

# Stogursey Primary School Pupil Premium Strategy Statement

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.

Date of next Review- March 30th 2024

## School overview

Detail	Data
School name	Stogursey Primary School
Number of pupils in school	55
Proportion (%) of pupil premium eligible pupils	27% (15 pupils)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023/2024 to 2026/2027
Date this statement was published	September 2023
Date on which it will be reviewed	March 2024
Statement authorised by	Gary Tucker, Headteacher
Pupil premium lead	Gary Tucker. Headteacher
Governor / Trustee lead	Caroline Hawkes

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£23,526
Recovery premium funding allocation this academic year	£2,000
National Tutoring Programme (including Tuition Partners and School-led tutoring)	£2,754
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£28,280</b>

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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# Part A: Pupil premium strategy plan

## Statement of intent

At Stogursey Primary School, our unwavering commitment is to provide an exceptional and inclusive educational environment where every child thrives, regardless of their socioeconomic context. We firmly believe that with the right academic and emotional support, all pupils can reach their full potential and become positive contributors to the wider community. Our overarching mission is to eliminate any disadvantages and ensure that every pupil receives a world-class education.

Our Objectives:

- ☐ **Empowering Diverse Experiences:** We are dedicated to providing pupils with a rich tapestry of opportunities and experiences that foster curiosity and broaden their knowledge of the world. Through engaging activities and immersive learning, we ignite a passion for lifelong learning and personal growth.
- ☐ **Closing the Attainment Gap:** Narrowing the attainment gap is at the heart of our vision. We are resolute in our efforts to ensure that pupils in receipt of Pupil Premium funding achieve accelerated progress, achieving on par with their peers. Targeted interventions and personalized support enable us to create a level playing field for every child.
- ☐ **Building Confident and Fluent Readers:** Literacy is the foundation of a successful education. Our committed faculty works tirelessly to support all pupils in becoming not just fluent readers but also confident and critical thinkers. Strong comprehension skills empower them to explore the world through the power of words.
- ☐ **Fostering Avid Readers and Empowered Communicators:** We strive to nurture a love for reading, making books a window to limitless opportunities. By expanding their vocabulary and nurturing effective communication skills, we empower our pupils to express themselves with clarity and eloquence.
- ☐ **Promoting Mental Health and Well-being:** At Stogursey, we recognize the importance of emotional well-being. Our comprehensive approach to mental health education equips pupils with strategies to maintain good mental health, fostering resilience and self-assurance.
- ☐ **Collaborating with Parents as Partners:** We value the partnership between our school and parents. By fostering open communication and collaborative relationships, we work together to support our pupils' growth and address any challenges they may face, ensuring a united support system for every child.

At Stogursey Primary School, our commitment to excellence and inclusivity is unwavering. By embracing our objectives and driving positive change, we aim to empower each pupil to embrace their unique potential and embark on a lifelong journey of learning and success.

The 3 recommended areas of focus, taken from the Pupil Premium guidance, will be used as the basis for our strategy.

1. Teaching Investing in high-quality teaching, for example:

- training and professional development for teachers
- recruitment and retention
- support for teachers early in their careers

How we have addressed this point:

Weekly CPD:

The trust runs weekly CPD sessions after school on a Wednesday. We use this time to train/upskill staff on:

- pedagogical strategies and methodologies in supporting children,
- curriculum focus
- IT use and management

The weekly CPD runs in addition to the ECT programme and aims to continue to develop teachers.

Classroom Coaching: Each member of the Leadership team is assigned as a mentor and coach to a Year group across the trust for a 4-week period. In which, they will act as a critical colleague, to review wider practices of a teacher, for example planning and resourcing, classroom management, displays, etc. They will also observe teaching in a variety of lessons, and will act as a coach to support teachers, giving instant feedback. Targets will be drawn out and set, for the next Leadership team member to focus on in a new 4-week cycle.

