

Pupil premium strategy statement

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 Bridge Primary School
Number of pupils in school	424
Proportion (%) of pupil premium eligible pupils	38%
Academic year/years that our current pupil premium strategy plan covers (3 year plan (2 nd Yr of the 3 yr plan).)	2022-2023
Date this statement was published	Dec 2022
Date on which it will be reviewed	Autumn 2023
Statement authorised by	Sofina Islam OBE
Pupil premium lead	Stacey Cooper
Governor / Trustee lead	Dr. Evans Gyasi

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year – 2022-2023	£200,825
Recovery premium funding allocation this academic year	£21,025
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£221,850

Part A: Pupil premium strategy plan

Statement of intent

We believe that all pupils irrespective of their background and the challenges they face, deserve to access the very best in learning, experiences and opportunities so that they make good progress, achieve high attainment across all subject areas and are prepared for whatever the future hold for them. The focus of our pupil premium strategy is to support disadvantaged pupils in achieving those goals, whatever their starting point.

The activities we have outlined in this plan are specifically designed with the challenges faced by our pupils in mind, with the intention of supporting their needs regardless of whether they are disadvantaged or not. Quality first teaching is at the forefront of our approach, with a focus on the areas that our pupils require the most in order to narrow and overtime close the attainment gap. Whilst this plan is directed at our most disadvantaged pupils, the activities and outcomes detailed below will impact on those non-disadvantaged pupils ensuring that their attainment and progress is sustained and improved alongside their peers.

Our strategy also details activities integral to our whole school plans for education recovery after forced school closures, notably in its targeted support through intervention and tutoring for pupils whose education has been worst affected over the last 2 academic years. This in its nature will also include disadvantaged pupils.

Approaches will be responsive to challenges identified by both groups of and individual pupils, stemming from robust diagnostic assessment of need in order to support pupils in meeting, if not surpassing end of year targets set both in school and nationally. To ensure this is effective we will:

- Ensure disadvantaged pupils are recognisable and considered in all that we do;
- Ensure that our most disadvantaged pupils are supported financially where needed to provide equal opportunities for all;
- Act in a timely manner, intervening at the point the earliest point possible;
- Adopt whole school approaches towards improving the service we provide, in which all staff take responsibility for outcomes;
- Continue to hold high expectations for all to be lifelong learners and strive to excel in all that they do.

Challenges

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

Challenge number	Detail of challenge
1	Cumulative dysfluency in basic skills. Weak reading, writing and mathematics with some pupils unable to decode, infer and deduce. Inability to express themselves through under developed oral language skills and vocabulary gaps. Insufficient fluency in mental mathematics, number bonds, and timetables all of which has been further impacted due to COVID-19 lockdown.
2	Lack of commitment to learning through impact of disadvantage, including lack of basic physical and emotional need.
3	Under achievement on entry as is identified through baseline assessments from Nursery through to year 6.
4	Poor basic skills in family group resulting in poor parental engagement.
5	Lack of quality learning resources and cultural capital.
6	COVID-19 resulting in poor attendance.

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 ensure that pupils make progress towards age related expectations from entry to exit in Reading, Writing and Mathematics.	<p>Reading:</p> <ul style="list-style-type: none"> - Almost all pupils across the school to: - Develop good reading habits – know titles, favourite authors, series and or genres they prefer. - Love of reading – read every day. - Good levels of comprehension – perform well in reading tests. - Good spelling – spell words related to age group/or stage of development and catch up quickly. - Year 6 – at least 70% of PP pupils to meet age related expectations (excluding new arrivals from overseas should they be EAL and speak no English). <p>Writing:</p> <ul style="list-style-type: none"> - ALL YEARS- pupils to demonstrate good composition

