Stapeley Broad Lane CE Primary School

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	Stapeley Broad Lane CE Primary School
Number of pupils in school	216
Proportion (%) of pupil premium eligible pupils	5%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2021/22 – 2023/24
Date this statement was published	September 2021
Date on which it will be reviewed	November 2024
Statement authorised by	Governing Body on 17 October 2022
Pupil premium lead	Ian Shackleton
Governor / Trustee lead	Gillian Tucker

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£15,235
Recovery premium funding allocation this academic year: Recovery Premium Funding School based tutoring programme	£1,944 (allocated) £3,240 (total tutoring budget)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£18,475

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of the challenges they face, make good progress and achieve highly across all subjects; are passionate and resilient when faced with challenges and are able to work and play successfully alongside their peers.

We want all our pupils to be:

Successful and ambitious

Bold in actions

Loving in relationships

The focus of our Pupil Premium Strategy is to support those pupils eligible for this funding to attain as highly as possible and for their progress across school to be as strong as possible.

Within this, it is our aim that all pupils are confident in themselves and are well-prepared for the demands of further education and study.

Our Pupil Premium Grant funding is typically allocated to a small, directed number of initiatives to ensure pupils reach their full potential, both academically and socially.

Spent On	**Aim**
Teaching Assistant time	To support pupils' self-esteem, attitudes to learning, sense of well-being and enjoyment of school and to support their progress and achievement
Training	To provide whole school, or individual, professional development to improve awareness of pupils' conditions/difficulties and what provision school can provide to support them.
One to one tuition	To help children reach their full potential in literacy and numeracy
Funding places on school trips/clubs	To enhance the curriculum, ensure the children are able to participate and to give the children the opportunity to experience new and exciting activities

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils. With few pupils it is difficult to identify general challenges as each pupil presents with their own individual barriers to learning.

Challenge number	Detail of challenge
1	Pupils' knowledge and recall of **subject specific vocabulary** is seen through observations and assessments to be underdeveloped in comparison to other pupils in school
2	Pupils' **spelling and phonic development** is not as well-developed as other pupils of the same age
3	**Social and emotional skills, self-confidence and esteem** can be less well developed in our disadvantaged pupils
4	A significant proportion of disadvantaged pupils are also **SEND**, so their academic, social and emotional needs are behind age-related expectations
5	**Financial pressures** can result in lack of engagement in wider school provision, including residential visits and after-school clubs

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 pupils understanding and recall of mathematical and grammatical terminology	Pupils are able to explain and reason in maths and identify and use linguistic devices in their writing. This enables them to achieve well on termly NFER tests demonstrating improved standardised scores, good progress and attainment
Improve pupils' reading fluency and understanding and their knowledge of phonics and rules	Pupils are able to read with greater fluency and understanding. They can apply their knowledge of phonics and spelling patterns when spelling new words leading to greater accuracy in their writing
To achieve and sustain improved social and emotional skills through the promotion of self-confidence and esteem	Pupils participate in any of a number of social, emotional or resilience based groups to develop greater understanding of social cues, the traits of strong friendships and the

	resilience to cope when challenges appear to be too great.
Enable disadvantaged pupils who are also on the SEND register to close the gap through accelerated progress and tailored support for identified needs.	Pupils have more opportunities to meet targets in SEND support plans and are able to demonstrate better/stronger recall, knowledge and understanding.
Financial support is offered to enable all disadvantaged pupils to participate in class residential visits, music lessons and/or after-school clubs	All pupils who wish to attend have the opportunity to participate in their class' residential visit, boosting self-esteem and social skills. Those participating in sports clubs or music lessons gain value confidence through their progress and development.

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: £ 10,569

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional Teaching Assistant time across the school to provide greater opportunities for interventions, assessment for learning and feedback.	*Education Endowment Foundation Teaching and Learning Toolkit – Feedback/Teaching Assistant Intervention* **Key findings - Feedback** 1. Providing feedback (+6 months) is a well-evidenced approach and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve. 2. Feedback can be effective during, immediately after and sometime after learning. 3. Different methods of feedback delivery can be effective and feedback should not be limited exclusively to written marking. Studies of verbal feedback show slightly higher impacts overall (+7 months). Written marking may play one part of an effective feedback strategy – but it is crucial to monitor impacts on staff workload. 5. It is important to give feedback when things are correct – not just when they are incorrect. High-quality feedback may focus on a task, subject, and self-regulation strategies. **Key Findings – Teacher Assistant Interventions** 1. Teaching assistants can provide a large positive impact on learner outcomes. 2. Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact (+4 months). 3. 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.	1, 2, 3, 4

