

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Stapleford Primary School
Number of pupils in school	61
Proportion (%) of pupil premium eligible pupils	5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-22
Date this statement was published	29/11/21
Date on which it will be reviewed	05/11/22
Statement authorised by	James Shillito
Pupil premium lead	James Shillito
Governor / Trustee lead	Alun Broadwood-White

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£5035
Recovery premium funding allocation this academic year	£2480
National Tutoring Programme Funding	£405
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	£7919

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
2	Internal assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.

3	<p>Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in knowledge gaps leading to pupils falling further behind age-related expectations.</p>
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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 further reduce the attainment difference between the school's disadvantaged pupils and non-disadvantaged pupils by increasing the rate of progress PPG children make in Reading, Writing and Maths.	There will be a reduction in the difference between attainment in reading, writing and maths for pupils eligible for PPG and those not eligible. There will be an increase in the rate of progress that PPG pupils make in Reading, Writing and Maths.
To build self-confidence and self-esteem where necessary in order to aid inclusion in school life and provide for pupils' social and emotional needs.	Children will develop a "can do" attitude and take a "I can't do it.....YET" approach
Learning time for PPG children will increase	All PPG children will achieve an attendance figure of 96% or above
PPG children will begin to read for enjoyment by sharing their reading experiences with adults each day.	PPG children will read every day at home.

Activity in this academic year

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: £3500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Retention of three Higher Level teaching Assistants (HLTA's)</i>	The school has a pool of three HLTA's who are tasked, alongside Class Teachers, with delivering many of the targeted interventions that the Pupil Premium Children receive e.g. 1:1 phonics, Pre-teaching, speech and language, Lego therapy etc. When not delivering interventions these HLTA's support all children (including PPG children) in class.	1, 2 & 3

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

Budgeted cost: £3500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Retention of three Higher Level teaching Assistants (HLTA's)</i>	The school has a pool of three HLTA's who are tasked, alongside Class Teachers, with delivering many of the targeted interventions that the Pupil Premium Children receive e.g. 1:1 phonics, Pre-teaching, speech and language, Lego therapy etc.	1, 2 & 3

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

Budgeted cost: £919

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Retention of three Higher Level teaching Assistants (HLTA's)</i>	One of the school's HLTA's is trained to deliver the "Protective Behaviours" programme with primary school aged pupils. If a Pupil Premium child is identified as needing this support the HLTA will be allocated time to run this.	3
<i>Headteacher and Attendance Improvement Officer to monitor and challenge the parents and carers of pupil premium children regarding attendance less than 92%</i>	<ul style="list-style-type: none"> i) Attendance reports sent home termly to families. ii) 96% attendance target made clear to all parents/carers iii) Copies of letters sent/received to the parents/carers of PPG children regarding attendance are kept on file. iv) Copies of meeting minutes of meetings held between the parents/carers of PPG children and the Headteacher and Attendance Improvement Officer, regarding attendance, are kept on file. 	1, 2, 3

Total budgeted cost: £ £7919

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.

Review of expenditure -				
Previous Academic Year		2020-21		
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Quality of teaching				£800
To reduce the attainment difference between the school's disadvantaged pupils and non-disadvantaged pupils	Continuing to provide targeted and specific training opportunities for both teaching and support staff.	NO SATS ASSESSMENT DATA due to COVID-19 closure	This work is ongoing. In order for the attainment gap to narrow further more PPG children need to be making Good+ progress in Reading, SPAG, Writing and Maths.	
To improve reading skills and vocabulary knowledge to raise the attainment and accelerate progress of disadvantaged pupils in reading	Regular use of a reading recovery scheme TA support in reading providing specific and focussed reading interventions for target pupils throughout the school, in order to accelerate progress and close attainment gaps.	The provision we put in place to support reading helped our PPG children to achieve. Further support in this area is required to help accelerate their progress in reading in order to narrow the gap between their attainment and that of non-PPG pupils.	The school's new Big Cat Phonics based reading scheme, use of Letters and Sounds and the chosen Synthetic Phonics Programme to deliver it are key to accelerating progress in reading as we move forward.	
To build self-confidence and self-esteem where	Philosophy for Children P4C Growth mindsets	We believe the work in this area is key to helping the children to reach their full potential.	Certain cohorts of children responded better than others. This was heavily linked to management of behaviour.	

