

Pupil premium strategy statement

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	Stapleford Community Primary School
Number of pupils in school	194
Proportion (%) of pupil premium eligible pupils	26 children 13.4%
Academic year/years that our current pupil premium strategy plan covers	2021/2022 2022/2023 2023/2024
Date this statement was published	December 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Christine Spain
Pupil premium lead	Jayne Hore
Governor / Trustee lead	Victor Humberstone

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£38,315
Recovery premium funding allocation this academic year	£3,915
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£42,230

Part A: Pupil premium strategy plan

Statement of intent

At Stapleford Community Primary School, we are passionate about education. We are **ambitious** for our pupils and want the best for every child. Our staff work hard to ensure the school is a vibrant and innovative place, where pupils demonstrate a thirst for learning, where curiosity is nurtured and **excellence** is expected in a **caring**, supportive and stimulating environment.

Our pupils in receipt of the Pupil Premium Funding face specific barriers to reaching their full potential and, at Stapleford, we are determined to provide the support and guidance they need to help them overcome these barriers.

Our aim is to use the pupil premium funding to provide additional counter disadvantage and to ensure greater equity through:

1. Ensuring and supporting great teaching
2. Providing targeted academic interventions
3. Using a wider range of strategies to overcome barriers to learning

Ensuring and supporting great teaching

We recognise the importance of ensuring all pupils, whatever their background or circumstances, are provided with an education of the highest quality. This will ensure that all our pupils are equipped with the knowledge and skills they will need to succeed in, and beyond, school. Strategies to close achievement gaps between groups and individuals are an integral part of every lesson and evident across the curriculum.

Within the classroom there is a clear focus on well planned and differentiated lessons that challenge and stretch all pupils. A programme of training supports staff to continually expand and develop a full range of teaching strategies and techniques to ensure the achievement gap is closed rapidly through the use of timely and appropriate interventions.

This will include:

- extensive gap analysis used to further inform teaching
- 1:1 and small group support within the class
- Teaching Assistant support in class
- the employment of specialist teachers
- Continuing Professional Development (CPD) for staff and collaborative practice, including coaching, team teaching, modelled lessons and best practice visits

Providing targeted academic interventions

For some children, high quality teaching in itself may not be enough and there is a need for additional, time-limited provision outside of normal classroom activities. There is extensive evidence supporting the impact of high quality one-to-one and small group tuition as a catch-up strategy. Evidence from research shows that such programmes are likely to have the greatest impact where they meet a specific need, include regular sessions maintained over a sustained period and are carefully timetabled to enable consistent delivery. Effective interventions follow assessment, which can then be used to ensure that support is well-targeted and to monitor pupil progress.

This will include:

- 1:1 / small groups in English and maths
- additional learning time
- additional phonics
- speech and language support
- Special Educational Needs and Disabilities (SEND) / English as an additional language (EAL) support groups

Using a wider range of strategies to overcome barriers to learning

In addition to the strategies above, a range of other strategies can contribute to children's success in school, such as improving attendance, supporting positive behaviour, social and emotional skills and building parental engagement.

At Stapleford we will provide

- a focus on improving attendance
- curriculum enrichment opportunities
- support for wellbeing and mental health
- activities to increase parental engagement to ensure there is equity for all pupils

Challenges

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

Challenge number	Detail of challenge
1	Low attainment and slow progress rates made by pupil premium/disadvantaged children. The children have gaps and misconceptions and find it difficult to retain/recall prior knowledge. This is particularly evident in core subjects. Our pupil premium children as a group are not making as rapid progress in their reading as non-pupil premium children.
2	Poor parental engagement, with supporting children's learning
3	Lack of cultural capital and experiences - many of our pupil premium children do not have as rich and varied experiences as non-pupil premium children seem to have, meaning knowledge of the world and vocabulary acquisition is limited.
4	Weak Communication Skills - Speech and Language needs 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.
5	Gaps caused by ad hoc attendance and punctuality issues for some pupils eligible for PPF.
6	Significant social and emotional difficulties including: <ul style="list-style-type: none"> ● trauma

	<ul style="list-style-type: none"> ● low self esteem ● anxiety ● behavioural issues leading to risk of exclusion ● time out of education ● low aspirations ● fixed mindset <p>Some of the children will experience some of the above because of more frequent school moves due to social housing needs. The children are not appropriately prepared for these big changes in their lives. This has also led to gaps in their schooling.</p>
7	SEND - in some cases complex SEND

