

Pupil premium strategy statement – Stoke Heath Primary 22/23

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	416 (excl N)
Proportion (%) of pupil premium eligible pupils	40%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	22/23
Date this statement was published	Nov 22
Date on which it will be reviewed	Oct 23
Statement authorised by	Louise Kelman
Pupil premium lead	Danielle Craig
Governor / Trustee lead	Nick Mort

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£212,570
Recovery premium funding allocation this academic year	£22,040
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</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>	£234,610

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker or who are young carers. The activities we have outlined in this statement are also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils 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.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Our Objectives:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils in Statutory Assessments and in internal assessments.
- For all disadvantaged pupils in school to make accelerated progress in all key stages.

Achieving These Objectives:

We have chosen the classroom approaches and intervention programmes that research shows work: <http://educationendowmentfoundation.org.uk/toolkit/>

Stoke Heath Primary is committed to meeting the needs of every pupil at the school and providing the best possible education for all and this is reflected in our vision. We have high aspirations and expectations for every single pupil, whatever their needs, abilities or background, and teach a creative, inclusive, and enriched curriculum that helps every child reach his or her potential.

Our vision

We are Stoke Heath! Our community supports and grows together. We celebrate our diversity and promote equality.

We are all learners who are inclusive, honest and respectful.

Together, we strive to fulfil our potential and make a positive contribution to society.

At Stoke Heath, we work hard to ensure that a child's individual challenges are addressed and monitored so that every child makes progress, both academically and emotionally. 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 circumstances that prevent children from flourishing. Therefore, we use our pupil premium funding to engage in a range of strategies to issue challenge at an appropriate level and provide support to overcome barriers to learning. All pupils are highly valued and respected at Stoke Heath and are supported by dedicated, skilled and motivated teachers and support staff. We are developing a rich and varied curriculum, which aims to make an exceptional contribution to pupils' outcomes so that children are engaged and achieve exceptionally well.

Our values

Strengthening our vision sit our school values, which underpin all aspects of our school life. They are:

- We are learners – we want to achieve
- We are inclusive – we treat everyone equally
- We are honest – we tell the truth
- We are respectful – we think about everyone's feelings, safety and rights

When thinking about our PP pupils, teachers ensure the first 2 values are met by providing teaching and learning opportunities meet the needs of all pupils and ensuring appropriate provision is made for pupils who belong to vulnerable groups and that their needs are adequately assessed and addressed.

We recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. Therefore, we will ensure our pupil premium funding supports any pupil or group that meets the disadvantaged criteria.

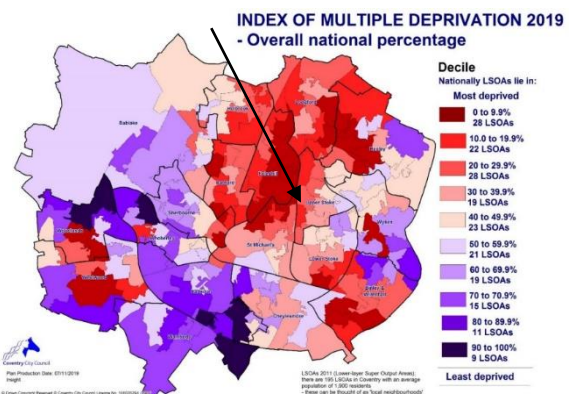
Context

The IDSR released Oct 2022 states “The school location deprivation indicator was in quintile 5 (most deprived) of all schools. The pupil base is in quintile 5 (most deprived) of all schools in terms of deprivation.”

This means a large proportion of our families are receiving universal credit and live below the poverty line. We have a lot of “working poor”, typically doing minimal wage jobs on 0 hours contracts, who earn too much to be eligible to be PP but are struggling on a daily basis to provide food, heating and clothing for their families.

We also have a large percentage of our school population who have English as an Additional Language. Currently 48% of our pupils on role are EAL with over 50 different languages being spoken at home across the school. Many of our children only speak English at school and this impacts their learning as they have limited access to spoken and written language.

35% of our PP pupils also have additional SEND needs.



