

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	401
Proportion (%) of pupil premium eligible pupils	15%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 (second year)
Date this statement was published	16.12.23
Date on which it will be reviewed	16.12.24
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	£75,190
Recovery premium funding allocation this academic year	£7,105
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>	£11,705
Total budget for this academic year	£94,000

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 24 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 23-24 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: £53,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
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.	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, particularly for children from disadvantaged backgrounds' EEF	2

<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) will enhance the provision we can offer as a school to our most vulnerable pupils.</p> <p>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>https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf</p>	<p>3, 4, 5</p>
<p>Continued purchase of whole-school teaching resource subscription for RSHE:</p> <p>Espresso – Health and Relationships</p>	<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>	<p>3, 4, 5</p>
<p>Purchase of whole-school interventions that provide engaging resources and assessment procedures for Reading:</p> <p>Accelerated Reader</p>	<p>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.</p>	<p>2, 4, 5</p>
<p>Whole School purchase of subscription to</p>	<p>Engaging pupils in Maths from an early age and establishing the core principles of Maths including</p>	<p>5</p>

<p>Times Table Rock Stars and White Rose Maths</p>	<p>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>	
<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>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>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>

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

Budgeted cost: £22,770

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff members used to offer targeted support	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
Staff to specifically support children with SEND	'Pupils with Special Educational Needs and Disability (SEND) have the greatest need for excellent teaching and are entitled to provision that supports achievement at, and enjoyment of, school. The attainment gap between pupils with SEND and their peers is twice as big as the gap between pupils eligible for free school meals and their peers. However, pupils with SEND are also more than twice as likely to be eligible for free school meals.' EEF	2, 4, 5
Whole school subscription to Little Wandle, Pixl 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
To offer children tuition for an academic area of weakness	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, 4, 5

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

Budgeted cost: £13,996

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subscription to resource platform (Hive), providing	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved	3

resources to support the development of TPP across the school	academic performance, attitudes, behaviour and relationships with peers): https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf	
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"> • <i>enhanced personal and social communication skills.</i> • <i>increased physical health.</i> • <i>enhanced mental and spiritual health.</i> • <i>enhanced spiritual, sensory, and aesthetic awareness.</i> • <i>the ability to assert personal control and increased sensitivity to one's own well-being.</i> <i>englishoutdoorcouncil.org</i>	1, 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	1, 3, 4, 5
To ensure all children are able to attend school trips	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. '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) today. 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	1, 3, 4, 5
To encourage and support families/children with improving attendance	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: https://www.attendanceworks.org/chronic-absence/addressing-chronic-absence/strategies-for-school-sites/	1

	<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>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>	
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: £94,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

With the purchase of several subscriptions, we have been able to target individual children and cohorts to help increase attainment within Maths, and Reading. Children continue to be engaged by Times Table Rock Stars and Accelerated Reader. For Year 6, Herts for Learning had a big impact on the children who were chosen to take part.

Regarding Writing, the school's Big Write sessions continue to prove popular and allow children to focus fully on their writing. Additionally, handwriting competitions took place throughout the year to motivate all groups of children.

This year saw an increase in disadvantaged Year 6 children achieving the expected standard across reading, writing and maths: last year saw 25%; this year was 37.5%. The same percentage achieved the expected level at Writing whilst 50% of disadvantaged children achieved the expected standard in Reading and 62%% achieved it in Maths. Additionally, 25% of the children achieved greater depth in Reading and Writing.

The Little Wandle phonics scheme has been successful. 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. As a result, we saw an increase in those passing the Y1 phonics check compared to the previous year: 67% in 2022; 76% in 2023

With the success of the nurture room in supporting our most vulnerable children, we decided to create a second space: creating a KS1 and separate KS2 nurture room. Reflecting on the last year's nurture room, it allowed children an opportunity to talk to a trusted adult and/or to have targeted support in a space where a child felt more comfortable. In addition, small group work focusing on S+L as well as early interventions for reading were positive introductions also.

The new library continues to be used effectively and keenly by children in Y3-6 for their Accelerated Reader slot of time each school day.

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 (2023-2024).