension strategies have high impact, on average +6 months. Alongside phonics it is a crucial component of early reading instructions	2,3,4
Y6 Booster sessions after school in Spelling, Reading and Maths taught by class teachers using PIXL (£200)	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	3,4
Increase in TA's hours in EYFS by 2 afternoons to train in WELCOMM, in order to identify and target early speech and language difficulties in Nursery. (£1,872)	Delayed language skills lead to under-performance later in life, with many primary school children having unidentified speech and language difficulties. Language provides the foundation of thinking and learning and should be prioritised. Research shows high quality adult-child interactions are important especially in the Early Years.	1,3,4

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

Budgeted cost: £7,400

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	5,6
Family Support – 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	5,6
Breakfast club for identified pupils (£500)	To support disadvantaged and vulnerable children identified in Early Help Assessments	5,6
After school clubs (£500)	To support disadvantaged and vulnerable children identified in Early Help Assessments	5,6
Parental Engagement (£400)	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: £35,942

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.