



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
School name	Stanion C.E Primary School
Number of pupils in school	109
Proportion (%) of pupil premium eligible pupils	4.6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/2023
Date this statement was published	November 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Wayne Jones
Pupil premium lead	Rachael Findlay
Governor / Trustee lead	Amanda de Choisy

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£8590
Recovery premium funding allocation this academic year	£927
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£1600
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	£11,117

Part A: Pupil premium strategy plan

Statement of intent

Overcoming barriers to learning is at the heart of our Pupil Premium Grant (PPG) use. The school is significantly below the National average for children eligible for PP on roll. In 2022/23, there are only 4 children (4/109) eligible for PP funding across the school and 1 child eligible for PP+ funding. In addition to this, 2 more children are eligible for Service funding.

We understand that needs and costs will differ depending on the barriers to learning being addressed. As such, we do not automatically allocate personal budgets per pupil in receipt of the PPG. Instead, we identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly. We work closely with families to ensure that our pupils feel safe and secure and motivated to reach their potential with the ultimate aim of eradicating any gap in attainment between our PP and Non-PP pupils.

Each child is supported as an individual so that support is often bespoke to the child. All children are supported to be the very best that they can be in all aspects of their education. All PP families are given a £200 Pupil Premium voucher each year to support with enrichment opportunities.

Setting priorities is key to maximising the use of the PPG. Our priorities are as follows:

- Ensuring quality first teaching in every class
- Closing the attainment gap between disadvantaged pupils and their peers
- Providing targeted intervention support for pupils who are not making the expected progress
- Addressing non-academic barriers to attainment such as attendance, behaviour self-esteem and confidence
- Supporting Parents in order to work as effective partners
- Providing the right resources to help children to flourish and close gaps in attainment.

Challenges

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

Challenge number	Detail of challenge
1	Lower basic skills on entry attainment.
2	SEND – Speech, communication and language (low levels of language acquisition particularly high order vocabulary.
3	PP children combined attainment to increase so in line with peers.
4	Pupil wellbeing – low self-esteem, lack of experience and social interaction. Our assessments, discussions and observations have identified social and emotional/self-confidence issues for some disadvantaged pupils.

5	Home school links to be firmly established. Additional support to secure and sustain better punctuality and attendance.
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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
Disadvantaged (PP) children to make expected progress against the age related expectations (ARE) across EYFS, KS1 and KS2 with a specific focus on closing the gap and ensuring our children are inline or exceed the national picture.	Quality teaching ensures children show accelerated progress. SENCo to review provision maps half termly (alongside class teachers and support staff) to ensure all pupils eligible for PP make expected or better than expected progress by the end of the year. Support staff to deliver targeted interventions where needed.
PP children with SEND (including Speech and Language difficulties) are identified quickly to ensure they receive additional support.	SENCo to review provision maps half termly (alongside class teachers and support staff). Children will receive interventions appropriate to their needs to support them in making continued progress. Outside agencies will work alongside the school and the home setting to ensure children are screened quickly and provision is in place. Children with an Education Health and Care Plan (EHCP) to be supported through 1:1 support assistants. Children in EYFS to be offered Speech and Language support through the NELI S&L project. At least 90% of pupils in Year 1 to pass the Phonics Screening Check. Achieve at least 80% of children in EFYS to achieve a Good Level of Development (GLD).
PP children combined attainment needs to increase so in line with peers. Progress of children in receipt of PP funding in reading, writing and maths will be in line with their peers.	SENCo to review provision maps half termly (alongside class teachers and support staff) to ensure all pupils eligible for PP make expected or better than expected progress by the end of the year. Interventions to be delivered to support PP children with closing the gaps in attainment. Increase accountability of staff to ensure all disadvantaged children receive QFT and additional support where necessary. In school tracking data (MARK) and end of Key Stage (GLD, KS1 and KS2) assessments will show an increase in the number of children working at age related expectation year on year and an increase in the number of disadvantaged pupils achieving the higher standard at the end of KS2.
All disadvantaged pupils leave Stanion C.E Primary as strong readers.	KS1 phonics assessment scores reflect our ambition to reduce the attainment gap between disadvantaged pupils and their peers. All pupils to enjoy reading and read for pleasure in addition to completing formal reading sessions.