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
Gaps in the pupil's learning are identified and support is put in place to fill these gaps. Pupils make accelerated progress towards their individual targets or age related expectations, whichever is more appropriate for each child.	Assessments show this accelerated progress.
Intensive home school links are provided by Stapleford staff to support pupils and/or parents, identified by school as vulnerable or in need.	Parents indicate there are strong links between home and school and support is received for a wide range of needs.
Increase overlearning and reinforcement in reading and maths at home and school.	Increase in reading ages and maths fluency for PP pupils
Pupils access a wide range of enrichment experiences both in and out of school.	Pupil surveys reflect enjoyment in school and improved attitudes to learning. Social skills, independence, perseverance and teamwork are developed.
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
PP attendance is regularly monitored, support is put in place when needed and attendance increases.	Attendance analysis demonstrates that identified PP pupil's attendance

	increases and the gap between PP and non PP narrows.
Social and Emotional difficulties are identified and individualised support is put in place.	Children are provided with pastoral care, guidance and support to raise self-esteem and develop skills of resilience, independence and perseverance. Behaviour logs show that incidents are reduced in school.
Children are provided with support to meet their SEND needs. These may be classroom strategies, 1-2-1 support or specific interventions.	As their SEND needs are being addressed, PP pupils make expected progress or exceed their individual targets set in R,W,M.

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: £6,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implementation of DfE validated Systematic Synthetic Phonics programme 'Little Wandle Letters and Sounds' to secure stronger phonics teaching for all pupils.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: EEF toolkit https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1, 4, 7
CPD: Improving writing – The Write Stuff Approach Subject leader preparing resources and training.	After the previous two interrupted years, data and writing evidence shows that children's writing has been impacted and needs additional input. Proven practice method recommended by other schools. Recommendations from EEF guidance reports – Improving Literacy	1, 4, 7

Implementation of this approach	<p>KS1 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p> <p>KS2 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p>	
<p>CPD: effective feedback –</p> <ul style="list-style-type: none"> -DH release to deliver training. -Teacher research -Share effective practise -Review current policy -Implement recommended strategies. 	<p>Providing effective feedback is well-evidenced for having a high impact on learning outcomes.</p> <p>EEF toolkit https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p> <p>EEF guidance report – feedback https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback</p>	1, 2, 7
<p>CPD: metacognition</p> <ul style="list-style-type: none"> -DH release to deliver training -Teacher research -Share effective practise -Implement recommended strategies. 	<p>The average impact of metacognition and self-regulation strategies is an additional seven months' progress over the course of a year.</p> <p>EEF toolkit https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p> <p>EEF guidance report – Metacognition and Self-regulated learning</p>	1, 4, 7
<p>Continued whole school focus on developing vocabulary</p> <p>Resources to support this</p> <p>English SL monitoring</p>	<p>Research from Oxford University Press on the 'Why Closing the Word Gap Matters: Oxford Language Report' charts a survey of 1300 teachers and their perspectives on vocabulary and language in schools. The research reveals how teachers see vocabulary as a vital issue for their pupils.</p> <p>http://fdslive.oup.com/www.oup.com/oxed/Oxford-Language-Report.PDF?region=uk</p>	1, 4, 7

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

Budgeted cost: £25,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Phonic keep up interventions - Additional phonics sessions targeted at disadvantaged pupils who require further support.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: EEF - https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	<p>1, 7</p>
<p>FFT Lightning Squad Reading Tutoring</p>	<p>Success for All UK, an educational charity, has in partnership with the Fischer Family Trust shared that research has demonstrated that pupils using Tutoring with the Lightning Squad make learning gains of between 3 and 5 months in reading attainment.</p>	<p>1, 7</p>
<p>Pre-teaching of vocabulary – Tier 2. Cross curricular support</p>	<p>Research from Oxford University Press on the ‘Why Closing the Word Gap Matters: Oxford Language Report’ charts a survey of 1300 teachers and their perspectives on vocabulary and language in schools. The research reveals how teachers see vocabulary as a vital issue for their pupils. http://fdslive.oup.com/www.oup.com/oxed/Oxford-Language-Report.PDF?region=uk</p>	<p>1, 4, 7</p>
<p>Daily practice of maths fluency skills 1-2-1 - 10 minutes daily with each child</p>	<p>The impact of mastery learning approaches is an additional five months progress, on average, over the course of a year. This is particularly evident in maths learning. Fluency is one element of our maths approach. EEF Toolkit https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning EEF guidance report – Improving mathematics in KS2 & 3, particularly recommendation 4 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</p>	<p>1, 7</p>
<p>Daily reading 1-2-1 10 minutes daily with each child</p>	<p>Many of our children who receive PP funding do not have books and/or read regularly at home. These EEF guidance reports reflect the importance of regular reading. EEF guidance report – Preparing for Literacy https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years EEF guidance report – improving literacy in Key Stage 1 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1 EEF guidance report – improving literacy in Key Stage 2 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p>	<p>1, 7</p>

