

Pupil premium strategy / self-evaluation

1. Summary information					
School	Stanley Crook Primary School				
Academic Year	2021/2022	Total PP allocation	£49721	Recovery Premium Funding	£3480
Total number of pupils	134	Number of pupils eligible for PP	25	Proportion (%) of pupil premium eligible pupils	20%
Pupil Premium Lead	Mr D Christie	Governor Lead	Mr James Craft	Date of statement review	01/2022
Statement authorised by	Finance, Premises and Personnel Committee		Total budget for 21/22 academic year	£53,201	

Current attainment			
Data below are related to Year 6 End of Year Assessment 2021 and comparisons are against FFT National data	<i>Pupils eligible for PP (School)</i>	<i>Pupils eligible for PP (FFT national)</i>	<i>Difference (+/-%)</i>
% achieving expected standard or above in reading, writing & maths KS2 (2019)	67%	64%	+3%
% making expected progress in reading (as measured in the school)	83%	64%	+19%
% making expected progress+ in writing (as measured in the school)	67%	55%	+12%
% making expected progress+ in mathematics (as measured in the school)	67%	58%	+9%

2. Barriers to future attainment (for pupils eligible for PP)	
Academic barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	Low levels of emotional literacy and resilience impacting on academic achievement
B.	Poor/ Delayed Language Skills
C.	Access to home learning equipment
Additional barriers <i>(including issues which also require action outside school, such as low attendance rates)</i>	
D.	Attendance rates – particularly with regards PA rate for pupils eligible for PP
E.	Family background (Family/ Child Poverty)

3. Intended outcomes <i>(specific outcomes and how they will be measured)</i>		Success criteria
A.	Provision to support PP pupils' SEMH needs will enhance academic achievement and evidence improved progress rates to 'narrow the gap' with other pupils.	Achievement of those pupils eligible for pupil premium funding will evidence outcomes for achievement above national and progress rates with a positive VA.
B.	Language support and development will be targeted to those pupils eligible for pupil premium to enhance outcomes in literacy	PP pupils will be targeted for support with SALT/ S&L provision (EY/ KS1) to evidence rapid progress in reading and writing by Year 3
C.	Support for families of children eligible for pupil premium will be targeted to support with home learning and improved engagement	Progress rates and VA outcomes for PP pupils will evidence rapid progress and improved engagement in home learning
D.	Attendance engagement and improvement strategies will be established to support vulnerable families and improve attendance rates for PP pupils	PA rates of PP pupils will be below local and national comparisons

4. Review of expenditure				
Previous Academic Year		2020/2021		
i. Quality of teaching for all				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
LAC/ PLAC pupils are cared for pastorally, make progress academically and the school remains compliant with external requirements	LAC/ PLAC pupils achievement is in line or better than non-PP	<ul style="list-style-type: none"> All LAC/ PLAC pupils to make at least expected progress in 2021 PLAC Support Plan established to establish SMART targets PP Policy reviewed LAC/ PLAC policy reviewed 	<p>Progress outcomes were significantly supported through the effective delivery of pastoral support programmes for LAC/ PLAC pupils.</p> <p>Support plans were established with families to ensure effective targets were set, leading to improvements in monitoring and provision for these children.</p> <p>All LAC/ PLAC pupils made at least expected progress in 2021.</p> <p>Approach to continue in 2021/22.</p>	£15000
Changes to PP staffing support reviewed	Support and intervention in place to enable improved PP pupils achievement	<p>Teaching Assistant staffing support aligned to TEAMS with highest proportion of PP pupils</p> <p>Staff CPD to improve effectiveness of teaching support</p>	<p>Outcomes of PP pupils higher than national averages:</p> <p><i>PP achievement gap for Reading narrowed in 2021.</i></p> <p>Y2: 75%/ 51% Exp+ (+9% VA)/ 101.8 Avge. Scaled Score (+2.7 VA)</p> <p>Y6: 83%/ 64% Exp+ (+16% VA)/ 109.0 Avge. Scaled Score (+6.0 VA)</p>	£20000

ii. Targeted support				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if	Lessons learned (and whether you will continue with this approach)	Cost
PP profiles in place for pupils from Y1 to Y6 Assessment and tracking systems to be in place for PP pupils	System refined and shaped according to year group and TEAM specific targets for PP pupils to enable higher proportion of good or better progress	Proportion of PP pupils making good or better progress to be above national comparative data for Re, Wr and Ma.	FFT assessment and tracking provides a focused system to measure individual/ group PP pupil achievement and targets (pupil profile)KPI measures include aspirational targets for PP pupils per year group/ TEAM Target: focus on writing, maths to improve attainment in these subjects to broadly match reading outcomes for PP pupils.	£7500
iii. Other approaches				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if	Lessons learned (and whether you will continue with this approach)	Cost
Pastoral systems and processes aligned towards Year 2 and Year 6	PP achievement gap closed	KS2 2021 outcomes for PP pupils to be at least in line with national for achievement in Re, Wr, and Ma combined. Improved resilience of PP pupils evidence through baseline and internal monitoring data for programmes across school.	To focus pastoral systems more closely towards supporting PP pupils in writing Improve proportion of disadvantaged pupils accessing pastoral support programmes/ wider curriculum opportunities	£5000

