Stanton Harcourt
CE Primary School

Pupil Premium Strategy Report 2022-23

Report: September 2023
Impact for Strategy 2022 – 23

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 2022 – 23

	2022-23
Total in school budget	£**36,453.00**

	2019-20	**2020-21**	**2021 - 22**	**2022-23**
Previous Pupil Premium Figures	23	22	27	20
Number of LAC eligible for PPG or children from armed services families	7	6	6	5

Key priorities for Stanton Harcourt School

✓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

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 and comprehension skills 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
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 Pupil Premium pupils
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

Attainment for PPG Children at the end of 2022 -2023

	Pupil Premium Pupils		**Non-Pupil Premium Pupils**	
	2023 (23 Pupils in KS1 and KS2)	2022 (25 Pupils in KS1 and KS2)	2023 –Pupils in KS1 and KS2)	2022 - KS1 and KS2)
% achieving expected standard or above in Reading	82%	76%	90%	92%
% achieving expected standard or above in Writing	78%	72%	82%	83%
% achieving expected standard or above in Maths	82%	68%	87%	91%
Good Levels of Development (EYFS)	0% (based on 2 pupils)	100% (based on 2 pupils)	92%	70%

Progress PPG Children between September 2022 to July 2023

	Pupils eligible for PP		**Pupils not eligible for PP**	
*Expectation is for 6 STEPs progress	July 2022 to July 2023(KS1 and KS2 – 23 pupils)	July 2021 to July 2022 in KS1 and KS2 -25 pupils	July 2022 to July 2023 (KS1 and KS2	July 20201to July 20212 in KS1 and KS2
Average 'STEPs'* progress in Reading	6.4	6	6.6	6.3
Average 'STEPs'* progress in Writing	6.3	6.2	6.6	6.4
Average 'STEPs'* progress in Maths	6.8	6.7	6.9	6.5

Attendance

	Pupil Premium	**Non Pupil Premium**
2022 - 23	**92%**	**94%**
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 2023
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 as the course did not run Class teachers and the SENCo have planned targeted interventions where gaps have been identified for all PP children via Pupil Progress Meetings
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 pupils	<u>Year 5</u> -100% of PP children achieved ARE or above in Reading and Maths 75% of children achieved ARE or above in writing 75% of children made achieved ARE or above in Reading, Writing and Maths combined. <u>Year 6</u> 33% of PP children achieved ARE or above in all areas combined.
TA Support in each year group to close the attainment gap in KS1 and KS2 (daily 2 hours x 3 TAs, 1 x TA 2 days) £15,912	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. 86% PP children made expected or above expected progress in Reading, 71% PP children made expected or above in writing and 95% PP children made expected or above expected progress in Maths

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. Researh shows high quality adult-child interactions are important especially n the Early Years.	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. All Reception children in EYFS are to be rescreened and new Nursery cohort to begin screening in September/October 2023
TA to deliver targeted tuition to a group of children at risk of not achieving ARE/GD (£3,888)	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.	Targeted small group work to support SEN groups – 100% children made expected or above progress in all 3 core areas
ARCh (Assisted Reading for Children) (£350) working with Year 3 and 4	Research shows that Reading comprehension strategies have high impact, on average +6 months. Alongside phonics it is a crucial component of early reading instructions	In Year 3 82 of children achieved ARE or above in Reading In Year 4 91% of children achieved ARE or above in Reading
Y6 SATS Booster sessions after school in Spelling, Reading and Maths taught 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	84%% of children achieved ARE or above in reading, writing and maths combined
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	A teacher ran weekly Nurture sessions 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 questionnaires
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. The introduction in 23/24 of Termly Coffee mornings will see more targeted SEND courses being offered.
Catch up funding (£4,350)	1:1 and small group tutoring. These children will receive targeted teaching using the PiXL assessment tool This will aim to teach the children the gaps that they are missing throughout the course of their prior learning.	84%% of children achieved ARE or above in reading, writing and maths combined