

# Stanton Road Primary School- Pupil Premium Strategy statement 2023-2024

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Stanton Road Primary School
Number of pupils in school	271 (Dec 23)
Proportion (%) of pupil premium eligible pupils	16.6% (Dec 23)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	September 2021- July 2024
Date this statement was published	December 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Susannah McShane – Head Teacher. Governing Body.
Pupil premium lead	Linda Small
Governor / Trustee lead	Zoe Wakelam

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£78,635
Recovery premium funding allocation this academic year	£7975
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£86,610
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## Part A: Pupil premium strategy plan

### Statement of intent

At Stanton Road Primary School we want all children within our school community to make good progress and achieve highly. Our Pupil Premium Strategy aims to support children from disadvantaged backgrounds to make the same or better progress than their peers. Ultimately, we want all children to be supported effectively to enable them to make the best possible progress, regardless of starting points.

We also aim to close the gaps in learning which Covid 19 and lockdowns have shown, not only academically but to support social, emotional and mental health. We will use recovery funding to top up funding available for the National Tutoring programme and identify children who will benefit most from this targeted support.

The key principles of our plan are to increase attainment, attendance and improve mental health for children in receipt of Pupil Premium Funding. This will also benefit other children across our school community by enhancing quality first teaching and resources available for all children. We also want to ensure that all children are able to access the same opportunities such as attending residentials and visits.

### Challenges

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

Challenge number	Detail of challenge
1	Attendance is below 95% for disadvantaged pupils. (92.75%)
2	Assessment shows that pupils in the lowest 20% for Reading, Writing and Maths is often pupils that are in receipt of Pupil Premium Funding.
3	Mental health and pastoral needs of pupils in receipt of Pupil Premium funding are often greater compared to peers.
4	Disadvantaged pupils are sometimes unable to access extra curricular activities and visits due to costs.

## 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
Attendance for disadvantaged pupils will increase to 95%	All children receiving Pupil Premium funding will show increased attendance to at least 95% over the duration of this strategy.
Pupils in the lowest 20% for R/W/M will show increased progress and meet challenging targets.	70% of disadvantaged pupils will achieve age related expectations at the end of Key Stage One and Two in Summer 2022, 2023 and 2024 assessment.
Support for disadvantaged pupils will identify and manage any mental health needs.	All children will have access to ELSA support and mental health support as required. All disadvantaged children will receive pastoral mentoring to ensure early identification of any needs.
All children will be able to access any trips, visits and residential. Families will be supported with costs.	Children from all backgrounds will be included in all trips, visits and residential.

## 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: £30, 610

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional TA hours to be spent in classes with higher numbers of disadvantaged pupils to support. Small group tuition to immediately address misconceptions.	<a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/small-group-tuition</a>  Children respond well to small group tuition that is immediately after the lesson to catch up or address misconceptions. We have found that having TAs in class to support children is much more effective than intervention outside of the lesson.	2
Member of SLT to support staff across school and to monitor and guide intervention.	<a href="https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/implementation">https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/implementation</a>  This ensure accountability from all staff and changes that are needed can be made quickly. One member of staff has the overview and can report to SLT and liaise with teachers as needed.	1, 2, 3, 4
TAs will be deployed to lead additional phonics groups across school, based on needs and assessments in Year R-3.	<a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/small-group-tuition</a>  Systematic, synthetic phonics is the recommended approach to ensure children learn to read quickly. We use the Read, Write Inc scheme at Stanton Road and having smaller groups means the children are taught at the most appropriate ability level and make rapid progress. Key small group focus in Years 1-3.	2

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

Budgeted cost: £ 5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Implement small group, focused interventions for those disadvantaged pupils falling behind Age Related Expectations and/or their Prior Attainment Group in Reading, Writing and Maths</p>	<p>EEF small group tuition  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p> <p>Use of pupil progress/data meeting with SLT to then inform small group interventions has been an effective way to ensure children are given opportunity to catch up as quickly as possible. This has been used effectively in the past.</p> <p>Flexibility in setting of children for reading, writing and maths ensures from quality first teaching children can be identified quickly for further small group intervention.</p>	<p>2</p>
<p>Use of recovery premium to supplement National Tutoring Programme funding to prioritise those in most need of additional 1:1 or small group support.</p>	<p>EEF small group tuition  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p> <p>National Tutoring Programme is recommended by the DfE as an effective catch up plan and funds have been allocated of this. Our recovery premium will be used to top up this funding.</p>	<p>2</p>