2. Targeted academic support

Additional support for some pupils focussed on their specific needs, for example:

- one-to-one tuition
- small group tuition
- enhancement time daily for same day intervention as well as SEND interventions and recommendations from our GL assessment package.

How we have addressed this point:

Assessment and data:

We have access to a raft of standardised tests, these online assessment gives instant data, meaning the workload can be shifted from data to the curriculum. This maximises the impact on learning, supports school level decision making, individual children's target setting, and informs classroom teaching and high-quality interventions. We set aspirational targets with teachers in the Pupil Progress Meetings following a data drop so children meet the expected standard.

3. Wider approaches Support for non-academic issues that impact success in school, such as attendance, behaviour, and social and emotional challenges. For example:

- subsidised school breakfast clubs
- admin costs to run wraparound and find sources of funding and reduce food costs
- help with the cost of educational trips or visits
- support to families with school uniform costs

How we have addressed this point:

The coherence between assessment has been adjusted during the pandemic to deliver the wider curriculum and the literacy, numeracy, and digital competencies through cross-curricular activities. This was key to avoid the restrictions on the expressive arts, health and wellbeing, languages, science, and technology. We have supported all children and families by extending the school day. We open our school at 8.00am and provide 'before school activities' for children to complete before registration. We have then offered a range of over 30 after school activities that run on Tuesdays, Wednesdays, and Thursdays. This includes sporting activities such as football, country dancing, cheer leading and class-based activities such as cooking and arts and crafts. These activities extend the school day to 5.45pm.

## Challenges

This details the key challenges for all children to thrive in our school and in particular, that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	We must provide a culture of Trauma-Informed practice so that children can <b>develop self-regulation skills</b> and have high standards of emotional literacy.
2	We must implement an <b>oracy/ vocabulary curriculum</b> so that it leads to higher outcomes for English and the wider curriculum subjects.
3	We must implement a <b>reading for pleasure</b> curriculum that leads to a better self-view of children as readers, becoming avid readers. The school needs to provide any support where progress may have stalled or where time constraints at home are evident to practise the skill of reading as reading is fundamental to everything.
4	We must secure a <b>greater ambition for all children</b> by focusing on the main thing and that is teaching and learning. Switching focus to attainment and working systematically between teachers and leaders to secure high standards and removing barriers to this will enable all to thrive.
5	We must play our part as an 'anchor institution' in our community to <b>support families</b> who may be struggling to meet basic needs due to the ongoing cost of living crisis. Evidence shows that children cannot learn if they are hungry, not safe and not warm and/or have unsuitable clothing.
6	Our attendance data over the last year indicates that attendance among disadvantaged pupils has been between 1 - 2% lower than for non-disadvantaged pupils. There are some disadvantaged pupils that are ' <b>persistently and stubbornly absent</b> ' and this has a significant negative impact on the progress that they are making.

## 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
Pupils are given opportunities to talk about what they might be feeling in a controlled way and acknowledge that	<p>Pupils retain more friendships.</p> <p>Pupils experience less conflict.</p> <p>Pupils need less support in class time to resolve friendship issues.</p>

