

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	Stratford upon Avon Primary School
Number of pupils in school	214
Proportion (%) of pupil premium eligible pupils	9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-22
Date this statement was published	September 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Mrs Gillian Humphriss
Pupil premium lead	Mrs Louise Withers
Governor / Trustee lead	Mrs Louise Thomas

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£35,975
Recovery premium funding allocation this academic year	£2610
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	£38,585

Part A: Pupil premium strategy plan

Statement of intent

The 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.

We believe that:

- All of our children should and will benefit from the teaching and learning opportunities that Pupil Premium funding provides
- Appropriate provision is made for all pupils belonging to vulnerable groups, including those who are from socially and economically disadvantaged groups.
- Pupil premium spending should be allocated following a needs analysis which identifies children with priority needs; those with the greatest need being children in receipt of free school meals whose progress is not rapid enough.
- Pupils who receive free school meals are not necessarily socially disadvantaged or are making inadequate progress.
- Not all pupils who are socially disadvantaged are registered or qualify for free school meals.
- Our Pupil Premium funding should be spent in a wide and imaginative variety of ways, so as to benefit the wide variety of interests and needs of our children
- Our Pupil Premium funding should be spent according to 'best value principles' and related to activities which research suggests will make the very best use of the finances available
- Whilst there are some 'quick wins', there is a need to also take a 'long term view' to stop achievement gaps from widening. Some of our long-term objectives will take more than an academic year to come to fruition.

Our ultimate aim is to ensure that every pupil comes to school ready to learn; this, in turn, will raise attainment for a Pupil Premium cohort. It is of the utmost importance that staff identify and support barriers to learning, evidence suggests that majority of such barriers are outside of school. We work closely with our families and their wider network to ensure that they have access to a wide range of services. We use our Pupil Premium budget to support the mental health and wellbeing of our pupils and ensure they receive a high-quality education. Each of our Pupil Premium pupils have a passport that explores their barriers for learning and offers small targets based on their individual needs, this is completed between teacher, parent and pupil. At times the targets are academic however many times they may have a more pastoral aim.

At Stratford Primary, we recognise that a pupil does not need to be eligible for Pupil Premium funding in order to access our support program. Staff identify gaps in child development and give clear objectives to help pupils build on their developmental needs.

Our strategies aim to provide the pupils with the best possible educational experience. With this in mind, we have used part of our budget to train our teaching assistants in Reading Recovery, enabling them to deliver extra support in the form of small group or one to one interventions. Our

teaching assistants work very closely with class teachers to ensure gaps are addressed and small steps to success are identified.

We strive to ensure that teaching and learning across our school is of a consistently high quality. Our staff have access to a vast range of CPD opportunities such as National Teaching College courses, Developing People through Communities Academies Trust and our own specialised CPD programme. This will ensure that all pupils have the skills and knowledge to prepare them for their future careers.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Oral language skills and phonics are lower for pupils eligible for Pupil Premium in EYFS, KS1 and lower KS2. (Teaching/ Targeted Support)
2	To identify and act on gaps in learning due to Covid-19 specifically in English and Maths in Upper KS2 (Teaching/Targeted Support)
3	Specific children require additional support due to social and emotional needs.
4	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.
5	Specific children cannot afford trips and events, limiting their access to the curriculum.
6	To promote positive mental health and wellbeing for pupils, families and staff.

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
Improve oral language skills and knowledge of phoneme/grapheme correspondence	Pupils reading skills will improve due to more confidence in their phonic awareness High quality texts will be embedded throughout the curriculum to inspire a love of reading.

