

Stanton Drew 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
School name	Stanton Drew Primary School
Number of pupils in school	53
Proportion (%) of pupil premium eligible pupils	24.5% (21.8% 2022-23 (15.4% 2021-22)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 – 2024/25
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Dieter Cook, Headteacher
Pupil premium lead	Andrew Marriott, Deputy Headteacher
Governor / Trustee lead	Phil Cocks, Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£16,005
Recovery premium funding allocation this academic year	£2,000
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	£18,005

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that children at Stanton Drew Primary School, disadvantaged or not, will be in receipt of high-quality teaching and learning opportunities that are carefully planned and sequenced with a strong pedagogical approach underpinning our curriculum offer. We will use proven educational research to support our strategic decision-making and day-to-day implementation of this plan. The primary aim will always be to narrow the gap for our most disadvantaged learners but we acknowledge that a benefit from this plan will include progress for all.

In our school, we recognise that eligibility for free school meals does not always equate with disadvantage and also that some of our most disadvantaged pupils may not qualify as pupil premium. This knowledge of individual pupils' specific needs, which includes social and emotional as well as learning, is a key driver of how we target support.

Stanton Drew Primary School is a small village school where the number of disadvantaged families can have a large effect on the percentage of pupil premium. In recent years, Stanton Drew has attracted families from across the Chew Valley and south Bristol. Several of these families are disadvantaged. This mobility is reflected in the data showing 77.4% of pupils joined in Reception. The pandemic disadvantaged children from a wide range of socio-economic backgrounds and as such determines how we implement this plan.

The Lighthouse Schools' Partnership Disadvantaged policy draws on evidence and research from the EEF to develop its policy. As a school we have developed our RAPP to build on these principles in order to deliver the best possible provision for our disadvantaged pupils. The Trust believes the most effective way to ensure equal opportunities for all is to remove the barriers to underachievement for identified pupils at the earliest possible opportunity.

The report by the Education Endowment Fund (EEF) entitled EEF Guide to the Pupil Premium, as well as the EEF report entitled The Attainment Gap; and the previous joint report between the EEF and the Sutton Trust entitled Pupil Premium: The Next Steps (2015) all refer to the fact that the most effective learning opportunities for pupils who are disadvantaged are those that are based on early identification, high quality teaching, employment of proven and research based interventions which accelerate progress early on; and, importantly, learning that is tied in with 'memorable experiences'.

Our approach has carefully considered the Trust Disadvantaged policy, and will also be responsive to individual needs to ensure no child is left behind because of disadvantage.

Our key principles are:

- A whole school approach where all stakeholders recognise, understand and take a role in improving outcomes for all children but especially the disadvantaged
- Rigorous monitoring to identify needs early, intervention wherever needs are first identified and consequent support and challenge to ensure improved outcomes
- Ensuring all children have an opportunity to be included in the full range of experiences being a child in our school can provide

Challenges

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

Challenge number	Detail of challenge
1	Assessment, observations and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
2	Summative assessments and Teacher judgements indicate that maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils.
3	Summative assessments and Teacher judgements indicate that Reading and Writing attainment among disadvantaged pupils is below that of non-disadvantaged pupils.
4	The few numbers of disadvantaged families in our school can mean that children do not have similar life experiences. The small number of disadvantaged children in each class and the school as a whole means they are at risk of being isolated from the life experiences of their peers.

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
Improved Reading attainment among disadvantaged pupils	Summative assessments (including PSC) show no statistically significant gap between

	disadvantaged and non-disadvantaged pupils. <i>(Note that small cohorts can affect reliability of data)</i>
Improved maths attainment among disadvantaged pupils	Summative assessments and Teacher judgements show improved outcomes from 2021 80% non-disadvantaged ARE and 56% disadvantaged ARE to a gap of <10% at most. <i>(Note that small cohorts can affect reliability of data)</i>
Improved Writing attainment among disadvantaged pupils	Teacher judgements show improved outcomes from 2021 66% non-disadvantaged ARE and 41% disadvantaged ARE to a gap of <10% at most. <i>(Note that small cohorts can affect reliability of data)</i>
Disadvantaged pupils are given the opportunity to take part in extra-curricular activities and experiences	Records from after-school clubs show a high rate of attendance from disadvantaged pupils

