

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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	Stickland's CE VA Primary School
Number of pupils in school	86
Proportion (%) of pupil premium eligible pupils	13 (15%)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	3
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Ruth Adler
Pupil premium lead	Ruth Adler
Governor / Trustee lead	Suzie Mutch

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£22,490
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£24,520</b>

# Part A: Pupil premium strategy plan

## Statement of intent

At Stickland's Primary School, our caring family ethos and dedication to pastoral support, develops happy and secure learners who are able to access the curriculum with confidence. We believe that our curriculum includes everything from the moment a child walks in through the school gates - all their daily experiences and their interactions with adults and their peers. A strong Christian ethos permeates through daily life which gives the children a safe and nurturing environment. We want our children to be responsible, self-motivated and independent members of society. Our aim is for them all to succeed and thrive; achieve their full potential, and become confident life-long learners.

Our intention is that all pupils, irrespective of their background or the challenges that they face, make good progress across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal.

High quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged children require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

We will ensure that all teaching staff are involved in the analysis of data, observations, moderations and discussions linked to identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

We use research to inform our choices taking into consideration the context of our school and subsequent challenges faced, in turn acknowledging common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all".

### Our principles

- We ensure that teaching and learning opportunities meet the needs of all the pupils
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed

- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

## Challenges

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

Challenge number	Detail of challenge
Pupil Premium -	
Short- Term (One Year)	
1	Emotional needs of children- worry and anxiety and therefore being ready for school, sometimes linked to chaotic family lives (Social / emotional well-being focus)
2	Low attainment on entry to the Early Years Foundation Stage in all areas.
3	Monitor closely impact on attendance
Long-Term (3 year)	
4	Increase % children meeting (and exceeding ARE)
5	Weak Language and Communication skills - meaning extra phonic and reading support is needed. Specific intervention programmes based on individual need.
6	Children to re/discover a love of learning.

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan (2024/25)**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Closing the attainment gap - <i>Children achieve in line with national expectations as a result of high quality teaching and learning</i>	<ul style="list-style-type: none"> <li>- Children make at least expected progress and attain in line with their peers throughout the school</li> <li>- Pupils achieve national average progress scores in KS2 statutory assessments</li> </ul>
<i>Children enjoy, and want to come to school shown by sustained improvement in attendance for all pupils, particularly our disadvantaged pupils.</i>	<ul style="list-style-type: none"> <li>- Attendance for children is at least 97%</li> </ul>
<i>Full involvement for the children in all aspects of school life</i>	<ul style="list-style-type: none"> <li>- Children attend clubs in school, and are involved in all aspects of school life, including positions of responsibility</li> </ul>
<i>Improved fitness, diet and emotional wellbeing</i>	<ul style="list-style-type: none"> <li>- Good uptake of school meals, involvement in sports clubs and teams, and positive responses to surveys about health and wellbeing</li> </ul>

## 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: £ 9500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Continue payment for Accelerated Reader</i>	EEF Reading comprehension strategies (high impact low cost based)	6,4 (3)
<i>High quality targeted CPD opportunities for staff including through instructional coaching for teachers</i> <i>Somerset Literacy project</i> <i>WDSC projects</i> <i>White Rose CPD</i> <i>RWI Training</i>	Supporting high quality teaching is pivotal in improving children's outcomes. Research tells us that high quality teaching can narrow the disadvantage gap (EEF)  Quality and targeted CPD opportunities promote quality teaching and learning EEF: Effective Professional Development	1, 4, 5, 6 (3)
<i>Speech and Language</i>	The use of the Teacher and TA to support Sp and L intervention in EYFS and Year 1/2 classes and Welkom training  Welkom is designed to identify children's language needs early and then provide children with targeted language support to	2,4,5

	ensure the fundamental foundations needed for good language and social and emotional development that then inform literacy and numeracy skills are developed.	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 6000

Activity	Evidence that supports this approach	Challenge number(s) addressed
School-led tutoring. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, in small groups:  <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	3, 1, 4, 5, 6
Additional phonics sessions targeted at pupils who require further phonics support. Deployment of staff to enable targeted groupings	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:  <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	2, 3, 4, 5, 6