	<ul style="list-style-type: none"> - Good levels of HW and joins. - Year 6- 68% of PP pupils to meet age related expectations (excluding new arrivals from overseas should they be EAL, and speak no English). - Accurate spellings. <p>Mathematics</p> <ul style="list-style-type: none"> - ALL YEARS- Pupils' to make at least good levels of progress with some making accelerated progress in order to narrow the attainment gap. - Year 6- 80% of PP students to meet age related expectations (excluding new arrivals from overseas should they be EAL, and speak no English).
To ensure that staff are given the right level of support & training to help both their practice as practitioners in the classroom and well-being	<ul style="list-style-type: none"> ● Staff teach pupils knowledge and skills needed in order to achieve good learning outcomes. ● Pupils' work in books demonstrate good knowledge, accurate technical vocabulary. ● Pupils use thinking frames to chart their thinking/learning. ● Learning is accurately matched to pupils' needs.
A range of initiatives inspire learners through celebrations and rewards.	<ul style="list-style-type: none"> ● 75% of pupils complete their homework set on line. ● Pupils use the on-line resources at least 3-4 time in a week. ● Pupils become more committed to their learning goals and achieve both academically and socially
Baseline assessments support shape planning and teaching	<ul style="list-style-type: none"> ● Baseline assessments are completed within first 2 weeks to accurately guide planning, teaching. ● All make at least good progress with many making accelerated progress.
Parents respond to simple strategies to encourage learners to participate in learning tasks in and outside of school.	<ul style="list-style-type: none"> ● Parents attend workshops/individual meetings/videos conferences to support learners ● Parents know how they can support their children. ● Parents engage with school in order to help their child
To expose pupils to different learning experiences whilst minimising barriers.	<ul style="list-style-type: none"> ● Pupils attend a number of clubs. ● Pupils are given access to technology to ensure it removes learning barriers.
Ensure attendance & punctuality can be at it maximum outside of COVID-19 reasons	<ul style="list-style-type: none"> ● Pupils are punctual as well as have good attendance.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** (2022-2023) to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £22,500

Activity (I)	Evidence that supports this approach	Challenge number(s) addressed
Metacognition CPD for all staff to include pedagogical strategies and real-life application	<i>Evidence suggests the use of 'metacognitive strategies' – which get pupils to think about their own learning – can be worth the equivalent of an additional +7 months' progress when used well.'</i> EEF: Metacognition and self-regulation.	1, 3, 5
Subject knowledge workshops across Reading, Writing and Maths run by subject leaders in school. To include pedagogical skills and personalised development for staff on a 1:1 bases.	Internal audit of staff subject knowledge highlighted areas where curriculum knowledge and pedagogical knowledge can be further improved to enhance the delivery and strategies used within all areas of teaching and learning. Sutton Trust – quality first teaching has direct impact on pupil outcomes.	
Staff trained in WELCOMM and delivery of effective activities.	<i>'Oral language approaches have a high impact on pupil outcomes of 6 months additional progress'</i> EEF – Oral language interventions	
DfE validated systematic synthetic phonics programme: RWI training and development for all staff Precision teaching Paired FReading training L'Explore training and development for identified staff – testing of pupils and delivery of intervention for support staff.	DfE's accredited systematic synthetic phonics approaches have a strong evidence base that indicates a positive impact on early reading and the accuracy of word building in the initial learning phase. Reading will then be further developed through L'Explore analysis of reading speed and accuracy identifying pupils who need interventions directed at RWI, L'Explore and reading recovery skills. EEF phonics toolkit strand	

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

Budgeted cost: £83,000

Activity (2)	Evidence that supports this approach	Challenge number(s) addressed
Analysis of standardised assessments and diagnostic tools.	<p>Standardised test and diagnostic analysis provide insights into the specific strengths and weaknesses for pupils, results to be used to ensure that targeted intervention and teaching is provided.</p> <p>EEF – standardised test</p>	1, 3, 5
Interventions for reading, writing and maths (TA led) 1:1 and small group using purchased resources specifically for education catch up.	<p>Small group Tuition (+4Mths EEF). Collaborative Learning (+5Mths EEF)</p>	1, 3, 5
Further development of oral language and vocabulary through speaking and listening activities.	<p><i>'Strong evidence that suggests oral language interventions, including high quality classroom discussions increases pupils' oracy and use of language'</i>. This will be developed through all curriculum areas, use of boxing clever and drama and role play activities.</p> <p>EEF – Oral language interventions</p>	1, 3, 5
<p>Continue online subscriptions to be used in school and at home</p> <ul style="list-style-type: none"> - Purple mash, Reading eggs, TTRS, Showbie 	<p><i>'Parental engagement has a positive impact on average of 4 months' additional progress'</i></p> <p>EEF toolkit – parental engagement</p>	1, 3, 5
<p>Provision and access to technology and equipment within school and at home.</p> <ul style="list-style-type: none"> - Increased access to ipads and laptops in class - Laptops and internet provision for remote learning and/or home learning where required - Home learning packs (stationery, books etc) 	<p>EEF digital technology – clear evidence that technological approaches are beneficial for academic practice.</p>	1, 2, 5

