

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022-2023 academic year) funding to help improve the attainment of our disadvantaged pupils.

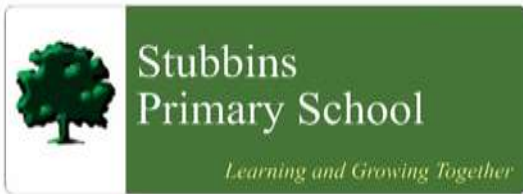
It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Stubbins Primary School
Number of pupils in school	201
Proportion (%) of pupil premium eligible pupils	8%
Academic year/years that our current pupil premium strategy plan covers 2022-2023	2022/2023
Date this statement was published	January 2023
Date on which it will be reviewed	July 2023
Statement authorised by	Clair Clark (Temporary Headteacher)
Pupil premium lead	Clair Clark (Temporary Headteacher)
Governor / Trustee lead	Matt Dunkin

Funding overview 2022-2023

Detail	Amount
Pupil premium funding allocation this academic year	£22822
Recovery premium funding allocation this academic year	£1000
Pupil premium funding carried forward from previous years	£0
School Led Tutoring	£756
Total budget for this academic year:	£24578



Part A: Pupil premium strategy plan

Statement of intent

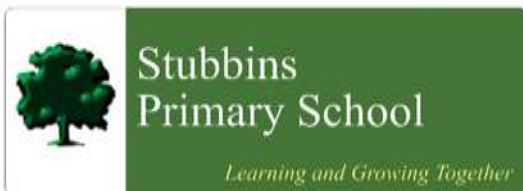
Pupil Premium is an allocation of additional funding provided to schools to support specific groups of children who are vulnerable to possible underachievement. These include pupils who are entitled to free school meals (FSM), those looked after by the local authority and children of armed service personnel. The intended effect of this funding is to accelerate progress and raise attainment.

At Stubbins Primary School, all members of staff and governors accept responsibility for all pupils recognising that a number of pupils within the school population, some of whom are not eligible for pupil premium funding, may at any point during their school career require additional support and intervention. We are committed to meeting our pupils' pastoral, social and academic needs in a nurturing environment. As with every child in our care, a child who is in receipt of the pupil premium is valued, respected and entitled to develop to their full potential.

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 the Pupil Premium funding to support any pupil, or groups of pupils, the school has legitimately identified as being socially disadvantaged. The greater proportion of any group, supported through Pupil Premium funding, will be made up of disadvantaged pupils.

Stubbins Primary School Key Priorities are:-

- **To ensure the attendance of pupils in receipt of pupil premium is at least in line with those of peers in school.** We know that children learn best when they attend school regularly. However, the attendance of the pupil premium group is lower than the attendance of those not in receipt of pupil premium. We have attendance and/or punctuality concerns for 68% of the group. In our strategy we focus on encouraging attendance through meeting the well-being needs of pupils and families, through a combination of nurture and actively engaging with families to encourage and support good attendance in school.
- **To ensure that the outcomes for pupils in receipt of pupil premium are at least in line with those of peers in core subjects.** Currently, the attainment of our pupils who are in receipt of PP, is below that of their peers.
- **To ensure that teaching and learning opportunities meet the needs of all of the pupils**
By using the latest evidence based research on proven strategies that work, we can narrow the attainment gap meet the needs of our pupils. In line with the recommendations of the EEF's Pupil Premium Guidance, we adopt a tiered approach to Pupil Premium spending, allowing us to balance approaches to improving teaching, targeting academic support and supporting wider strategies to remove barriers to learning. We ensure that children are not held back but have



access to the same opportunities as other children. We therefore subsidise the cost of trips, residential, fee-paying after-school activities and music tuition.

Challenges

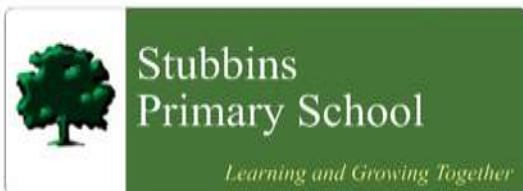
This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	The attendance and punctuality of some pupils is below that of peers.
2	Some pupils do not have access or support of Reading at home.
3	Some pupils in EYFS and KS1 are not working at the year group expectation in writing and phonics.
4	Some pupils in KS2 are not working at the year group expectation in Reading, Writing and Maths
5	A large proportion need nurture support for their SEMH.

