# 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

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| Detail | Data |
| School name: | Stubbins Primary School |
| Number of pupils in school | 209 |
| Proportion (%) of pupil premium eligible pupils | 6.7% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2021 - 2024 |
| Date this statement was published | December 2021 |
| Date on which it will be reviewed | Annually |
| Statement authorised by | J Danson  Head Teacher |
| Pupil premium lead | V Bruce  Assistant Head |
| Governor / Trustee lead | Louise Hall |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £18,830 |
| Recovery premium funding allocation this academic year | £6,966 |
| 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 | £25,796 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| At Stubbins Primary School, we passionately believe that no child should be left behind or be denied opportunities to thrive within school.  Our school is fully inclusive, offering all of our children the best education we can provide through offering high quality teaching, enabling all pupils to have the potential to achieve in line with the national expected standard or above. CPD is a key element of our strategy, providing all our staff with up to date training in order to support them to continuously evaluate their practice and adapt to children’s needs. Their ability to adapt planning and teaching in every lesson is a result of the staff’s subject knowledge, which has been enhanced through targeted CPD.  Through quality first teaching and specifically chosen, timely interventions, children are taught in rapidly-building, small steps. Targeted questioning allows all children to participate and teaching assistant support allows for same day as well as catch up intervention. Ultimately, our ambition is for disadvantaged pupils to attain in line with non-disadvantaged.  Due to adverse childhood experiences that some of our children have faced, including bereavement, poverty and neglect, some children demonstrate a difficulty in being ready to learn. Our Pupil Premium strategy includes CPD for staff on becoming skilled in supporting children’s mental health, wellbeing as well as training staff to deliver and develop greater understanding of Speech and Language difficulties constituting barriers to success. As a school, we recognise the importance of trusting relationships and that these relationships are key to unlocking pupils’ potential in the classroom. |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | **Speech and Language development**: a significant numbers of children within the EYFS and Year 1 have below average oral language skills owing to external life experiences and the COVID 19 lockdown.  Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are more prevalent among our disadvantaged pupils than their peers. |
| 2 | **Progress of children in reading and writing** – our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.  This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in reading and writing. |
| 3 | **Attendance**: specifically punctuality which impacts on progress and attainment. A small number of families find challenges in getting their child to school on time each morning. This has a significant impact upon phonics acquisition and the child/ren being ready to learn each day. Regularly missing phonics teaching sessions will negatively impact on reading acquisition and development. |
| 4 | **Lack of parental engagement of some families**: some families are resistant to schools’ support/ offers of support due to perceived negative judgement from other parents. Relationships between home and school are crucial to facilitate effective communication as well as improving outcomes for children. |
| 5 | **COVID -19 Pandemic**: COVID-19 pandemic has impacted on mental health and wellbeing and also catch up is required, particularly for those already lower than ‘expected’. Blended learning posed huge challenges for some families, particularly those with younger and multiple children, those working or those that were unable to support children for other reasons. This impacted on progress during national lockdowns and bubble closures and was significant. It has also posed a challenge amongst some children who lack resilience, stamina for full working days and the desire to do their best.  **Impact of the COVID 19 lockdowns and subsequent changes in how school is organised**: this has exacerbated and increased the incidence of children displaying difficulties in managing their **Mental Health and Wellbeing**.  Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.  Teacher and parent requests for support have markedly increased during the pandemic. 40 pupils (10 of whom are disadvantaged) currently require additional support with social and emotional needs, with 25 (6 of whom are disadvantaged) receiving small group interventions. |

