

# Pupil premium strategy statement – Stanway Primary School

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	405
Proportion (%) of pupil premium eligible pupils	18%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	3 (third year) 2022 - 2025
Date this statement was published	17.12.24
Date on which it will be reviewed	17.12.25
Statement authorised by	Rebecca Loader
Pupil premium lead	Tim Godwin
Governor / Trustee lead	Lisa-Marie Smith

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£94,570
Recovery premium funding allocation this academic year	-
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>	£13,907
<b>Total budget for this academic year</b>	<b>£108,477</b>

# Part A: Pupil premium strategy plan

## Statement of intent

At Stanway Primary we give each individual the opportunity to grow and learn in a caring and well-disciplined environment, teaching them how to identify and pursue their hopes and dreams, to develop high self-esteem, to be considerate and respectful of others and to enjoy the world around them. We aim to give all children irrespective of their academic ability, cultural background and socio-economic circumstances the opportunity to thrive in school. Teachers and other staff provide opportunities and experiences aimed to engage, excite and stretch pupils and create confident and independent learners. Our ethos is embodied in our core values of Leadership, Organisation, Resilience, Initiative, Community and Determination to which we aspire and celebrate every day. We provide a nurturing and encouraging environment in which all children can be happy and successful.

## Challenges

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

Challenge number	Detail of challenge
1	We recognise that attendance is lower amongst disadvantaged pupils and are working to decrease the attendance gap between disadvantaged and non-disadvantaged pupils which is currently around 2%
2	Reading and early reading skills (phonics) are key areas that need improving amongst our disadvantaged pupils. Internal and external assessments show phonics to be a weaker element of reading.
3	We recognise that disadvantaged pupils' well-being continues to be affected by the impact of social, economic and emotional factors on family life.
4	We continue to see writing as a barrier for our disadvantaged pupils. This includes writing at length, spelling and developing a greater vocabulary (speech and language skills).
5	Gaps in access to education in the last few years have had a long-lasting impact on this group of pupils and accelerated progress will be necessary for them to reach age expected levels.

## 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
<p>Improved reading and early reading skills, so non-SEND disadvantaged pupils pass the Y1 Phonics Check and reach age expectations in subsequent year groups and other pupils make good/accelerated progress.</p>	<p>Regular monitoring of Phonics assessments (half termly) identifies those that are in need of greater support. Yr1 and Yr2 Phonics national assessments show disadvantaged children reach the pass level, thus making good or accelerated progress.</p> <p>Accelerated Reader STAR assessments for Y2 and above show that children have a standardised score above 95, or pupils with SEND have an increase of 10 points over the year.</p> <p>Assessments show an increase in individual children's attainment throughout the year.</p>
<p>Improved speech and language skills among disadvantaged children</p>	<p>Children have access to S+L interventions if required. Pupils who need support in this area have access to wider curriculum activities to help encourage and develop speech and language skills (Essex Wildlife and Rocksteady programmes, for example).</p> <p>Assessments and observations indicate significantly improved oral language amongst disadvantaged pupils. This is evident when triangulating with other sources of evidence including engagement with lessons, book scrutiny and ongoing formative assessment.</p> <p>Observations by nurture room staff report a greater range of social interaction with and between children.</p>
<p>Disadvantaged pupils make accelerated progress in writing and maths</p>	<p>Careful tracking of identified pupils through teacher assessment, triangulation of books, pupil voice and observations by subject leaders will help to identify gaps in learning which will need to be addressed. This will improve the effectiveness of teaching. Pupil Progress/data meetings held half termly allow time to discuss support that can be</p>

