

Pupil premium strategy statement 2024-25

This statement details our school's use of pupil premium 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	74
Proportion (%) of pupil premium eligible pupils	6.8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-25
Date this statement was published	20/12/24
Date on which it will be reviewed	20/12/25
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	£12031
Recovery premium funding allocation this academic year	£500
National Tutoring Programme Funding	£100
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	£12631

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 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 assessment data shows that writing is a specific area that needs developing for PPG children (34% of PPG children were PRE or WTS at end of 2023/24 academic year).

3	Internal assessment data shows that maths is a specific area that needs developing for PPG children (34% of PPG children were WTS at end of 2023/24 academic year).
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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	Linked to challenge number	Success criteria
To further reduce the attainment difference between the school's disadvantaged pupils and non-disadvantaged pupils by improving attainment in reading for PPG children.	Challenge 1	<p>There will be a reduction in the difference between attainment in reading for pupils eligible for PPG and those not eligible, as a result of improvements in the outcomes for PPG children.</p> <p>End of year outcomes show that 50% of PPG pupils have made more than expected progress in reading, measured using Herts for Learning assessment steps.</p>
To further reduce the attainment difference between the school's disadvantaged pupils and non-disadvantaged pupils by improving attainment in writing for PPG children.	Challenge 2	<p>There will be a reduction in the difference between attainment in writing for pupils eligible for PPG and those not eligible, as a result of improvements in the outcomes for PPG children.</p> <p>End of year outcomes show that 50% of PPG pupils have made more than expected progress in writing, measured using Herts for Learning assessment steps.</p>
To further reduce the attainment difference between the school's disadvantaged pupils and non-disadvantaged pupils by improving attainment in mathematics for PPG children.	Challenge 3	<p>There will be a reduction in the difference between attainment in maths for pupils eligible for PPG and those not eligible, as a result of improvements in the outcomes for PPG children.</p> <p>End of year outcomes show that 50% of PPG pupils have made more than expected progress in maths, measured using Herts for Learning assessment steps.</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: £5500

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: £5500

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 and 2
HLTAs to deliver additional writing 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
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.	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.	1, 2 and 3

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

Budgeted cost: £1631

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.	1, 2 and 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.	1, 2 and 3

Total budgeted cost: £12631

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 2022 to 2023 academic year.

Review of expenditure -				
Previous Academic Year		2023-24		
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				£4000
To deliver a rigorous programme of interventions led by HLTAs.	Internal monitoring, measured using Herts for Learning assessment steps, shows the impact of these support programmes and activities on pupils being helped to access the curriculum, and on their attainment.	50% of all PPG children made at least expected progress in reading. 50% of all PPG children made at least expected progress in writing. 50% of all PPG children made at least expected progress in maths.	Interventions and support are working. Continue to provide.	
Targeted support				£3612
HLTAs to deliver additional phonics sessions targeted at PPG	Evidence from the Education Endowment Foundation (EEF) shows that	Phonics interventions have benefitted the entire KS1 cohort not just PPG pupils. Phonics Screening (Years 1 & 2) 2024	Interventions and support are working. Continue to provide.	

children who require further phonics support.	targeted phonics sessions can be very effective in supporting pupils in developing secure phonics skills and knowledge.	<p>Year 1 take the Phonics Screening test. If they do not reach the required threshold they retake the test in Year 2.</p> <ul style="list-style-type: none"> • 68% of Year 1 pupils achieved the expected standard or above in the Year 1 Phonics Screening. • The three Year 2 children that retook the test met age related expectations. That means 100% of Year 2 children (in July 2024) have now met age related expectations in the Year 1 phonics screening. 		
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.	50% of all PPG children made expected progress in and maths.	Interventions and support are working. Continue to provide.	
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.	Anxiety mapping is a successful tool that we use to remove barriers to learning. It enables children to engage in lessons.	Continue to provide.	
Wider support				£500.50
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	P4C and Protective behaviours help pupils to grow in confidence. They help them to feel nurtured. Lesson observations have shown that children feel they can engage in discussions and lessons which supports their learning.	Continue to provide	

	<p>overall effects for all pupils.</p>	<p>Whole school attendance in 2023-24 increased to 94% (including pupils under the age of 5). This was up from 91% in 2021-22.</p> <p>The nurturing approach used in school helps children to be happier and more willing to come to school.</p> <p>Parent questionnaire outcomes suggest the school's nurturing approach has had a positive impact on pupils:</p> <ul style="list-style-type: none"> • 93% of the parents/carers said their child/ren were happy at school. • 98% of the parents/carers said their child/ren felt safe at school. • 86% of the parents/carers said Stapleford Primary School makes sure its pupils are well behaved. • 86% of the parents/carers said their child/ren had not been bullied or that any incidents had been dealt with quickly and effectively. • 100% of the parents/carers of children with a special educational need said that the school provides their child/ren with the support they need to succeed. <p>Pupil questionnaire outcomes suggest the school's nurturing approach has had a positive impact on pupils:</p> <ul style="list-style-type: none"> • 88% of the children said they were happy at school • 93% of the children said they felt safe at school • 100% of the children said that they were making good progress at school. • 98% of the children said that adults in school listen to what they have to say. • 95% of the children said that the adults help them to improve their learning. • 93% of the children said they knew who to speak to if they were upset or unhappy at school. 		
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<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>	<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.</p>	<p>Supporting families and challenging poor attendance leads to increased attendance and greater engagement in lessons.</p> <p>Whole school attendance in 2023-24 increased to 94% (including pupils under the age of 5). This was up from 91% in 2021-22.</p> <p>The nurturing approach used in school helps children to be happier and more willing to come to school.</p>	<p>Continue to provide</p>	
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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
None	

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