

Stogursey Primary School 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.

Date of next Review- March 30th 2023

School overview

Detail	Data
School name	Stogursey Primary School
Number of pupils in school	67
Proportion (%) of pupil premium eligible pupils	23% (16 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/2023 to 2025/2026
Date this statement was published	September 2022
Date on which it will be reviewed	March 2023
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	£20,775
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
Total budget for this academic year	£25,529

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

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 emotional 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 enable all pupils to thrive whilst at our school, especially those who are disadvantaged by:

- Providing pupils with access to a wide range of opportunities and experiences to develop their knowledge and understanding of the world;
- Narrowing the attainment gap between pupils whose families might be in receipt of pupil premium and those that are not currently, ensuring that pupils in receipt of Pupil Premium make accelerated progress;
- Ensuring 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;
- Encouraging pupils to become avid readers and to widen their vocabulary in order to become effective communicators;
- Enabling pupils to gain a comprehensive understanding of the importance of mental health including learning strategies to maintain good mental health;
- Engaging with parents to develop a cooperative relationship with the school in order to address potential barriers to learning.

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 develop self-regulation skills and have high standards of emotional literacy.
2	We must implement an oracy/ vocabulary curriculum so that it leads to higher outcomes for English and the wider curriculum subjects.
3	We must implement a reading for pleasure 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 greater ambition for all children 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 support families 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 ‘persistently and stubbornly absent’ 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 problems can be solved.	<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> <p>Pupils become more emotional literate and are able to communicate effectively with peers and adults.</p>
90% of pupils, including PP pupils achieve Age-related expectations.	<p>Fewer PP pupils are below Age-related expectations.</p> <p>More PP pupils reaching Greater Depth in Reading, Writing and Maths</p>
Oracy programme success leads to 90% of pupils, including PP pupils achieving Age-related expectations in writing and GPS.	<p>A noticeable increase in sophisticated vocabulary being used by PP pupils at Writing moderation in Summer 23 - observed by the Literacy Lead.</p> <p>More children at ARE for GPS and writing- meeting ambition set out in our school improvement plan.</p>

<p>90% of pupils, including PP pupils achieve Age-related expectations in Reading attainment.</p>	<p>Data shows that this has happened More PP pupils see themselves as readers PP English Champions recruited (Spelling Ambassadors and Librarians).</p>
<p>To achieve 97% attendance and persistent absence rate reduces to 4%.</p>	<p>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 97%</p>
<p>Parents engage with the school around routine difficulties and work in partnership with the school to improve the situation.</p>	<p>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</p>
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>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.</p>
<p>Pupils are supported by ELSA and through the Trauma Informed Schools approach to identify past trauma and develop strategies to manage the effects.</p>	<p>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</p>
<p>Families to access funding regardless of circumstances to enable children to come to school having been fed and warm.</p>	<p>Help with cost of living in a bespoke way using new online system on school website done in a discreet way. Playing our part as a school, children attend enrichment, keep warm and get fed by having a subsidised place based on need.</p>

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: **£12,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Implementation of evidence informed principle so secure the school's ambition of 90% attainment. Implementation plan written and to include the following activities in this order:</p> <ul style="list-style-type: none"> -Staff vision and buy-in -Weekly Data-Driven Instruction Meeting (backfill for teachers using Pupil Premium) -Incremental coaching -Weekly PD meetings -Optional Teaching and Learning Briefings 	<p>Paul Bambrick-Santoyo's evidence-based approaches to building exceptional schools. https://www.amazon.co.uk/Leverage-Leadership-2-0-Practical-Exceptional/dp/119496594</p> <p>Report from Ambition Institute on the impact of Incremental Coaching https://www.ambition.org.uk/blog/incremental-coaching-next-big-thing-teacher-development/</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>https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/</p>	<p>1,2,3,4,6</p>
<p>CPL programme based on Rosenshine Principles using QET internal and external support enables us to embed higher ambition of</p>	<p>Introduction to evidence-base on Rosenshine- https://blog.innerdrive.co.uk/guide-to-rosenshine-principles-of-instruction</p>	<p>1,2,3,4,6</p>

<p>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>	<p>Tom Sherrington's Walkthrus which are based on this https://www.walkthrus.co.uk/ Doug Lemov's 'Teach like a Champion' https://teachlikeachampion.org/ Principles are also backed up by Hattie-</p> <ul style="list-style-type: none"> ● Cognitive task analysis 1.29 ● Scaffolding 0.82 ● Deliberate practice 0.79 ● Questioning 0.48 <p>https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/</p>	
<p>Oracy programme Voice 21 (£2,500)</p>	<p>EEF report on oral language interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>Hattie- vocabulary programmes effect size 0.62 https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/</p>	<p>2</p>

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

Budgeted cost: **£8,929**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Key Stage 2 Reading Intervention using 'Fresh Start' materials for pupils who are at risk of not meeting our new ambition. Funding to provide a TA to deliver this daily. Use of Headteacher to deliver Reciprocal Reading where</p>	<p>https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/</p> <p>Hattie effect sizes</p> <ul style="list-style-type: none"> ● Repeat reading programmes 0.75 ● Reciprocal Reading 0.74 	<p>3</p>

needed in Upper Key Stage 2.	<ul style="list-style-type: none"> Phonics instruction 0.7 	
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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</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: **£4,600**

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 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</p>	6

	between absence and attainment at KS2 and KS4.pdf	
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.	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_Emotional_Learning.pdf	1
Specific measures including Forest School for those with Persistent Absence issues.	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. https://www.tandfonline.com/doi/pdf/10.1080/03323315.2021.1915843	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	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

becoming a barrier towards this.		
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: £25,529

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 2021 to 2022 academic year.

RAG-rating of 2021/22 intended outcomes:

- Pupils are given opportunities to talk about what they might be feeling in a controlled way and acknowledge that problems can be solved.
- PP pupils achieve accelerated progress in all areas compared to non-PP pupils- not in key outcome year groups (Y6 and Y2).
- PP pupils achieve in-line with non PP pupils for Reading in both progress and attainment- not in key outcome year groups (Y6 and Y2).
- To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.
- Parents engage with the school around routine difficulties and work in partnership with the school to improve the situation.
- To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.
- Pupils are supported by ELSA and through the Trauma Informed Schools approach to identify past trauma and develop strategies to manage the effects.

External review recommendations:

- Shift to the ambition set out in the White Paper of 90% attainment to include all pupils especially those who are disadvantaged and pare down to a few things that will cause this to happen. This is how this plan for 2022/23 onwards came about. This is a crucial underpinning in our new School Improvement plan for 2022/23 to focus on 4 things- Attendance, Teaching, Overcoming Disadvantage and Monitoring Progress with our new external SI partners provided by QET.
- Establish a system of support for families struggling financially regardless of PP circumstances.
- Establish a dispassionate system of rigorous evaluation to check at points in the year whether the activities set out in this strategy are making the impact we want it to make.