

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	Stanley Primary School
Number of pupils in school	566
Proportion (%) of pupil premium eligible pupils	30%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 2022/2023 2023/2024
Date this statement was published	December 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Jane Murphy (Headteacher)
Pupil premium lead	Jane Murphy
Governor / Trustee lead	Shellie Bee, Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 251,155
Recovery premium funding allocation this academic year	£ 24,650
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	£ 275,805

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 their maximum potential 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 crucial to our strategy as this will have 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 including targeted intervention support for pupils whose education has been worse affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in the teacher's knowledge of their own pupils through their on-going assessment for learning rather than assumptions about the impact of disadvantage. 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 (Reception baseline data/WellComm assessments), observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their

	peers. This impacts on Reading and Writing ELG and the overall GLD. This was evident in July 2023 assessment data for the end of Reception data.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics. This negatively impacts their development as readers and writers.
3	National studies indicate that the education of disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially across the core subjects, predominantly in maths and writing.
4	National evidence since the return to full opening of school suggests that many children's well-being was particularly effected – affecting disadvantaged children to a greater extent. A number of our pupils require further well-being/pastoral support.
5	Pupil attendance continues to be a challenge and disproportionately amongst the disadvantaged pupils in school.

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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved attainment in the Y1 phonics screening	2024/2025 outcomes are at least in line with Year 1 phonic screening national attainment for non-disadvantaged pupils.
Improved reading and writing attainment among disadvantaged pupils.	KS2 reading and writing outcomes in 2024/25 are in line with national attainment for non-disadvantaged pupils.
Improved maths attainment for disadvantaged pupils at the end of KS2.	Year 4 Multiplication tables check outcomes are at least in line with non-disadvantaged pupils nationally. KS2 maths outcomes in 2024/25 are in line with national attainment for non-disadvantaged pupils.
To achieve and sustain improved wellbeing for all pupils in our school,	Sustained high levels of wellbeing from 2024/25 demonstrated by:

<p>particularly our disadvantaged pupils.</p>	<ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • the attendance of all pupils including the disadvantaged exceeds or meets the national average. • the percentage of pupils who are persistently absent is below the national average.

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: £ 189,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><u>Communication and Language:</u></p> <p>Speech and language therapy provided onsite for individuals and small groups (External provider- The Language Tree)</p> <p>Speech and language intervention provided through WellComm trained teaching assistants</p> <p>Staff training – Stanley are registered as a Voice 21 school this academic year. Staff will receiving training on implementing the Oracy framework.</p> <p>CPL for Year group leaders and teachers in ‘Making the best use of Teaching Assistants’ EEF guidance report.</p>	<p>There is clearly medical evidence that interventions from trained registered speech and language therapists have significant impact. EEF evidences in their oral language intervention study that approximately 6 months additional progress over the course of a year.</p> <p>A consistent level of good provision in terms of the environment, practice and assessment for learning practice supports our children to develop their communication and language, reading and writing.</p> <p>EEF Toolkit evidence - Evidence consistently shows that communication and language approaches benefit young children’s learning. Using multiple approaches will support the development of children’s communication and language.</p>	<p>1</p>

<p>Purchase of RWI online blended training package to support the teaching of systematic synthetic phonics</p> <p>Ongoing CPD provided through the English Hub and RWI consultant for both Voice 21 and RWI</p>	<p>EEF report Improving Literacy at key stage 1 recommendation 3 – effectively implement a systematic phonics programme</p> <p>EEF toolkit evidence shows +5 months progress for a low implementation cost.</p>	<p>2,3</p>
<p>Teacher intervention/TA intervention groups targeted to address gaps in learning for those to achieve good progress/higher standard at end of key stage 2</p> <p>DHT/AHT not class-based to provide monitoring and coaching support to teachers/teaching assistants and providing on-going CPL.</p> <p>Quality feedback and marking provided during lessons to further progress – EEF toolkit research finding to inform improved marking and feedback policy</p>	<p>EEF toolkit evidence</p> <p>Feedback – Very high impact for very low cost based on extensive evidence +6 months</p> <p>Meta-cognition and self-regulation - Very high impact for very low cost based on extensive evidence +7 months</p> <p>Reading comprehension strategies - Very high impact for very low cost based on extensive evidence +6 months</p> <p>Teaching assistant interventions – moderate impact for moderate cost +4months.</p>	<p>2,3</p>
<p>Enhancement of our maths teaching and curriculum planning in line with DFE and EEF guidance.</p> <p>We will fund teacher release time to embed</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the teaching of Mathematics (NCETM) drawing on evidence based approaches.</p>	<p>3</p>

