

Pupil premium strategy 2024-2027

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2027 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	Stanford Junior and Infant School
Number of pupils in school	235 (23 ever 6 pupils) 9 service children 6 Post LAC 1 LAC
Proportion (%) of pupil premium eligible pupils	16.6% (39 in 2024)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Mrs Leona Hackfath
Pupil premium lead	Mrs Clair Smith
Governor / Trustee lead	Mrs Sue Wink

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£58920
Recovery premium funding allocation this academic year	£1160
Pupil premium funding carried forward from previous years	£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	£54348

Part A: Pupil premium strategy plan

Statement of intent

Our aim at Stanford Junior and Infant School is to make a difference by leading the core values of our 5Cs: Care, Curriculum, Community, Creativity, Challenge, at the heart of everything we do. We strive to achieve the very best for our pupils by surrounding them with care, guidance and high quality teaching and learning each and every day, from our well established and experienced team. At Stanford Junior and Infant School we believe our role is to ensure that all of our children achieve the best they possibly can in an environment that stimulates a love of learning. We support our children to succeed academically, socially, personally and physically. We are extremely proud of our broad and balanced curriculum, which the children are fully engaged in.

Common barriers to learning for disadvantaged children, can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

Our ultimate objectives are to narrow the attainment gap between disadvantaged and non-disadvantaged pupil and accelerate progress for each and every pupil, eliminating the gap between pupil premium and non-pupil premium pupils. To support our children’s health and wellbeing to enable them to access learning at an appropriate level.

We aim to do this through

- Ensuring that teaching and learning opportunities meet the needs of all the pupils
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Achieving these objectives:

The range of provision the Governors consider making for this group include and would not be inclusive of:

- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved.
- Providing intervention for groups therefore improving opportunities for effective teaching and accelerating progress
- 1-1 support
- Additional teaching and learning opportunities provided through staff or external agencies
- All our work through the pupil premium will be aimed at accelerating progress
- Pupil premium resources are to be used to target able children on Free School Meals to achieve Age Related Expectations/above
- Additional learning support
- Support payment for some activities and some educational visits
- Ensuring children have first-hand experiences to use in their learning in the classroom
- SEMH/behaviour support- self regulation and metacognition, thrive approach

Challenges

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

Challenge number	Detail of challenge
1	Poor parental engagement in Reading.
2	Narrowing the attainment gap across Reading, Writing, Maths and Science

3	Our analysis has highlighted that a high proportion of our disadvantaged pupils are also monitored in other areas such as SEND (%), Safeguarding or SEMH (%) which is disproportionate to the school as a whole
4	Attendance and punctuality improvements- Monitoring attendance and working closely with our Attendance matters team
5	Pastoral and wellbeing support. Our assessments, observations and discussions with pupils and families have identified social ad emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment. Referrals for support have markedly increased since the pandemic.

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
To accelerate the progress within core areas of pupil premium	Quality first teaching in all areas. Targeting of Pupil premium pupils with effective small group and targeted intervention and tuition (Year 6)
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils	Sustained high levels of wellbeing which will be demonstrated by: Qualitative data from pupil voice, pupil and parent surveys and teacher observations. A significant increase in participation in enrichment activities, particularly among disadvantaged pupils
Attendance of PP children will increase	PP and non PP children will maintain attendance in line with National Average
To ensure that all PP children access extra-curricular activities and school visits	An increase in participation in enrichment activities, particularly among disadvantaged pupils. All children access school visits and visitors.
To accelerate the progress of pupils with SEND who are also identified as pupil premium pupils	Quality provision for SEND pupils through clear provision maps and targeted interventions. Targeted SEND progress review meetings 3 x a year.