Spirals Intervention – Social Emotional Communication Skills	The average impact of successful Social Emotional Learning (SEL) interventions is an additional four months’ progress over the course of a year. Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. EEF Toolkit https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	4, 7
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £10,230

Activity	Evidence that supports this approach	Challenge number(s) addressed
Zones of regulation intervention	The average impact of successful Social Emotional Learning interventions is an additional four months’ progress over the course of a year. Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. EEF Toolkit https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning £2000	6
Steps refresher training to staff	Angela Wadham, an experienced professional in the field of child behaviour, developed the Steps therapeutic behaviour approach. We have been implementing this highly successful approach to behaviour for the last 3 years and wish to continue to build on this success EEF Guidance Report – improving behaviour in schools https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour £2000	6
CPD for staff– Attachment Training and implementation of strategies suggested.	We have a greater number of children joining our school who have needs in this area. “Attachment theory and children’s learning in school is a large topic. It is being suggested that a child needs to feel safe and secure in order to make the most of the learning opportunities available.”	6

Delivered and funded by Virtual school	<i>Dr Elizabeth Harlow, professor of social work at the Faculty of Health and Social Care at the University of Chester.</i>	
Rigorous attendance monitoring, support	The DfE guidance Improving School Attendance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	5
Extended school hours – breakfast and after school club to enable parents to work and to improve attendance.	The DfE guidance Improving School Attendance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	2, 5, 6
Cultural capital experiences promoted in the curriculum – one example of this is by participating in educational visits. These visits are reduced in cost for PPF children.	The Cultural Learning Alliance highlights work which champions the importance of transferred cultural capital in enabling children to be successful in school and life. PPF/ disadvantaged pupils may have less opportunity to build cultural capital – this in turn impacts on their attainment Sutton Trust Report – Parent Power https://www.suttontrust.com/wp-content/uploads/2019/12/Parent-Power-2018.pdf	3
Residential trip cost is greatly reduced for PP Majority of costs applied for from local charities Cost of transport	DFE guidance of PPF expenditure gives the example of using it to support children to access activities like residential visits. Residential trips offer opportunities for raising children’s cultural capital as well as their self-esteem, fixed mind-sets and aspirations. Discussion of benefits in EEF toolkit – outdoor adventure learning https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning	3, 6
1-2-1 Music lessons – another form of cultural capital	Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress. Improved outcomes have been identified in English, mathematics and science. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported EEF Toolkit –	1, 3, 6

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	
<p>Review current parental engagement in the parents of pupils in receipt of PPF.</p> <p>Tailor school communications - ensure they are read or communicated verbally for particular parents.</p> <p>Provide more sustained and intensive support if needed.</p>	<p>Despite school staff having developed good relationships with the majority of this group of parents, there is still a significant need to support engagement in their children's learning.</p> <p>EEF toolkit</p> <p>The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p> <p>EEF guidance report - parental engagement</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</p>	2

Total budgeted cost: £41,830

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.

End of KS2 Assessments – 2020-2021

	All	PPG
Reading EXS	95%	83%
Reading GD	60%	33%
Maths EXS	85%	67%
Maths GD	35%	17%
Writing EXS	75%	50%
Writing GD	30%	0%

Analysis of Results

It is clear from these results that children in receipt of pupil premium funding are not yet achieving at the same level as those without this funding. However within these results there are children who made accelerated progress to either meet the expected standard or to exceed it. The children with SEND needs have made steps towards their individual targets. Funding was successfully utilised to finance additional SENDCo time working with specific children.

The majority of these children attended school during the 2021 lockdown and benefitted from smaller groups and greater adult input at this time.

In recent Y2 phonics assessments (Nov 2021) 100% of our PPF children reached the expected standard.

In the summer term 2021 we celebrated a number of our children performing with confidence in a musical concert and end of year play.

Externally provided programmes

Programme	Provider
NFER Assessments	NFER
Times Table Rockstars	Maths Circle Ltd
Mathletics	3P learning
Bug Club Phonics	Active Learn
Maths intervention	Third Space Learning
NTP	Teaching Personnel

Further information

In school, there are additional things all staff do to support the children and their individual needs:

- We follow a STEPs therapeutic approach to behaviour, 'caring' is part of our vision, and this is evident throughout the ethos of the school
- Adults make themselves available to give their time to talk and listen to the children
- Breakfast is provided when necessary
- Early arrival at school is offered to support better attendance.
- Clothes/shoes/P.E. kit donated to particular families
- Clothes washed for children and then children changed into clean clothes when arriving at school
- Self care routines completed at school – hair brushing, teeth brushing, face washing
- Aspiration – believing in each and every child.
- Collection from home and walked to school in the past to support attendance
- Vouchers throughout lockdowns as well as pastoral care
- Children who PPF all invited into school during 2021 lockdown and the majority attended.