



# Stoneydelph Primary School

## Pupil Premium Strategy Statement 2022-25

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Stoneydelph Primary School
Number of pupils in school	327
Proportion (%) of pupil premium eligible pupils	46.8% (111)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-23 <b>2023-24</b> 2024-25
Date this statement was published	01.12.22
Date on which it will be reviewed	10.9.22
Statement authorised by	E. Parsons
Pupil premium lead	E. Parsons
Governor / Trustee lead	D. Dodd (governor)

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£159,080 (£147,272 22/23)
Recovery premium funding allocation this academic year	£16,240 (£16,095 22/23)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

## 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 (including children who are looked after) to achieve that goal, including progress for those who are already high attainers.

Quality first 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.

We are also committed to improving the emotional well-being of our pupils as this has proven to be a barrier to learning in the past. This strategy sets out how we will identify the emotional and mental health needs of our pupils and how the pupil premium and recovery grant will be used to support this.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment.

- ensure disadvantaged pupils are challenged in the work that they're set and high expectations are set for all pupils, even those already achieving high standards
- act early to intervene at the point need is identified (half termly pupil progress meetings and weekly SLT meetings to raise concerns)
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- prioritise the emotional health and well-being of all pupils
- raise aspirations for our disadvantaged pupils

## Challenges

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

Challenge number	Detail of challenge
1	<p>Progress and attainment in maths</p> <p>Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations in maths. <b>Y6 SATS data July 2022 41% reaching expected standard. Y2 data July 2022 60% reached expected standard for all pupils.</b></p>
2	<p>Progress and attainment in reading</p> <p>Our assessments and observations indicate that partial school closures has resulted in gaps in phonics knowledge. This is having an impact on how quickly our pupils learn early reading skills and reading fluency is not as developed as it should be. <b>Phonics screening check and Y6 data in July 2022 was lower than previous years and significantly below national for all pupils.</b></p>
3	<p>Progress and attainment in writing</p> <p>Pupil's handwriting and writing stamina has been greatly affected by partial school closures and writing data is well below usual standards in some year groups.</p>
4	<p>Emotional health and well-being of pupils</p> <p>During partial school closures, there has been a greater decline in the emotional health of disadvantaged pupils. Access to support services is more challenging and there is an increase in the therapeutic provision that we need to offer to the pupils. Currently emotional health is a barrier to learning for some of our disadvantaged pupils and our well-being surveys and mental health check-ins with our pupils have demonstrated an increase in pupils who are struggling with their emotional and mental health.</p>
5	<p>Resources for disadvantaged pupils to access (eg: technology, books etc)</p> <p>Our evidence has demonstrated that our disadvantaged pupils do not have access to books to read at home, they also do not attend the library to access books. During isolation periods, some of our disadvantaged pupils don't have computers to access remote learning.</p>
6	<p>Access to wider curriculum enrichment for disadvantaged pupils</p> <p>Our parent surveys have demonstrated that many of our disadvantaged pupils were not accessing extra-curricular clubs or trips/visits due to parent financial difficulties. This was creating a barrier for learning but also not enriching their curriculum or providing aspirational opportunities for them.</p>
7	<p>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.</p>

8	Our attendance has declined below target as a result of covid absenteeism and anxiety amongst parents regarding the virus. This has impacted on persistence absence rates for two families in particular.
---	---

## 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
Progress and attainment in maths will be good for all pupils relative to their starting point	<p>100% of pupils will make good progress through the curriculum in maths dependent on their starting point (by July 2024)</p> <p>75% of pupils will reach expected standard in maths by the end of KS2 (by July 2024) versus 50% who met expected standard in July 2023</p>
Progress and attainment in reading Our assessments and observations indicate that partial school closures has resulted in gaps in phonics knowledge. This is having an impact on how quickly our pupils learn early reading skills and reading fluency is not as developed as it should be.	<p>100% of pupils will make good progress through the curriculum in reading dependent on their starting point (by July 2024)</p> <p>100% of pupils will make progress in word reading scores (by July 2024)</p> <p>100% of pupils will reach expected standard in reading by the end of KS2 (by July 2024) versus 88% who met expected standard in July 2023</p> <p>80% of Year 1 pupils will reach expected standard in their phonics screening check (by July 2024) versus 70% who met expected standard in July 2023</p>
Progress and attainment in writing Pupil's handwriting and writing stamina has been greatly affected by partial school closures and writing data is well below usual standards in some year groups.	<p>100% of pupils will make good progress through the curriculum in maths dependent on their starting point (by July 2024)</p> <p>85% of pupils will reach expected standard by the end of KS2 (by July 2024) versus 75% who met standard in July 2023</p>
Emotional health and well-being of pupils will be assessed regularly and highly skilled staff will identify emotional and mental health needs and provide a wide range of support.	<p>Termly mental health check-ins will identify priority children to receive targeted specific support.</p> <p>Classroom practise and whole school initiatives will demonstrate improvement in children's mental health</p> <p>Pre and post intervention assessments will demonstrate that children are developing their skills in recognising and managing their emotional mental health.</p> <p>Reduction in the number of negative behaviour/emotional mental health incidents logged on My Concern</p>
Speech and language will improve and pupils in EYFS and KS1	<p>% of EYFS pupils reaching expected standard in speaking and listening will increase</p> <p>Good standards of oral spoken language will be event across the school</p>