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

Budgeted cost: £ 7915

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Embedding principles of good practice set out in the DfE's <a href="#">Improving</a></i>	The DfE guidance has been informed by engagement with schools that have	3

<i>School Attendance advice.</i>	significantly reduced levels of absence and persistent absence.	
<i>Individual soft start and wellbeing sessions - use of nurture room, additional furnishings and staffing.</i>	EEF: social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress over the course of an academic year	1,2,3
<i>Individual, small group and whole class wellbeing, social and emotional sessions including Nurturing Lunchtime Groups</i>	EEF: social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress over the course of an academic year	1, 2, 6 (3/5)
<i>Provide additional funding to enable access to curricular activities, (music tuition, trips and uniform.</i>	EEF Arts Participation The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. Reducing the socioeconomic gap.	1, 3, 6
<i>Individual and small group wellbeing, social and emotional sessions to be held in a new nurture room - contribution towards redecoration.</i>	EEF: social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress over the course of an academic year	1, 2, 6 (3/5)
<i>Establish and staff an EBSA/anxiety based CBT workshop group and approach for specific parents.</i>	We know parents play a crucial role in supporting their children's learning and levels of parental engagement are consistently associated with better academic outcomes. The EEF states that good parental engagement can make learning gains of +3 months over the course of a year. This group will aim foster/develop excellent relationships with some of our most hard to reach families. How Can Schools Support Parents' Engagement in their Children's Learning? Evidence from Research and Practice	1,3,4

**Total budgeted cost: £ 24,415**

## 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.

<p><i>Children achieve in line with national expectations as a result of high quality teaching and learning</i></p>	<p>In KS2 SATS our disadvantaged learners made better than expected progress in all areas.</p> <p>In KS2 SATS 100% of learners met ARE in RWM.</p> <p>100% of our disadvantaged learners passed the phonics screening test retake in May 2023.</p> <p>Our internal tracing shows that 90% of disadvantaged learners were on track to make at least expected progress from their starting points with 30% making better than expected progress in R, W and M.</p> <p>However, this still does not yet equate to children achieving in line with expected standards. This highlights that whilst progress is at least good the % at EXS will continue to be a focus for next year.</p> <p>Read Write Inc phonics and spelling teaching is now systematic and robust for those that have been trained. Staff have received external training and continue to receive regular internal training. Our phonics lead monitors provision regularly and assessment is frequent and robust, ensuring teaching is targeted to pupils developing phonic knowledge and skills. In order to continue this – new staff will be trained using the same robust rigorous CPD programme next year.</p> <p>Internal data shows that PP children are achieving well across the curriculum - Quality First Teaching across the wider curriculum is a continued focus ensuring our classroom environments are vocabulary rich and supportive of learning.</p> <p>Many staff have undertaken training and have gained a better understanding of how to adapt and scaffold learning. This remains a focus within our development priorities for this next academic year. Reading has remained a priority area with increased time and attention spent on developing a reading spine and teacher’s modelling reading for pleasure. All disadvantaged learners continue to be targeted for 1:1 reading and opportunity to promote wider reading and exposure to a breadth of authors. They are also targeted for interventions such as first class @: number and involvement in the national tutor programme.</p>
<p><i>Children enjoy, and want to</i></p>	<p>PP attendance was greatly affected by PP students leaving school and not enrolling at another school - thus affecting persistent absentee data.</p>

<p><i>come to school shown by sustained improvement in attendance for all pupils, particularly our disadvantaged pupils.</i></p>	<p>Discounting these children hugely affects our PP attendance data -</p> <p>When discounting these children only 2/11 persistent absentees were PP</p> <p>PP attendance was also greatly affected by specific children (medical not EBSA).</p>
<p><i>Full involvement for the children in all aspects of school life</i></p>	<p>Clubs (including sporting and science club), music lessons, and wider visits have been subsidised for many disadvantaged pupils.</p> <p>PP children are (at least) fairly represented on school council and eco council.</p>
<p><i>Improved fitness, diet and emotional wellbeing</i></p>	<p>Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to family circumstances. The impact was particularly acute for some of our disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.</p>