



Stoneydelph Primary School

Pupil Premium Strategy Statement 2022-25

This statement details our school's use of pupil 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	238 (327 23/24)
Proportion (%) of pupil premium eligible pupils	47.4% (113) (46.8% 111 23/24) (48% 22/23)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2022-23 2023-24 2024-25
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	E Parsons
Pupil premium lead	S Garlick
Governor / Trustee lead	D Dodd

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£165,893.20 (£159,080 23/24) (£147,272 22/23)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0 (£16,240 23/24) (£16,095 22/23)
Total budget for this academic year	£0

Updated Dec 2024

<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>	
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Part A: Pupil premium strategy plan

Statement of intent

All pupils, irrespective of their background or the challenges they face, will make good progress and achieve high attainment across the curriculum. 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 to ensure that they continue to be high attainers throughout their education.

Quality first teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils receive 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 grant will be used to support this.

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, including those already achieving high standards
- identify patterns (profile, predict, prevent) to be able to intervene as soon as possible (half termly pupil progress meetings and weekly SLT meetings to raise concerns)
- adopt a whole school approach, supported by RADY, 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>With measures that we have and continue to put in place, the gaps in attainment between PP and non-PP children have been reducing in size; they are beginning to fall in line with national average.</p>
2	<p>Progress and attainment in reading</p> <p>Many children, particularly PP children, enter school with poor early language skills, this is having an impact on how fluently our pupils are able to read; fluency is not as developed as it should be. Formal assessments and observations identify gaps; this is acted on through pupil progress meetings. Any PP child, who requires further support or intervention to aid academic progress, will receive it.</p> <p>Phonics screening check for 2024 show 73.3% PP v 92% non PP achieved phonics screening check.</p> <p><i>Y6 SATS data July 2024 74%PP v 100% non PP achieved expected standard in reading</i></p>
3	<p>Progress and attainment in writing</p> <p>Pupil's handwriting and writing stamina was greatly affected by partial school closures and writing data is below usual standards in some year groups.</p> <p>We are working on closing these gaps and putting provisions in place to be in line with national average.</p> <p><i>Y6 SATS data July 2024 62% PP v 88% Non PP achieving expected standard</i></p>
4	<p>Emotional health and well-being of pupils</p> <p>Over the past few years, there has been a decline in the emotional health of all, particularly disadvantaged pupils; this has been evidenced through well-being surveys and mental health check-ins with pupils. Access to support services has become more challenging, as a result there has been an increase in the therapeutic provision that we offer our pupils.</p>
5	<p>Resources for disadvantaged pupils to access (e.g.: technology, books etc)</p> <p>Our evidence has demonstrated that some of our disadvantaged pupils do not have access to books to read at home, they also do not attend the library to access books. Some of our disadvantaged pupils do not have computers to access remote/home 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</p>

	for learning by not enriching their curriculum or providing the aspirational opportunities on offer, for them.
7	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. Low levels of speech and language development are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
8	Our attendance data is below target, showing certain children who are persistently absent or late; this is having an impact on the progress of the Pupil Premium children affected.

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. The gap in attainment, between PP and non-PP children, will be in line with national.	<p>100% of pupils will make good progress through the curriculum in maths regardless of their starting point (by July 2025)</p> <p>68% of pupils will reach expected standard in maths by the end of KS2 (by July 2024) this is given that 35% of the year group are SEND</p>
Progress and attainment in reading will be good for all pupils relative to their starting point, the gap between PP and non-PP children will reduce in size. Reading fluency will continue to increase.	<p>100% of pupils will make good progress through the curriculum in reading dependent on their starting point (by July 2025)</p> <p>100% of pupils will make progress in word reading scores (by July 2025)</p> <p>90% of Year 1 pupils will reach expected standard in their phonics screening check (by July 2024) versus 85% who met expected standard in July 2024</p>
Progress and attainment in writing will be good for all pupils relative to their starting point. The gap in attainment, between PP and non-PP children, will be in line with national.	<p>100% of pupils will make good progress through the curriculum in writing dependent on their starting point (by July 2025)</p> <p>Writing attainment end of KS2 will remain in line with national expectations for all pupils and for PP (74% July 2024.)</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>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 KS 1	<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 2024/25 demonstrated by:</p> <p>The majority of disadvantaged pupils achieving an attendance of 96% or above.</p> <p>The number of disadvantaged persistent absentees will reduce.</p>

