

Stogursey Primary School Pupil Premium Strategy Statement

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	Stogursey Primary School
Number of pupils in school	59
Proportion (%) of pupil premium eligible pupils	34% (22 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Gary Tucker, Head of School
Pupil premium lead	Laura May, Class Teacher/Wellbeing Lead
Governor / Trustee lead	Caroline Hawkes

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£22,865
Recovery premium funding allocation this academic year	£2,000
National Tutoring Programme (including Tuition Partners and School-led tutoring)	£2,025
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	£26,890

Part A: Pupil premium strategy plan

Statement of intent

Our aim at Stogursey Primary School is to ensure that our pupils are not disadvantaged as a result of their socioeconomic context. We believe that with the correct support, both academically and emotionally all pupils will be given the best chance to reach their full potential. It is important that all pupils are given opportunities to develop their academic, social and emotional skills within school so that they can go on to contribute positively to the wider community.

Our objectives are to:

- Remove barriers to learning created by reduced opportunities for enrichment experiences, family circumstance and background.
- Provide pupils with access to a wide range of opportunities and experiences to develop their knowledge and understanding of the world.
- Narrow the attainment gap between PP pupils and non PP pupils and ensure that PP pupils make accelerated progress.
- Ensure that all pupils are supported to become fluent readers with good levels of comprehension that will allow them to access all areas of the curriculum.
- Encourage pupils to become avid readers and to widen their vocabulary in order to become effective communicators.
- Enable pupils to gain a comprehensive understanding of the importance of mental health including learning strategies to maintain good mental health.
- Engage with parents to develop a cooperative relationship with the school in order to address potential barriers to learning.

Challenges

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

Challenge number	Detail of challenge
1	The social and emotional intelligence of some disadvantaged pupils has been identified as being lower than those pupils that are not disadvantaged. Through observations and conversations with families it has been identified that skills such as being able to communicate effectively with others, work in groups and control impulses are less developed in disadvantaged pupils.

2	Assessments, observations, and discussions with pupils have shown that due to lack of experiences and enrichment opportunities there are significant vocabulary gaps among pupils. These challenges particularly affect disadvantaged pupils, including their emotional wellbeing and their academic attainment.
3	Through assessments and observations it has been found that reading fluency is an area of concern among some disadvantaged pupils. There is some evidence to suggest that parents of some disadvantaged pupils are less engaged with supporting reading at home. Pupils reading fluency has an impact on how they are able to access the whole curriculum which ultimately affects their academic outcomes.
4	Through assessments and observations, it has become apparent that due to partial school closures over the last year, the education and wellbeing of some of our disadvantaged pupils have been impacted significantly. This has resulted in some gaps in knowledge leading to pupils falling further behind age-related expectations, particularly in writing.
5	Through discussions with some families, there is evidence to suggest that many disadvantaged pupils experience some inconsistency in daily routines. This has meant that their engagement in lessons is impacted which then affects their progress. Examples include lack of sleep, access to healthy meals and parental engagement with homework support.
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 'persistently absent' and this has a significant negative impact on the progress that they are making.
7.	Upon returning to school after two lockdowns it has become apparent that some pupils are struggling to readjust to the routine of school again. Part of this struggle is due to past traumatic events that have a significant impact on the wellbeing of pupils and subsequently affects their academic outcomes.

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 have less fall-outs.</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.
PP pupils achieve accelerated progress in all areas compared to non-PP pupils.	Fewer PP pupils are below ARE A noticeable increase in sophisticated vocabulary being used by PP pupils at Writing moderation in Summer 21 - observed by the Literacy Lead. More PP pupils reaching Greater Depth in Reading, Writing and Maths
PP pupils achieve in-line with non PP pupils for Reading in both progress and attainment	Data shows that this has happened More PP pupils see themselves as readers PP English Champions recruited
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Reduce the number of persistent absentees among pupils eligible for PP EWO involvement will not be needed Attendance for PP pupils is in-line with the national at 96%
Parents engage with the school around routine difficulties and work in partnership with the school to improve the situation.	Parents will communicate with the school about any past issues that are relevant Parents will work with the school to improve the situation 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 well being 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

