

Stratford-sub-Castle CE Primary School - Pupil Premium Strategy Statement 2023 - 2026

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	143
Proportion (%) of pupil premium eligible pupils	11% (16 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years 2023 - 2026
Date this statement was published	November 2023
Date on which it will be reviewed	October 2024
Statement authorised by	Justine Watkins (HT)
Pupil premium lead	Justine Watkins
Governor / Trustee lead	Carole Long

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£25,465
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year	£25,465

Part A: Pupil premium strategy plan

Statement of intent

Our school ethos is founded on the Christian values of **PEACE, LOVE and JOY**.

These underpin everything we do. Our ethos is one where people are valued for their 'unique-ness'. This means that as individuals and as a community, we are able to flourish and live 'life in all its fullness'.

We consider all the challenges faced by vulnerable pupils. This statement includes all pupils who are disadvantaged at some point in their time at Stratford, including those pupils in receipt of pupil premium.

At Stratford-sub-Castle CE Primary School, our ambition for Disadvantaged learners is to ensure high quality education for all by prioritising our funding on strategies that make a difference to the academic lives of pupils who experience disadvantage.

We endeavour to use our Pupil Premium Grant to maximum effect, to secure the best teaching for every pupil in receipt of pupil premium. We seek to secure carefully monitored interventions to meet the specific needs of our pupils and aspire to provide opportunities in all aspects of life so our pupils can develop a life-long love of learning that leads to high aspirations and ambitions for their future. We ensure that pupils who experience disadvantage have equal chances to be challenged to achieve their full potential through our pursuit of excellence in progress and attainment, driven by the collaborative work of all staff and governors. We offer our disadvantaged learners a curriculum that has been designed to fuel aspirations and achievement, where the highest priority is placed on reading, writing and mathematics, whilst still providing pupils with a best opportunities in sport, drama, art and music. Through this, we expect them to thrive academically, social, emotionally and physically.

We believe in maximising the use of Pupil Premium Grant (PPG) by utilising a long-term strategy which is fully aligned to our School Development Plan (SDP). This enables us to implement short, medium and long-term interventions, which effectively co-ordinate use of Pupil Premium and wider school improvement strategies for maximum impact on pupil outcomes.

We build our practice around the following principles.

Principles	School Practice
Whole school ethos of attainment for all through	We have an ethos of aspiration and achievement for all pupils and avoid stereotyping disadvantaged pupils as all facing similar barriers or having less potential to achieve.
Addressing behaviour and attendance	Ensure effective behaviour strategies are in place, respond quickly to poor attendance and provide strong social and emotional support, including through working with families.

High quality teaching for all	Emphasise and deliver 'quality first teaching' and provide consistently high standards by setting expectations, monitoring performance and sharing best practice.
Meeting the individual learning needs	Identify each pupil's challenges and interests. Seek the best strategies to help each pupil make the next steps in his or her learning. Provide individual support for specific learning needs and group support for pupils with similar needs.
Deploying staff effectively	Devolve responsibility to frontline staff, use our teachers to work with pupils who need the most support and deploy teaching assistants effectively to support pupils' learning.
Impact driven and responsive to evidence	Effectively use data and other evidence, to identify pupils' learning needs, review progress regularly and underperformance quickly. Have manageable Feedback & Marking Policy which provide clear feedback for pupils. Use evidence to make decisions about support strategies.
Ambitious Leadership	Have high aspirations and lead by example. Hold all staff accountable for raising attainment and do not accept low aspirations and variable performance. Be aware of best practice within, and beyond, the school and invest in staff training.

Challenges

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

Challenge number	Detail of challenge
1	Low and inconsistent attendance and lack of parental engagement for several children eligible for Pupil Premium causes learning sequences to be interrupted. Eg. Analysis of school Reading Records, shows that DL Learners do not receive as much support with their reading at home as non-DL.
2	The lack of cultural capital evidenced by some disadvantaged pupils across the school resulting in limited verbal skills, vocabulary gaps and a lack of the everyday contextual underpinning needed to access learning.
3	Some of our disadvantaged pupils are not engaging fully with times tables both in school and at home.
4	Some of our disadvantaged pupils struggle with self-regulation when faced with a challenge. The emotional well-being of some pupils is low and means they are not always in a learning frame of mind, ready to learn or be resilient.
5	Some of our disadvantaged pupils are showing poor skills and confidence in oracy, with a limited vocabulary. Difficulties listening, understanding and communicating which impact on all areas of pupil's progress and development.