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: £ 13,225

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Targeted Intervention in place Support staff costs</i>	The Education Endowment Foundation (EEF) supports this and states ‘targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact.’	1, 2,3
<i>Training on mentoring and coaching others (Supply costs of release for staff member)</i>	EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD. We have looked at the capacity of staff within the school and recognise that we need to support staff to be able to support each other. So we are training our staff to develop this and roll out to pupils.	1, 2, 3
<i>Continued professional Development support for all staff. Cover required for staff</i>	EEF guide to pupil premium- tiered approach- teaching is the top priority, including CPD	1,2,3
<i>Subscriptions to intervention support programmes and home learning and teaching resources</i>	Disadvantaged pupils with SEND have the greatest need for excellent teaching. The EEF ‘s recent review on ‘Special Educational Needs in mainstream School found strong evidence that explicit instruction, scaffolding, flexible grouping and cognitive and metacognitive strategies, are key components of high-quality teaching and learning all pupils.	1,2,3

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

Budgeted cost: £ 19,920

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>One to one support for SATs for year 6 children</i> <i>School Led Tutoring- part used for the year</i></p>	<p>EEF guidance reports that small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind but, it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills. Key teaching staff to be allocated children who have been raised to be either just below ARE or need support to get them to GD</p>	<p>1, 2, 3, 4, 5</p>
<p><i>Part fund TA to deliver reading and Phonics interventions</i></p>	<p>The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge. Many of the approaches can be usefully combined with Collaborative learning techniques and Phonics activities to develop reading skills. (EEF Tool Kit).</p>	<p>2,3</p>

<p><i>Licenses for both SEND and non SEND: Spelling Shed, Times table Rockstars, Lexia to support Phonics, Spelling and Maths</i></p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction. – EEF research.</p>	<p>1,2,3</p>
<p><i>Part fund TA to support with times table interventions.</i></p>	<p>The average impact of the deployment of teaching assistants is about an additional four months' progress (EEF Tool Kit) over the course of a year. However, effects tend to vary widely between those studies where teaching assistants are deployed in everyday classroom environments, which typically do not show a positive benefit, and those where teaching assistants deliver targeted interventions to individual pupils or small groups, which on average show moderate positive benefits. The headline figure of four additional months' progress lies between these figures</p>	<p>1,2,3</p>

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

Budgeted cost: £ 21,2042

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Designated Attendance Officer to support families to improve attendance</i></p>	<p>The DfE recognises the importance of getting the basics right, like attendance and behaviour, and understands that failing to put these building blocks in place will undermine the effectiveness of the PPG in raising standards. Successful schools set up rapid response systems to address poor attendance. This involves staff contacting home immediately if a child fails to arrive</p>	<p>4</p>

	on time. If the problem persists, staff work with families to address any barriers they face in getting their children to school.	
<i>Learning mentor - work with vulnerable families and improve parental engagement (family learning projects etc.)</i>	<p>The EEF states that “The average impact of behaviour interventions is four additional months’ progress over the course of a year. Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours.” The EEF also states that The average impact of successful SEMH interventions is an additional four months’ progress over the course of a year</p> <p>We define parental engagement as the involvement of parent in supporting their children’s academic learning it includes: General approached which encourage parents to support tier children with, for example reading or homework: The involvement of parent in their children’s learning activities and more intensive programmes for families in crisis.</p>	1, 4,5
<i>Part funded Emotional Literacy Support Assistant (ELSA)</i>	<p>EEF (+4)</p> <p>Social and Emotional Learning – interventions which target social and emotional learning seek to improve pupil’s interaction with others and self management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEMH interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family and community. These include: specialised programmes which are targeted at students with particular social or emotional needs.</p> <p>Children develop their self-regulation and metacognition within themselves</p>	4,5
<i>OTrack Assessment and Progress monitoring system</i>	To help monitor progress and attainment amongst PP groups to ensure these children, including those with SEN, are making positive and sustained progress.	2,3

<i>Pay for or subsidise Pupil Premium Children to attend Breakfast Club.</i>	To give the children an active and healthy start to the day, increase and maintain the positive attendance levels of PP children and to ensure that behaviour of this group is of a high standard.	4,5
<i>CPOMS Safeguarding System</i>	To help record and monitor incidents and plan support for children in terms of behaviour and safeguarding to ensure children are happy and safe in school at all times.	4,5
To support SEMH needs- use of outdoor space resources, pastoral resources, remote learning resources	Support children with resources, both inside and outside, to self-regulate themselves	4,5
Subsidise School Trips and Activity Days in school and after school clubs Music Therapy (14 places £1000 a year) half price, free	The impact of collaborative approaches on learning is consistently positive, with pupils making an additional 5 months progress (EFF Tool Kit)	3,4,5

Total budgeted cost: £ 54,348