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: £ 7500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of Nfer diagnostic assessments.</p> <p>Additional training for staff to ensure results impact teaching</p>	<p>Standardised tests can provide reliable diagnostic insights to help ensure each pupil receives the correct additional support. They can also be instrumental in monitoring the impact of this support.</p> <p>EEF guide to the Pupil premium 1 and 4</p>	<p>1,2,3</p>
<p>Involvement of teachers from across the school in Boolean Maths Hub work groups (DfE initiative through NCETM) Supply cover needed for release time to embed the mastery approach.</p> <p>Use of Maths apps (TTRockstars and Numbots initially) to enhance curriculum offer</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>Improving Mathematics in Key Stages 2 and 3</p> <p>Early Years and Key Stage 1 Mathematics Teaching: Evidence Review</p>	<p>2</p>
<p>Developing and enhancing teaching through the application of Cognitive Science approaches: A programme of CPD (Using Rosenshine and Teaching Walkthrus)</p>	<p>The EEF states in their July 2021 review that: Cognitive science principles of learning can have a real impact on rates of learning in the classroom. There is value in teachers having working knowledge of cognitive science principles.</p> <p>EEF Cognitive Science approaches in the classroom:A review of the evidence</p>	<p>1,2,3</p>

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

Budgeted cost: £ 6000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	1,3
Enhanced hours and professional development for TAs to deliver targeted interventions	Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver. EEF Teaching Assistant Interventions	1,2,3

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

Budgeted cost: £ 4505

Activity	Evidence that supports this approach	Challenge number(s) addressed
Establish and monitor an inclusion strategy to ensure participation in the wider offer of school	The impact of participation in creative Arts such as fine arts, drama, dance, poetry and creative writing is positive according to EEF.	4

life, to include Arts participation	EEF Teaching and Learning Toolkit	
Contingency fund for acute issues	Experience has shown that a small amount should be reserved for issues that are as yet unplanned.	All

Total budgeted cost: £ 18,005

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 2022 to 2023 academic year.

1. Improved Reading attainment among disadvantaged pupils

Throughout 2022-23, PP children were prioritised during the teaching of Reading. Our English Lead has initiated a series of CPD sessions to enhance the knowledge and skills required in the teaching of Reading, accessing support from the Trust. This improvement to teaching will be monitored through coaching and feedback this year. In Summer 2023, 46% (6 out of 13) PP pupils achieved the Expected standard for Reading for their year group. This compares with 50% (5/10) the previous year. One child who has slipped from Expected to Below has been targeted for extra support in their Reading skills through 121 sessions. Two out of 3 PP children did not pass Y1 Phonics (1 is EAL). A significant gap remains between the attainment of PP children (46%) and non-PP children (92%) and as such this target retains a high priority.

2. Improved maths attainment among disadvantaged pupils

Teachers have benefitted from the skills and expertise of our Maths Lead, Cathy Lambert, who has undergone additional training from the Boolean Maths Hub to enable her to support other schools in addition to our own. This has included the introduction of a systematic means of learning and practising times tables, alongside using technology (as this may not be accessible at home for some pupils). Further training has been provided in Mastery approaches and the use of NCETM resources to enhance our White Rose-based curriculum. In the last academic year, 54% of PP children reached the Expected standard for their year group, compared to 76% of non-PP children. This target has proved challenging as 9 out of 15 of last year's PP children also have SEND needs. Small cohort sizes can drastically affect % data, so an adjustment will be made to this target this year to focus instead on individual learning journeys to target PP children to improve their attainment scores in standardised tests from Summer 2023 to Summer 2024. Last year 69% PP children made expected progress (6/9) vs. 82% of non-PP. Extra CPD has already been planned to ensure improved teaching and learning in all our classrooms and this is used to intervene quickly to support our most vulnerable learners. This is led by Cathy Lambert to support teachers' planning and lesson delivery.

3. Improved Writing attainment among disadvantaged pupils

From the Summer 2023 teacher judgements, 40% PP children (6/15) were at Expected, compared with 66% non-PP. Again, the small number of children affect the %, though the gap has narrowed only slightly, despite this being a focus. For this academic year, PP children have been and will continue to be supported in improving their writing through improved teaching. This is led by Steph Tucker, English Lead, who is delivering CPD and individual teacher support where needed.

4. Disadvantaged pupils are given the opportunity to take part in extra-curricular activities and experiences

In the 2022-23 academic year, we were able to make all the extra-curricular clubs free to PP children. Pupil premium children were encouraged to attend the clubs on offer and out of the 11 PP children in KS2, 3 came to clubs on offer for at least one term. This academic year, we are offering free clubs to PP children. School residential will continue to be funded 50% of the costs to enable participation. The parents of PP children are emailed directly to advise them about the range of free clubs on offer, though the requirement to use school transport to get home may affect attendance.

Attendance 2022/23 (last year in brackets) PP children 94.5% (91.75%) non-PP children 95.8% (92.43%)