Challenges

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

Challenge number	Detail of challenge
1	Poor progress and attainment amongst disadvantaged pupils at all key stages in both internal and external assessments
2	Low baseline attainment on entry to EYFS for new to Stoke Heath children
3	Poor attendance, persistent absence and punctuality among disadvantaged children
4	Chaotic family lives, low aspirations, lack of role models, parents unable/unwilling to support with learning
5	SEMH needs – low confidence and self-esteem, poor resilience, vulnerable
6	Limited life experiences and life chances

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
Attainment of disadvantaged students in all Statutory Assessments to improve and be sustained	<p>Accelerated progress amongst disadvantaged pupils</p> <p>Attainment to improve from most recent data: EYFSP (GLD), KS1, KS2(EXS and GD)</p> <p>Attainment to be in line with national figures: EYFSP (GLD), KS1, KS2(EXS and GD)</p>
Attainment of disadvantaged students in all internal assessments to improve and be sustained	<p>Accelerated progress amongst disadvantaged pupils</p> <p>Attainment to improve from most recent data</p> <p>Attainment to be in line with national figures for end of key stage</p>

<p>Attendance of disadvantaged pupils to improve and be sustained</p>	<p>Attendance for disadvantaged pupils to meet school target (96.2%)</p> <p>Persistent Absentee attendance to improve as currently 56% of persistent absences (last year) are PP</p> <p>Disadvantaged pupils' punctuality to improve</p>
<p>Children's SEMH needs are met and interventions improve their life chances</p>	<p>Accurate identification of SEMH needs</p> <p>Clear pathways of support</p> <p>Accurate record-keeping</p> <p>Internal and external staff deployed strategically</p> <p>Effective interventions identified, carried out and evaluated</p> <p>Capacity adequate to meet needs of all pupils</p>
<p>Cultural capital of disadvantaged children improved</p>	<p>All disadvantaged pupils have the same experiences as non-disadvantaged pupils in school</p> <p>Extra experiences available for disadvantaged pupils</p> <p>Disadvantaged pupils targeted to ensure they take part in clubs and experiences</p> <p>Wide variety of experiences offered</p>
<p>Families able to support their children with school</p>	<p>Accurate identification of needs within the community</p> <p>Foodbank to support families living in food poverty</p> <p>Workshops targeted to support areas of need</p> <p>Capacity adequate to meet needs of families</p> <p>Links with external organisations</p>

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: £ £95,090

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional teachers around the team to provide extra capacity that can be directed where needed £37,072	School leaders should develop effective teams of teachers and TAs, who understand their complementary roles in the classroom. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	1, 2
Additional support staff provide extra capacity that can be directed where needed £26,960		
Teacher/TA CPD and in-class support from Teaching and Learning lead/External T&L consultant with a focus on quality-first teaching £3150	Supporting high quality teaching is pivotal in improving children's outcomes. Research tells us that high quality teaching can narrow the disadvantage gap. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	
Employment of lead practitioners to support the development of consistent QFT £12,600		
1:1 support for individual children £15,307	Research has found that disadvantaged pupils have been worst affected by the impact of the pandemic. It is therefore more important than ever that school strategies focus on support for disadvantaged pupils. https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium	1, 2, 3, 4, 5, 6

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

Budgeted cost: £ 59,074

Activity	Evidence that supports this approach	Challenge number(s) addressed
Specialist phonics teacher for interventions £17,565	Tuition targeted at 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) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1, 2, 4
Extra capacity among leadership to support EAL and SEN provision £2,107		
Identified children to receive small group tutoring via NTP £39,402		

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

Budgeted cost: £ 80,439.90

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increase capacity of Families Team to be able to manage attendance effectively £2,674	Embedding principles of good practice set out in the DfE's Improving School Attendance advice.	3
Increase capacity of Family Team to be able to support families e.g. housing, debt, food, emotional needs, engagement with services £28,271	Offer more sustained and intensive support where needed https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents	4
Increase capacity of Family Team to be able to support children in school £14,123	Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.	5