	<p>Children at risk of not achieving in EYFS will be offered The Nuffield Early Language Intervention (NELI)</p> <p>Children at risk of not achieving in KS1 will be offered small group/1:1 intervention with a qualified teacher.</p> <p>Our school will offer a range of decodable books to support early reading</p> <p>Parents will be engaged in Early Language and Reading through workshops and clear communication. Pupils eligible for PP will make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations.</p> <p>PP pupils pass Y1 phonics test</p>
<p>Rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations in writing and maths</p>	<p>Teaching will be of a consistent high quality due to a comprehensive CPD programme.</p> <p>Children at risk of not attaining will be supported through small groups/1:1 time with a qualified teacher.</p> <p>Targeted Success @ Arithmetic delivered to children at risk of not attaining in maths;</p> <p>Reading Recovery programme delivered to children at risk of not attaining in reading;</p> <p>Use of National Tutoring Programme and Teacher Led Tutoring to target children at risk of not attaining in reading, writing and maths.</p> <p>School resources will be of a high quality and in line with teaching standards for example maths resources in line with the mastery approach.</p> <p>Mental health and wellbeing a priority through Relax Kids and Mindfulness sessions to ensure all children are ready to learn.</p> <p>Attendance and lateness to be monitored to ensure children have the maximum amount of teaching time.</p> <p>Families well supported to ensure they can help with their child's progress.</p> <p>SLT to monitor teaching and learning and to provide support for teachers where necessary.</p> <p>Develop of Pupil Passport which will allow all pupil stakeholders to understand and address possible barriers to learning.</p> <p>Pupils eligible for PP will meet age related expectations measured by teacher assessments and by successful moderation.</p>

<p>The identified children will access the curriculum in line with their peers, with adult support.</p>	<p>Teaching will be of a consistent high quality due to a comprehensive CPD programme.</p> <p>Children at risk of not attaining will be supported through small groups/1:1 time with a qualified teacher.</p> <p>School resources will be of a high quality and in line with teaching standards for example maths resources in line with the mastery approach.</p> <p>Mental health and wellbeing a priority ensuring children are ready to learn.</p> <p>Attendance and lateness to be monitored to ensure children have the maximum amount of teaching time.</p> <p>Families well supported to ensure they can help with their child's progress.</p> <p>SLT to monitor teaching and learning and to provide support for teachers where necessary.</p> <p>Develop of Pupil Passport which will allow all pupil stakeholders to understand and address possible barriers to learning.</p> <p>The identified children will progress at the same rate as their peers from their own starting points.</p>
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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: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure Teachers have access to high quality CPD through The National Teaching College/Hays training/MAT training and our internal CPD programme	EEF Pupil Premium Guide	1,2,3,4,6
Work with the Origins Maths Hub to embed Teaching for Mastery across all year groups- Teachers and Teaching Assistant to take part in essential CPD across all Key Stages EYFS and KS1 staff enrolled on Mastering Number	Mastering Number- Reception, Year 1 and Year 2 NCTEM Embedding Mastery Working Group. William, D (2015) Optimizing Talent: Closing Educational Gaps Worldwide. Institute of Education, University of London	2
Retaining our Relax Kids provision for all children from EYFS – Year 6 (1 lesson per week)	The Education Department suggests, mental health problems can be related to an unmet mental health need. Relax Kids can help address these unmet needs and help children feel safe, secure and supported. As well as working directly with pupils to increase resilience, Relax Kids supports staff and parents to help improve and manage behaviour and provides simple yet effective mindfulness strategies to promote positive mental health.	1,3,6
Group and one to one catch up is provided by a fully qualified teacher.	Targeted learning support enables pupil to close gaps in learning through directed learning over a short period of time.	1,2,3,6

