

Pupil premium strategy statement – Stoke Heath Primary 23/24

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	419 (excluding N)
Proportion (%) of pupil premium eligible pupils	44%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	23/24
Date this statement was published	Nov 23
Date on which it will be reviewed	Oct 24
Statement authorised by	Louise Kelman
Pupil premium lead	Jenny Shepherd
Governor / Trustee lead	Nick Mort

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£237,935
Recovery premium funding allocation this academic year	£23055
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>	£260,990

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

	2021	2022	2023
School number on roll	Well above average 483	Well above average 497	Well above average 510
School % FSM	Above average 33	Above average 38	Well above average 42
School % SEND support	Close to average 13	Well above average 21	Well above average 22
School % EHC plan	Below average 1.2	Close to average 1.8	Below average 1.2
School % EAL	Well above average 51	Well above average 48	Well above average 44
School % stability	Below average 75	Below average 76	Below average 73
Pupil base deprivation	Well above average	Well above average	Well above average
School location deprivation	Well above average	Well above average	Well above average

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 (95.1%)</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 £85,947

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional teacher around the team to provide extra capacity that can be directed where needed.	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		
Teacher/TA CPD and in-class support from Teaching and Learning lead/External T&L consultant with a focus on quality-first teaching	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 practitioner to support the development of consistent QFT		
1:1 support for individual children	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: £77,228

Activity	Evidence that supports this approach	Challenge number(s) addressed
Specialist phonics teacher for interventions	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		
PP Lead to provide targeted intervention and in class support for PP children in Years 5 and 6.		
PP Lead to monitor data and ensure academic support is targeted effectively.		

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

Budgeted cost: £97,835

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increase capacity of Families Team to be able to manage attendance effectively	Embedding principles of good practice set out in the DfE's Improving School Attendance advice.	3
Attendance Lead to monitor PP attendance and ensure interventions are targeted effectively.	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	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	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
Ensure all children have something to eat in the morning	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	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		
Employment of staff members to lead Enrichment via SH60 and Outdoor learning to widen life experiences	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	Developing an aspirational culture for all. Linked to John Hattie – Collective Teacher Efficacy.	6
Funds available to provide PP children with uniform, PE kit, coats and shoes if needed	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		
Cover emergency access to wraparound care for PP children when needed		
Re-organisation of PP Champion team to raise profile, identify specific barriers and plan ways to overcome them for PP children.	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: £ 261,009

Pupil premium review 22-23

Years 1-6

The percentage of disadvantaged children who have reached the expected standard is lower than that for non-disadvantaged children in all subjects and year groups. In many cases, the gap is significant.

The percentage of disadvantaged children who are 'Working Above' is also lower compared to non-disadvantaged children in all subjects and year groups, except in Year 4 writing.

In most year groups and subjects, the percentage of disadvantaged children making at least expected progress is lower than non-disadvantaged children.

However, there are some exceptions.

Y1 – reading

Y3 – grammar

Similarly the percentage of disadvantaged children making better than expected progress is lower than non-disadvantaged children, with the following exceptions:

Y1 – reading

Y3 – grammar

Year 4 – reading and maths

Year 5 – writing and maths.

At the end of EYFS, the percentage of disadvantaged pupils reaching a 'Good Level of Development' was very close to the national figure for all pupils. (65% compared to the national figure of 67%)

Attendance for disadvantaged pupils was 92.9% and 94% for non-disadvantaged. The percentage of persistent absentees who are disadvantaged rose slightly from 56% to 58%.

Late marks for disadvantaged children fell slightly from the previous year (2.28% to 2.24%).

Capacity has again been increased within the Families Team and the Family Centre is being used for an increasingly wide range of community events and courses. Outdoor learning sessions are available to disadvantaged children across the school. Practical help, such as clothing and food, is offered to all disadvantaged families

Last year, 77 different clubs were offered to children across the school. 62.5% of PP children attended at least one club.