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 77,223.20

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Purchase of standardised diagnostic assessments</i></p> <p><i>Training to ensure assessments are administered correctly</i></p> <p>Currently funded by CAT</p> <p><i>GL assessments</i> <i>NGRT £7 per pupil</i> <i>NSGT £3 per pupil</i> <i>(NGRT & NGST bundle £8 per pupil)</i></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>Challenge 1, 2, 3</p>

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<p>English, Maths, Science £6.25 per subject per student)</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>- Class support (details provided opposite)</p> <p>Yr R TA £13,405 KS1 TA £13,405 LKS2 TA £11,166.60 UKS2 TA £11,166.60</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 two 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>Individualised instruction can be an effective approach to increasing pupil attainment</p> <p>Behaviour interventions improve attainment by reducing challenging behavior in school.</p> <p>Within class attainment grouping has a positive impact.</p> <p>EEF Teaching Assistant Interventions +4 months EEF Small group tuition +4 months EEF Reading comprehension strategies +6 months EEF Phonics +5 months EEF Behaviour interventions + 4 months EEF Individualised instruction + 4 months EEF Class attainment grouping + 2 months</p>	<p>Challenge 1, 2, 3</p>
<p>Development of whole school writing</p> <p>CPD delivered externally @ £300</p> <p>Staffing hours for CPD @ £8,000</p> <p>Resources £400</p>	<p>Teaching of a structured and progressively planned writing approach across the school through a broad and balanced curriculum.</p> <p>CPD – sentence structure writing INSET</p> <p>Whole school spelling scheme agreed and used across the school.</p> <p>Handwriting scheme implemented and used throughout the school.</p> <p>Embedding of writing process across the school: Plan, draft, edit, revise, publish</p> <p>EEF Improving literacy in KS1 EEF Improving literacy in KS2</p>	<p>Challenge 3</p>
<p>Development of Maths mastery approach</p> <p>6 full days a year for 2 members of teaching staff @ £4200</p>	<p>CPD for maths lead and class teacher to understand and lead the maths mastery approach</p> <p>CPD to TAs to understand the maths mastery approach</p> <p>Maths mastery approaches introduced and taught across the school.</p>	<p>Challenge 1</p>

Updated Dec 2024

<p>4 full days a year for 4 TAs @ £1680</p>	<p>All maths lessons to be delivered so children meet the objective through adaptive teaching to ensure equity for all. EEF Mastery learning + 5 months</p>	
<p>Improved nursery provision CPD £300 Purchase of story sacks £200 £10,000 towards staffing</p>	<p>Recruitment and retention of staff for children in daycare (from the age of 2) and preschool. Research suggests communication and language approaches show positive benefits for young children's learning including spoken language and reading skills. CPD delivered by maths and early years leads to ensure children catch up with their peers by school age. EEF Communication and language approaches + 7 months EEF Early numeracy approaches + 7 months EEF Early literacy approaches + 4 months EEF Parental engagement + 5 months</p>	<p>Challenge 1, 2, 3, 7</p>
<p>Maintenance of RADY (Raising Attainment of Disadvantaged Youngsters) school status RADY lead to have focused time each week and to attend RADY catch up meeting. £3,000</p>	<p>To provide an equitable approach resulting in improved outcomes for disadvantaged youngsters. To ensure that RADY becomes a sustainable approach that is embedded into the school culture to increase the attainment of our disadvantaged youngsters. RADY lead to deliver staff meetings etc</p>	<p>Challenges 1 - 8</p>

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

Budgeted cost: £ 36,388

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>SALT small group sessions with HLTA 3 x 30 mins, 12 weeks £15 per hour</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>Challenge 7</p>