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

Budgeted cost: £2610

Activity	Evidence that supports this approach	Challenge number(s) addressed
Establish small group interventions for disadvantaged pupils falling behind age-related expectations- this to be delivered by a designated qualified teacher.	<p>Laws.D (2021) Uncovering the Reality of Learning Loss: What the Research Tells Us and Learning How Best to Respond Pupil Premium Webinar 2015.</p> <p>Sutton Trust Report of Teacher Development.</p> <p>The Sutton Trust EEF Pupil Premium Guide</p> <p>EEF Guide to using Catch Up Funding</p>	1,2,3,4
Teachers to baseline children to identify gaps within the first 4 weeks of the academic year.	<p>Laws.D (2021) Uncovering the Reality of Learning Loss: What the Research Tells Us and Learning How Best to Respond Pupil Premium Webinar</p>	1,2,3
Pupils have the best quality of support to help them achieve their full potential.	<p>Laws.D (2021) Uncovering the Reality of Learning Loss: What the Research Tells Us and Learning How Best to Respond Pupil Premium Webinar 2015.</p> <p>Sutton Trust Report of Teacher Development. The Sutton Trust</p> <p>EEF Pupil Premium Guide EEF Guide to using Catch Up Funding</p>	1,2,3,6
Group and one to one catch up is provided by a fully qualified teacher.	Targeted learning support enables pupil to close gaps in learning through directed learning over a short period of time.	1,2,3,6

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

Budgeted cost: £5,975

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality mental health and well-being support to be given to pupils and all staff members. Well-being to be a key feature of our school development programme.	Pupils with SEMH needs benefit from 1:1 and small group support to develop social skills and positive self-esteem.	3,4,6
Parental engagement in their children's education. Staff to create Pupil Passports for all PP children and collaborate with parents-children will have steps to success to give them every chance of achieving their full potential. Pupil Premium Champion to ensure PP families engage with learning workshops and experiences.	Parents will understand the academic, behavioural, social and emotional needs of their children better.	1,2,3,4,5,6
Pupils and their families to have access to a vast range of wider service from Early Help to support from our local parish.	Early intervention can help children and young people to develop the skills they need to live happy, healthy and successful lives. It can improve the quality of children's home lives and family relationships, increase educational attainment and support good mental health.	3,4,5,6
Implementation of Relax Kids for all children from EYFS- Year 6 (one session per week)	Pupils with SEMH needs benefit from 1:1 and small group support to develop social skills and positive self-esteem.	3,6
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. (£1000)	4,5

Total budgeted cost: £30,000

£2610

£5975

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 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

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?

Nature of support 2020-21				
Objectives	Actions	Costs	Expected Outcomes	Impact Autumn/Spring/Summer
A. To make rapid progress and increased attainment in oral language skills and phonics.	<ul style="list-style-type: none"> Phonics tracker used at intervals to assess and track accurately. Learning tasks tailored to specific needs of pupils – closing gaps in understanding Consolidation time for practice and application of skills Priority reading with TAs if pupils are unable to read at home 	£8179 (TA support) £1250 (Bought interventions)	<ul style="list-style-type: none"> Improved learning outcomes in phonics (meeting end of year age-related objectives) Year 2 PP pupil passes Phonics Screening retake Year 1 PP pupils (x4) pass Phonics Screening APPs written to plan for progress show impact <p>All end of year assessments were cancelled due to Covid-19</p>	<ul style="list-style-type: none"> Phonics Tracker is used to assess pupils in the Autumn term and as a Baseline Assessment. Phonics Tracker showing that 55% of whole class achieving 32 in Autumn term 1, with 25% of PP achieving 32 in Autumn term 1. Y1 PP pupils have made progress over the first term in preparation for phonics assessment Provision Maps written and reviewed termly show impact of interventions. Lockdown period: Students were supported through preparation of paper based learning packs, online teaching, regular (weekly) wellbeing checks- open communication with SLT via letters, emails, home visits and phone calls 86% achieved 32 in Summer term, with 75% PP achieving 32. Government cancelled Phonics Screening due to COVID-19.
B. To make rapid progress and increase attainment in writing and maths.	<ul style="list-style-type: none"> Baseline assessments carried out to establish need. Pre-teaching to prepare pupils for future learning in order to build confidence and give higher level starting points to learning. Interventions planned to cater for individual needs Support within lessons to improve access to learning Aspirational targets set for progress 	£9470 (TA support) £2750 (Bought interventions)	<ul style="list-style-type: none"> Improved learning outcomes in phonics (meeting end of year age-related objectives) All PP progress make at least expected progress in the core areas APPs written to plan for progress show impact Monitoring and evaluation shows all PP pupils are responding well to marking so that their work is improving in measured steps. <p>All end of year assessments were cancelled due to Covid-19</p>	<ul style="list-style-type: none"> Provision Maps written and reviewed termly show impact of interventions. Lockdown period: Students were supported through preparation of paper based learning packs, online teaching, regular (weekly) wellbeing checks- open communication with SLT via letters, emails, home visits and phone calls PP pupils making at least expected progress are: <ul style="list-style-type: none"> Year 1 – 100% (R, W, M) Year 2 – 100% (R, W, M) Year 3 – 50% (R), 100% (W, M) Year 4 – 100% (R, W, M) Year 5 – 100% (R), 50% (W), 100% (M) Year 6 – 100% (R, W, M)
C. To enable pupils to access the curriculum in line with their peers.	<ul style="list-style-type: none"> Regular reviews of PP attainment and progress 	£380 (nurture lunch) £2100	<ul style="list-style-type: none"> Self-esteem, resilience, social skills and behaviour of identified pupils is improved 	<ul style="list-style-type: none"> Self-esteem, resilience, social skills and behaviour of identified pupils is improved

