

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	Stapleford Primary School
Number of pupils in school	69
Proportion (%) of pupil premium eligible pupils	7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-23
Date this statement was published	19/12/22
Date on which it will be reviewed	19/12/23
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	£10720
Recovery premium funding allocation this academic year	£1500
National Tutoring Programme Funding	£449
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	£12669

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
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.	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% 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.
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. Pupil voice evidences PPG pupils feel included in school life and feel safe (emotionally secure) at school.
To achieve and sustain improved attendance for PPG children	All PPG children will achieve an attendance figure of 96% or above
Develop, further, an enjoyment of reading for PPG children	PPG children will read every day at home or to an adult at school. Pupil voice outcomes show that PPG pupils enjoy reading for pleasure. PPG children have access to a wide range of texts.

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: £6000

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: £6000

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: £669

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: £ £12669

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.

Review of expenditure -				
Previous Academic Year		2021-22		
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				£7000
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.	75% of PPG children made expected progress in reading, writing and maths.	Interventions and support are working. Continue to provide.	
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.	<p>Phonics Screening (Years 1 & 2)</p> <ul style="list-style-type: none"> - 87.5% of Year 1 pupils achieved the expected standard or above in the Year 1 Phonics Screening. The one pupil who did not reach the threshold only missed it by 4 marks. They will meet this expectation when they retake the test in Year 2. - All Year 2 children, except one, have now reached the expected standard or above in the Year 1 Phonics screening (Summer 2022). The one child who did not reach the threshold did improve their score. They are on the SEND register and receive additional support. The school SENDCo is working closely with the family of this pupil. 	Interventions and support are working. Continue to provide.	

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.	75% of PPG children made expected progress in reading, writing and maths.	Interventions and support are working. Continue to provide.	
Delivery of the 'Protective behaviours' programme for identified pupils.	EEF research highlights the benefits and impact of targeted interventions.	Not needed this year.	Continue to provide as required.	
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.	
Targeted support				£919
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.	P4C and Protective behaviours help pupils to grow in confidence. They help them to feel nurtured. Children then feel they can engage more in discussions and lessons which supports their learning.	Continue to provide	
Headteacher and Attendance Improvement Officer (AIO) to	DFE guidance recognises the importance of engagement between home	Supporting families and challenging poor attendance leads to increased attendance and greater engagement in lessons.	Continue to provide	

<p>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.</p> <p>ii) 96% attendance target made clear to all parents/carers</p> <p>iii) Copies of letters sent/received to the parents/carers of PPG children regarding attendance are kept on file.</p> <p>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>and school to improve attendance rates of pupils and the importance of a rigorous approach.</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
Little Wandle SSP	Little Wandle
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