

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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
Stanford Junior and Infant School	
Number of pupils in school	240 (36 pupils)
Proportion (%) of pupil premium eligible pupils	16.3%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 2022/2023
Date this statement was published	November 2021
Date on which it will be reviewed	March 2023
Statement authorised by	Mrs Leona Hackfath
Pupil premium lead	Mrs Clair Smith
Governor / Trustee lead	Mr Scott Smith

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£35450
Recovery premium funding allocation this academic year	£18898
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

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. Research conducted by EEF should then be used to support decisions around the usefulness of different strategies and their value for money.

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 pupils.
- ✓ For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- ✓ 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/catch up 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

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	Attainment gap in children achieving greater depth particularly in Maths
4	Attendance and punctuality improvements
5	Frequent behaviour/SEMH difficulties within a core group of children

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
Progress in Reading	Achieve national average progress scores in KS2 Reading
Progress in Writing	Achieve national average progress scores in KS2 Writing

Progress in Mathematics	Achieve national average progress scores in KS2 Maths
Greater Depth in Maths	Achieve national average for greater depth maths
Other	Ensure attendance of disadvantaged pupils is above 96.5%
Improved attitudes to learning	Reduction of red behavioural incidents

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>Intervention in place Support staff costs</i>	EEF Teaching and Learning Toolkit As the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupils. We have analysed the needs of our pupils and organised the timetable allow staff to increase the amount of attention each child will receive. 1-1 interventions to be delivered by Level 3 teaching Assistant	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

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>School Led Tutoring 16.5 hours a week for 18 weeks, 5 mornings</p> <p>5 children to receive 1:1 catch up provision</p>	<p>EEF</p> <p>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.</p> <p>Having analysed our cohorts we have identified that all year groups, Years 1-6 need support to address gaps in maths.</p> <p>Due to Covid we have identified that Maths and Writing within Year 6 has gaps that could be effectively addressed through intensive tuition.</p> <p>We have also identified the Year 4 cohort as needing intervention and therefore will access tutoring for Maths and English with SEN children accessing 1:1/small group provision to narrow the gaps</p>	<p>2,3</p>
<p>Spelling Shed, Times table Rockstars and Lexia to support Phonics, Spelling and Maths</p>	<p>To help promote reading and literacy levels amongst PP groups to ensure these children, including those with SEN, are making positive and sustained progress.</p>	<p>1,2,3</p>

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

Budgeted cost: £ 21,262

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Learning mentor - work with vulnerable families and improve parental engagement (family learning projects etc.)</i></p> <p><i>Office complete First Day Call and support families to raise attendance / punctuality.</i></p>	<p>EEF</p> <p>We define parental engagement as the involvement of parents/carers in supporting their children's academic learning. It includes:</p> <ul style="list-style-type: none"> • approaches and programmes which aim to develop parental skills; • general approaches which encourage parents to support their children with, for example reading or homework; • the involvement of parents in their children's learning activities; and • more intensive programmes for families in crisis. 	<p>1, 4</p>
<p><i>Thrive worker/learning mentor to support children who are having difficulty accessing learning through behavioural/SEMH needs using the Thrive approach to support their management of their own behaviour.</i></p>	<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>	<p>5</p>
<p>OTrack Assessment and Progress monitoring system</p>	<p>To help monitor progress and attainment amongst PP groups to ensure these children, including those with SEN, are making positive and sustained progress.</p>	<p>2,3</p>
<p>Pay for or subsidise Pupil Premium Children</p>	<p>To give the children an active and healthy start to the day, increase and maintain the positive attendance levels</p>	<p>5</p>

to attend Breakfast Club.	of PP children and to ensure that behaviour of this group is of a high standard.	
CPOMS Safeguarding System	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

Total budgeted cost: £ 54,348