

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	212
Proportion (%) of pupil premium eligible pupils	10%
Academic year/years that our current pupil premium strategy plan covers	2022-23
Date this statement was published	September 2022
Date on which it will be reviewed	September 2023
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	£34,210
Recovery premium funding allocation this academic year	
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	£34,210

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	Attainment gap across Reading, Writing and Maths.
3	Specific children require additional support due to social, emotional and mental health 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.

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.
Improve oral language skills and knowledge of phoneme/ grapheme correspondence following Little Wandle Phonics Programme	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, based on Little Wandle phonics scheme.</p> <p>Summative assessments every six weeks identify next steps for whole class teaching and children who need Keep-up.</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>School-Led Tutoring to target PP 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>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>Development of Pupil Passports 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>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>Development 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 **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
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: £1,710

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 Small group tuition</p>	1,2,3,4,5
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>	1,4
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

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

Budgeted cost: £2,500

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.	1,2,3,4,5,6
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.	2,3,4
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
Social and Communication group sessions focusing on helping children to use social skills more effectively and help to increase social communication.	Social skills groups provide an opportunity for individuals to work on their social skills, meet new people and share their experiences. Social skills groups are beneficial in helping to increase confidence, self-esteem and independence.	1,3,4,6
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
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.	2

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

Total budgeted cost: £30,000

£1,710

£2,500

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.

Quality of teaching

Impact

EYFS GLD levels for PP children (4)

Reading 75%

Writing 100%

Maths 75%

Year 1 Phonics PP children (2)

50% passed phonics screening check – this equated to 1 pupil

KS1 Statutory assessments for PP children (3):

Reading Ex – 100%

Writing Ex – 100%

Maths Ex – 75%

KS2 Statutory assessments for PP children (2)

Reading Ex – 50%

Writing Ex – 50%

Maths Ex – 50%

RWM – 50%

Actions - Identification of children requiring support and interventions put in place; Pupil progress meetings taken place to identify next steps.

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; Relax Kids sessions taught across the school as part of their curriculum

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.