<p>Increased provision to high quality texts across the curriculum as well as for home readers, library books and class libraries.</p> <p>Curriculum design providing knowledge of famous people, including trips to theatres, cinema's places of worship to support cultural capital and enhance academic breadth of knowledge.</p>	<p>Assessment diagnostics show that a significant number of pupil's baseline, at whatever point they join the school, shows a lower than average knowledge of and use of vocabulary. A significant proportion of pupils have English as an additional language (78% 2022 IDSR) whether this is themselves personally or whether spoken at home.</p> <p>Ofsted requirement for developing pupils' cultural capital to support wider knowledge of the world.</p>	<p>1, 3, 5</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £100,000

Activity (3)	Evidence that supports this approach	Challenge number(s) addressed
<p>Wellbeing:</p> <ul style="list-style-type: none"> - Daily meditation -x2 Activall boards purchased -New items purchased for pupil prize box -Free swimming lessons for holiday club -Free holiday club -Meals provided for holiday club -Funding sourced through Greggs to support financially -Daily well-being check - Mentoring support - Counselling support- Cognitive behaviour therapy. - Free breakfast club. 	<p>Evidence shows that improved interaction with others and self-management of emotions impacts on attitudes to learning and social relationships in school which increases progress and attainment.</p> <p>EEF – Social and emotional learning</p> <p>EEF – Sports participation increases educational engagement ant attainment</p>	<p>2, 5</p>

<p>Attendance:</p> <ul style="list-style-type: none"> - Manager allocated as attendance lead - Home visits - First day calls - Reward systems where prizes are given out for improved attendance - Monitoring of punctuality - Workshops with parents - One-to-one mtgs with parents - Yr group expectation mtgs. 	<p>Continuation of school policies and procedures to maintain attendance as high priority identifying and supporting families as required by individual need. Attendance team to act on any advice highlighted by within the DfE research that has been informed by engagement with schools.</p> <p><i>DfE 'Improving School Attendance'</i> <i>EEF Toolkit – Parental engagement</i></p>	<p>1, 3, 5, 6</p>
<p>Reduction in costs of:</p> <ul style="list-style-type: none"> - Uni form - Educational visits/activities in school – reduced contribution to curriculum trips (additional support, case by case basis) - Reduction in costs of holiday clubs and after school activities - Support for school meals for PPP and low income families. 	<p>Internal knowledge of families and the local community over the years tell us that we must plan for use of funding to support pupils in being able to take part in the opportunities we provide. Therefore a fund for subsidising uniform, educational visits, clubs and meals plays an essential role in the mental and physical wellbeing of pupils.</p>	<p>2, 5</p>
<p>Parent workshops for basic skills including English language, maths and technology.</p>	<p><i>Parental engagement has a positive impact on average of 4 months' additional progress'</i> <i>EEF toolkit – parental engagement</i></p> <p><i>EEF – Social and emotional learning – improved interaction with others and self-management of emotions impacts on attitudes to learning and social relationships in school which increases progress and attainment.</i></p>	<p>1, 2, 4</p>

Total budgeted cost: £205,500

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 2021 to 2022 academic year.

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

Schools are not required to publish their 2022 key stage 2 results as DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. This is a transitional arrangement for one year only, and DfE plans to publish key stage 2 school performance data for 2023.

DfE has shared our school's 2022 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils. COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone. To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level (although these comparisons are to be considered with caution given the caveats stated above). We also looked at these comparisons using pre-pandemic scores for 2019, in order to assess how the performance of our disadvantaged pupils has changed during this period.

Data from tests and assessments shows that the attainment of the school's disadvantaged pupils in 2021/22 was in line with or above the National expectation for 'all pupils'.

The attainment gap between our disadvantaged pupils and non-disadvantaged pupils has not increased during the pandemic.

Our analysis of results and attendance remains high for the academic year 2022/23, we have reviewed our strategy and made changes to indicate how we intend to further support our most disadvantaged pupils as shown in the sections above.

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
Collins intervention resources purchased for in-house intervention support by qualified teachers.	Collins