problems can be solved.	Pupils become more emotional literate and are able to communicate effectively with peers and adults.
75% of pupils, including PP pupils achieve Age-related expectations.	Fewer PP pupils are below Age-related expectations.  More PP pupils reaching Greater Depth in Reading, Writing and Maths
Engagement with PEIA leads to 75% of pupils, including PP pupils achieving Age-related expectations in writing and GPS.	A noticeable increase in sophisticated vocabulary being used by PP pupils at Writing moderation in Summer 23 - observed by the Literacy Lead.  More children at ARE for GPS and writing- meeting ambition set out in our school improvement plan.
75% of pupils, including PP pupils achieve Age-related expectations in Reading attainment.	Data shows that this has happened More PP pupils see themselves as readers PP English Champions recruited (Spelling Ambassadors and Librarians).
To achieve 95% attendance and persistent absence rate reduces to 10%.	Reduce the number of persistent absentees among pupils eligible for PP through use of Attendance Action Plan. EWO involvement will not be needed Attendance for PP pupils is in-line with the national figure at least and school target is 95%
Parents engage with the school around routine difficulties and work in partnership with the school to improve the situation.	Parent voice surveys demonstrate that home-school communication is positive and that parents feel supported to help their children succeed  Parents gain help from external agencies such as PFSA and SC to gain new strategies to manage any difficulties
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Pupils are given time to talk with Emotionally Available Adults and to develop strategies to maintain good mental health  High levels of wellbeing demonstrated by quantitative data from assessments and qualitative data from teacher observations and pupil voice surveys.
Pupils are supported by ELSA and through the Trauma Informed Schools approach to identify past trauma and develop strategies to manage the effects.	Pupils needs are identified and a bespoke program is created for them through the use of ELSA and Trauma Informed Schools approach  Children are able to talk about the past and begin to look forward to a positive future
Families to access funding regardless of circumstances to enable children to come to	Help with cost of living in a bespoke way using new online system on school website done in a discreet way.

school having been fed and warm.	Playing our part as a school, children attend enrichment, keep warm and get fed by having a subsidised place based on need.
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## 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: **£11,051**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Implementation of evidence informed principle so secure the school's ambition of 75% attainment. Implementation plan written and to include the following activities in this order:</p> <ul style="list-style-type: none"> <li>-Staff vision and buy-in through INSETs</li> <li>-Incremental coaching</li> <li>-Weekly PD meetings</li> <li>-Monitoring support by QET Director of Primary Education.</li> </ul>	<p>Paul Bambrick-Santoyo's evidence-based approaches to building exceptional schools.  <a href="https://www.amazon.co.uk/Leverage-Leadership-2-0-Practical-Exceptional/dp/1119496594">https://www.amazon.co.uk/Leverage-Leadership-2-0-Practical-Exceptional/dp/1119496594</a></p> <p>Report from Ambition Institute on the impact of Incremental Coaching  <a href="https://www.ambition.org.uk/blog/incremental-coaching-next-big-thing-teacher-development/">https://www.ambition.org.uk/blog/incremental-coaching-next-big-thing-teacher-development/</a></p> <p>Hattie's effect sizes justify our approaches:</p> <p>Mastery learning - 0.61 (applies to teaching)            Microteaching - 0.88            Collective teacher efficacy 1.57            Teacher estimates of achievement 1.29            Response to intervention in class 1.29            Teacher credibility 0.9            Teacher clarity 0.75</p> <p><a href="https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/">https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/</a></p>	1,2,3,4,6
CPL programme based on Rosenshine Principles using QET internal and external support enables us to embed higher ambition of	<p>Introduction to evidence-base on Rosenshine-  <a href="https://blog.innerdrive.co.uk/guide-to-rosenshine-principles-of-instruction">https://blog.innerdrive.co.uk/guide-to-rosenshine-principles-of-instruction</a></p>	1,2,3,4,6

curriculum implementation. A subject lens will be chosen each half term to provide support for teachers in gaining this. Teaching and learning briefings to follow walkthrus and TLAC.	<p>Tom Sherrington's Walkthrus which are based on this  <a href="https://www.walkthrus.co.uk/">https://www.walkthrus.co.uk/</a></p> <p>Doug Lemov's 'Teach like a Champion'  <a href="https://teachlikeachampion.org/">https://teachlikeachampion.org/</a></p> <p>Principles are also backed up by Hattie-</p> <ul style="list-style-type: none"> <li>• Cognitive task analysis 1.29</li> <li>• Scaffolding 0.82</li> <li>• Deliberate practice 0.79</li> <li>• Questioning 0.48</li> </ul> <p><a href="https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/">https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/</a></p>	
Employment of TA in mixed EYFS/ KS1 class to ensure year group delivery is possible.	<p>Small class sizes (20 or below).</p> <p>Mastery- Rec/ Y1/2 is where there is not much opportunity for hook lessons so staff are needed in this phase.</p>	2
'Academic Adventurers' programme to launch as part of Stogursey Adventurers using HLTA from Spaxton to deliver (£2,844)	<p>Consistent delivery and support of booklets with Executive Headteacher working closely with HLTA to deliver a range of subjects at high quality during PPA. Model lessons also being provided by Exec Head for teachers to observe and drop in on a weekly basis.</p> <p>Hattie- vocabulary programmes effect size 0.62  <a href="https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/">https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/</a></p>	2