## 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.

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| Intended outcome | Success criteria |
| 1. The language Gap is narrowed between disadvantaged children and other children within the school.   Improved oral language skills and vocabulary among more disadvantaged/ vulnerable pupils. | Assessments will show an improvement in language acquisition and language understanding: assessed using Wellcomm Speech and Language intervention.  Children will have a better developed vocabulary evidenced within their speech and cross curricular work.  Children will be able to better communicate their needs and engagement within lessons will increase. |
| 2.To ensure all pupils especially disadvantaged make good progress in reading and writing. | All pupils make good progress, especially disadvantaged; this is evident in tracking data.  Pupils make accelerated progress from their relative starting points in Reading and Writing.  Teaching will be at least good in every class employing Quality First teaching approaches to ensure all children are able to access the learning. |
| 3.Improved attendance and punctuality for PP and all pupils | All children that are well enough to do so, attend school. All parents understand the importance of their child attending school and are held to account where there are underlying patterns and issues.  Attendance is in line with national where possible.  Reduced number of lates recorded.  Support in place or signposted to for parents’ wellbeing where this is a barrier to attendance of their children. |
| 4.School to develop relationships with hard to reach parents and offer support and advice. | Families are clear how to support their child at home and an identified member of staff to act as a point of contact, building a trusting relationship where parents/ carers feel able to share their needs and ask for help.  Parents/carers to be signposted and support to access support. |
| 5. To provide effective and timely mental health and well-being support to all children and their families, especially those who are disadvantaged or have been notably affected by the COVID 19 pandemic. | Children will have developed/ will know how to employ strategies and skills to support their own wellbeing.  Focussed interventions will be in place and reviewed regularly – the impact of these interventions will be recorded using Provision Map. |
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## 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

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| |  |  | | --- | --- | |  |  |   Purchase of standardised diagnostic assessments.  Training for staff to ensure assessments are interpreted and administered correctly.  Ensure ECT’s receive effective CPD to establish strong assessment competency. | 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:  [Standardised tests | Assessing and Monitoring Pupil Progress | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/tools/assessing-and-monitoring-pupil-progress/testing/standardised-tests/) | 1, 2 |
| Renew SLA for Times Tables Rock Stars for KS2 for daily practise of x tables in order to underpin fluency.  Whole school staff CPD on Quality First Teaching approaches.  Supply teachers/ teaching assistants cover while staff attend CPD to improve subject knowledge and inform improved classroom practise.  ECT release time to develop subject knowledge, observe high quality teaching, moderation and attend additional CPD. (release covered by a teacher) | Research demonstrates a clear link between the depth of staff subject knowledge and knowledge of pedagogy and their confidence in and ability to design lessons which support all children to make next steps progress. | 2 |
| Embedding dialogic activities across the school curriculum, including specific interventions such as Wellcomm. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.  We will purchase resources and fund ongoing teacher training and release time. | There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:  [Oral language interventions | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/oral-language-interventions/) | 1 |
| Purchase of a [DfE validated Systematic Synthetic Phonics programme](https://www.gov.uk/government/publications/choosing-a-phonics-teaching-programme) (All Aboard Phonics) to secure stronger phonics teaching for all pupils. | Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:  [Phonics | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/) | 2 |
| |  |  | | --- | --- | |  |  |   Improve the quality of social and emotional (SEL) learning; including training Pupil Mental Health Ambassadors and increase staff training opportunities for supporting children’s Emotional Health.  SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.  Opportunities provided for staff to engage in CPD related to emotional wellbeing - delivered by Lancaster University. | There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):  [EEF\_Social\_and\_Emotional\_Learning.pdf(educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf) | 3, 5 |
| Develop stronger and reinforce parental engagement through having a designated staff lead.  Actively, engage parents to identify where support can be provided or where they can be signposted to seek help and support for their family/child. | Parental engagement has a positive impact on average of 4 months’ additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps. However, parental engagement strategies have the risk of increasing attainment gaps, if the parents that access parental engagement opportunities are primarily from affluent backgrounds. It is crucial to consider how parental engagement strategies will engage with all parents.  Parental engagement approaches are typically delivered over the course an academic year, as building effective relationships between school and parents requires a sustained effort over an extended period of time.  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement> | 4,5 |