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

Budgeted cost: £ 51, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance officer to support families with low attendance and support to increase attendance to at least 95%.	<p>Families have responded well to this support and built up good relationships.</p> <p>Evidence over time shows increasing trend for attendance across school, including for disadvantaged children.</p> <p>Family Support Workshops to be led and overseen by Attendance Lead.</p>	1, 3
<p>ELSA and mental health support available as targeted support and drop in sessions.</p> <p>All disadvantaged children to receive a mentoring session at least once to ensure early identification of any concerns.</p> <p>Purchase of further sensory resources for our nurture room.</p>	<p><a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/social-and-emotionallearning">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/social-and-emotionallearning</a></p> <p>Our nurture room has been well used since we first began using it in 2018. We have a trained TA in ELSA (Emotional Literacy Support Assistants) who work with children and families across school. This has made a positive impact on mental health and wellbeing. Families have high regard for this support and it is well received across school.</p> <p>Children self refer to ELSA as needed and pupil interviews have shown that children value this opportunity to speak with a member of staff.</p> <p>ELSA is recommended by Educational Psychology team as an effective support for mental health and wellbeing.</p> <p>ADHD Foundation therapy sessions are available for a small number of children across school, allocated on a needs led basis.</p> <p>Feelings detectives intervention will be used to support children with emotions on a needs led basis.</p> <p>Whole school introduction of 'My Happy Mind' programme. This is weekly led sessions across school.</p> <p>Happiness Heroes are established in all class who will work with PSHE Lead to implement positive change in school.</p>	3

<p>Funding available for Year 6 children to attend the residential visit to PGL.</p> <p>Provision for pupils in other year groups to attend visits and residential trips.</p>	<p><a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/physical-activity">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/physical-activity</a></p> <p>All children have the option to attend the Y6 residential and other residential across the year.</p>	<p>3</p>
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**Total budgeted cost: £86, 610**

# Part B: Review of outcomes in the previous academic year 2022-2023

## Outcomes for disadvantaged pupils

### Disadvantaged pupils

Evidence shows that, overall, performance of disadvantaged pupils is lower than that of other pupils. This data indicates how well a school does at tackling this difference. Disadvantaged pupils are those who were eligible for free school meals at any time during the last 6 years and children looked after (in the care of the local authority for a day or more or who have been adopted from care).

You can compare the pupils' results with performance of non-disadvantaged pupils at state-funded schools at local authority and national level.

	School dis. pupils	Local authority (non-dis. pupils)	England (non-dis. pupils)
Number of pupils at the end of key stage 2	16	2545	468533
Progress score in reading (confidence interval)	-1.0 (-4.2 to 2.2)	0.7	0.4
Progress score in writing (confidence interval)	0.1 (-2.9 to 3.2)	0.2	0.4
Progress score in maths (confidence interval)	-0.1 (-3.1 to 2.9)	0.3	0.5
Percentage of pupils meeting the expected standard in reading, writing and maths	44%	66%	66%
Percentage of pupils achieving at a higher standard in reading, writing and maths	6%	9%	10%
Average score in reading	102	106	106
Average score in maths	102	105	105

Strategy Outcomes (July 2023)	
Aim	Impact
Attendance for disadvantaged pupils will increase to 95%	Attendance for disadvantaged pupils in the academic year 22-23 was 92.75%. This still remains low and will continue to be a focus in 23-24 academic year with further specific strategies put in place.
Pupils in the lowest 20% for R/W/M will show increased progress and meet challenging targets.	Disadvantaged pupils in all year groups benefited from teacher writing CPD. This covered progression planning, implementation and assessment of writing. This support was provided by OTMAT English Leads and the Literacy Company. Disadvantaged pupils in all year groups have benefitted from teacher maths CPD. This CPD covered teachers planning using a mastery approach within the maths lessons. The CPD was provided by NW Maths Hub. Early Career Teachers were provided with effective CPD and mentoring to ensure their quality of teaching was highly effective.



	Disadvantaged pupils in these classes have benefited this teacher CPD. Four ECT's have remained at Stanton Road.
Support for disadvantaged pupils will identify and manage any mental health needs.	Our ELSA support was over subscribed throughout the year and had a positive impact on a number of families across school. All disadvantaged pupils were offered places in extra-curricular activities. All disadvantaged pupils in Year 6 were provided with mental health and wellbeing support from our pastoral lead and through external agencies (Thumbs Up). Support for transition to secondary school was also provided.
All children will be able to access any trips, visits and residential. Families will be supported with costs.	All disadvantaged pupils were able to attend trips, visits and residential in Year 4 and 6 (if they wished to and were financed or supported with finance.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

Programme	Provider
ADHD Foundation Therapy	ADHD Foundation
SEMH support programmes for Year 6 and transition.	'Thumbs Up' Education
SALT assessment programmes	Speech and Language Therapist