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.

No	Intended outcome	Success criteria
1	Improve attendance and punctuality	Attendance of all our PP pupils will demonstrate an upward trajectory and a higher % will be in line with 96% attendance. There will be a marked reduction in the percentage of late marks.
2	Progress in Reading	Pupils will read regularly at home in addition to at school and this will be reflected in the rise in progress in Reading for those who are currently not on track. The deployment of adults in school ensures that children in EYFS and KS1 read daily.
3	Improvement in the attainment and progress in Writing and Phonics in EYFS and KS1	Attainment and Progress in Writing in each year will be in line or above national and there will be clear evidence of pupils' progress in writing in their books. Handwriting will be formed correctly and fully joined by the EOKS1. The % of pupils passing the phonics screen will also be above national.



		Pupils in EYFS will make good progress in Writing and Phonics.
4	Improvement in the attainment and Progress in Reading, Writing, GPS and Maths in KS2	Attainment and Progress of pupils across KS2 will be in line or above national and there will be clear evidence of sustained writing and spelling accuracy in their books across the curriculum. The percentage of pupils achieving the expected standard in all areas will be at least in line with National.
5	Improvement in the SEMH of pupils	Pupils have access to nurture sessions either as 1:1 or small groups. Pupils and parents are signposted to external agencies for additional support where appropriate.

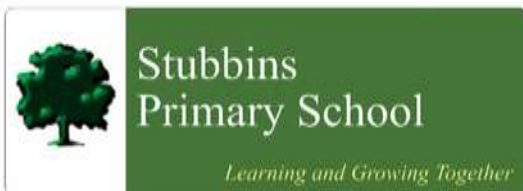
Activity in this academic year 2022-2023

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: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading support for teachers, parents and pupils <ul style="list-style-type: none"> • Parent workshops for reading for EYFS and KS1. • Produce information leaflets and Early Reading/Phonics for parents. Purchase of Phonic Books. £1000	EEF identifies good evidence for raising standards in Reading through parent engagement and the range of reading materials available.	2, 3
Training for TAs on the Writing Scheme. £200	(<i>Young & Ferguson 2020</i>) identify the impact that sentence stacking method have on developing compositional fluency.	3



<p>Nurture – either as 1:1, small groups or drop-ins are available for children who have SEMH needs. £6000</p>	<p>“Research which focuses on teaching assistants who provide one to one or small group support shows a stronger positive benefit of between three and five additional months on average. Often support is based on a clearly specified approach which teaching assistants have been trained to deliver.” Teaching assistants Toolkit Strand Education Endowment Foundation EEF</p>	<p>5</p>
<p>Broadening the range of extra-curricular clubs available including instrument tuition. £1000</p>	<p>DFE: Working together to improve school attendance, May 2022 Ofsted: Securing good attendance and tackling persistent absence Feb 2022</p>	<p>1,5</p>
<p>Trips, After-school club provision, Attendance incentives. £1500</p>		
<p>Engage parents in supporting their child with the areas in need of rapid improvement. Personalised learning sessions £2400</p>	<p>Evidence indicates that parental involvement continues to have a significant effect on achievement into adolescence and even adulthood. Research: National Child Development Study (NCDS) to explore the effect of parents’ involvement on achievement at 16 in English and Maths (and average grades across all public exams) found that very high parental interest is associated with better exam results compared to children whose parents show no interest.” https://www.ucy.ac.cy/nursery/documents/ThemaVdomadas/DCSF-Parental_Involvement_1.pdf</p>	<p>4, 5</p>
<p>Subscriptions to online/web based programs to support Reading, Phonics and Maths. £450</p>	<p>Use of digital technologies – clear evidence to support technology at home for maths, English and phonics. Using Digital Technology to Improve Learning Education Endowment Foundation EEF Pupil Premium Guide Education Endowment Foundation EEF Working with Parents to Support Children’s Learning Education Endowment Foundation EEF</p>	<p>2, 3, 4</p>