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

*Budgeted cost: £ 6000*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Purchase of an intervention to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.  Wellcomm/ Talk Boost | 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:  [Oral language interventions | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions) | 1,2 |
| Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. | 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:  [Phonics | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/) | 2,3 |
| School-led interventions for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive intervention will be disadvantaged, including those who are high attainders. | Targeted intervention focussing on specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:  [One to one tuition | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition)  And in small groups:  [Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/) | 1,2,3,5 |
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**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: £ *8000*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Carefully monitor and analyse attendance and punctuality, make home visits (where appropriate), ensure safeguarding procedures are followed daily.  Actively make contact with and engage parents with school through face to face discussion and telephone calls. Disadvantaged pupils have the highest % of persistent absenteeism/ poor punctuality compared to other groups. Highest attendance equals better learning opportunities and progress | Carefully monitor and analyse attendance and punctuality, make home visits, ensure safeguarding procedures are followed daily. Issue fines to parents. Attend parents’ evening meetings and hold coffee mornings to educate parents. Provide and publicise incentives for excellent attendance to parents and pupils. Disadvantaged pupils have the highest % of persistent absenteeism compared to other groups. Highest attendance equates better learning opportunities and progress.  Effective social and emotional learning (SEL) can increase positive pupil behaviour, mental health and well-being, and academic performance.  <https://educationendowmentfoundation.org.uk/news/prioritise-social-and-emotional-learning> | 3,4 |
| Train staff to deliver high quality interventions addressing mental health and wellbeing e.g ELSA support. | Access to high quality teaching is the most important lever schools have to improve outcomes for their pupils. It is particularly important to ensure that when pupils are receiving support from a teaching assistant, this supplements teaching but does not reduce the amount of high-quality interactions they have with their classroom teacher both in and out-of-class.  There is a great deal of evidence which suggests that non-cognitive skills are as important as cognitive skills in determining academic results, and that children from poorer backgrounds tend to have weaker non-cognitive skills than their better-off peers. A recent meta-analysis suggested that programmes aimed at promoting pupils’ resilience and wellbeing could have a significant impact on academic achievement.  <https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/developing-healthy-minds-in-teenagers> | 2,5 |
| Purchase effective monitoring systems and train staff to record and evaluate the impact of all interventions, including Social and Emotional learning, effectively. | Clear monitoring systems that are user friendly enable interventions to be effectively monitors an devaluated. Those children who are specifically involved in1:1 or small group interventions can have their input tailored closely to their prevailing needs.  Evidence from the EEF’s Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year | 2,5 |

**Total budgeted cost: £** *26,000 (approximately)*

# 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.

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| *Outcomes 2020-2021*  More than half of the children eligible for the Pupil Premium Grant are achieving at least the expected standard in reading, writing and math’s individually. (This data is based in the outcomes of Pira Standardised assessments).  Those who are not, have lower attendance in school as well as struggling to engage in their learning during the lockdown period. Throughout the past year children have accessed reading books while in school and also have been encouraged to read online using the Bug Club website during Lockdown periods.  We aim for children, particularly those with Pupil Premium funding, to make accelerated progress in order to close the gap between themselves and their peers. Some children who are not achieving the expected standard have made accelerated progress but still have not achieved the expected standard in reading, writing and maths. Progress has been greatest in maths for Pupil Premium Children.  Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources such as those provided by Oak National Academy and White Rose Maths.  The Reception cohort in September 2020 were noted to have significant needs relating to behavior for learning and Speech Language and Communication. This was identified early and an Intervention named WellComm was used to firstly assess then provide intervention for those children struggling in this area.  Many of our Pupil Premium access additional Mental Health and wellbeing support provided by Mrs Wilson. Mrs Wilson is a Teaching Assisitant who has recently attended specific training on delivering Emotional Literacy Support and intervention. Mrs Wilson has been keeping records of the specific work completed with these children and progress has been made in this area by the children she has worked with.  **Tracking the progress of children’s wellbeing/ Social Emotional and Mental Health.**  In September 2021 we are aiming to use an online secure computer system called Provision Map to record and track the interventions taking place for those children with SEMH challenges.  Staff will be trained in using this system in the autumn term. To facilitate the accurate recording of progress we are also introducing the use of PIVATs. PIVATs is a Lancashire system which assesses small steps of attainment, supporting staff to set challenging but realistic targets and track pupil achievement and progress.  At the end of the year a series of transition meetings were held to benchmark pupil progress and identify trends to inform action in the forthcoming academic year. |

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

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| Programme | Provider |
| Talk Boost | I Can |
| Times Table Rockstars | Maths Circle Ltd |
| CPOMS | CPOMS |
| SCARF PSHE | Coram Life Education |
| WellComm | GL Assessment |
| Active Learn  Reading  Maths - Power Maths | Pearson |
| White Rose Maths | White Rose Maths |
| Lancashire Emotional Health in Schools and Colleges (trained staff in key areas of emotional wellbeing) | Lancaster University |
| Provision Map | EduKey |

## Service pupil premium funding (optional)

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

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| Measure | Details |
| How did you spend your service pupil premium allocation last academic year? |  |
| What was the impact of that spending on service pupil premium eligible pupils? |  |