ELSA trained Teaching Assistant to support the emotional literacy of pupils	*Education Endowment Foundation Teaching and Learning Toolkit - Social and Emotional* **Key Findings – Social and Emotional Learning** 1. Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. 2. The studies in the Toolkit focus primarily on academic outcomes, but it is important to consider the other benefits of SEL interventions. Being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to reading or maths scores. 3. Targeted approaches to SEL learning seem to have greater impacts on average. 4. The evidence indicates that there is particular promise for approaches that focus on improving social interaction between pupils.	3, 4

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

Budgeted cost: £ 5,956

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group maths tutoring provided by class teacher after school	*Education Endowment Foundation Teaching and Learning Toolkit – 1 to 1 tuition* **Key Findings – One to One Tuition** 1. On average, one to one tuition is very effective (+5 months) at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas. 2. Tuition is more likely to make an impact if it is additional to and explicitly linked with normal lessons. 3. One to one tuition can be expensive to deliver, particularly when delivered by teachers. Approaches that either deliver instruction through teaching assistants or in small groups rather than one to one have smaller positive effects (+4 months), on average, but may be a cost-effective solution to providing targeted support. 4. For one to one tuition led by teaching assistants, interventions are likely to be particularly beneficial when the teaching assistants are experienced, well-trained and supported – for example, delivering a structured intervention.	1, 2
Small group English tutoring provided by class teacher before school		1, 2

Employment of additional teacher to work alongside class teachers in KS1	*Education Endowment Foundation Teaching and Learning Toolkit – Group tuition / Phonics* **Key Findings – Small Group Tuition** 1. Small group tuition has an average impact of four months' additional progress over the course of a year. 2. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support. 3. One to one tuition and small group tuition are both effective interventions. However, the cost effectiveness of teaching in small groups indicates that greater use of this approach may be worthwhile. 4. Providing training to the staff that deliver small group support is likely to increase impact. 5. Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds, and should be considered as part of a school's pupil premium strategy. **Key Findings - Phonics** 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. 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. 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). 4. Phonics improves the accuracy of the child's reading but not necessarily their comprehension. It is important that children are successful in making progress in all aspects of reading including comprehension, the development of vocabulary and spelling, which should also be taught explicitly.	1, 2, 4

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

Budgeted cost: £ 1,950

Activity	Evidence that supports this approach	Challenge number(s) addressed
Financial support to enable pupils to participate in residential visits	*Education Endowment Foundation Pupil Premium Guide* The Education Endowment Foundation Pupil Premium Guide suggests that a range of wider approaches, which may not be measured through pupils' academic attainment or progress are equally important in the tiered model of delivery. We believe that addressing the financial stresses faced by some of our families by supporting pupils' attendance on residential visits and their access to the internet for homework and remote learning are key to the self-esteem and confidence of our pupils. Evidence as to the success of this strand is seen in the presentation and confidence of pupils.	3, 4, 5
Financial support to boost pupils' engagement with after-school sports clubs		3, 4, 5
Providing laptops during school closures to those families with little or no access to computers at home		1, 5

Total budgeted cost: £ 18,475

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.

The vast majority (7 out of 13 pupils) of our pupils who are eligible for Pupil Premium Grant funding were in Year 6. These pupils made good progress from their SATs scores in Year 2.

Pupils who are eligible for the Pupil Premium grant made good progress from starting points. They received appropriate support to promote their social, emotional and mental health, through individual and small group interventions with trained Teaching Assistants. Pupils were also fully included in residential visits, where the cost of this might otherwise have meant they were unable to participate.

Almost 40% of our pupils eligible for PPG were also on our SEND register. Pupils who didn't also have special educational needs attain well, broadly in line with other pupils in school. The support and additional interventions for these pupils had a very positive effect on both their progress and attainment.

Those pupils eligible for PPG and on our SEND register also made effective progress from their starting points with the vast majority of pupils working at or just below age related expectations.

Externally provided programmes

Programme	Provider
n/a	n/a