

# Pupil premium strategy statement – Stratford upon Avon Primary School 2024-2025



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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	212
Proportion (%) of pupil premium eligible pupils	11%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2024-2025
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Gill Humphriss
Pupil premium lead	Gill Humphriss
Governor / Trustee lead	Rachel Dallimore

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£48.691
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£48.691

# Part A: Pupil premium strategy plan

## Statement of intent

*Pupil Premium was introduced to address the underlying inequalities between children eligible for free school meals and their peers. It is allocated to schools to work with pupils who have been registered for free school meals at any point in the last six years. Schools are free to spend the Pupil Premium as they see fit, however our approach and vision for our pupils is to ensure that all are offered 'rich opportunities and memorable experiences' and that those from poorer socio-economic backgrounds do not suffer barriers which hamper their progress and attainment.*

*At Stratford upon Avon Primary School our intention is that all pupils, irrespective of their background or challenges make good progress and achieve high attainment across all subjects.*

*The objectives of our pupil premium strategy are:*

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.*
- For all our disadvantaged pupils to make at least nationally expected progress*
- To support our children's health and well-being to enable them to flourish.*

*Identification:*

- Pupil premium students are identified from the January pupil census.*

*Yearly Cycle:*

- Once identified, an initial autumn term meeting will be held with class teacher to establish how pupil outcomes can be raised. Parents will receive a letter outlining how pupil premium will be spent and if necessary a bespoke meeting will be held*
- A mid-year meeting will be held to discuss the impact of current strategies and include parents, pupil and teachers views and future steps.*
- An end of year meeting will be held with current class teacher and new class teacher to discuss end of year outcomes.*

*Strategies:*

*Some children need high quality, tailored support*

*Some may benefit from attending clubs they would not be able to access such as swimming lesson, football clubs and dance*

*Pupil premium children benefit from high-quality teaching and learning*

*Pupil premium children benefit from forest school to build self-esteem and confidence*

*Adaptive teaching and learning opportunities*

*Help parents with wrap around care so that parents can work, breaking the cycle of disadvantage*

*Leaders identify training that will continue to provide the best opportunities for all pupils e.g. staff continue to receive training around inclusive practice, challenging education and Early Help and how to communicate effectively with parents and families.*

*All teachers are aware of the pupil premium pupils in their class and plan accordingly with support and challenge so that they have the same opportunities as their peers.*

*The outcomes of the pupil premium students are discussed case by case at pupil progress meetings and parents evening*

*To maximise effectiveness, we will act early and adopt a whole school approach in which all staff take responsibility for disadvantage 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
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1	Attainment gap in reading in Key Stage Two
2	Specific children require additional support due to social, emotional and mental health needs and communication and language
3	Overall attendance of PP pupils is only slightly less than non-PP but certain children eligible for PP have lateness/attendance issues, which reduce their school hours and cause them to fall behind.
4	Attainment gap in writing from Reception to Year 6 due to phonics/spelling and punctuation & grammar misconceptions
5	Number skills and fluency in maths in Key Stage One and Key Stage Two

## 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
Pupils make at least expected progress in reading, writing and maths.	Gap will close in progress made between PP and non PP.
Narrow the attainment gap between PP and non-PP pupils	Gap will close in attainment between PP and non – PP
PP attendance in line with school attendance figures and punctuality improves	PP's attendance in line with school attendance figures or above average
Increase opportunities for reading and maths at home and school	Improved basic numeracy skills. Accelerated progress in phonics and reading
Pupils access early targeted interventions to prevent gaps closing	Gap between PP and Non PP does not widen
<p>Pupils demonstrate greater resilience independence and perseverance.</p> <p>Pupil feel safe and valued.</p> <p>Pupils aware of how to access support and teachers are sensitive to pupils need.</p> <p>Pupils have improved well-being</p>	<p>Jigsaw, Inclusive education, Forest School, targeted interventions and pastoral support develops greater self-esteem, independence and perseverance.</p> <p>Pupil surveys show pupils feel safe and valued.</p> <p>Pupils access support when necessary</p>
Pupils access a wide range of enrichment experiences both in and out of school	<p>Pupil surveys show children enjoy school and improved attitudes to learning</p> <p>Improved social skills and behaviour</p>

## Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Little Wandle phonics programme ensures regular assessment and personalised next steps</p> <p>Additional 1:1 reading sessions plus targeted interventions from Educational Psychology service and skilled teaching assistants</p>	<p>Close monitoring allows early intervention.</p> <p>Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF There is consistent evidence that reading to young children, and encouraging them to answer questions and talk about the story with a trained adult, is an effective approach.</p> <p>A 1, 4 6 number of studies show the benefits of programmes where trained teaching assistants have supported both oral language and early reading skills. /early-years-toolkit/communication-and language-approaches</p>	1,2,3
<p>Targeted support through handwriting programme Nelson Handwriting to ensure that building blocks of writing is in place</p>	<p>Regular whole class teaching of handwriting allows for early intervention and ensures all pupils use correct letter formation and their writing is of high quality</p>	1,2,3
<p>Consistency of the delivery of the curriculum is a focus on school improvement plan so that all pupils make good progress regardless of starting points</p> <p>Delivered through regular monitoring of quality of teaching and book scrutiny and CPD</p>	<p>Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them. education/high-quality-teaching. education/high-quality-teaching</p>	1,2,4,5
<p>Enhancement of maths teaching &amp; curriculum planning.</p>	<p>Work with the Origin Maths Hub to support pre-teach, consolidation teaching, interventions, mixed-age teaching and more able learners. Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk)</p>	1,5
<p>TA support for Key Stage 1 and 2 Foundation teaching-assistant-interventions</p>	<p>TA support for Key Stage 1 and 2 Revisit concepts if pupils not confident, in lesson, immediately before and after lessons (pre-teach and consolidation teaching in maths and English lessons)</p> <p>Education Endowment Foundation teaching-assistant-interventions</p>	1,5

Regular assessment points and 1:1 pupil progress meeting between teacher & HT ensures interventions are put in place.	Professional discussions during pupil progress meetings ensure progress is maintained, interventions are impactful and gaps are closed. Assessing and Monitoring Pupil Progress Education Endowment	1,5
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## Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £17,691

Activity	Evidence that supports this approach	Challenge number(s) addressed
Individual & group targeted Intervention delivered by experienced TA or teacher.	Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum.	1,4,5
Additional phonics sessions targeted at disadvantaged pupils and smaller groups.	Targeted phonics groups and interventions have a strong evidence base indicating a positive impact on pupils, particularly from a disadvantaged background. teaching-learning-toolkit/small-group-tuition	1,4
Teachers to baseline children to identify gaps within the first 4 weeks of the academic year.	Laws.D (2021) Uncovering the Reality of Learning Loss: What the Research Tells Us and Learning How Best to Respond EEF pupil premium guidance	1,2,3
Additional maths sessions targeted at disadvantaged pupils and smaller group	Targeted maths groups and interventions have a strong evidence base indicating a positive impact on pupils  EEF improving maths	1,2,3
Subscribe to SEND supported to support specialist assessment and action plans	Specialist teachers assess needs and develop teacher understanding of SEND increasing their knowledge and skills  High quality small group interventions EEF oral language interventions.	1,2,3,4

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

Budgeted cost: £16,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Cultural capital experiences promoted in the curriculum.	Learning is contextualised in concrete experiences and language rich environments. OFSTED	2,3,5

See wider experiences document	research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils.	
Sports clubs promoted to PP are encouraged to attend	Enrichment activities offer children a context for leaning and a stimulus to trigger their interest which can be evidenced in pupil books and data.	2,3,4,5
Forest school sessions focusing on helping children to use social skills more effectively and help to increase social communication.	Forest School is a child-centred learning process, providing learner inspired, hands-on experiences in the natural environment. It's creative and can increase a child's confidence as they problem-solve and learn to manage risks. Forest School encourages children to explore the natural environment and learn in it	1,3,4,5
Nurture Groups, including Lego Therapy and nurture lunch	Improve self-management of emotions and interaction with others. Has a positive impact on attitude to learning and social relationships which supports progress and attainment.	1,2,3
Support with the costs of school residentials, trips, uniform and learning materials and clubs.	PP families may need support financially to cover the costs of educational extras which enrich the curriculum.	4,5
Support with uniform	A uniform is central to schools building a sense of community among students, staff and parents as well as the local community.	2,4

**Total budgeted cost: £48, 691**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### **Quality of teaching impact**

EYFS GLD Levels for PP Children (4) – 50% Met Expected Standards. Two children had significant delay of speech & language – external professionals involved

Year 1 Phonics PP Children (2) 100% passed phonics screening check – impact of Little Wandle Phonics teaching

KS1 Statutory assessments for PP children (5) Reading = 80% Writing = 60% Maths = 80%  
One child had significant delay in phonics and writing – targeted intervention in Year 3 taking place

KS2 Statutory assessment for PP children (1)

100% in all areas

#### **Actions –**

Continuous assessment throughout the year, Identification of children requiring support and interventions put in place; Pupil progress meetings taken place to identify next steps. Predictions made and revisited. Times table rockstars, precision handwriting and spelling lessons, reading recovery sessions.

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#### **Targeted Academic Support and intervention Impact**

Teaching Assistants appointed for each classroom to support pre-teaching, consolidation teaching; class-based interventions and small group work interventions.

## Further information

*This academic year we are piloting PINS (Partnership for Inclusion of Neurodiversity in Schools). This is to strengthen our relationships with parents even further and to signpost and support in accessing a wide range of services that is available to them.*