

Stogurse Primary School Pupil Premium Strategy Statement 2024/25 to 2027/28

This statement details our school's use of pupil premium 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- June 30th 2025

School overview

Detail	Data
School name	Stogurse Primary School
Number of pupils in school	62
Proportion (%) of pupil premium eligible pupils	24.1% (15 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/2025 to 2027/2028
Date this statement was published	December 2024
Date on which it will be reviewed	March 2025
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	£29,500
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	£29,500

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.
- **Ensuring all pupils reach their potential:** 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 personalised 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.

A member of the Leadership team is assigned to each teacher 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.

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 assessments 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
- backfill to release a class-based Teaching Assistant to provide ELSA interventions across the school.

How we have addressed this point:

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 after school activities that run on daily. 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 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 identify where a child's progress may need additional support 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 impacted by the 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 pupils has been lower than others. There are some pupils who are ' persistently 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 emotionally literate and are able to communicate effectively with peers and adults.</p>

At least 60% of pupils achieve Age-related expectations.	<p>More pupils are meeting age-related expectations</p> <p>More pupils reaching Greater Depth in Reading, Writing and Maths</p>
Engagement with PEIA leads to at least 60% of pupils achieving Age-related expectations in writing and GPS.	<p>A noticeable increase in sophisticated vocabulary being used by 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>
At least 60% of pupils achieve Age-related expectations in Reading attainment.	<p>Data shows that this has happened</p> <p>More pupils see themselves as readers</p> <p>English Champions recruited (Librarians).</p>
To achieve at least 92% attendance and persistent absence rate reduces to a minimum of 20%.	<p>Reduce the number of pupils with ongoing attendance challenges through use of Attendance Action Plan.</p> <p>EWO involvement will not be needed</p> <p>Attendance for pupils is in-line with the national figure at least and school target is 92%</p>
Parents engage with the school around routine difficulties and work in partnership with the school to improve the situation.	<p>Parent voice surveys demonstrate that home-school communication is positive and that parents feel supported to help their children succeed</p> <p>Parents gain help from external agencies such as PFSA and SC to gain new strategies to manage any difficulties</p>
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Pupils are given time to talk with Emotionally Available Adults and to develop strategies to maintain good mental health</p> <p>High levels of wellbeing demonstrated by quantitative data from assessments and qualitative data from teacher observations and pupil voice surveys.</p>
Pupils are supported by ELSA and through a Trauma-Informed approach (CPI) to identify past trauma and develop strategies to manage the effects.	<p>Pupils needs are identified and a bespoke program is created for them through the use of ELSA and Trauma Informed Schools approach</p> <p>Children are able to talk about the past and begin to look forward to a positive future</p>
Families to access funding regardless of circumstances	<p>Help with cost of living in a bespoke way using new online system on school website done in a discreet way.</p> <p>Playing our part as a school to enable children to be supported outside of the home in a warm, caring environment.</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: **£17,632**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Implementation of evidence informed principle to secure the school's ambition of at least 60% combined attainment at all key year groups. Implementation plan written and to include the following activities in this order:</p> <ul style="list-style-type: none"> -Staff vision and buy-in through INSETs -Implementation training and support from QET staff -Weekly PD meetings -Monitoring support by QET Director of Primary Education. 	<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>Hattie's effect sizes justify our approaches:</p> <p>Mastery learning - 0.61 (applies to teaching) Collective teacher efficacy 1.57 Teacher estimates of achievement 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 curriculum implementation.</p>	<p>Introduction to evidence-base on Rosenshine- https://blog.innerdrive.co.uk/guide-to-rosenshine-principles-of-instruction</p> <p>Tom Sherrington's Walkthrus which are based on this https://www.walkthrus.co.uk/</p> <p>Doug Lemov's 'Teach like a Champion' https://teachlikeachampion.org/</p> <p>Principles are also backed up by Hattie-</p>	<p>1,2,3,4,6</p>

	<ul style="list-style-type: none"> • Cognitive task analysis 1.29 • Scaffolding 0.82 • Deliberate practice 0.79 • Questioning 0.48 https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/	
Contribution towards employment of additional TA in mixed EYFS/ KS1 class to ensure year group delivery is possible (£17,632)	Small class sizes (20 or below). Mastery- Rec/ Y1/2 is where there is not much opportunity for hook lessons so staff are needed in this phase.	2
Use of online tracking systems for pupil attainment and school improvement- paid for by QET and PEIA	GL assessment- the evidence base Hattie's effect sizes justify our approach: Teacher estimates of achievement 1.29 iAbacus for evidence-informed decision making- explainer	1,2,3,4,5,6

