

Stanton Road Primary School- Pupil premium strategy statement 2021-2022

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	Stanton Road Primary School
Number of pupils in school	297
Proportion (%) of pupil premium eligible pupils	19% (Sept 21)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	September 2021- July 2024
Date this statement was published	September 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Kathryn Fitzsimmons-Head Teacher
Pupil premium lead	Louise Johnson
Governor / Trustee lead	Zoe Wakelam

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£78, 940
Recovery premium funding allocation this academic year	£7830
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	£86, 770

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 hope 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.

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.
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 often have lower levels of vocabulary compared to peers and this can lead to poorer achievement by the end of KS2 if the gap is not closed.

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 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.

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: £

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.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	2, 4
Member of SLT to support staff across school and to monitor and guide intervention.	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation	1, 2, 3, 4

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

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implement small group, focused interventions for those disadvantaged pupils falling behind Age Related Expectations and/or their Prior Attainment Group in	EEF small group tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	2, 4

Reading, Writing and Maths		
Use of recovery premium to supplement National Tutoring Programme funding to prioritise those in most need of additional 1:1 or small group support.	EEF small group tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	2, 4

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

Budgeted cost: £ *[insert amount]*

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%.	Families have responded well to this support and built up good relationships. Evidence over time shows increasing trend for attendance across school, including for disadvantaged children.	1, 3
ELSA and mental health support available as targeted support and drop in sessions. All disadvantaged children to receive a mentoring session at least once to ensure early identification of any concerns. Purchase of further sensory resources for	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	3

our nurture room.		
Funding available for Year 6 children to attend the residential visit to Castlehead.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity	3

Total budgeted cost: £86, 770

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This information can be found on the 2020-21 Pupil Premium Strategy document on our school website.