Updated Dec 2024

<p>=£270 per term</p> <p>X 3 terms = £810 + £50 resources</p> <p>Cover costs approx. £500</p>	<p>EEF Collaborative learning approaches + 5 months</p> <p>EEF Individualised instruction + 4 months</p> <p>EEF Oral language interventions + 6 months</p> <p>EEF Teaching assistant interventions + 4 months</p>	
<p><i>Continuation of targeted support – Phonics</i></p> <p><i>Small group phonics teaching:</i></p> <p>5 TAs 1 hour 5 x a week @ £15 p/h = £75 per TA, per week</p> <p>5 TAs x £75 = £375</p> <p>x 3 terms = £14,625 p/a</p> <p>Phonics tracker 4 hours per week £15 x 4 = £60 per week</p> <p>£2160 p/a</p>	<p>Phonics has a positive impact in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p>There is strong evidence that TAs can provide a large positive impact on learner outcomes. Where TAs deliver targeted interventions to individual pupils or small groups, shows a positive benefit</p> <p>EEF Teaching assistant interventions + 4 months</p> <p>EEF Individualised instruction + 4 months</p> <p>EEF Phonics + 5 months</p>	<p>Challenge 2</p>
<p><i>Continuation of targeted support – Reading</i></p> <p><i>LKS2 targeted small group 1 TA 1 hour 5 x a week @ £15 p/h = £75 per week</i></p> <p>£2,700 p/a</p> <p><i>EYFS – UKS2 1 hr per week fluency reading (lowest 10%)</i></p> <p>8 TAs 1 hour per week @ £15 p/h = £120 per week</p> <p>£4,320 p/a</p>	<p>Reading comprehension strategies alongside phonics are crucial components of early reading instruction. It is important to identify appropriate level of text difficulty for each child to ensure engagement and challenge are provided. Where TAs deliver targeted interventions to individual pupils or small groups, shows a positive benefit.</p> <p>EEF Reading comprehension strategies + 6 months</p> <p>EEF Phonics + 5 months</p> <p>EEF Teaching assistant interventions + 4 months</p>	<p>Challenge 2</p>
<p><i>Continuation of targeted support – Maths</i></p> <p><i>LKS2 (year 3 and year 4) 30 mins a day 5 days a week 'early bird intervention'</i></p> <p><i>UKS2 (year 6) 30 mins a day 3 times a week @ £15p/h</i></p> <p><i>LKS2 = £75 per week</i></p> <p><i>UKS2 = £22.50 per week</i></p> <p><i>=£3,510 p/a</i></p> <p><i>TT Rockstars log ins for all children £240 p/a</i></p>	<p>Small group tuition is targeted towards pupils specific needs. Diagnostic assessments assess the best way to target this support.</p> <p>Evidence suggests that before school programmes with a clear structure, a strong link to the curriculum and well-qualified, well-trained staff are more clearly linked to academic benefits than other types of extended provision.</p> <p>There is evidence that digital technology can be used effectively to provide individualised instruction</p> <p>EEF Small group tuition + 4 months</p> <p>EEF Extending school time + 3 months</p> <p>EEF Teaching assistant interventions + 4 months</p>	<p>Challenge 1</p>

	EEF Individualised instruction +4 months	
<p>Continuation of targeted support – Writing</p> <p>Handwriting focus in class for 30 mins per week QFT delivered by CTs, supported by TAs @ £30 p/h</p> <p>£120 per week</p> <p>£4,320 p/a</p> <p>Nelson handwriting scheme</p> <p>License fee £533</p> <p>Handwriting books £300</p> <p>Small group interventions across the school 3 hours per week @ £15p/h = £45p/w</p> <p>£1,620 p/a</p>	<p>TAs to support quality first teaching on the classroom and delivering interventions with handwriting and GPS.</p> <p>Teachers to feedback to children about their writing. Teacher and TA CPD to uplift writing attainment.</p> <p>EEF Small group tuition + 4 months</p> <p>EEF Teaching assistant interventions + 4 months</p> <p>EEF Feedback + 6 months</p> <p>Hand writing scheme implemented and used for consistency across the school</p> <p>EEF Within class attainment grouping +2 months</p>	Challenge 3
<p>SEND assessments</p> <p>Crystal assessments £175 per child x 4 = £700</p>	<p>SEND specialists; bought in services to provide high quality 1:1 tuition and 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>EEF One to one tuition + 5 months</p> <p>EEF Individualised instruction +4 months</p>	Challenge 1, 2, 3

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

Budgeted cost: £ 52,282

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>School Liaison Officer</p> <p>Attendance, family support,</p> <p>£17 p/h</p> <p>£20,000</p>	<p>Increased attendance supports improved progress and attainment of pupils.</p> <p>Barriers for learning from family issues are addressed pro-actively and pupils are ready for learning.</p> <p>EEF Parental engagement + 4 months</p> <p>EEF Social and Emotional + 4 months</p>	Challenge 8