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deliver personalised learning sessions targeting specific subjects. £7500	<p>In KS1 and in KS2, the SEN and disadvantaged children often work in small group supported activities. This is for both academic and social needs. The interventions are about filling gaps, deepening understanding and the other support groups are about pre-teaching particularly SEN children to ensure they are able to access the curriculum. EEF indicates moderate impact for digital technology (+4 months).</p> <p>Highly skilled support staff deliver quality targeted intervention to close gaps in attainment.</p> <p>EEF indicates moderate impact for small group tuition (+4 months) and within class attainment grouping (+3 months).</p>	2, 3, 4
Daily readers for all PP children in each class and those who don't get support/read at home. £4000	<p><u>Working with parents to support children's learning Education Endowment Foundation EEF</u></p> <p>"Evidence indicates that parental involvement continues to have a significant effect on achievement into adolescence and even adulthood.</p>	2, 3, 4

Total budgeted cost: £ 24050

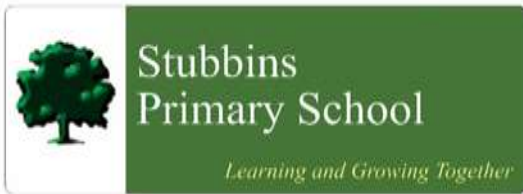
Part B: Review of outcomes in the previous academic year 2021-2022

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021-2022 academic year.

Activity	Success Criteria	Outcome
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p> <p>Ensure ECT's receive effective CPD to establish strong assessment competency.</p>	<p>All pupils make good progress, especially disadvantaged; this is evident in tracking data.</p> <p>Pupils make accelerated progress from their relative starting points in Reading and Writing.</p> <p>Teaching will be at least good in every class employing Quality First teaching approaches to ensure all children are able to access the learning.</p>	<p>100% of pupils achieved the EXS in Maths at the end of Y6.</p> <p>50% of the pupil group were at YGE at the end of Y4 and 5 respectively.</p> <p>CPD linked to writing had impact on some year groups resulting in improved attainment.</p> <p>% achieving YGE/EXS</p> <p>Y1 80%</p> <p>Y2, 3 N/A</p> <p>Y4 50%</p> <p>Y5 50%</p> <p>Y6 100%</p>
<p>Renew SLA for Times Tables Rock Stars for KS2 for daily practise of x tables in order to underpin fluency.</p> <p>Whole school staff CPD on Quality First Teaching approaches.</p> <p>Supply teachers/ teaching assistants cover while staff attend CPD to improve subject knowledge and inform improved classroom practise.</p> <p>ECT release time to develop subject knowledge, observe high quality teaching, moderation and attend additional CPD. (release covered by a teacher)</p>		
<p>Embedding dialogic activities across the school curriculum, including specific interventions such as Wellcomm. These can support pupils to articulate key</p>	<p>Assessments will show an improvement in language acquisition and language understanding: assessed</p>	<p>The Wellcomm programme was delivered to 5 children in EYFS</p>

<p>ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p>	<p>using Wellcomm Speech and Language intervention.</p> <p>Children will have a better developed vocabulary evidenced within their speech and cross curricular work.</p> <p>Children will be able to better communicate their needs and engagement within lessons will increase.</p>	<p>9 in Year 1. All of the pupils who took the full programme made significant improvements in their communication skills. A small number who did not complete the programme will continue to be supported with their communication in Year 2.</p>
<p>Purchase of a DfE validated Systematic Synthetic Phonics programme</p> <p>(All Aboard Phonics) to secure stronger phonics learning for all pupils.</p>	<p>Children will make good or better progress in Phonics.</p>	<p>83% of children passed the phonic screen in Y1. The child who didn't pass, is now on track to pass the resit in Year 2.</p>
<p>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.</p> <p>Opportunities provided for staff to engage in CPD related to emotional wellbeing - delivered by Lancaster University.</p>	<p>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.</p> <p>Parents/carers to be signposted and support to access support.</p>	<p>The role of pupil mental health champions was started and their input started to direct PSHE and wellbeing in school.</p> <p>Eight families received support and this was evidenced through Parent feedback.</p>
<p>Develop stronger and reinforce parental engagement through having a designated staff lead.</p> <p>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.</p>	<p>Children will have developed/ will know how to employ strategies and skills to support their own wellbeing.</p> <p>Focussed interventions will be in place and reviewed regularly – the impact of these interventions will be recorded using Provision Map.</p>	<p>The number of pupils in need of regular nurture has reduced as a result of nurture sessions.</p>



Externally provided programmes

Programme	Provider
Times Tables Rockstars	TT Rockstars
Whiterose Maths – online tool	Whiterose