	<ul style="list-style-type: none"> Opportunities for parents to receive support and guidance Time and support (1:1 and group) is timetabled to help build pupils emotional development Continue 'Nurture Lunchtimes' 	(TA nurture) £300 (nurture resources) £8509 (TA pre-teach)	fied pupils is improved leading to increased confidence and attainment in the classroom	<ul style="list-style-type: none"> Lockdown period: Students were supported through preparation of paper based learning packs, online teaching, regular (weekly) wellbeing checks- open communication with SLT via letters, emails, home visits and phone calls Throughout Lockdown, our TA responsible for nurture provision made regular contact with those pupils she had been working with to maintain support
D. To improve attendance and reduce lateness of pupils.	<ul style="list-style-type: none"> Close communication between all staff to track pupils with concerning attendance and/or punctuality HT to address concerns with parents and develop action plan as necessary 	£510 (WES)	<ul style="list-style-type: none"> All children eligible for PP will maintain an attendance of at least 97% to meet the school target Lateness will stay below 10% 	<ul style="list-style-type: none"> Absence and lateness is tracked and alerted to concerns each morning. Lockdown period: Students were supported through preparation of paper based learning packs, online teaching, regular (weekly) wellbeing checks- open communication with SLT via letters, emails, home visits and phone calls Where PP pupils were struggling with home learning, spaces were made available for them to attend school with key worker children
E. To promote opportunities for enrichment and self-esteem building.	<ul style="list-style-type: none"> Analysis of PP pupils who have taken part in clubs/received music lessons Letters to PP parents guiding them to what support is available Funding arranged for extracurricular activities Two bursary spaces awarded to PP pupils for Rocksteady. 	£792 (club x24) £690 (trip x24) £0 (Rocksteady) £300 (music) £20 (swimming) £350 Uniform	<ul style="list-style-type: none"> Social skills are developed through participation in a range of clubs provided by the school or external providers Pupils enjoy the experience of being at school and are keen to stay later to participate in chosen activities Pupils are able to participate fully in school trips and residential trips Learning is supported by trips that are carefully planned to enhance the school's curriculum Social skills, independence, perseverance and team-work are developed through participation in group activities and overnight stays on residential 	<ul style="list-style-type: none"> 81% of PP pupils have benefited from paid assistance to attend class trips 10 PP pupils have attended paid extra-curricular activities with support from the funding Two PP pupils have had subsidised music lessons 7 PP pupils have received some school uniform
		£35,600		
<ul style="list-style-type: none"> NB: Whilst many of our highly focussed short term initiatives have shown good success, a number of our initiatives are designed to be 'cumulative in their impact' i.e. we will show significant success over time and across many aspects of the child's life. 				

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
Reading Eggs	Reading Eggs
Spelling Shed	The Literacy Shed
Little Wandle (Phonics Programme)	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

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.