

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 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Craig England/Jane Murphy Co-Headteachers
Pupil premium lead	Craig England/Jane Murphy Co-Headteachers
Governor / Trustee lead	Shellie Bee, Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 227,925
Recovery premium funding allocation this academic year	£ 25,130
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	£ 253,055

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 which will include small group tuition delivered by staff in-house who have a working knowledge and relationship with our children.

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, 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.

2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics. This negatively impacts their development as readers.
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.
4	Anecdotal evidence since the return to full opening of school suggests that many of our pupils are struggling with relationships socially. A number of these children are disadvantaged.
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 attainment among disadvantaged pupils.	KS2 reading 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, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated by: <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.
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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: £ 187,925

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Speech and language therapy provided onsite for individuals and small groups</p> <p>Speech and language intervention provided through Wellcomm and NELI by trained teaching assistants</p>	<p>There is clearly medical evidence that interventions from trained registered speech and language therapists have significant impact.</p> <p>EEF report Preparing for Literacy - improving communication, language and literacy in the early years recommendation 1 – prioritise the development of communication and language</p>	1
<p>Purchase of RWI online blended training package to support the teaching of systematic synthetic phonics</p> <p>Ongoing CPD provided through St John Vianney English Hub and RWI consultant</p>	<p>EEF report Improving Literacy at key stage 1 recommendation 3 – effectively implement a systematic phonics programme</p>	2,3
<p>Extra teacher in Year 6 to provide attainment setting in Maths and English to prepare for transition to secondary school</p>	<p>Anecdotal evidence suggests that when children are taught in smaller groups with targeted support outcomes are improved</p>	2,3

Enhancement of our maths teaching and curriculum planning in line with DFE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and monitor its implementation	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. EEF Improving mathematics in KS2 and KS3 and Gov.uk maths guidance Key stage 1 and 2.	3
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 – social and emotional learning – recommendation 3 -plan carefully for adapting a SEL programme	4,5

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

Budgeted cost: £ 25,130

Activity	Evidence that supports this approach	Challenge number(s) addressed
Intervention sessions in precision phonics and early reading provided by our teaching assistants	EEF Teaching and Learning, phonics strand and EEF Improving Literacy in key stage 1	2
School-led tuition top-up before/after school for Maths and English to fill gaps in learning	EEF Teaching and Learning small group tuition.	2,3
Ongoing school intervention delivered in maths and English to fill gaps in learning	EEF – making best use of teaching assistants	2,3

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

Budgeted cost: £35,100

Contingency fund – this is required over the academic year for any unforeseen costs to school = £4,900

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupil engagement officer and school home support officer to work alongside disadvantaged pupils and their families to support children socially and emotionally.	Anecdotal evidence demonstrates that working with our children individually and in groups supports our children to access school and the curriculum.	4,5
All staff to receive training in character education - Commando Joe. This will support the children's self-esteem and resilience.	ASK evidence supports the implementation of this programme Current research being carried out in conjunction with the EEF.	4

Total budgeted cost: £ 253,055