Pupil premium strategy statement – Stanton Harcourt Primary School

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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	92
Proportion (%) of pupil premium eligible pupils	20 (22%)
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2024 – 27
Date this statement was published	November 2024
Date on which it will be reviewed	July 2025
Statement authorised by	
Pupil premium lead	Ellie Pascoe
Governor / Trustee lead	Jenny Faulkner

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£39,444 1 Nursery, 3 Reception, 16 Yr 1 – 6)
Recovery premium funding allocation this academic year	-
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	**£39,444**

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
- ✓ Provide experiences and knowledge that prepares children for the next step in their education

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:

✓ Teaching Assistant support in the classrooms with a focus on supporting and scaffolding the learning of pupils

✓Targeted language interventions in EYFS and KS1

✓Supporting payments for breakfast club and after school clubs

✓CPD for teachers and Teaching Assistants in learning and cognition needs and strategies to support pupils

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 gaps in their learning so are unable to access the age-appropriate work
3	35% of disadvantaged pupils in Yr 1–Yr 6 also have Special Educational Needs and Disabilities
4	Disadvantaged pupils have lower attendance due to low importance of school for some parents.
5	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 EYFS (Reception and Nursery)	To improve expressive language skills, including the use of vocabulary and grammar. Gaps between disadvantaged and non-disadvantaged learners will be diminished and will be more in line with GLD
To carry out careful and timely assessment. Teachers will 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 Sonar (schools data software) will show that children make good or better than expected progress from their range of starting points.
Pupils in KS1 access a targeted range of interventions to meet their needs including SEND need (35% off PP pupils are also SEND)	Disadvantaged and SEND pupils make expected progress or exceed their target in Reading Writing and Maths through targeted work
To engage parents and carers in supporting their children at home, particularly in reading so that they reach age related expectations.	Parents acknowledge there are strong links between home and school and support is received for a wide range of need. Increase in reading ages for disadvantaged pupils through PIXL assessments and other forms of assessment Raise attendance of disadvantaged pupils is above 96%
To provide pupils with an 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 – 2024 - 25

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: £2,950

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching and support staff to attend BBO Maths Hub courses to develop an understanding of Mastery Maths. Subscription £500 Supply cover £1,500 Plan panion subscription £150	Disadvantaged pupils will attain inline with their peers. Mastery approach demonstrates a belief that children are taught all together and not split into attainment groups. This helps to narrow the gaps between disadvantaged and less disadvantaged.	2, 3
To contribute towards the purchase of 'First Steps' Rocket Phonics resources for Nursery £ 800	EEF research shows that it is crucial that children are taught firm foundations for literacy by focusing on oral communication	1,2

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

Budgeted cost: £20,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increase in TA hours to support in each year group to close the attainment gap in KS1 and KS2 £5,500	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

To deliver targeted tuition to a group of children at risk of not achieving ARE/GD £4,000	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) £600	EEF 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 £700	EEF research shows that small group tuition has an average impact of four months' additional progress over the course over the course of a year. Small group tuition is most likely to be effective if it is targeted at pupils specific needs.	3,4
Teaching staff and support staff to use PIXL therapies to narrow gap in knowledge PIXL subscription £3,500	EEF research shows that small group tuition has an average impact of four months' additional progress over the course over the course of a year. Small group tuition is most likely to be effective if it is targeted at pupils specific needs.	2,3,4
Termly stay and learn sessions to engage and support parents to help their children academically at home £100	EEF Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps Encouraging parental engagement including workshops to improve literacy or IT skills, general approaches such as encouraging parents to read with their children and upskilling them with the strategies to help their children	2,3,4
To provide intensive speech and language support in the EYFS through the use of Wellcomm TA 3 x afternoons £4,000	Research by EEF shows that Communication and language approaches have a very high impact and increase young children's learning by 7 months	1

Purchase of assistive technology – chrome book and widget software £2,000	EEF research shows that the use of technology and scaffolds can help support SEND and disadvantaged pupils	2,3,4

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

Budgeted cost: £11,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
Residential, cultural experiences school trips £4,000	To support disadvantaged and vulnerable children identified to enrich and develop their experiences and improve their cultural capital	5
Family Support – SENCO time ½ day of SENCo time (£6,000)	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 to help families that are struggling and need support with attend-ance	5
Breakfast club for identified pupils £600	To support disadvantaged and vulnerable children identified in Early Help Assessments. Research by the EEF indicates that breakfast clubs can make a significant impact on a child's progress at school.	5,6
After school clubs £600	To support disadvantaged and vulnerable children identified in Early Help Assessments	5,6
Improving Parental Engagement £500	We define parental engagement as the involvement of parents in supporting their children's academic learning. Offer and provide intensive programmes for families such as Family SEAL, SWIFT or targeted SEND courses. Support from the MHST	5,6

Total budgeted cost: £35,050

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.