<p>PP children's well-being to be monitored and supported.</p>	<p>Children develop psychologically, emotionally, creatively, intellectually and spiritually through a broad and balanced curriculum. To allow all children opportunities to go on visits and trips. To have whole school themed days to promote enjoyment.</p> <p>Children express positive well-being and a positive approach towards school. EHA offered to families in need. Children to continue to be rewarded through the Merit Point system and Head Teacher Awards for examples of good work, thus boosting their self-esteem. Regular monitoring shows fewer instances of inappropriate behaviour.</p> <p>Children have access to Drawing and Talking and ARC sessions with a trained support assistant. Sustained high levels of wellbeing/mental health demonstrated by :</p> <ul style="list-style-type: none"> • Qualitative data from pupil voice (collected each half term), pupil and parent questionnaires and teacher observations • A reduction in the number of wellbeing/mental health concerns raised by parents and staff. Evidenced by Safeguarding meetings, behaviour logs and mental health care plans. • Observations of children's engagement in learning.
<p>Home school links established and children are provided with a nurturing environment to improve cultural and childhood experiences.</p> <p>Attendance of Pupil Premium to be in line or better than non PP children at 96% or better.</p>	<p>Some families and pupils including PP children would benefit from additional support, nurture and experiences which will improve their engagement and enjoyment of school. This will include access to a £200 voucher scheme to fund extra-curricular clubs, music tuition, school uniform and school trips.</p> <p>Funding entitlement will offer all PP families the chance to access before school provision to ensure children start the day settled and ready to learn. PP children will have attendance at 96% or better.</p> <p>Ensure all PP families have access to supermarket vouchers during the school holidays. PP families to be offered access to external provision during the school holidays.</p> <p>Cultural capital experiences (visits and visitors included) are planned and embedded in our curriculum. A wide range of free (or very low cost) extra-curricular activities are available to all pupils.</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: £5000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
School staff to have access to high quality CPD opportunities through ASK, Brooke Weston Training Hub, Peterborough Diocese SLA and other external agencies.	High quality staff CPD is essential to follow EEF principles. Staff disseminate training through staff meetings and INSET. School staff work closely with a local cluster of primary schools to share good practice. All subject leads are released for a morning once per term to monitor their subject areas. https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium	3
Targeted intervention support through the Nuffield Early Language Intervention (NELI) for Speech and Language difficulties upon entry.	Over the past few years, a number of children on entry to Reception have demonstrated Speech and Language difficulties. Children are unlikely to have the breadth of vocabulary, knowledge and skills required that 'typical' Reception children have. In KS1 and KS2, children are unlikely to use talk to connect ideas and explain. NELI has been identified by the EEF as a promising project. Over the last year, NELI has been used effectively in school to support children and following our baseline assessment this year children have been identified to continue with this intervention. https://www.teachneli.org/ EEF EY Toolkit Evidence: Overall, studies of communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make approximately six months' additional progress over the course of a year. Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:	2

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	
Standardised diagnostic assessments to identify individual pupil need for both teaching and learning and academic intervention. Purchase of standardised tests and MARK analyses for Reading, Maths and Grammar & Spellings.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction. Assessment and feedback EEF (educationendowmentfoundation.org.uk)	1, 2 and 3
Homework linked to work being completed in the classroom. This is particularly important in UKS2 for both aiding understanding further and in helping the transition of expectations as the children move onto secondary education.	Evidence has shown that the use of homework can raise attainment and attitudes towards learning. It is important to note, however, that homework is only effective when it is a short process and not overly long or dragged out. Class teachers need to ensure that the quality of the task set is relevant to age and stage and include parents in the process of ensuring homework is completed. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework	1, 2 and 3

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

Budgeted cost: £6554.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provision maps planned termly to target PP children to close the gaps in progress and attainment. Staff held to account for progress through the Performance Management process.	Key Stage 2 outcomes from the previous years have shown that PP children do not always achieve as well as non PP children or in line with PP children nationally. Results over the past years have demonstrated that some PP children have performed in line or above non-PP children and this should be across the board whenever possible. The school had no PP children in Year 6 during 2018/19. End of KS2 assessments were cancelled in 2020 and 2021. The school had no children in Year 6 during 2021/22. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	3
Additional maths/Literacy sessions targeted at disadvantaged pupils who require further support.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, this will be offered through SATS booster catch up sessions in the Spring term in smaller	3 and 4