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

Budgeted cost: **£3,512**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensuring consistent implementation of Little Wandle's keep up and catch up programmes to ensure reading measures rise to at or above national. TA funded to ensure delivery.	https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/ Hattie effect sizes <ul style="list-style-type: none"> • Repeat reading programmes 0.75 • Reciprocal Reading 0.74 • Phonics instruction 0.7 	3
Participation in in-house Tutoring Programme for the most vulnerable pupils	EEF report on small group tutoring and internal data results last academic year shows these closed gaps following COVID pandemic and internal data +	4,6

	SATs data showed this made a positive impact. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	
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.	3
Speech and language intervention (£1,000)	Wellcomm toolkit for screening and supporting children's speech and language development. Evidence base through report- https://viridis-schools.co.uk/wp-content/uploads/2019/03/What-is-the-impact-of-Wellcomm-a-speech-and-language-intervention-on-language-development-in-the-Early-Years.pdf	2
Kapow PSHE scheme subscription £215	PSHE supports the holistic development of children, supporting resilience and ability to manage their health and wellbeing	1

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

Budgeted cost: **£8,175**

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	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	6

<p>role within the school community. (£220)</p>	<p>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>	
<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 to ensure charges are as low as possible to widen participation, particularly those families experiencing financial hardship) £4025</p>	<p>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.</p>	<p>6</p>
<p>Short term placement in alternative provision for children who require tailored support (£6,000)</p>	<p>https://www.centreforsocialjustice.org.uk/newsroom/what-the-evidence-tells-us-about-good-quality-alternative-provision We have followed the guidance by only meeting Somerset LA approved provider criteria as a well as sending members of SLT to visit locations, carrying out curriculum monitoring activities ourselves.</p>	<p>1</p>
<p>Subsidy for families to access wraparound care for those children whose attendance falls below 90%. (£1,000)</p>	<p>Pupil Premium Review recommendation and case study from last year improved attendance this year without funding. Aim to reach more children using this funding.</p>	<p>6</p>
<p>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>	<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>https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/E</p>	<p>1</p>

	EF Social and Emotional Learning.pdf	
Milk for children across the school. (£150.58)	Medical evidence proves that healthy teeth and bones require calcium only found in milk.	5

Total budgeted cost: £29,500

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 2023 to 2024 academic year.

Desired outcome	Impact:	Lessons learned
75% of pupils, achieve Age-related expectations	Outcomes are rising across the board with combined in 2023 of 39%. Combined needs to be at or above national of 59%. Modest increases in some areas but this needs to be at every point of the school but realistic.	<ul style="list-style-type: none"> • Fund an additional TA for KS1 for reading implementation (keep up, catch-up for Little Wandle) • Focus on early reading and fully implementing the curriculum • 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 • Fully-implement PEIA work on English and Maths (fully-funded until 25/26) • 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. • 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.
Engagement with PEIA leads to 75% of 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. Modest increases in some areas but this needs to be at every point of the school but realistic. (2002/23 data)	
75% of pupils achieve Age-related expectations in Reading attainment.	Reading attainment has risen to 55% Reading needs to be above 75%	

	<p>(above national and in line with PEIA aspiration) 2022/23 data. Modest increases in some areas but this needs to be at every point of the school but realistic.</p>	<ul style="list-style-type: none"> Also need to put in a realistic target to compare children in receipt of PP and those who aren't.
<p>To achieve 95% attendance and persistent absence rate reduces to 10%.</p>	<p>Attendance data above national at 93.3% and PA rate of 20%. A more realistic measure of next year of 95% and 15% would be more achievable and above national.</p>	<p>Continue the Attendance Policy and Associated Action plans carrying on with planned actions from end of 2023/24. Realistic small steps needed to increase attendance and reduce persistent absence using new guidance and QET policy.</p>
<p>Parents engage with the school around routine difficulties and work in partnership with the school to improve the situation</p>	<p>As externally-validated by OfSTED in May 2023 with a 'Good' rating for Behaviour and Attitudes as well as Personal Development.</p>	<p>Continue as is.</p>
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>As externally-validated by OfSTED in May 2023 with a 'Good' rating for Behaviour and Attitudes as well as Personal Development.</p>	<p>Continue as is.</p>
<p>Pupils are supported by ELSA and through the Trauma Informed Schools approach to identify past trauma and develop</p>	<p>As externally-validated by OfSTED in May 2023 with a 'Good' rating for Behaviour and Attitudes as well as Personal</p>	<p>Continue and add-</p> <ul style="list-style-type: none"> final roll out of CPI training for all staff

strategies to manage the effects.	Development.	
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"> Funding of General Assistant to ensure wraparound continues and to seek funding grants as well as community group engagement to keep food costs low.
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.

Service pupil premium funding

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
We identified gaps in service children's education caused by moving between schools which we addressed with targeted support.
The impact of that spending on service pupil premium eligible pupils
Teachers observed improvements in wellbeing amongst service children. Assessments demonstrated progress in subject areas where extra support classes were provided and with a significant majority being ready for the next stage of their education as a result.