



Pupil Premium Strategy 2022-25

23-24 Updated Statement

Pupil premium strategy statement – Stubbins Primary School

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	199
Proportion (%) of pupil premium eligible pupils	
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2022-2025
Date this statement was published	December 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Jill Cromey
Pupil premium lead	Vicky Bruce
Governor / Trustee lead	Matt Dunkin

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£22520
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£2015
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£24535

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. **Of XX number of children who are classed as persistently absent, XX of these are PP children.** 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, residentials, 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.

Intended outcome	Success criteria
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.
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.
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.
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.
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

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: £ [insert amount]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Purchase of new SSP and associated resources</i></p> <p><i>Whole staff training on new phonic scheme</i></p> <p>860+VAT</p>	<p>1. Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p>2. The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written.</p> <p>3. The teaching of phonics should be matched to children’s current level of skill in terms of their phonemic awareness and their knowledge of letter sounds and patterns (graphemes). EEF Reading Framework 2023</p>	2
<p><i>Purchase and subsequent training of staff on new writing scheme to supplement The Write Stuff</i></p>	EEF- Improving literacy in KS1/ KS2 reports	2 3 4
<p><i>Development of new Guided Reading approach and purchase of resources</i></p>	EEF- Improving literacy in KS1 and KS2 reports Vocabulary in action Reading Framework July 2023	2 4
<p><i>Regeneration of reading areas to stimulate interest</i></p>	Reading Framework July 2023	2 4
<p><i>Purchase of books linked to emotional literacy</i></p>		5
<p><i>Subscriptions to online/web based programs to support Reading, Phonics and Maths.</i></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</p> <p>Pupil Premium Guide Education Endowment Foundation EEF</p> <p>Working with Parents to Support Children’s Learning Education Endowment Foundation EEF</p>	3 4
<p><i>Whole school training and focus on metacognitive</i></p>	Evidence suggests the use of ‘metacognitive strategies’ – which get pupils to think about their own learning – can be worth the	2 3 4

<i>strategies- Rosenshines Principles</i>	equivalent of an additional +7 months' progress when used well. However, while the potential impact of these approaches is very high, particularly for disadvantaged pupils, less is known about how to apply them effectively in the classroom. EEF	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Development of enrichment activities in small groups to develop SEMH needs</i>	“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	1 5

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

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Nurture – either as 1:1, small groups or drop-ins are available for children who have SEMH needs. £6000 Purchase of diagnostic tool to support identification and suggested follow ups	“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	1 5

Total budgeted cost: £ *[insert sum of 3 amounts stated above]*

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed. You should draw on:

- *Data from the previous academic year’s national assessments and qualifications, once published (including school attainment and progress measures)*
- *Comparison to local and national averages (a note of caution can be added to signal that there are ongoing impacts of the COVID-19 pandemic, which affected schools, and pupils, differently) and outcomes achieved by your school’s non-disadvantaged pupils*
- *Information from summative and formative assessments the school has undertaken.*
- *School data and observations used to assess wider issues impacting disadvantaged pupils’ performance, including attendance, behaviour and wellbeing*

You should state whether you are on target to achieve the outcomes of your strategy (as outlined in the Intended Outcomes section above) and outline your analysis of what aspects of your strategy are/are not working well.

Intended outcome	Success criteria	Progress towards achievement/ what is working well
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.	In 21/22 60% of PP children were classed as persistently absent. In 22/23 this had decreased to 19%. Lates continue to be an issue in particular cases.
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.	All classes have a targeted TA attached to the class to allow for 1:1 reading.
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 I Writing and Phonics.	

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.	
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.	

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.

The school's underpinning mission is one of nurture with the school's strapline being redeveloped as Nurture-Grow-Flourish. As such, we complete many regular activities to fulfil this mission which is not funded by pupil premium. Examples include the following:

- Purchase of breakfasts for children who may come into school hungry
- Provision of school uniforms for those who need it
- Development of Inclusion Coffee mornings for parents to network and have access to up to date information
- Assistance with drop offs and pick ups where needed
- Allocation of school as a Quality Sports Hub to allow PP pupils access to HAF funded places in a familiar setting