key elements of guidance in school and monitor its implementation through collaboration with the maths hub.	EEF Improving mathematics in KS2 and KS3 and Gov.uk maths guidance Key stage 1 and 2.	
To improve the teaching of social and emotional learning through the PSHCE curriculum	There is extensive evidence associating childhood (SEL) with improved outcomes in school and later life. EEF evidence moderate impact for low cost +4 months.	4,5

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

Budgeted cost: £35,712

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and language therapy provided by The Language Tree (External Provider) Intervention sessions in precision phonics/WellComm and early reading provided by our teaching assistants	EEF Teaching and Learning, phonics strand and EEF Improving Literacy in key stage 1 Overall, studies of communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills. EEF evidences in their oral language intervention study that approximately 6 months additional progress over the course of a year.	2
SEND teaching assistants working under the direction of the SENDco (non-class based) to target support for PP who have SEND.	EEF evidence - Teaching assistant interventions – moderate impact for moderate cost +4months.	1,2,3
Intervention groups delivered in maths and English to fill gaps in learning	EEF evidence - Teaching assistant interventions – moderate impact for moderate cost +4months.	2,3

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

Budgeted cost: £50,593

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pupil engagement officer and school home support officer to work alongside disadvantaged pupils and their families to support children socially and emotionally.</p>	<p>There is extensive evidence associating childhood (SEL) with improved outcomes in school and later life.</p> <p>EEF evidence moderate impact for low cost +4 months.</p> <p>EEF evidences Behaviour interventions with moderate impact for low cost +4 months</p> <p>EEF evidences parental engagement with low cost and moderate impact +4 months.</p> <p>Our evidence demonstrates that working with our children individually and in groups supports our children to access school and the curriculum.</p>	<p>4,5</p>
<p>DHT non-class based to work alongside PWO to identify pupils at risk of PA/low attendance and provide support through external agencies/home-school support</p>	<p>Extensive research demonstrates improved attendance equals improved outcomes for children.</p> <p>EEF evidences parental engagement with low cost and moderate impact +4 months.</p>	<p>5</p>
<p>Curriculum drivers focussed around community, opportunities, character and challenge to build on</p>	<p>EEF evidence demonstrates that arts participation has moderate impact for low cost +3 months</p>	<p>4,5</p>

<p>our Stanley values – one of which is resilience (Integral to curriculum and ethos of school)</p>	<p>EEF research evidences Outdoor and adventurous learning as having a positive impact</p> <p>There is extensive evidence associating childhood (SEL) with improved outcomes in school and later life. EEF evidence moderate impact for low cost +4 months.</p>	
<p>Provide a wide-range of visitors/activities to enhance the curriculum that are new/out of reach experiences for many of our PP children</p>	<p>EEF evidence demonstrates that arts participation has moderate impact for low cost +3 months</p> <p>EEF research evidences Outdoor and adventurous learning as having a positive impact</p> <p>EEF evidence demonstrates that physical activity has positive outcomes on children’s health and well-being in addition to a low impact for low cost on actual academic attainment.</p>	<p>4,5</p>

Total budgeted cost: £ 275,805

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.

Impact 2022-2023

This details the impact that our pupil premium funding had on pupils in the 2022 to 2023 academic year.

Our assessments during the 2022/23 academic year suggest that the performance of disadvantaged pupils has increased in the majority of our end of key stage measures. We are still experiencing the impact of the Coronavirus pandemic, which disrupted school on a daily basis, having a significant impact into the Spring term 2022.

The impact of isolations on our pupils was most detrimental to our disadvantaged pupils. Although remote learning was available and devices were provided, the vast majority of disadvantaged families struggled to support remote learning for a variety of reasons. Covid has impacted on the mental health and well-being of our pupils and families, most noticeably through families needing early help intervention, particularly around the behaviour of our pupils within the home.