	<p>given/is given to disadvantaged pupils which will then be implemented in class.</p> <p>End of year outcomes in summer 25 will show that children are making expected or accelerated progress from the previous year.</p>
Well-being of disadvantaged children improved	<p>Wider curriculum enhanced. This will include a Quiet club and Lunch bunch club at lunchtimes as well as a range of clubs, trips and opportunities for engagement with the local community. Nurture rooms fully operational and resourced with our Well-being Lead having referrals made to her by class teachers.</p> <p>Sustained high level of well-being for 24-25 will be demonstrated by qualitative data from pupil and parent surveys as well as school council meetings. Teacher observations and discussions with well-being lead will also contribute to this in addition to feedback from Well-being Lead.</p>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils	<p>Parents are informed about acceptable reasons to keep their child from school. Absence rate reduces. Attendance gap between disadvantaged and non-disadvantaged pupils narrows.</p> <p>There are no children with severe persistent absence.</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: £76,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Resources and Release time (cover for Phonics Lead and for new staff to be fully trained) for the delivery of Little Wandle: Letters and Sounds.</p>	<p>The teaching of Phonics impacts positively on reading.</p> <p>‘Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds’ EEF</p>	<p>2</p>
<p>CPD costs (for support staff)</p>	<p>Training staff in areas such as mental health and well-being (following the introduction of a Senior Mental Health Lead) and our phonics programme will enhance the provision we can offer as a school to our most vulnerable pupils. We also intend to offer training on ELSA to specific staff members. Using adult support for a targeted group can improve the outcomes of pupils. ‘Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups.’ EEF</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><a href="https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf</a></p>	<p>3, 4, 5</p>
<p>To have a Well-being Manager to support vulnerable and disadvantaged pupils affected by socio-economic issues.</p> <p>To have staff to support the provision offered within our nurture rooms</p>	<p>‘There is a great deal of evidence which suggests that non-cognitive skills are as important as cognitive skills in determining academic results, and that children from poorer backgrounds tend to have weaker non-cognitive skills than their better-off peers. A recent meta-analysis suggested that programmes aimed at promoting pupils’ resilience and wellbeing could have a significant impact on academic achievement’ EEF</p>	<p>1, 2, 3, 4, 5</p>

	<p>Children have access to a fully operational nurture room which is resourced and staffed within KS2 and KS1:</p> <p>‘Social and emotional learning approaches have a positive impact, on average 4 months’ additional progress in academic outcomes over the course of an academic year.’ EEF</p> <p>Children and adults living in households in the lowest 20% income bracket are two to three times more likely to develop mental health problems than those in the highest.</p>	
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### Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £6,380

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff members used to offer targeted support including Little Wandle booster groups and SHINE maths intervention groups.	Using adult support for a targeted group can improve the outcomes of pupils. ‘Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups.’ EEF	2, 5
Whole school subscription to Little Wandle, and speech and language programmes	Standardised tests and data from assessments 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.	2, 4, 5
Purchase of whole-school interventions that provide engaging resources and assessment procedures for Reading:	Standardised tests 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. These can be tracked using our assessment spreadsheets once data has been added.	2, 4, 5

Accelerated Reader		
Whole School purchase of subscription to Times Table Rock Stars and White Rose Maths	<p>Engaging pupils in Maths from an early age and establishing the core principles of Maths including knowledge of times tables will aid children as they continue their learning journey.</p> <p>‘Getting to grips with basic maths is not just crucial for academic success and future job prospects. The skills we learnt at school help us with everyday life too. Yet a disadvantaged pupil is still much more likely to leave education without them.’ Sir Kevan Collins, EEF</p>	5

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

Budgeted cost: £19,900

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subscription to resource platform (Hive), providing resources to support the development of TPP across the school	<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><a href="https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf</a></p>	3
Essex Wildlife to lead Forest School sessions to three year groups across three terms.	<p>There are many benefits of outdoor learning for children. Some are outlined below:</p> <ul style="list-style-type: none"> <li>• <i>enhanced personal and social communication skills.</i></li> <li>• <i>increased physical health.</i></li> <li>• <i>enhanced mental and spiritual health.</i></li> <li>• <i>enhanced spiritual, sensory, and aesthetic awareness.</i></li> <li>• <i>the ability to assert personal control and increased sensitivity to one's own well-being.</i></li> </ul>	1, 3, 4, 5