<p>To achieve and sustain improved attendance for all pupils, particularly disadvantaged pupils.</p>	<p>Sustained high attendance from 2023/25 demonstrated by: The majority of disadvantaged pupils achieving an attendance of 96% or above. Disadvantaged persistent absentees reduces.</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: ~~£114,124~~ £116,257

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>SALT small group sessions with HLTA 3 x 30 mins, 12 weeks</p> <p>£15 per hour</p> <p>=£270 per term</p> <p>X 3 terms = £810 + £50 resources</p> <p>Cover costs approx. £500</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>Challenge 7</p>
<p><b>Purchase of standardized diagnostic assessments used in 2022/23</b></p> <p><b>Training for staff to ensure assessments are interpreted and administered correctly.</b></p> <p><b>£3,000</b></p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	<p>Challenge 1, 2, 3</p>
<p>To provide additional support for PP SEN pupils with specific targeted interventions in reading writing and maths TA support across the school</p> <p><b>4 days weekly in Y3/4</b></p> <p>- <b>Code-X completed July 2023</b></p> <p>-pre-teaching sessions to introduce new concepts following baseline assessments</p> <p>-1:1 reading</p> <p>- Class support</p> <p>Yr R TA £26,162</p> <p>KS1 £27,091</p> <p>LKS2 TA £26,597</p>	<p>Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver.</p> <p><a href="#">Education Endowment Foundation   EEF</a></p>	<p>Challenge 1, 2, 3</p>

UKS2 TA £24,514		
Nelson handwriting scheme <b>set up including resources £2,000</b> License fee £533 pa	Hand writing scheme implemented and used for consistency across the school	Challenge 3
Educational Psychologist assessments <b>£3,000</b> £10,000	Educational Psychologist bought in services to provide high quality assessment for SEN PP children in order to support EHCP process.  Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:  <a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a>	Challenge 1, 2, 3

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

Budgeted cost: **£ 14,553 (Paid for by Catch-up school led tutoring premium)** £16,240

Activity	Evidence that supports this approach	Challenge number(s) addressed
Tutoring <b>2 x tutors</b> <b>One tutor for Year 5 and one for Year 3/4</b> <b>3 x hours per week in group of 1:3</b>  <b>Up to end of Spring Term 23</b>  To be updated in line with the needs of the children 23/24	The National Tutoring Programme (NTP) supports schools by providing access to high-quality tutoring to help pupils whose education has been affected by the Covid-19 pandemic. <a href="#">Evidence</a> shows that tutoring can boost progress by up to five months, with extensive evidence showing that tutoring is one of the most effective tools to support learning and accelerate pupil progress.	Challenge 1, 2, 3

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

Budgeted cost: £ 42,823

Activity	Evidence that supports this approach	Challenge number(s) addressed
School Liaison Officer Attendance, family support, <b>£10,926</b> £27,477.80	Increased attendance supports improved progress and attainment of pupils. Barriers for learning from family issues are addressed pro-actively and pupils are ready for learning.	Challenge 8
School Liaison officer providing Nurture groups, Therapeutic direct work (drawing and Talking therapy) 1:1 mental health support Small group therapy session	Provides a highly effective person-centred therapeutic playwork approach, this tier 1-2 intervention is intended to complement rather than replace the work of CAMHS, art or other specialist therapists; enabling children who would otherwise go untreated to get the help they need before problems become entrenched.	Challenge 4
<p style="color: red;">To provide specialized behavior provision to support behavior</p> <p style="color: red;">Attendance at Cornerpost 3 days weekly</p> <p style="color: red;">£50 per day Autumn term £4250</p> Completed 27 <sup>th</sup> October 23	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g. improved academic performance, attitudes, behaviour and relationships with peers): EEF_Social_and_Emotional_Learning.pdf (educationendowmentfoundation.org.uk)	Challenge 4
Nurture room provision (TA led)  £1000	Nurture room to be refurbished and resources provided to establish nurture provision for all year groups.	Challenge 4
CORDS Mental Health Monitoring System Free	Mental Health Monitoring system to give more insight, visibility and confidence in delivering a whole school approach to mental health and wellbeing	Challenge 4
Trained ELSA in school Annual subscription cost £250		Challenge 4



