

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery 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 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	215
Proportion (%) of pupil premium eligible pupils	14%
Academic year/years that our current pupil premium strategy plan covers	2023-2024
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Mrs Gill Humphriss
Pupil premium lead	Mrs Gill Humphriss
Governor / Trustee lead	Mrs Rachel Dallimore

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£41,357
Recovery premium funding allocation this academic year	£3117
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	£44,474

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. A Pupil Premium Passport will be agreed with clear targets and strategies. 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 have received training around inclusive practice, challenging education and Early Help.
- 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 premium 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
1	Oral language skills and phonics are lower for pupils eligible for Pupil Premium in EYFS, KS1 and lower KS2. (Teaching/ Targeted Support)
2	Attainment gap across Reading, Writing and Maths.
3	Specific children require additional support due to social, emotional and mental health needs and communication and language
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.

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
Pupils demonstrate greater resilience independence and perseverance. Pupil feel safe and valued. Pupils aware of how to access support and teachers are sensitive to pupils need. Pupils have improved well-being	Jigsaw, Inclusive education, Forest School, targeted interventions and pastoral support develops greater self-esteem, independence and perseverance. Pupil surveys show pupils feel safe and valued. Pupils access support when necessary
Pupils access a wide range of enrichment experiences both in and out of school	Pupil surveys show children enjoy school and improved attitudes to learning Improved social skills and behaviour

Activity in this academic year

This details how we intend to spend our pupil premium **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
Ensure Teachers have access to high quality CPD through Warwickshire Early Help training, internal CPD programme focused on Inclusive Education and Challenging Education programme	Professional development to support the implementation of evidence-based approaches – EEF pupil premium	1,2,3,4,5
Enhancement of maths teaching and curriculum	Work with the Origin Maths Hub to support pre-teach, consolidation teaching, interventions, mixed-age teaching and more able learners and sustain mastery Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk)	2
Little Wandle phonics programme ensures regular assessment and personalised next steps Additional 1:1 reading sessions plus targeted interventions such as Toe by Toe	Close monitoring allows early intervention. 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. 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-andlanguage-approaches	1,2,3
TA support for KS1 and KS2	Revisit concepts if pupils not confident, in lesson, immediately before and after lessons (pre-teach and consolidation teaching in maths and English lessons) Education Endowment Foundation teaching-assistant-interventions	1,2,3
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	1,2,3

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

Budgeted cost: £15,000

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 experienced teaching assistant or teacher	<p>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.</p> <p>EEF pupil premium guidance</p>	1,2,3
Additional phonics sessions targeted at disadvantaged pupils and smaller groups.	<p>Targeted phonics groups and interventions have a strong evidence base indicating a positive impact on pupils, particularly from a disadvantaged background.</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	1,2,3
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</p> <p>EEF pupil premium guidance</p>	1,2,3
Additional maths sessions targeted at disadvantaged pupils and smaller group	<p>Targetted maths groups and interventions have a strong evidence base indicating a positive impact on pupils</p> <p>EEF improving maths</p>	1,2,3
Subscribe to SEND supported to support specialist assessment and action plans	<p>Specialist teachers assess needs and develop teacher understanding of SEND increasing their knowledge and skills</p> <p>High quality small group interventions EEF oral language interventions.</p>	1,2,3,4

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

Budgeted cost: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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 given them every chance of achieving their full potential.	Parents will understand the academic, behavioural, social and emotional needs of their children better.	1,2,3,4,5
Cultural capital experiences promoted in the curriculum.	Learning is contextualised in concrete experiences and language rich environments. OFSTED research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils.	2,3,5
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
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.	1,2,3,4,5
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: £45,000

Part B: Review of outcomes in the previous academic year

Quality of teaching

Impact

EYFS GLD levels for PP children (1) Met

Expected standard

Year 1 Phonics PP children (5)

80% passed phonics screening check (4 out of 5 pupils)

KS1 Statutory assessments for PP children (2):

Reading Ex – 50%

Writing Ex – 50%

Maths Ex – 50%

Out of the two children one child achieved GDS in all areas.

KS2 Statutory assessments for PP children (3)

Reading Ex – 66% (2 out of 3)

Writing Ex – 66%

(2 out of 3)

Maths Ex – 66%

(2 out of 3)

RWM – 66%

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.

Targeted Academic Support and intervention

Impact

Improved confidence, mental health and well-being

Pupil well-being survey highlighted children were effectively choosing and applying mindfulness strategies to manage situations.

School-led tutoring provided weekly targeted learning support in R,W,M

Actions - Weekly Jigsaw PHSE in all classes and whole school assemblies each half term to launch the theme; Nurture and social skills group; Personalised pastoral activities e.g. counselling

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.