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<p>School Liaison officer providing Nurture groups, Therapeutic direct work 1:1 mental health support Small group therapy session Craft group/sand therapy £17 p/h x 3 hours per week £1836 p/a</p>	<p>Provides a highly effective person-centred therapeutic play work 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.</p>	<p>Challenge 4</p>
<p>Drawing and Talking Therapy 8 children per term for 12 weeks @ £17 p/h £204 per child £1632 per term X 3 terms = £4896 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. EEF Metacognition and self-regulation +7 months EEF Behaviour interventions + 4 months</p>	<p>Challenge 4</p>
<p>Trained ELSA in school Annual subscription cost £250 Additional cost budget £500 Delivered for 6 hours per week (12 weeks a term) @ £15 p/h = £90 p/w £3240 p/a</p>	<p>Emotional Literacy Support Assistant to provide emotional and social skills support to children EEF Social and Emotional Learning +4 months EEF Behaviour interventions + 4 months</p>	<p>Challenge 4</p>
<p>Nurture room provision (TA led) 4 hours per week, 2x TA £120 per week) £4320 p/a + £1000 resources</p>	<p>Nurture room to be refurbished and resources provided to establish nurture provision for all year groups. EEF Social and Emotional Learning + 4 months</p>	<p>Challenge 4</p>
<p>To focus on and celebrate positive behaviours in school</p>	<p>Evidence suggests schools should consider the appropriate combination of behaviours approaches to reduce overall disruption and provide tailored support where required.</p>	<p>Challenge 4</p>

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<p>Cost of items in Dojo shop= £1000 Time to run shop = £2,160p/a</p>	<p>EEF Behaviour interventions +4 months</p>	
<p>Forest school Resources, training 2 hours per week delivered by TA @ £15 p/h =£1,080 p/a £ 2000 resources</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. EEF Outdoor adventure learning EEF Physical activity +1 month EEF Arts Participation + 3 months</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>Mentoring to support PP children across the school Currently 2 days per term 6 hours a day @ £50 p/h £900 p/a</p>	<p>Evidence suggests mentoring has a positive impact on academic outcomes. More positive impacts for pupils from disadvantaged backgrounds and for non-academic outcomes such as attitudes to school, attendance and behaviour. EEF Mentoring +2 months</p>	<p>Challenge 6 & 8</p>
<p>Funding to disadvantaged pupils to attend curriculum enrichment opportunities, sports clubs, trips visits and residential £6,000 p/a Music tuition £1,500 p/a</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. EEF Arts participation +3 months EEF Extending school time +3 months EEF Outdoor adventure learning</p>	<p>Challenge 6</p>

Total budgeted cost: £ 165,893.20

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

At the end of the academic year 23-24, attendance for the majority of disadvantaged children was good. We are continuing to track attendance for 24-25 and the gaps of persistently absent children is closing, with the majority of disadvantaged children having an attendance percentage of 96%+. We are continuing to support families of children who are persistently absent to maintain attendance in line with national.

At the end of reception 79% of children met age related expectations, of these 73% were in receipt of pupil premium. Those who didn't meet ARE, made significant progress when compared to baseline; there is a high proportion of children in that year group with SEN who are being supported and targeted in small groups/on a 1:1 basis.

The national target, in 2024, of 68% pupil premium children to pass the year 1 phonics screening check was exceeded with 73.3% of PP children meeting age related expectations by passing the check. This has been supported by the implementation of a new phonics scheme that has been rolled out through EYFS and KS1.

Based on 23-24 data, there is still a gap in school attainment at the end of KS2 across all subjects, with GPS having the greatest gap of 26%. Spelling has been picked up as an area that needs targeting, as a result a new spelling scheme, linked to the phonic scheme has been rolled out across the school with a heavy focus on spelling. Gaps in data vary across the school, so each year group has a specific focus and pre/post teaching strategies are well executed by teaching assistants and teachers.

A number of extra-curricular activities and experiences are offered across the school to ensure all children, including disadvantaged, are given the opportunity to experience activities that they may not have had the opportunity to access including AIM high workshop for more able children. Disadvantaged children are always proportionally represented at these events. In 2023-24, all children who wished to attend the school residential, did so regardless of cost, this was repeated in 2024-25. All curriculum visits and experiences were attended by children who wished to attend regardless of whether they were able to pay the contribution or not.

Updated Dec 2024

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
TT-Rockstars	Maths Circle Ltd
Charanga	Music Wise
Supersonic Phonic Friends	Anna Lucas