

Pupil premium strategy statement – Stanley Crook Primary School 2023/2024

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	130
Proportion (%) of pupil premium(+) eligible pupils	18.4% (24 chn)
Academic year/years that our current pupil premium strategy plan covers	2022/2023, 2023/2024 and 2024/2025
Date this statement was published	September 2023
Date on which it will be reviewed	October 2023
Statement authorised by	27.10.23 – Full Governing Body (Review 24.11.23 FPP)
Pupil premium lead	Mr Christie
Governor lead	Mrs Lawes (CoG)/ Miss Robinson (Committee Chair)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£50415
Recovery premium funding allocation this academic year	£3480
Pupil premium (and recovery premium) funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0

Part A: Pupil premium strategy plan

Statement of intent

Pupil premium funding at Stanley Crook Primary School follows four main strands all of which are focused on improving pupils' achievement, both academically and socially:

- Money used to improve the curriculum opportunities for pupil premium pupils: more teaching; more targeted teaching and intervention; broader curriculum opportunities.
- Money used to ensure that the needs of pupil premium pupils are of strategic importance at leadership group level. In addition to quality teaching and targeted intervention, the school is intent upon identifying what support all pupil premium pupils need in the classroom: to identify subject specific needs and to ensure all staff are aware of their specific needs.
- Engaging more with parents and carers so that they take a fuller role in improving their children's achievement
- Ensuring that pupil premium pupils have access to a broad range of opportunities (culturally and socially) which they may not usually have access to, e.g. cultural and social experiences such as Residential trips/ Music Tuition. This work is designed to encourage pupils to feel that the school values and cares for them and that coming to school is a good thing; they are not forgotten or passed over when special opportunities are presented. The more the pupils are in the school, the better their chances of achieving well.

Stanley crook primary school has three core values: academic excellence, social justice and global futures. We work so that background is irrelevant to achievement and that aspiration is not limited by circumstance of birth. We want pupils to be reflective, inquiring, tolerant, positive and respectful of the needs of others. We give opportunities for leadership and active citizenship.

Stanley Crook Primary School is committed to improving outcomes for all pupils.

Challenges

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

Challenge number	Detail of challenge
1	Pupils who are eligible for Pupil Premium do not enter early years at age related-expectations; communication and language is poor. This means they need to make more progress than their peers to catch up.
2	Pupils who are eligible for pupil premium evidence slower rates of progress in writing in LKS2 compared to their peers. This results in lower numbers of disadvantaged children attaining national standard in writing in LKS2, although progress does accelerate in UKS2 with outcomes for children eligible for pupil premium by the end of year 6 being above national.
3	Emotional resilience of pupils eligible for pupil premium (and pupil premium +) is low compared to their peers. This can affect their ability to concentrate on academic activities, especially when working with others or when tasks are challenging.
4	Due to levels of deprivation and disadvantage, pupils eligible for pupil premium have reduced opportunity to participate within wider cultural and social events with their families and this often results in barriers to these children also participating in wider curriculum activities. This means that these children do not have same opportunities to develop their cultural capital, and to access social experiences such as residential school trips as their peers.
5	Persistent Absence rates for children eligible for pupil premium funding are higher than their peers. While this is not significantly impacting outcomes and achievement of children from this group, low attendance means that these children have a less broad and reduced access to learning experiences.

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 eligible for Pupil Premium in EYFS make rapid progress in all areas to meet national expectations.	A higher proportion of Pupil Premium children meet a Good Level of Development.

All pupils, who are eligible for pupil premium, will evidence positive SS measures in writing in LKS2.	SS/ progress measures for writing from FFT estimates will evidence positive progress.
Improve emotional resilience for all pupils through use of TA support and intervention.	Lesson observations will demonstrate pupils' positive attitudes to learning and good behaviours.
A higher percentage of pupils eligible for pupil premium participate in wider curriculum opportunities (after-school clubs, residential trips, extra-curricular events)	% of PP pupil engaging within wider and extra-curricular opportunities and events increases incrementally year on year.
Early and timely intervention will support families of children eligible for pupil premium to improve attendance rates so that fewer of these children are classed as persistently absent.	% of PP pupils classed as PA will reduce.