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

Budgeted cost: **£10,929**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensuring consistent implementation of Little Wandle's keep up and catch	<a href="https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/">https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/</a>	3

up programmes to ensure reading measures rise to at or above national. TA funded to ensure delivery.	<p>Hattie effect sizes</p> <ul style="list-style-type: none"> <li>• Repeat reading programmes 0.75</li> <li>• Reciprocal Reading 0.74</li> <li>• Phonics instruction 0.7</li> </ul>	
Participation in the National Tutoring Programme for the most vulnerable pupils (ring-fenced funding) (£4,754)	<p>EEF report on small group tutoring and internal data results last academic year shows these closed gaps following COVID pandemic and internal data + SATs data showed this made a positive impact.</p> <p><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>	4,6
PP pupils will receive extra daily reading either with a TA or those requiring more intensive support will work with a teacher.	<p>When pupils read daily they gain confidence in reading but more importantly the time spent with an adult makes them feel valued. Spending 10-15 minutes discussing a story will mean that they are able to create links between what they are reading and their own experiences. This will then allow the connections to be stored in long term memory which will improve outcomes in reading.</p>	3

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

Budgeted cost: **£6,600**

Activity	Evidence that supports this approach	Challenge number(s) addressed
EWO will be involved with families whose attendance falls below 90%. Funding of Smart School Council subscription for Leadership Champions to give children ownership over parts of the curriculum and to give them a role within the school community.	<p>When pupils attend school regularly without constant breaks, they engage better and therefore make better progress. Evidence shows that pupils who attend school make better friendships, take more ownership in their learning and are more confident. The impact of the Leadership Champions program is that pupils enjoy receiving awards and will often</p>	6

	<p>try harder to attend school when an award is being offered.</p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/412638/The_link_between_absence_and_attainment_at_KS2_and_KS4.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/412638/The_link_between_absence_and_attainment_at_KS2_and_KS4.pdf</a></p>	
Admin support for Wraparound to ensure sustainability (seeking funding grants, ensuring take up is high and adequate staffing levels; also, seek out community food group use to keep overheads low)	Wraparound data since 2021/22 has demonstrated positive impact on all children but especially the disadvantaged. This post is crucial and has ensured we get funding 100% of the time in all applications.	6
Subsidy for PP families to access wraparound care for those children whose attendance falls below 90%.	PP Review recommendation and case study from last year improved attendance this year without funding. Aim to reach more children using this funding.	6
Use of ELSA and Trauma Informed Practitioner to work with specific children to support them to improve their wellbeing and allow them to access the curriculum.	<p>The evidence shows that when pupils are given the opportunity to talk and are listened to by an Emotionally Available Adult, their stress response is reduced. Relationships are key to addressing past traumas that pupils might have experienced which is why key pupils will work with a trained individual within school to support them.</p> <p><a href="https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf</a></p>	1
Specific measures for those with Persistent Absence issues	<p>When pupils care about the topics that they are learning about and they see the purpose then this can be the incentive to want to come to school. WOW days and enrichment activities throughout the term will be fun and engaging and pupils will want to be involved. From pupil surveys we have found that PP children enjoy hands-on activities and outdoor learning so this is where the emphasis will be placed for the enrichment activities.</p> <p><a href="https://www.tandfonline.com/doi/pdf/10.1080/03323315.2021.1915843">https://www.tandfonline.com/doi/pdf/10.1080/03323315.2021.1915843</a></p>	6