Our pupil engagement officer, pupil welfare officer, school-home-support practitioner (unfortunately this post was vacant through SHS from March-July) and our DSL have developed provision to our families ensuring that we offer support, guidance and sign-posting to our families in need. All staff have also received training on trauma to help them support our families' needs. We also continue to have a strong working relationship with our Primary Mental Health Worker who provides ongoing CAMHs drop in sessions for our families to attend.

Teaching (CPD, recruitment and retention)

Activity	Impact
Speech and language therapy onsite/use of Wellcomm	All disadvantaged pupils who attended speech and language sessions have been discharged and no longer require speech and language intervention.
RWI blended online package/CPD support	Staff continue to be able to utilise high quality CPD through the blended package/English hub sessions and RWI

<p>through RWI/English hub</p>	<p>consultant. Videos of phonics teaching were used to support parents for home learning on our remote platform Seesaw.</p> <p>Year 1 Phonics attainment (June 2023): Whole cohort 89% (14 percentage points above national average)</p> <p>PP: 78.6% children attaining the pass mark or above</p> <p>Year 2 Phonics attainment (June 2022): 98.4%</p> <p>PP: 100% children attaining the pass mark</p>
<p>Extra teacher in Y6 to provide attainment setting in English/Maths</p>	<p>Children are able to access work targeted at their level.</p> <p>60.7% of our PP children attained the KS2 national standard in reading</p> <p>67.9% of our PP children attained the KS2 national standard in mathematics, an increase from 58% last academic year</p> <p>64.3% of our PP children attained the KS2 national standard in writing, an increase from 46% last academic year</p> <p>We will move to setting for mathematics only from September 2023. We feel that quality first teaching as mixed ability will help further raise standards in English at KS2.</p>
<p>Enhancement of our mathematics curriculum planning and teaching – release of maths subject team to carry out school self-evaluation and release time to plan for direct impact</p>	<p>Staff were released to carry out SSE – findings led to INSET for staff on curriculum planning – adapting to the needs of the children and catering for the range of abilities. The maths curriculum will continue to be evaluated and improvements will continue to be implemented with input from CPL through the Maths hub.</p>
<p>Improve the teaching of social and emotional learning through the PSHCE curriculum</p>	<p>School purchased the One Decision PSHCE scheme last academic year and this will continue to be evaluated as a crucial element of our curriculum to support the social and emotional well-being of our children. deliver the full range Children receive weekly PSHCE/RSE lessons ensuring</p>

that teaching meets the current DfE statutory requirements and allows our staff to be flexible in the delivery of materials appropriate to the needs of our children.

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

Activity	Impact
Intervention sessions in precision phonics and early reading	<p>100% of our disadvantaged pupils who received precision phonics teaching in Year 2 passed their phonics screening by June 2023. This is an improvement from 90% last academic year</p> <p>78.6% of our disadvantaged pupils who received precision phonics teaching in Year 1 passed their phonics screening in June 2023 – an improvement from 70% last academic year..</p>
School-led tuition – maths and English	Tuition has again taken place across academic years Y1-Y6 focussed primarily on small group tuition. Children received support in building their knowledge of mathematical and Literacy skills, concepts and knowledge that required 'catch-up' as a result of the Covid-19 lockdowns. These sessions supported the children to be able to better access the curriculum.
Ongoing intervention delivered in maths and English	Our teaching assistant team delivered short interventions throughout the school day supporting children in maths, reading and writing. These sessions were planned by teaching staff as a direct result of children struggling to access the maths and English curriculum for their year group.

Wider strategies

Activity	Impact
Pupil engagement officer, teaching assistant and home-school-support officer to work alongside	Support is provided on an ongoing basis to our pupils who were in need of social, emotional and mental health intervention to ensure they can access school positively on a daily basis.

disadvantaged pupils and their families	
---	--

Impact 2021-2022

This details the impact that our pupil premium funding had on pupils in the 2021 to 2022 academic year.

Our assessments during the 2021/22 academic year suggest that the performance of disadvantaged pupils was lower than in previous years. The reasons for these lower outcomes are directly attributed to the impact of the Coronavirus pandemic, which disrupted school on a daily basis, having a significant impact into the Spring term 2022.