	<i>englishoutdoorcouncil.org</i>	
Year 6 disadvantaged children to take part in Rock Steady for three terms	Children to receive music tuition in the form of Rock Steady. Resilience, team work and social skills to be developed through the programme's rehearsals and performances for three terms	1, 3, 4, 5
To ensure all children are able to attend school trips through subsidisation of any shortfall	<p>We want to ensure the learning journey of our pupils includes the wider curriculum including trips. We appreciate that not all children can access these based on financial reasons.</p> <p>'An evaluation of a writing project, which increased pupils' progress by an extra nine months of schooling on average, was published by the Education Endowment Foundation (EEF). The programme gives pupils in their final year of primary school a memorable experience, like a day at the zoo, and then offers them a structured approach to writing about it.' EEF</p>	1, 3, 4, 5
To encourage and support families/children with improving attendance	<p>Using the site below, strategies can be put in place to support children and families. These can consist from issuing certificates/trophies to children/classes to supplying transport for families:</p> <p><a href="https://www.attendanceworks.org/chronic-absence/addressing-chronic-absence/strategies-for-school-sites/">https://www.attendanceworks.org/chronic-absence/addressing-chronic-absence/strategies-for-school-sites/</a></p> <p>The Law – The Education Act 1996 states:</p> <p><i>All children of compulsory school age must receive an appropriate full-time education suitable to their age, ability, aptitude, or any special education needs they may have.</i></p> <p><i>Parents and Carers are responsible for ensuring their child attends school regularly at the school at which they are registered.</i></p> <p>Statistics show that 90% of persistent absentees, poor attenders or non-attenders fail to achieve five or more good grades at GCSE and approximately one third end up with no GCSEs at all.</p> <p>Poor attendance can lead to disaffection amongst peers; lost friendship groups; missed opportunities to take part in school events such as drama and</p>	1



	<p>sports; cause difficulties to catch up with work, which can lead to long-term absence.</p> <p>At school we also offer funded sports clubs for children in addition to the good range of clubs offered by teachers. This can help encourage attendance as well as improve children's well-being and overall enjoyment of school.</p> <p>Funding places for breakfast club for children with low attendance could help improve their attendance.</p> <p><i>'Breakfast club schools also saw an improvement in pupil behaviour and attendance.'</i> EEF</p>	
Contingency fund for acute issues	Based on our experiences, we have identified that there is a need to set aside a small amount of funding for needs that have not yet been identified.	1, 2, 3, 4, 5

**Total budgeted cost: £108,477**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Children continue to be engaged by Times Table Rock Stars and Accelerated Reader. Handwriting competitions took place throughout the year to motivate all groups of children as well as writing competitions. Year 5 and 6 children received a Shakespeare workshop each allowing their studies to be enhanced by an authentic experience and their performance opportunities to increase.

This calendar year saw a decrease in disadvantaged Year 6 children achieving the expected standard across reading, writing and maths, combined: last year was 37.5% and this year the result was 9%. 37.5% achieved the expected level in Writing last year; this year was 36%. 50% of disadvantaged children achieved the expected standard in Reading last year; an increase to 54% this year. 62% achieved Maths last year; only 18% of pupil premium children achieved it this year.

To help ensure improved outcomes this academic year, we have introduced a clearer and more accurate data collection point (spreadsheet) for teachers to use when assessing and to assist more impactful monitoring by SLT. This will be used with SLT during pupil progress/data meetings half termly. The spreadsheet also identifies disadvantaged pupils and enables progress to be measured from starting points.

Although the Little Wandle phonics scheme has been successful, upon reflection we have realised we need protected time to deliver booster groups using the scheme of work. Our commitment to ensuring our Phonics leader had time to assess, review and analyse the scheme has meant that the school has been able to fully implement the teaching. Having said this, our results dipped and we saw 30% (3 out of 11) of pupil premium children achieving the phonics check. Looking ahead, we are working relentlessly to ensure as the children grow older, their potential gaps in phonetical knowledge are narrowed through the means of catch-up sessions, provided by Little Wandl and delivered by teaching assistants.

With the success of the new KS2 nurture room alongside the existing KS1 nurture room, we have (with the support of the PTA) a new nurture cabin for EYFS children. We recognise the diverse needs of children coming through in the earliest years of education and this new nurture cabin will allow children to gain much-needed, tailored support. The construction took place throughout last year and it will be in use from October 2024.

The library continues to be used effectively and keenly by children in Y3-6 for their Accelerated Reader slot of time each school day. This library has been expanded into a separate UKS2 library nearer to their classrooms.

We are pleased to have been able to offer Essex Wildlife Trust sessions to three year groups this year. We know that social interactions and confidence as well as speech and language skills can be enhanced by these sessions and see very positive results in terms of pupil feedback during and after the sessions.

Additionally, we have continued to provide lessons for Rock Steady sessions for disadvantaged children in Y5 and Y6. Confidence and motivation to be in school has increased amongst these children and we plan to continue to provide these opportunities next year (2024-2025).