Trips subsidised for those disadvantaged pupils that would not be able to access these opportunities.	Experiencing more and having varied enrichment opportunities will give disadvantaged pupils better life chances. It will also lead to better learning outcomes in terms of the quality of work produced.  Enrichment has an effect size of 0.48.	5
Clothes for those who need them to help with the cost of living and to ensure children are part of the school identity and culture with finance not becoming a barrier towards this.	This is backed up by our Trauma-Informed principles to prevent children from being shamed and leading to further trauma due to circumstances beyond their control.	5
Subsidy for enrichment for whole-class music lessons.	Enrichment has an effect size of 0.48.	1,4,6
Milk for children across the school.	Medical evidence proves that healthy teeth and bones require calcium only found in milk.	5

**Total budgeted cost: £28,580**

## 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.

Desired outcome	Impact:	Lessons learned
90% of pupils, including PP pupils achieve Age-related expectations	Outcomes are rising across the board with combined in 2023 of 33%. Combined needs to be at or above national of 59%	<ul style="list-style-type: none"> <li>• Fund an additional TA for KS1 for reading implementation (keep up, catch-up for Little Wandle)</li> <li>• Focus on early reading and fully implementing the curriculum</li> <li>• Fund usage of HLTA from Spaxton school to deliver high-quality curriculum delivery for PPA to ensure curriculum implementation development work reaches into all subjects</li> <li>• Fully-implement PEIA work on English and Maths (fully-funded until 25/26)</li> <li>• Continue the tutoring set up as is. This is because for Reading and GPS 100% of children tutored achieved ARE when they weren't at end of Year 5. Reconsider use of Maths Easter School as take up was poor and only 33% of children targeted achieved ARE. It made limited impact.</li> <li>• Coaching made an impact with a focus on AfL in Arithmetic. This got most children over the line in Maths. 63% of children made their arithmetic targets in the KS2 SATs. Coaching now can change purpose from targeting in a subject-specific way to more generic obstacle removal with the QET buy-in and there will be no need to fund through PP going forwards.</li> </ul>
Oracy programme success leads to 90% of pupils, including PP pupils achieving Age-related expectations in writing and GPS.	Writing has risen to 67% and GPS to 44%. Both measures need to be above national at 75% and in line with PEIA measures.	
90% of pupils, including PP pupils achieve Age-related expectations in Reading attainment.	Reading attainment has risen to 55% Reading needs to be above 75% (above national and in line with PEIA aspiration)	

To achieve 97% attendance and persistent absence rate reduces to 4%.	Attendance data above national at 94.5% and PA rate of 20%. A more realistic measure of next year of 95% and 15% would be more achievable and above national.	Continue the Attendance Policy and Associated Action plans carrying on with planned actions from end of 2022/23.
Parents engage with the school around routine difficulties and work in partnership with the school to improve the situation	As externally-validated by OfSTED in May 2023 with a 'Good' rating for Behaviour and Attitudes as well as Personal Development.	Continue as is.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	As externally-validated by OfSTED in May 2023 with a 'Good' rating for Behaviour and Attitudes as well as Personal Development.	Continue as is.
Pupils are supported by ELSA and through the Trauma Informed Schools approach to identify past trauma and develop strategies to manage the effects.	As externally-validated by OfSTED in May 2023 with a 'Good' rating for Behaviour and Attitudes as well as Personal Development.	Continue and add- <ul style="list-style-type: none"> <li>• final roll out of CPI training for all staff</li> </ul>
Families to access funding regardless of circumstances to enable children to come to school having been fed and warm.	Take up has enabled trips to continue as planned as well as to support with listed items on an ad hoc basis.	Continue and add- <ul style="list-style-type: none"> <li>• Funding of General Assistant to ensure wraparound continues and to seek funding grants as well as community group engagement to keep food costs low.</li> </ul>

Pupils are given opportunities to talk about what they might be feeling in a controlled way and acknowledge that problems can be solved.	As externally-validated by OfSTED in May 2023 with a 'Good' rating for Behaviour and Attitudes as well as Personal Development.	Continue as is.
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