



Stoneydelph Primary School

Pupil Premium Strategy Statement 2021-22

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	246
Proportion (%) of pupil premium eligible pupils	44%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-22 2022-23
Date this statement was published	8.11.21
Date on which it will be reviewed	20.07.22
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	£143, 190
Recovery premium funding allocation this academic year	£13,775
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

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.</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.</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	<p>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.</p>

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 2023)</p> <p>75% of pupils will reach expected standard in reading by the end of KS2 (by 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 2023)</p> <p>100% of pupils will make progress in word reading scores (by July 2023)</p> <p>75% of pupils will reach expected standard in reading by the end of KS2 (by July 2023)</p> <p>78% of Year 1 pupils will reach expected standard in their phonics screening check (by 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 2023)</p> <p>75% of pupils will reach expected standard by the end of KS2 (by 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>
To achieve and sustain improved attendance for all pupils, particularly disadvantaged pupils.	<p>Sustained high attendance from 2023/25 demonstrated by:</p> <p>The majority of disadvantaged pupils achieving an attendance of 96% or above.</p> <p>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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>SALT small group sessions (Chatterbugs) 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>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	7
<p>Purchase of standardized diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p> <p>£3,000</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>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	Challenge 1, 2, 3
<p>To provide additional support for PP SEN pupils with specific targeted interventions in reading writing and maths TA support 4 days weekly in Y3/4</p> <p>-Code X</p> <p>-pre-teaching sessions to introduce new concepts following baseline assessments</p> <p>-Freshstart (4 hours per week)</p> <p>-Handwriting & Spelling support (2 hrs per week)</p> <p>-1:1 reading</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>Education Endowment Foundation EEF</p>	Challenge 1, 2, 3

<p>-Maths class support (5 hrs per week) Y3 TA £17,472 Y5 TA £19,824 Y1/2 TAs Full time £16,000 Part time £24,400 EY/Y1/Y2 TA £15,179 Y4 TA £15,389</p>		
<p>Refurbish Library and update books for both KS1 and KS2 fiction and non-fiction to allow every child to have a reading book</p> <p>£1500</p>	<p>The reading and writing of Standard English, alongside proficient language development, is the key to unlocking the rest of the academic curriculum. Pupils who struggle to read struggle in all subjects and the wonders of a knowledge-rich curriculum passes them by unread. Fluency of reading is also a key indicator for future success in further education, higher education and employment.</p> <p>DFE reading framework https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1000986/Reading_framework_Teaching_the_foundations_of_literacy_-_July-2021.pdf</p>	<p>Challenge 2</p>
<p>Code X resources needed for intervention</p> <p>£3000</p>	<p>Evidence of impact: Exeter University* found that after 8 to 10 weeks on the Project X CODE intervention: Pupils made an average gain of 6.8 months in sentence reading age Pupils made an average gain of 8.7 months in phonics age Pupils made an average gain of 30% in comprehension scores</p>	<p>Challenge 2</p>
<p>Educational Psychologist assessments</p> <p>£3000</p>	<p>Educational Psychologist bought in services to provide high quality assessment for SEN PP children in order to support EHCP process.</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>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	<p>Challenge 1, 2, 3</p>

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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Tutoring 2 x tutors One tutor for Year 5 and one for Year 3/4 3 x hours per week in group of 1:3 Up to end of Spring Term	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. Evidence 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: £ 33, 382

Activity	Evidence that supports this approach	Challenge number(s) addressed
School Liaison Officer Attendance, family support, £10,926 check	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>To provide specialised behaviour provision to support behaviour</p> <p>Attendance at Cornerpost 2 days weekly</p> <p>£50 per day Autumn term £4250</p>	<p>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):</p> <p>EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)</p>	<p>Challenge 4</p>
<p>Nurture room provision (TA led)</p> <p>£1000</p>	<p>Nurture room to be refurbished and resources provided to establish nurture provision for all year groups.</p>	<p>Challenge 4</p>
<p>Well-Being check-ins for all pupils each term</p> <p>£2280 (4 days per term x 3 terms)</p>	<p>Supply cover provided for teachers to hold 1:1 wellbeing conversations with every pupil every term.</p> <p>Pupils targeted for support and nurture groups allocated.</p>	<p>Challenge 4</p>
<p>Forest School set up</p> <p>£3000 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</p> <p>School pets and supplies</p> <p>£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</p> <p>£500</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</p>	<p>Challenge 4</p>

	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.	
Funding to disadvantaged pupils to attend curriculum enrichment opportunities, sports clubs, trips visits and residential £2000 aprox	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,	Challenge 6

Total budgeted cost: £ 156, 006

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 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

Please refer to our school website for previous year' Pupil Premium Strategy and outcomes:

https://www.stoneydelph.staffs.sch.uk/web/pupil_premium/582559

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	ABC Teachers through National Tutoring Programme
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>