

## 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 ( <b>3 year plans are recommended</b> )	2021-22
Date this statement was published	22/06/22
Date on which it will be reviewed	05/11/22
Statement authorised by	James Shillito
Pupil premium lead	James Shillito
Governor / Trustee lead	Jan Liversage

### 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
<b>Total budget for this academic year</b> 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 shows disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
2	Internal assessments show that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.

3	<p>Our assessments and observations shows 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
<p>To further reduce the attainment difference between the school's disadvantaged pupils and non-disadvantaged pupils by improving attainment in reading writing and mathematics for PPG children.</p> <p>(NB: PPG – This refers to three pupils all of whom are on the SEND register)</p>	<p>There will be a reduction in the difference between attainment in reading, writing and maths for pupils eligible for PPG and those not eligible. End of key stage outcomes show that 33% (1 of 3 children) of PPG pupils have met the expected standard. End of key stage outcomes show that 100% of pupils have made at least expected progress based on prior attainment figures.</p>
<p>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.</p>	<p>Children will develop a "can do" attitude and take a "I can't do it.....YET" approach. Pupil voice evidences PPG pupils feel included in school life and feel safe (emotionally secure) at school.</p>
<p>To achieve and sustain improved attendance for PPG children</p>	<p>All PPG children will achieve an attendance figure of 96% or above</p>
<p>Develop, further, an enjoyment of reading for PPG children</p>	<p>PPG children will read every day at home or to an adult at school.</p> <p>Pupil voice outcomes show that PPG pupils enjoy reading for pleasure.</p> <p>PPG children have access to a wide range of texts.</p>

## 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
To deliver a rigorous programme of interventions led by HLTAs.	Internal monitoring shows the impact of these support programmes and activities on pupils being helped to access the curriculum, and on their attainment.	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
HLTAs to deliver additional phonics sessions targeted at PPG children who require further phonics support.	Evidence from the Education Endowment Foundation (EEF) shows that targeted phonics sessions can be very effective in supporting pupils in developing secure phonics skills and knowledge.	1
HLTAs to deliver additional maths support for identified pupils, both in class and through intervention sessions.	EEF research highlights the benefits and impact of targeted interventions. Internal monitoring evidences the impact of these interventions.	2
Delivery of the 'Protective behaviours' programme for identified pupils.	EEF research highlights the benefits and impact of targeted interventions.	3
HLTA support for targeted pupils re. Social and emotional needs e.g. anxiety mapping, emotional check ins etc.	EEF research highlights the benefits and impact of targeted interventions.	3

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

Budgeted cost: £919

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implementation of well-being programmes e.g. Philosophy 4 Children (P4C) and Protective Behaviours.	EEF research indicates that targeted interventions and whole school approaches in relation to behaviour can have positive overall effects for all pupils.	3
<p>Headteacher and Attendance Improvement Officer (AIO) to monitor and challenge the parents and carers of pupil premium children regarding attendance consistently less than 92%.</p> <p>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 minutes of meetings held between the parents/carers of PPG children and the Headteacher and AIO, regarding attendance, are kept on file.</p>	DFE guidance recognises the importance of engagement between home and school to improve attendance rates of pupils and the importance of a rigorous approach.	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
<b>Quality of teaching</b>				<b>£800</b>
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. Following school reopening internal data shows PPG pupils making similar rates of progress to non-ppg pupils. There are examples in some subjects of where rates of progress exceed that of non-ppg pupils.	This work is ongoing. Given its impact we will continue to provide appropriate training to teaching and support staff e.g. Little Wandle Systematic Synthetic Phonics Programme and Maths Mastery.	
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.	Pupil outcomes show that the majority of PPG pupils (2 out of 3) made at least expected rates of progress in reading.	A well implemented synthetic phonics programme ensures that all pupils have the basic skills they need to engage with reading. The school has invested in the Big Cat Phonics based reading scheme and Little Wandle Letters and Sounds Revised Synthetic Systematic Phonics Programme to ensure a consistent and rigorous approach.	
To build self-confidence and self-esteem where necessary in order to aid inclusion in	Philosophy for Children P4C  Growth mindsets  Church distinctiveness –	P4C lessons during remote education were well received and attended. Pupil feedback shows high level of enjoyment and engagement with P4C and additional	P4C should remain an integral part of the curriculum provision at School.	

school life and provide for pupils' social and emotional needs.	<p>Values and nurturing</p> <p>Reward systems</p> <p>MarvellousMe</p> <p>Celebrate Random Acts of Kindness</p> <p>Celebration Collective Worship</p>	PE for well-being sessions (Free post lockdown fitness clubs).		
To raise the attainment and accelerate progress of disadvantaged pupils in maths	<p>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</p> <p>TA Support</p>	<p>Internal assessment data shows the school's maths scheme and mastery approach and improved remote learning provision helped to mitigate the impact of lockdown on our PPG pupils.</p> <p>Targeted support by teaching assistants enabled pupils to engage in lessons and make progress.</p>	<p>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.</p>	
Accelerate progress for PPG children in reading, writing and maths.	<p>Investing in books and resources that are needed in order to deliver high quality teaching and learning.</p>	<p>Accelerated progress in reading and writing have been supported by the school's new Big Cat Phonics based reading scheme, use of Letters and Sounds and the chosen Synthetic Phonics Programme (SSP).</p> <p>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 as evidenced by internal monitoring and data.</p>	<p>Embedding the new SSP and Maths Mastery approach are key priorities as we move forward.</p>	
<b>Targeted support</b>				<b>£4000</b>
Ensuring that gaps are closing through providing targeted interventions, measuring impact and training staff to implement these	<p>Continuing to provide targeted and specific training opportunities for both teaching and support staff.</p> <p>TA Support PPG Support</p>	<p>A programme of targeted interventions ranging from 1:1 support, pre-teaching, Lego therapy, phonics etc. has supported pupils in accessing and making progress through the curriculum.</p>	<p>Intervention programmes should be reviewed regularly so that we can be assured they are having the desired impact.</p>	

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 has helped to identify pupil's individual needs. As a result, appropriate support and interventions are put in place.	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 has helped to identify pupil's individual needs. As a result, appropriate support and interventions are put in place.	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. Monitoring shows that these pupils are helped to engage more effectively in lessons and are supported in accessing the curriculum.	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 and ensure pupils were able to access whole class teaching in Maths and English.	Leaders will review how to ensure pupils do not miss out on learning in foundation subjects.	
<b>Other approaches</b>				<b>£235</b>
All staff throughout the school consistently applying the Behaviour Policy.	Maintain high expectations at all times	The STEPs approach is consistently implemented and data shows that 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. The	Continue to provide a structured programme of lunchtime support delivered by play leaders.	

during lessons, playtimes and lunchtimes		number of incidents of poor behaviour at lunchtimes is low.		
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 teachers with effective behaviour management support and strategies that have benefitted all pupils.	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 as evidence by monitoring.	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 support a positive play environment.	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. Pupils readily talk about the values, understand them and their importance.	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. This helps to promote a whole school culture where our pupils feel safe and interpersonal relationships are positive.	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