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 (retention of targeted teaching and learning support staff)

Budgeted cost: £ 42966

Activity	Evidence that supports this approach	Challenge number(s) addressed
Retention of targeted teaching assistants to ensure that provision for children eligible for pupil premium is maintained and that support enables continued high academic outcomes for these children. Teaching assistant and support staff will be targeted in	Pupils may require targeted academic support to assist language development, literacy, or numeracy. Interventions should be carefully linked to classroom teaching and matched to specific needs, whilst not inhibiting pupils' access to the curriculum. Supporting resources: The EEF's 'Selecting Interventions' tool offers evidence-informed guidance to select an apt programme. The EEF has dedicated web pages on effective approaches to support literacy and numeracy. Selecting interventions tool.pdf (d2tic4wvo1iusb.cloudfront.net)	1, 2 & 3

EYFS and Year 2 and LKS2.	Literacy EEF (educationendowmentfoundation.org.uk)	
Retention of support staff and extra-curricular providers to enable provision to be maintained in support of enabling children eligible for pupil premium access to a wide range of additional cultural and social opportunities	<p>Extracurricular activities are an important part of education in its own right. These approaches may increase engagement in learning, but it is important to consider how increased engagement will be translated into improved teaching and learning. Supporting resources:</p> <p>The EEF Toolkit has a strand on arts participation</p> <p>Arts participation EEF (educationendowmentfoundation.org.uk)</p>	4

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

Budgeted cost: £ 7590

Activity	Evidence that supports this approach	Challenge number(s) addressed
LAC/ PLAC pupils to receive targeted intervention and support via mental health and resilience programmes (Zippy's Friends/ Apple's Friends/ Spark and Passport) led by specialist staff so that they evidence better than expected progress in core areas by the end of KS2	<p>Intensive individual support, either one to one or as a small group, can support pupil learning. This is most likely to be impactful if provided in addition to and explicitly linked with normal lessons. Schools should think carefully about implementation of tuition, including assessment of learning gaps, careful selection of curriculum content, ensuring those delivering tuition are well-prepared, and monitoring impact.</p> <p>The EEF Toolkit has a strand on one to one tuition and small group tuition.</p> <p>EEF-Effective-Professional-Development-Guidance-Report.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	4
CPD for targeted support staff and teachers to enable effective delivery of SEMH programmes	<p>A common form of support for teacher professional development is mentoring and/or coaching, particularly for early career teachers. Schools should carefully consider the mechanisms, for example, whether they are going to be adopting a mentoring or coaching approach. Supporting resources:</p>	4

	<p>The EEF guidance on 'Effective Professional Development' is accompanied by a poster to help consider the 'Effective Mechanisms of PD' - i.e. what are the essential elements that make mentoring or coaching more likely to be effective</p> <p>EEF-Effective-PD-Mechanisms-Poster.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	
<p>CPD for EYFS staff to support in developing knowledge and skills in designing provision to better match the changing needs of children eligible for pupil premium (particularly linked to Literacy, C%L and PSED)</p>	<p>Strategic deployment of TAs is important to ensure priority pupils are supported. This will include ensuring TAs are fully prepared for their role and supplementing rather than replacing high-quality provision from the class teacher, including providing targeted interventions. Supporting resources:</p> <p>The EEF guidance report on Making the Best Use of Teaching Assistants includes 6 recommendations, including adopting evidence-based interventions to support small group and one to one instruction.</p> <p>Making Best Use of Teaching Assistants EEF (educationendowmentfoundation.org.uk)</p> <p>The EEF Toolkit has a strand on teaching assistant interventions</p>	1
<p>CPD for staff to focus on writing in LKS2 will be delivered to support progress/ SS in writing for PP children</p>	<p>Supporting continuous and sustained professional development (PD) on evidence-based classroom approaches is important to develop the practice of teachers in your setting. The content of PD should be based on the best available evidence. Effective PD is likely to require a balanced approach that includes building knowledge, motivating teachers, developing teacher techniques, and embedding practice. Supporting resources:</p> <p>The EEF Toolkit and guidance reports.</p> <p>The EEF's 'Effective Professional Development' guidance report offers support in designing and delivering PD and selecting external PD</p>	2

