

# 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	406
Proportion (%) of pupil premium eligible pupils	12.2%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	3 (first year)
Date this statement was published	16.12.22
Date on which it will be reviewed	16.12.23
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	£70,000
Recovery premium funding allocation this academic year	£5,075
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>	£0
<b>Total budget for this academic year</b>	<b>£75,075</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 has 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
Improved reading and early reading skills	<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>PIXL assessments show an increase in individual children's attainment throughout the year.</p>
Improved speech and language skills among disadvantaged children	<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>
Disadvantaged pupils make accelerated progress in reading writing and maths	<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 meetings held half termly allow time to discuss support that can be given/is given to disadvantaged pupils.</p>

	End of year outcomes in summer 23 will show that children are making expected or accelerated progress from the previous year.
Well-being of disadvantaged children improved	Wider curriculum enhanced. Nurture room fully operational and resourced with our well-being manager having referrals made to her by class teachers. Sustained high level of well-being for 22-23 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.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils	Parents are informed about acceptable reasons to keep their child from school. Absence rate reduces. Attendance gap between disadvantaged and non-disadvantaged pupils narrows. There are no children with severe persistent absence.

## 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: £11,160

Activity	Evidence that supports this approach	Challenge number(s) addressed
Resources and Release time (cover for Phonics Lead) for the delivery of Little Wandle: Letters and Sounds.	The teaching of Phonics impacts positively on reading.  'Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills,	2

	particularly for children from disadvantaged backgrounds' EEF	
Introduce Herts For Learning across KS2 to develop pupils' reading skills (lower 20%)	<p>'Purposeful speaking and listening activities support pupils' language development, including: reading books aloud and discussing them, including use of structured questioning' EEF</p> <p>The Herts For Learning programme showed an increase of reading ages of 2 years and 3 months on average during a project of 2,200 pupils. The project is advocated by Essex CC.</p>	2, 4, 5
Continued purchase of whole-school teaching resource subscription for RSHE:  Espresso – Health and Relationships	<p>RSHE allows children to develop their understanding of society and of the wider world.</p> <p>'Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.' Gov.uk</p>	3, 4, 5
Purchase of whole-school interventions that provide engaging resources and assessment procedures for Reading:  Accelerated Reader	Standardised tests provide reliable insights into the specific strengths and weaknesses of each pupil t help ensure they receive the correct additional support through interventions or teacher instruction.	2, 4, 5
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</p>	5

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

Budgeted cost: £20,960

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching assistants and teachers to provide small group interventions using PiXL resources	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
To have a Well-being Manager to support vulnerable and disadvantaged pupils affected by socio-economic issues.	'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	3, 5

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

Budgeted cost: £20,605

Activity	Evidence that supports this approach	Challenge number(s) addressed
Three more sessions to deliver the TPP	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved	3

training for teachers and teaching assistants.	academic performance, attitudes, behaviour and relationships with peers): <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>	
Subscription to resource platform (Hive), providing resources to support the development of TPP across the school	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):  <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>	3
Essex Wildlife to lead Forest School sessions to three year groups across three terms.	There are many benefits of outdoor learning for children. Some are outlined below: <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> <i>englishoutdoorcouncil.org</i>	3, 4, 5
Year 5 and 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	3, 4, 5
Pupils from disadvantaged backgrounds to have fully funded music tuition for three terms	All disadvantaged pupils (Y3 and above) to be given the opportunity to have a year's instrument tuition.  To help reduce the educational attainment gap between economically advantaged and disadvantaged pupils relates to access to social and cultural capital provided by one's interpersonal connections and social environments. Adopting a 'capital shortage' lens spotlights that children from disadvantaged backgrounds may perform less well in school because the social and cultural capital they acquire through their families/social contacts and experiences can fall short, or stand in tension with, what they require to succeed. (Prof Chris Brown, Durham University, March 2021)	3, 4, 5

<p>To encourage and support families/children with improving attendance</p>	<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 sports; cause difficulties to catch up with work, which can lead to long-term absence.</p>	<p>1</p>
<p>To support children with behaviour and well-being</p>	<p>Children have access to a fully operational nurture room which is resourced and staffed:</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>There are also speech and language groups that can take place within this space.</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>	<p>1, 2, 3, 4, 5</p>
<p>Contingency fund for acute issues</p>	<p>Based on our experiences, we have identified that there is a need to set aside a small amount of funding for need that have not yet been identified.</p>	<p>1, 2, 3, 4, 5</p>



**Total budgeted cost: £75,075**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

We have been pleased with the offer given to learners who have suffered from issues regarding anxiety and well-being. Following the disruption to learning over the last few years, it was important to address such issues and we made plans to create a nurture room which would give additional support to children as well as the support given by our well-being manager already in place. The nurture room has been carefully developed to start in September 2022 and forms part of the new Disadvantaged Strategy.

Our additional TA in EYFS has enabled additional support of speech to enable development of children in addition to creating opportunities for staff within the EYFS to support children with their social skills. There is still continued need for developing this area within our KS1 (and EYFS) cohorts.

With only 18% of disadvantaged children proposed to reach the expected standard across Reading, Writing and Maths, it was pleasing to see that 25% of our children actually did achieve this. However, there is still room for improvement. The introduction of Accelerated Reader certainly helped all children make progress in Reading, and this will continue their academic year. In addition, Herts For Learning will further support children with their reading as the project undertaken showed an average increase of reading ages of 2 years and 3 months amongst its 2,200 pupils. It is particularly effective for those children within the lowest 20% of each class.

There was a great deal of change with our writing expectations last year. The children were introduced to a weekly Big Write (which has continued this year). This allowed children from Year 1-6 to experience writing at length, thus increasing writing stamina, and an opportunity to celebrate their writing. In addition, LetterJoin was introduced and this has had a very positive impact on the children's handwriting throughout the school.

A lot of effort was put into encouraging reading and developing the teaching of reading as well as the teaching of phonics. At various points, parents were invited in to share reading with their children – this took place particularly in KS1. The new Phonics scheme of work from Little Wandle was purchased and all staff were directed to be fully trained in readiness for its implementation in September 2022. The reading sequence that was established in the previous year continued, but the profile of reading, in general, was raised significantly with children being rewarded for their achievements through Accelerated Reader. Reading ambassadors were created from children who had read a million words (thus becoming part of the millionaire club). A new library was discussed and planned for. It is now up and running during the autumn term 2022 after all children completed a fundraising activity to raise over £6000 towards the library and

its contents. As a result, reading has a high profile in the school and there is a very good level of engagement by pupils.