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: **£0- all funding by West Somerset Opportunity Area/ Quantock Teaching Alliance**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Character curriculum in place to be embedded into subject teaching. As part of this the GROWS framework for self-regulation will be explored in classes. PSHE lessons are regular within classes which will include circle times.	Hattie (2020) - Metacognition and Self-Regulation - 0.52-0.55 effect size. Working on aspects of character will aid a positive self-image leading to better mental health and learning success. Being taught how to be independent will also aid outcomes and increase expectations on all pupils. https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/	2, 4, 7
CPL programme designed by Middle Leaders to embed Talk for Writing and Maths Mastery. Through pupil progress meetings, those pupils that require additional support and in-house interventions, will be identified and impact will be monitored.	Pupils who are not on track to meet their end of year targets will gain support from intervention (ELSA, TIS, Speech & Language and 1:1 specialist support) Hattie's effect sizes justify our approaches: Writing programmes - 0.4 Mastery learning - 0.61 Microteaching - 0.88 https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/	3, 4
Talk for Reading training. Stogursey Reading Partners benchmarking and priority readers within classes will be reintroduced. Create more opportunities for 'boy friendly' books to be	Boys who do not enjoy reading will be more inspired by books that they enjoy within class and will have access to material that is more appropriate to their interests.	2, 3

incorporated into the character curriculum.	The evidence suggests that there is a link between reading frequency, reading enjoyment and attainment - Clark 2011. https://files.eric.ed.gov/fulltext/ED541404.pdf	
Purchase of Spelling and Phonics scheme. Tracking of Phonics and Spelling introduced into KS2 and the needs of individual pupils will be identified in pupil progress meetings.	The systematic synthetic phonics approach has been proved to work as a method of teaching children to read. Areas of difficulty can be identified quickly through assessment and additional phonics sessions can be planned in. Phonics will be encouraged as a strategy to reading and spelling within the classroom.	2, 3, 4
Mastery curriculum approach in Maths to be replicated in other subjects. Teachers to be released from class to plan small-step sequences for these subjects and make greater use of same day intervention to accelerate progress.	Rosenshine's principles of excellent teaching states that 'new material should be introduced in small steps' and the evidence shows that a mastery approach to teaching has an effect size of 0.61. Pre-teaching of skills also needs to happen for certain PP pupils to ensure that they are ready to learn at the expected level within the classroom. https://www.aft.org/sites/default/files/periodicals/Rosenshine.pdf	4

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

Budgeted cost: **£16,365**

Activity	Evidence that supports this approach	Challenge number(s) addressed
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.	1, 2
Recovery teacher to carry out short-burst interventions in between lessons. Including	Evidence shows the importance of pupils' exposure to words in the early years of life and the impact it has on pupils' outcomes. These interventions are vital for PP pupils	2, 4

same-day intervention and dinnertime discussions. Targeted support of individual pupils in lessons as needed.	to ensure that they do not fall behind the rest of the class. http://www.wvearlychildhood.org/resources/C-13_Handout_1.pdf	
Participation in the National Tutoring Programme for the most vulnerable pupils (ring-fenced funding)	EEF report on small group tutoring and internal data results last academic year shows these closed gaps following COVID pandemic. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-to-olkit/small-group-tuition	All
Contribution towards full-price tutoring for those made vulnerable by the COVID19 pandemic.	EEF report on small group tutoring.	All
PP pupils will receive extra daily reading either with a TA or those requiring more intensive support will work with a teacher.	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.	2, 3, 4

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

Budgeted cost: **£8,500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Some PP pupils will attend nurture time sessions. Our new ELSA will lead this as well as the recovery teacher.	Pupils will be given the opportunity to talk with an adult about feelings that they might be experiencing that are affecting their learning. They will learn strategies of managing their feelings and finding solutions to problems which will then allow them to	1, 7

	<p>become more engaged with their learning.</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf</p>	
<p>EWO will be involved with families whose attendance falls below 87%. 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>	<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 try harder to attend school when an award is being offered.</p> <p>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</p>	6
<p>Subsidy for PP families to access wraparound care for those children whose attendance falls below 87%.</p>	<p>PP Review recommendation and case study from last year improved attendance this year without funding. Aim to reach more children using this funding.</p>	All
<p>Develop a wellbeing and worship programme that is responsive to the needs of the children and is proactive in its delivery.</p>	<p>Through a range of activities within school, a culture will be created within the school that the wellbeing of pupils and staff is valued highly. This includes whole school worship, themed curriculum days, and developing the RSHE/ wellbeing curriculum. All of these interventions are to change the culture in the school as one of being Trauma-Informed and the evidence base for this decision is here-</p>	1, 5, 7