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

Budgeted cost: £3339

Activity	Evidence that supports this approach	Challenge number(s) addressed
To improve attendance rates of children eligible for pupil premium, families will be offered subsidised pre-school and after-school provision	<p>There are a range of approaches which aim to improve school attendance. Some parental communication approaches and targeted parental engagement interventions show promise in supporting pupil attendance. Supporting resources:</p> <p>The EEF guidance report on 'Working with Parents to Support Children's Learning' includes a focus on offering more intensive support, which can include approaches to support attendance.</p> <p>EEF Parental Engagement Guidance Report.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	5
Families with children who are eligible for pupil premium will be provided will support with costs for breakfast/ after-school clubs and with voluntary contributions for educational visits, 'reward' days and residential trips.	<p>There is some evidence that providing free, universal, before-school breakfast clubs can benefit pupils, by preparing children for learning or supporting behaviour and school attendance.</p> <p>Magic Breakfast EEF (educationendowmentfoundation.org.uk)</p> <p>Extended school time encompasses purposeful changes to the school day or the school calendar. This can extend upon core teaching, such as targeted after school programmes of tuition, homework, or additional summer school programmes. Such programmes are more likely to foster academic benefits when clearly structured, linked to the curriculum and led by well-qualified and well-trained staff. Schools should consider the cost and implications on teacher time when considering extended school time approaches. Supporting resources:</p> <p>The EEF Toolkit has a strand on extending school time, summer schools, and homework</p> <p>Summer schools EEF (educationendowmentfoundation.org.uk)</p>	5