	groups which is proven to help children to progress faster and further : https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £5500.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
PP Voucher scheme provides £200 to PP families to fund enrichment opportunities such as music lessons, school trips, school uniform and reading books.	Research Evidence for approach EEF toolkit - Social and Emotional Development (Average impact +4 months) Arts participation (+2 months) Behaviour interventions- (moderate impact +3 months) It is important for all children to have access to enrichment opportunities. Supporting the cost of school trips and enrichment activities ensures the children feel supported and are motivated to learn.	3, 4 and 5
PP children sent a monthly magazine to help promote a love for reading. PP children to be sent a half termly book to continue to promote a love for reading and learning	Children are provided with a monthly comic book/ half termly new book to promote reading for pleasure. Parents are encouraged to support their children with reading opportunities at home. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2	3, 4 and 5
Wellbeing Project	Following the outcomes of the Wellbeing Survey, children provided with targeted Wellbeing sessions in class to support them with positivity, self-efficacy, motivation and resilience/persistence. Research Evidence for approach EEF toolkit identifies that the following all have a positive impact. Behaviour intervention (+ 3 months) Social and emotional learning (+ 4 months) Metacognition and Self-regulation strategies (+ 7 months). https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	3 and 4
Musical instrument tuition through Northampton Music and Performance Arts Trust (NMPAT)	Children in Key Stage 2 are offered the chance to learn to play a musical instrument through peripatetic music lessons.	4 and 5

SCARF PSHE scheme	The SCARF curriculum supports children's understanding of others and their own needs and rights. It contributes towards a positive school environment which helps to improve pupil progress and attendance.	3, 4 and 5
To enhance the experiences and broaden the cultural capital of disadvantaged pupils by providing extra-curricular activities.	<p>Meaningful experiences and contexts enhance the broad and balanced curriculum. These opportunities may also contribute towards "non-academic outcomes, such as improving pupils' mental health" (DFE, www.gov.uk, 2019)</p> <p>Research Evidence for approach EEF toolkit - Social and Emotional Development (Average impact +4 months) Arts participation (+2 months) Behaviour interventions- (moderate impact +3 months) a Outdoor adventure learning (+4 months)</p> <p>Research Evidence for approach EEF toolkit - Social and Emotional Development (Average impact +4 months) Arts participation (+2 months) Behaviour interventions- (moderate impact +3 months)</p>	4

Total budgeted cost: £17054.00

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.

2021-2022

There were no children eligible for Pupil Premium funding in the Year 6 cohort.

Due to COVID-19, performance measures have not been published for 2019/20 and 2020/21 and results will not be used to hold schools to account. The school have therefore used internal summative assessments and teacher assessment data.

Although national assessments were cancelled in 2020/21, our school assessments demonstrated that the 2 disadvantaged children in Year 6 performed better than non-disadvantaged children in Reading, Writing and Maths (see table below).

Disadvantaged attainment scores for last academic year (Internal Data due to end of Key Stage 2 assessments cancelled)

Pupils eligible for Pupil Premium 2/15 (13%) One child was PP+

Measure Score

Meeting expected standard at KS2 RWM

	Pupil Premium Children 2/15 (13%)	Non Pupil Premium Children 13/15 (87%)
Reading	2/2 (100%)	11/13 (85%)
Writing	2/2 (100%)	10/13 (77%)
Maths	2/2 (100%)	8/13 (62%)

Achieving greater depth standard at KS2 RWM

	Pupil Premium Children 2/15 (13%)	Non Pupil Premium Children 13/15 (87%)
Reading	1/2 (50%)	7/13 (54%)
Writing	0/2 (0%)	3/13 (23%)
Maths	1/2 (50%)	1/13 (8%)

Only 13% of the Year 6 cohort (2/15) were identified as Disadvantaged in 2020/21. The attainment gap between this group and the rest of the cohort showed that the Disadvantaged children outperformed our Non-Disadvantaged children. The attainment of the Disadvantaged group working at the expected standard was above national on all of the measures.

Our assessments and observations indicated that pupil wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact of Covid-19 also affected our disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. A support assistant delivered 1:1 sessions at home for children who were unable to attend school during the pandemic. The school also ensured our vulnerable pupil attend school every day. We are building on that approach with the activities detailed in this plan.

Externally provided programmes

Programme	Provider
DB Primary Learning Platform	New Era Technology
Reading Eggs and Mathseeds	3P Learning
Times-Tables Rockstars and Numbots	Maths Circle Ltd
PIRA/PUMA/GPV Assessments	Rising Stars
White Rose Maths	White Rose
Language Angels – Spanish	Language Angels
VIPERS, Micro- Vipers and Comprehension plus activities	The Literacy Shed +
Spelling Shed	The Ed Shed

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Service families were entitled to a £50 voucher to help fund enrichment opportunities such as school clubs and music tuition. In addition to this, children were offered Quality First Teaching and interventions. Service children all receive a monthly magazine to promote enjoyment of reading.
What was the impact of that spending on service pupil premium eligible pupils?	Children were settled in school and could access enrichment opportunities. Children were supported in their learning through QFT and interventions.