5. Planned expenditure

Academic year

2021/2022

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

i. Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Restructure designation of SENCo to provide strategic leadership targeting improvement to pastoral outcomes for vulnerable learners in school (with a particular focus on the RSE curriculum)	Pastoral support programmes and support links will evidence improvement across PSE and academic outcomes	Targeted overview of role and responsibility will utilise SENCo knowledge and expertise in supporting PP outcomes and providing guidance and support for teachers in the implementation of the RSE curriculum	SENCo SLT release time – each Friday Regular meetings with SENCo and reviews during SLT meetings Monitoring of intervention and support overviews with class teachers	Mrs Martin	Jan 2022
Restructure designation of DHT Leadership Role to focus targeted support on curriculum design and response to COVID catch up (with a focus on academic outcomes of PP pupils)	The school curriculum offer will provide broad reassurance to SLT in its effectiveness in supporting PP pupils. PP pupil progress will be in line or better than 'other' pupils in school and better than PP pupils nationally.	DHT has a wealth of expertise in assessment and curriculum planning for improvements to pupil outcomes. Specific and targeted focus towards PP attendance and academic achievement will enable more effective implementation of policy and programmes	PP pupil progress and attainment will evidence improvements against 'other' pupils and PP pupils nationally.	Mrs Wilkinson	Jan 2022

Intervention overviews to focus on PP pupil writing support – particular focus on Year 2 and UKS2 year groups	Outcomes for PP pupils in Year 2 and Year 6 to be at least in line with national PP pupils and assessment will evidence gaps closing between these and 'other' pupils in school	Most recent assessment indicates PP progress and attainment is weakest in writing. Clear need for more focused and targeted support in this area.	Monitoring will provide evidence of specific support in provision delivery to enable PP pupils to achieve in writing	Mrs Kyle	
Total budgeted cost					£25000
ii. Targeted support					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Increase the proportion of PP pupils who access pastoral support programmes	Improved emotional resilience and academic confidence/ engagement	A high proportion of PP pupils in school exhibit some form of difficulty with emotional resilience/ SEMH. Improving access for these pupils within various school and external agency programmes will strengthen these areas, develop aspiration and improve academic outcomes	Reviews of PP pupil engagement in programmes will evidence increased percentages of PP pupils	Mrs Shields/ Mrs Kyle	Jan 2022
Cutting the Cost of the School Day support for parents of PP pupils (uniform, transport, resources including at home, after-school and breakfast club)	Improved attendance of PP pupils, engagement within school and academic achievement	Family and Child Poverty relates to 132,000 families living in the North East (28% of children) with 25.5% of children living in poverty in Durham. Achievement at school is heavily determined by family background and poverty rates (Year 6 PP pupils x3 behind their more affluent peers)	PA rates for PP pupils will be below local and national comparisons. Reviews of support to families will evidence improvements to engagement and achievement of PP pupils.	Mr Christie	Jan 2022

To develop programme to support GaT PP pupils at school	Increase in proportion of PP pupils achieving higher standard/ greater depth in Re, Wr and Ma.	Throughout school, a proportion of PP pupils are working (or are close to be working) at a higher standard in either Re, Wr and Ma – or all three combined. Providing GaT PP pupils with more educational experiences and opportunities focused on these higher standards will secure achievement	PP pupils working at a higher standard in Year 2 and Year 6 will be above national comparative data for PP pupils.	Miss Williams	Jan 2022
---	--	--	--	---------------	----------

Total budgeted cost £12500

iii. Other approaches

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Increase proportion of PP pupils accessing provision for wider curriculum and cultural activities	Tracking will indicate an increase in proportion of PP pupils accessing these activities	Improving access for PP pupils to wider curriculum and cultural activities will broaden and enhance their educational experiences, positively impacting on SEMH needs and academic achievement	Regular monitoring and targeted planning will provide PP pupils will improved access opportunities for wider curriculum activities	Mrs Graham/ Mrs Kyle	Jan 2022
Improve support arrangements for transition of PP pupils to secondary school	Sustained and secure progress for PP pupils at secondary school (Year 7)	Transition to secondary school presents a real challenge for all pupils; moreover, those from vulnerable backgrounds – often, negatively impacting on achievement and future progress	Spark Resilience and Passport programmes will be established in Summer term to support PP pupils prepare for effective transition	Mrs Kyle	April 2022

Total budgeted cost £15000

Pupil Premium

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.

Strategic importance

Stanley Crook Primary School has three core values at the heart of its Pupil Premium strategy: **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.