necessary in order to aid inclusion in school life and provide for pupils' social and emotional needs.	Church distinctiveness – Values and nurturing Reward systems MarvellousMe Celebrate Random Acts of Kindness Celebration Collective Worship		When on a 1:1 basis all PPG children responded well. Continue with this work to support children.	
To raise the attainment and accelerate progress of disadvantaged pupils in maths	Provision of PC's and software to provide access for PPG children to use targeted programmes to accelerate progress and support learning e.g. Purple Mash, testbase TA Support	Our new maths scheme of work, adoption of the maths mastery approach and improved remote learning provision helped to reduce the impact of lockdowns on our PPG pupils. Targeted support by teaching assistants enabled pupils to engage in lessons and make progress.	White Rose maths and the maths mastery approach are helping children to build their confidence in maths. Continued support needed moving forwards to help consolidate and accelerate learning further.	
Accelerate progress for PPG children in reading, writing and maths.	Investing in books and resources that are needed in order to deliver high quality teaching and learning.	The school's new Big Cat Phonics based reading scheme, use of Letters and Sounds and the chosen Synthetic Phonics Programme (SSP) to deliver it have been key to accelerating progress in reading and writing. The adoption of the White Rose Maths scheme of work and the Maths Mastery Approach have also had a positive impact on the children's learning.	Embedding the new SSP and Maths Mastery approach are vital as we move forward.	
Targeted support				£4000
Ensuring that gaps are closing through providing targeted interventions, measuring impact and training staff	Continuing to provide targeted and specific training opportunities for both teaching and support staff. TA Support	A programme of targeted interventions was implemented ranging from 1:1 support, pre-teaching, Lego therapy, phonics etc. This help pupils to know more and remember more about their learning.	The intervention programme is reviewed half-termly. If an intervention is not having the desired impact it is changed.	

to implement these	PPG Support			
Continue to use Assessment Manager 7 to ensure all groups of children have their assessment tracked and supported.	Fischer Family Trust – Aspire HFL- PA+	Assessment data is used to track pupil progress. This information is discussed with the headteacher, class teacher and senco. Appropriate support and interventions are put in place to help the pupils achieve.	Continue to track pupil progress and put appropriate support in place.	
Teachers continue to use their assessment data to rigorously track the progress of pupils, to identify gaps & plan next steps with regards to teaching and learning	AM7, HFL- PA+	Assessment data is used to track pupil progress. This information is discussed with the headteacher, class teacher and senco. Appropriate support and interventions are put in place to help the pupils achieve. Teachers use assessment to inform their planning and support.	Continue to track pupil progress, use assessment for learning and put appropriate support in place.	
1:1 tuition as necessary	PPG/TA Support	Teaching assistants provide targeted support for PPG children. This is often in small groups or 1:1. It helps the children to engage more within lessons.	Continue to review the intervention programme and provide appropriate support.	
Dedicated TA support for PPG children five afternoons a week.	PPG/TA Support	Teaching assistant support during five afternoons each week was used to deliver the intervention programme.	Continue to review the intervention programme and provide appropriate support.	
Other approaches				£235
All staff throughout the school consistently applying the Behaviour Policy.	Maintain high expectations at all times	The school follow the STEPs approach to behaviour management. Staff have high expectations and behaviour is good.	Continue to nurture our pupils and have very high expectations for behaviour so that learning time is maximised.	
Pupils having access to targeted behaviour support	Play Leader employed at lunchtimes	Play leaders at lunchtime keep the children active and busy. This helps with fitness and behaviour management.	Continue to provide a structured programme of lunchtime support delivered by play leaders.	

during lessons, playtimes and lunchtimes				
Staff liaising closely with the Family Support Worker as needed	Family Support Workers	Family support workers have helped the school to build relationships with parents/carers and to help them work through issues and maximise pupil attendance and engagement.	Continue to maintain working relationships with families and call upon Family Support Workers as required.	
Subscription to the DLSP3 support network	DSPL3	DSPL3 have provided the school with support that has benefitted our PPG children.	Continue to work with DSPL3 moving forward.	
School continuing to follow the SEAL plan throughout the year, focus of Collective Worship, whole school and class, on weekly basis.	Programme of Collective Worship inc. Social and Emotional Aspects of Learning (SEAL)	Collective worships provide the children with the opportunity to learn and calmly reflect on a variety of values and scenarios.	Continue to provide a sense of calm and time for reflection in collective worship.	
Feelings/Worry Boxes to be promoted in classes and continuation of the Buddies/Helping Hands systems (training for Year 5 and Year 6 to aid this)	Worry boxes & Helping Hands	Worry boxes in place and helping hands completed by all pupils – both help create a learning environment where our pupils feel safe which has a positive impact on their learning.	Worry boxes and helping hands to be in place every year.	
Year 6 trained as Peer Mediators to support pupils having minor disagreements	Train Peer Mediators	Peer mediators are in place – these help to create a learning environment where our pupils feel safe which has a positive impact on their learning.	Peer mediators to be in place every year.	

Value of the half term used from the "Roots and Fruits" book	Roots and Fruits – value of the half term	A different value is taught/discussed in collective worship and classes each half term. These help to create a learning environment where our pupils feel safe which has a positive impact on their learning.	Continue to learn about a different value each half term.	
Random Acts of Kindness to be promoted and rewarded throughout school.	Random Acts of Kindness (RAK)	Random acts of kindness are regularly celebrated in collective worship. These help to create a learning environment where our pupils feel safe which has a positive impact on their learning.	Continue to regularly .celebrate random acts of kindness.	

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
White Rose Maths	White Rose
Big Cat Phonics books	Harper Collins

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?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A