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	
Ensure all children have something to eat in the morning £1000	The rationale for this intervention is that addressing pupil hunger may lead to improvements in concentration and behaviour in the classroom, fewer absences from school, and ultimately improvements in pupil attainment. https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast	4, 5
Employment of external services to support SEMH for targeted children £5265	Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	5
Employing extra staff to support children at lunch to help with their social development £1371.60		
Employment of staff member to lead Enrichment via SH60 and Outdoor learning to widen life experiences £4065	Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning	6
PP children to take part in all trips, visits and clubs as well as have the opportunity to have extra experiences £8516	Developing an aspirational culture for all. Linked to John Hattie – Collective Teacher Efficacy.	6
PP children to have access to musical instrument tuition £3510		
Funds available to provide PP children with uniform, PE kit, coats and shoes if needed £1000	Offer more sustained and intensive support where needed https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents	4

Cover running costs of foodbank to support local community £200		
Cover emergency access to wraparound care for PP children when needed £1000		
Formation of a PP Champion team to raise profile, identify specific barriers and plan ways to overcome them for PP children £9445	Research has found that disadvantaged pupils have been worst affected by the impact of the pandemic. It is therefore more important than ever that school strategies focus on support for disadvantaged pupils. https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium	1-6

Total budgeted cost: £ 234,610

Part B: Review of the previous academic year 21/22

Outcomes for disadvantaged pupils

<p>There is a gap between the attainment and progress of disadvantaged children compare to non-disadvantaged children in all year groups. Reception, Year 3, Year 4, Year 5 – disadvantaged children achieving less in terms of progress and attainment Year 1 - disadvantaged children making better progress in reading and maths Year 2 - no gap between the two groups for GDS (all subjects) or writing progress Year 6 – no gap in progress from KS1 between the two groups.</p> <p>When compared to national attendance data available of FFT, our PP attendance is better in all categories.</p> <p>The formation of a PP champion team has increased the focus on PP provision and they are drilling down carefully to understand the specific barriers our PP children face before putting actions in lace to help mitigate these.</p> <p>The school took place in an audit from “Cost of the School Day” run by the Child Poverty Action Group. This looked at the impact of school on families from a financial viewpoint and was very positive about the school. The few areas of development identified are being actioned.</p> <p>We have increased capacity within our Family Team, however, the current national and global situation means that the needs of families are constantly increasing.</p> <p>We have identified a number of families who are categorised as “No recourse to public funds” and registered them as such.</p>

Intended outcome	Success criteria	Evaluation
Attainment of disadvantaged students in all Statutory Assessments to improve and be sustained	Accelerated progress amongst disadvantaged pupils Attainment to improve from most recent data: EYFSP (GLD), KS1, KS2(EXS and GD) Attainment to be in line with national figures: EYFSP (GLD), KS1, KS2(EXS and GD)	Not met
Attainment of disadvantaged students in all internal assessments to improve and be sustained	Accelerated progress amongst disadvantaged pupils Attainment to improve from most recent data Attainment to be in line with national figures for end of key stage	Not met
Attendance of disadvantaged pupils to improve and be sustained	Attendance for disadvantaged pupils to meet school target (96.2%)	Not met – context available

	Persistent Absentee attendance to improve Disadvantaged pupils' punctuality to improve	Met Met
Children's SEMH needs are met and interventions improve their life chances	Accurate identification of SEMH needs Clear pathways of support Accurate record-keeping Internal and external staff deployed strategically Effective interventions identified, carried out and evaluated Capacity adequate to meet needs of all pupils	Met Significant progress Met Met Significant progress Met
Cultural capital of disadvantaged children improved	All disadvantaged pupils have the same experiences as non-disadvantaged pupils in school Extra experiences available for disadvantaged pupils Disadvantaged pupils targeted to ensure they take part in clubs and experiences Wide variety of experiences offered	Met Significant progress Not met Met
Families able to support their children with school	Accurate identification of needs within the community Foodbank to support families living in food poverty Workshops targeted to support areas of need Capacity adequate to meet needs of families Links with external organisations	Met Met Met Met Met

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
n/a	n/a