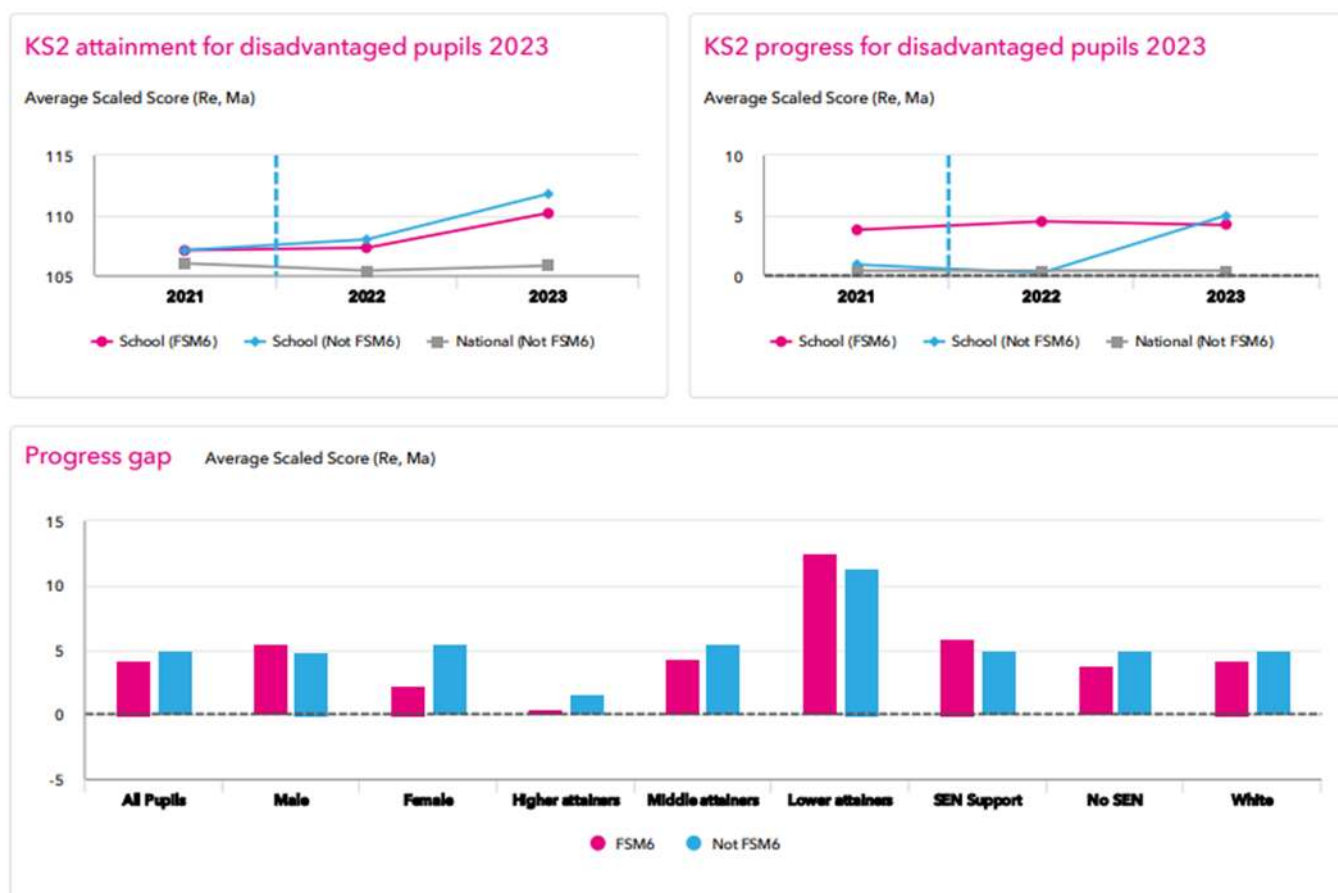
Total budgeted cost: £ 53895

Part B: Review of the previous academic year

Outcomes for pupils eligible for Pupil Premium

Outcomes across school in 2023/2024 were good and evidenced improvements against target areas from the previous year.

Outcomes for disadvantaged children by the end of year 6 were outstanding, with evidence of high levels of attainment and progress compared to disadvantaged and non-disadvantaged groups nationally.



(FFT ESD, 2023)

Progress rates in EY/ KS1 were strong across ELGs/ Phonics and Y2 assessments.

Numbers of children eligible for pupil premium during the 2022/2023 academic year is also lower in EY and KS1 (9 pupils, including those eligible for PP+), compared to those in KS2 (19 pupils).

Attendance of disadvantaged children was above national in 2022/2023, with 95.9% (school) v 91.3% (National – FFT). This was lower than non-Ev6 children in school (96.4%) but higher than non-Ev6 national (94.7%).

Persistent absence rates of disadvantaged children were relatively low, compared to national (15.4% school v 31.2 national%), compared to 9.1% in the non-disadvantaged group in school.

Only 2/19 children in Reception were eligible for pupil premium funding, with 1 child achieving GLD. The remaining child evidenced strong progress from baseline.

3/20 children were eligible for pupil premium in Year 1 (one Y1 child eligible for PP+), with all children meeting the standard in the PSC.

Of three children eligible for PP in Y2, two had already met PSC threshold in 2021/2022, and the other child met threshold in PSC resit.

1/3 met national standard in Reading and Maths. No child met Y2 standard for writing. 2 children are SEND, with 1 child CiN.

By the end of KS2 (Year 6), **the disadvantaged group of children collectively achieved significantly high scaled scores in statutory assessments for Reading (+ 7.8), Writing (+4.2), Maths (+2.6) and GPS (+3.5).**

This group consisted of 5 children. **All children achieved positive scaled scores for Reading, Maths and GPS.**

100% of children achieved the expected standard in Reading, Writing, Maths and GPS by the end of Year 6.

Across KS2, attainment of disadvantaged groups is positive, with comparative SS averages for children in this group improving from 2021/2022.

Percentage of children attaining national standard (NS) in Reading, Writing, Maths and GPS in 2022 and Scaled Score comparison with estimates (SS)

	Reading		Writing		Maths		GPS	
2022	NS	SS	NS	SS	NS	SS	NS	SS
Y3 (4)	75%	-5.4	75%	-7.5	100%	-1.4	100%	+6.8
Y4 (2)	50%	-5.0	0	-7.5	100%	-1.2	100%	-0.8
Y5 (5)	100%	+3.3	100%	-0.4	100%	+1.9	100%	+3.0

Percentage of children attaining national standard (NS) in Reading, Writing, Maths and GPS in 2023 and Scaled Score comparison with estimates (SS)

	Reading		Writing		Maths		GPS	
2023	NS	SS	NS	SS	NS	SS	NS	SS
Y4 (4)	75%	-3.5	75%	-1.4	100%	+1.1	100%	+4.7
Y5 (2)	50%	-4.7	0	-1.9	100%	+0.6	100%	+0.7
Y6 (5)	100%	+7.8	100%	+4.2	100%	+2.6	100%	+3.5