<p>Additional cost budget £500 Delivered for 6 hours per week @ £12.80p/h £2,995.20 pa</p>		
<p>Forest School <b>£3000 resources and training 22/23</b>  £6000 resources and training</p>	<p>Research demonstrates that children learn through doing, and/or highlighted the importance of children's connection with the natural world. Froebel emphasised the importance of children's play as 'the highest level of child development. It is the spontaneous expression of thought and feeling'. Forest School recognises play as an integral part of learning and development through its learner-centred processes.</p>	<p>Challenge 4</p>
<p>Animal therapy  School pets and supplies £1000</p>	<p>The interaction with animals, decreases distress and improves mood. The effects of animal therapy are measurable, as seen by an increase in the release of endorphins in the person interacting with the animal. Endorphins are brain chemicals that are released and make you feel good.</p>	<p>Challenge 4</p>
<p>Drawing and Talking Therapy Training and resources £500 + £100 annual membership subscription</p>	<p>Drawing and Talking technique is a safe and easy to learn short term, time-limited therapy to be used with anyone (age 5+) who has suffered trauma or has underlying emotional difficulties. It supports those who are not realising their full potential either academically, professionally or socially. After completion of Drawing and Talking Therapy, children are more able to control their behaviour, better able to access an academic curriculum and most importantly have higher self-esteem; this allows them to thrive in the world around them.</p>	<p>Challenge 4</p>
<p>Funding to disadvantaged pupils to attend curriculum enrichment opportunities, sports clubs, trips visits and residential £3000 approx.</p>	<p>The EEF, think enriching education has intrinsic benefits. All children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education. This raises aspirations, self-esteem and cultural capital,</p>	<p>Challenge 6</p>
<p>To become a RADY (Raising Attainment for Disadvantaged</p>	<p>To provide an equitable approach, resulting in improved outcomes for disadvantaged youngsters. To ensure</p>	<p>Challenge 1 - 8</p>

Updated 6<sup>th</sup> December 2023

Youngsters) Beacon School	that RADY becomes a sustainable approach that is embedded into the school culture to increase the attainment of our disadvantaged youngsters.	
---------------------------	---	--

**Total budgeted cost: £ 175,320.00**

## 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 2022 - 2023 academic year.

Improved phonics attainment among disadvantaged pupils for the academic year 2022-2023.

Phonics screening outcomes show that our Year 1 pupils were scoring below national average- in June 2022 (50% pass rate) compared to 75% nationally but improved in 2023 (70% pass rate)

Giving the children the best possible start in Nursery and Reception will enable us to make the progress required for pupils to reach the Year 1 proficiency levels required to pass the PSC and embed the new scheme. Continued staff development and rigorous overview of teaching, learning and assessment will enable us to achieve this goal. This specifically looks like.

- Weekly coaching delivered by Phonics Lead and Assistant Head- informed by data.
- Rigorous, accurate and timely assessment of pupil knowledge to inform grouping and planning.
- Homogenous grouping to teach to specific knowledge level.
- Post teaching and 1:1 Intervention for the lowest 20% and SEND pupils.
- Parental links and resources sent home to support learning at home with the aim of recall.
- Children take home books matched to their phonic ability.
- Phonics lessons to start in nursery with Base 1 sounds

Improved end of KS2 attainment for disadvantaged pupils.

#### Reading

- Attainment improved from last year from 56% to 88% meeting expected standard.
- 34% reached higher standard in 2023 compared to 18% in 2022
- Highest reading attainment results over past 6 years
- Progress -0.6 which has improved from -2.2 last year
- Girls progress data stronger than boys but no significant difference (0.3 girls, -1 boys)
- SEN progress very strong 3.2
- Pupil Premium pupils outperform non-PP (94% reached expected standard compared to 79% of non-PP)

#### Maths

- Attainment improved from last year from 41% to 50% meeting expected standard.
- 13% reached higher standard in 2023 compared to 3% in 2022
- Highest maths attainment results over past 6 years
- Progress -4.2 which has improved from -6.9 in 2022
- SEN progress is good -0.6
- Pupil Premium pupils outperform non-PP (56% reached expected standard compared to 43% of non-PP)
- Low prior attainment group progress is improved from last year -0.1 compared to -4.1 in 2022

- Medium and High prior attainment group progress is improved from last year -4.9 and -5.3 respectively compared to -7.9 and -7.2

### Writing

- Attainment improved from last year from 65% to 75% meeting expected standard.
- Progress -2.5 which has improved from -3.1 in 2022
- Girls progress data is stronger than boys (-1.8) but only 10 girls in cohort compared to 22 boys. Boys progress -2.8
- Pupil Premium pupils outperform non-PP (78% reached expected standard compared to 71% of non-PP)
- Low prior attainment group progress is improved from last year -0.4 compared to -3.4 in 2022
- Medium prior attainment group progress is improved from last year -2.0 compared to -4.1

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
National Tutoring Programme 22/23	
TTRockstars	

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	NA
What was the impact of that spending on service pupil premium eligible pupils?	NA

## Further information (optional)

Please also refer to Stoneydelph's SEND policy for each of the four areas of needs stipulated in the SEND Code of Practice as Stoneydelph's offer includes support for disadvantaged pupils in all four areas.

<https://www.stoneydelph.staffs.sch.uk/web/policies/582557>