	https://www.traumainformedschools.co.uk/evidence-base	
Parents to be involved in family learning sessions to highlight the expectations of pupils and parents. Opportunities created for parents to improve their own wellbeing and create strategies to support themselves and their children.	Pupils and parents will have clear expectations around attendance and the impact of poor attendance on pupil outcomes. Families are able to talk openly about difficulties that they may face at home or past trauma and will have support to begin to overcome these. https://www.traumainformedschools.co.uk/evidence-base	5, 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.	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. https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotiona_Learning.pdf	1, 7
Books will be celebrated and enjoyed within the classroom. This will involve purchasing books and opportunities for pupils to engage with actual authors through trips and school visits.	Books will be on display within classrooms and throughout the school to showcase our love of reading. Displays will show what books the pupils are interested in and this will ultimately have an impact on their engagement and fluency in reading. https://clpe.org.uk/research/reading-pleasure-what-we-know-works	2, 3, 4
The character curriculum will interest all pupils but particularly PP as it will provide opportunities that they might not have had before. This will include WOW days, outdoor learning experiences, end of term	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	2, 4

<p>celebrations and other enrichment activities.</p>	<p>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>https://www.tandfonline.com/doi/pdf/10.1080/03323315.2021.1915843</p>	
<p>Engage with the QET marketing department to create a bespoke media strategy for our school. This will include advertisements, posters and other promotion materials.</p>	<p>The aim of the media strategy is to generate a positive ‘buzz’ about the school that will engage existing parents and also encourage others to consider our school. Through the use of the QET’s media department we can create an interest through social media and update parents on what is happening in our school. Research has shown what types of updates are the most effective to engage parents and particularly those PP families and we will use these to target families.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	<p>3, 5, 6</p>

Total budgeted cost: £26,890

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 2020 to 2021 academic year.

- Desired outcome was for 85% of PP pupils to reach 25m swimming achievement in Y6 through funding swimming sessions for PP pupils. 33% of PP pupils gained this - additional summer sessions were unable to go ahead because of COVID 19 lockdown.
- Desired outcome was for trips to happen once a term and to subsidise PP pupils to give them those enrichment opportunities that they might not have had access to. Prior to school lockdowns, these trips happened as planned and were successful in providing PP pupils with experiences.
- Desired outcome was for the school to provide before-school childcare and encourage PP families to attend. DASH club was run once a week, however the uptake of PP children was low. Perhaps if a Magic Breakfast was introduced or the club was rebranded then more PP would attend and further spending would be justified.
- Desired outcome was for ELSA to be happening at least once a week in school and was achieved by increasing the SENCO days to two school days. 60% of pupils in receipt of ELSA sessions are PP and through observations it can be seen that pupils are making progress emotionally. To develop this further, progress needs to be measured in a more quantifiable way and linked to academic progress and attainment as well as attendance, behaviour and attitude.
- Desired outcome was for 85% of PP children to reach progress targets and this was mostly achieved through the use of additional TA support in classes as well as focused intervention groups. The impact can be seen in the data as of prior to lockdown (PP/Non-PP) - Maths Attainment - 60%/60%, Maths Progress - 100%/84%, Reading Attainment - 60%/71%, Reading Progress - 90%/89%, Writing Attainment - 80%/68%, Writing Progress - 95%/88%. Moving forward, there will be a refocus of attention on reading including a review of reading interventions and an evaluation of how reading is taught across the school.
- Desired outcome was that 85% of PP pupils enjoy enrichment activities and are able to participate and this was to be achieved through funding for extracurricular music lessons and sports clubs. However, this was not measured as the COVID19 lockdowns prevented any activities to be planned or implemented.

- Desired outcome was for some PP pupils to be involved in individual therapy through the funding of 1:1 emotional literacy support. This approach seems to have been working as overall attendance of focus pupils increased and behaviour incidents were also reduced by 72%.
- Overall Persistent absence levels have improved from 20% (2018) to 15% (2020) but remain stubbornly high. Attendance overall is now above national. A higher proportion of PP children are PA rated. This has to be tackled using a bespoke attendance plan and more funding allocated from 2021/22 PP funding targeting individuals and meeting their needs.