The impact of isolations on our pupils was most detrimental to our disadvantaged pupils. Although remote learning was available and devices were provided, the vast majority of disadvantaged families struggled to support remote learning for a variety of reasons. Covid has impacted on the mental health and well-being of our pupils and families, most noticeably through families needing early help intervention, particularly around the behaviour of our pupils within the home.

Our pupil engagement officer, pupil welfare officer, school-home-support practitioner and our DSL have developed provision to our families ensuring that we offer support, guidance and sign-posting to our families in need. All staff have also received training on trauma to help them support our families' needs. We also have a strong working relationship with our Primary Mental Health Worker who provides ongoing CAMHs drop in sessions for our families to attend.

Teaching (CPD, recruitment and retention)

Activity	Impact
Speech and language therapy onsite/use of Wellcomm	All disadvantaged pupils who attended speech and language sessions have been discharged and no longer require speech and language intervention.
RWI blended online package/CPD support through RWI/English hub	Staff have been able to utilise high quality CPD through the blended package/English hub sessions and RWI consultant. Videos of phonics teaching were used to support parents for home learning on our remote platform Seesaw. Year 1 Phonics attainment (June 2022): Whole cohort 89% (14 percentage points above national average)

	<p>PP: 77% 10/13 children attaining the pass mark or above</p> <p>Year 2 Phonics attainment (June 2022): 94%</p> <p>PP: 93% 28/30 children attaining the pass mark or above (June 2022)</p>
<p>Extra teacher in Y6 to provide attainment setting in English/Maths</p>	<p>Children are able to access work targeted at their level.</p> <p>77% of our PP children attained the KS2 national standard in reading, above the national standard for all children of 74%</p> <p>58% of our PP children attained the KS2 national standard in mathematics, below the national level of 71% -we feel a direct consequence of quality first teaching during the Covid-19 lockdowns</p> <p>46% of our PP children attained the KS2 national standard in writing, below the national level of 69% - we feel a direct consequence of quality first face-to-face teaching during the Covid-19 lockdowns.</p>
<p>Enhancement of our mathematics curriculum planning and teaching – release of maths subject team to carry out school self-evaluation and release time to plan for direct impact</p>	<p>Staff were released to carry out SSE – findings led to INSET for staff on curriculum planning – adapting to the needs of the children and catering for the range of abilities. The maths curriculum will continue to be evaluated.</p>
<p>Improve the teaching of social and emotional learning through the PSHCE curriculum</p>	<p>School purchased the One Decision PSHCE scheme to ensure that we deliver the full range of PSHCE and RSE to our pupils. Children receive weekly PSHCE/RSE lessons ensuring that teaching meets the current DfE statutory requirements and allows our staff to be flexible in the delivery of materials appropriate to the needs of our children.</p>
<p>Targeted academic support (tutoring, one-to-one support, structured interventions)</p>	
Activity	Impact

Intervention sessions in precision phonics and early reading	<p>90% of our disadvantaged pupils who received precision phonics teaching in Year 2 passed their phonics screening by June 2022.</p> <p>70% of our disadvantaged pupils who received precision phonics teaching in Year 1 passed their phonics screening in June 2022.</p>
School-led tuition – maths and English	Tuition took place across academic years Y1-Y6 focussed primarily on small group tuition. Children received support in building their knowledge of mathematical and Literacy skills, concepts and knowledge that required ‘catch-up’ as a result of the Covid-19 lockdowns. These sessions supported the children to be able to better access the curriculum. Many children found sessions difficult as they elongated the school day and relied on parents/guardians commitment to facilitate attendance before/after school.
Ongoing intervention delivered in maths and English	Our teaching assistant team delivered short interventions throughout the school day supporting children in maths, reading and writing. These sessions were planned by teaching staff as a direct result of children struggling to access the maths and English curriculum for their year group.

Wider strategies

Activity	Impact
Pupil engagement officer, teaching assistant and home-school-support officer to work alongside disadvantaged pupils and their families	Support is provided on an ongoing basis to our pupils who were in need of social, emotional and mental health intervention to ensure they can access school positively on a daily basis.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