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
The attendance of our disadvantaged pupils is at least in line with the rest of the school and meeting the set target of 97%.	Attendance is at 97% or greater by the end of the 3-year period. Attendance is the same or greater than non-pp pupils by the end of the 3-year period.
Increase opportunities for cultural capital for disadvantaged pupils to achieve greater equality	100% of pupils eligible for PPG attend all educational visits available to them 100% of children eligible for PPG, for at least one term across the year, attend a suitable, quality extra-curricular club. 100% of children eligible for PPG attend the Y6 residential school trip.
Whole school CPD leads to a supported and successful PPG strategy championed by all staff. All pupils will access daily high quality teaching.	HT and Subject Leaders will engage whole staff through training, coaching, sharing good practice and using resources strategically. PPG children will be additionally tracked as part of the assessment schedule (Pupil Progress Meetings) and SEND reviews. Internal and external monitoring will show that teaching is improving. Teachers will know, use and talk about the guiding principles of QfT (EEF 2020).
Our disadvantaged pupils are engaging with times tables structured programme.	Times-table tracking data will show increased progress over time for disadvantaged pupils.
Our disadvantaged pupils will have strategies to help them self-regulate.	Monitoring data will show that levels of engagement across a lesson have improved. Our disadvantaged pupils will be able to complete a broader range of open-ended activities.
Our disadvantaged pupils can talk more confidently about their learning, particularly when talking about how they are doing and why they have been successful.	Pupil voice data show that our disadvantaged pupils are able to confidently talk about their learning and their future targets.

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: £ 7,465.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Robust instruction of curriculum specific vocabulary	We will be exposing children to a wider range of subject specific vocabulary. This will happen as a explicit input of each lesson. Staff use knowledge organisers to ensure specific vocabulary is taught correctly and explicitly. This vocabulary is reviewed regularly in lessons. This enables pupils to remember and use the learnt vocabulary. All classes will have vocabulary displays.	2,5
Times-table project	A robust times table teaching programme is used consistently across key stage 2. The programme focuses on two elements of learning times tables. 1. Deliberate practise linked to auditory memory. 2. Understanding commutative law. Monitoring of data is used to identify pupils who have gaps and require intervention	3
Impact cycle for Professional Development – Quality First Teaching Professional Development and improvements to teaching	The Headteacher (supported by the Senior Leadership Team) is implementing training and coaching focussed on quality first teaching supported the LA hub team. Term 1 and 2: Metacognition / Explicit Instructions Term 3 and 4: Flexible Grouping/Scaffolding Term 5: Questioning / Focusing on Term 6: Modelling & any area of development that has been identified Evidence shows that professional development linked to quality first teaching can have high impact (a potential of +7	1,2,3,4,5

	months) as teachers become even more engaged in the craft of learning	
Deployment of Teaching Assistants to enable the provision of high impact TA interventions	Teaching assistants can provide a positive impact on learner outcomes, providing they are deployed in a meaningful way. Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact. Ensuring precise use of Flexible Grouping is a key aspect of meaningful deployment. <ul style="list-style-type: none"> • Use of TAs to teach targeted flexible groups; • Pre-teaching of curriculum content. 	1,2,3,4,5
Training for staff on mental health of pupils	Designated Mental Health Lead (Qualified) to lead training on mental health and strategies with staff to be ensure they are aware of, can identify, support and work with pupils with mental health needs in order to support them and enable them to continue to fully access learning.	
DA lead monitoring time with SENDco	Dedicated time for the Disadvantaged lead and DL Governor to work with Pupil premium pupils to collect pupil voice and views on learning and the curriculum, parents feedback/ contact, look in books do a learning exploration, prepare training, look at research, update case studies and measure impact of interventions. Additional time for Disadvantaged lead to jointly monitor with SENDco for pupils who are both disadvantaged and SEND and work together on strategies and impact.	1,2,3,4,5

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

Budgeted cost: £ 10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Check-ins at beginning of the day, playtime and lunchtime for emotional well-being	Through greeting pupils and 'emotional check-ins' this promotes sense of self-worth and sense of identity and belonging. Evidence from school-own practice.	1,4
'Booster' sessions for pupils eligible for PP Year	Small groups of interventions, with highly qualified staff, have been shown to be	1,3,4,5

6 Maths before school (1 teacher) (<i>Pupil Premium funding used to purchase support materials</i>)	effective as discussed in reliable evidence sources such as the EEF Toolkit. We want to combine this additional provision with confidence 'boosting' activities/ motivational encouragement to approach tests.	
1-1 support with an experienced teacher and/or TA for 'booster' / catch-up sessions	Some of the pupils need targeted support to catch up. We want to combine this additional provision with confidence 'boosting' activities/ motivational encouragement to approach tests. This is a programme which has been evaluated by SLT, through Pupil Progress meetings, and shown to be effective in our school. (Lessons learnt from AFA programme)	3,4,5
1-1 support with an experienced teaching assistant (trained) focussing on rapid recall of number facts (Mastering number and times tables)	Some of the pupils need targeted support to catch up. We want to combine this additional provision with confidence 'boosting' activities/ motivational encouragement to approach tests. This is a programme which has been evaluated by SLT, through Pupil Progress meetings, and shown to be effective in our school.	3,4
Parental engagement and support	Developing relationships- supporting with attendance and lateness by offering provision of before school club, checking in with wellbeing of families, support with school arrival, engagement in clubs, support meetings and Attendance Meetings for families to discuss any issues arising. Signposting family and parent support for early intervention Engaging disadvantaged and vulnerable parents: An evidence review Early Intervention Foundation (eif.org.uk)	

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

Budgeted cost: £ 8000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupils eligible for PP are discussed at weekly staff meetings. Pupil progress updates.	This approach supports the school's ethos and values of inclusion and equality. This approach highlights the school's commitment to vulnerable learners and	1,3,4,5

	demonstrates to all staff the importance with which the SLT view this group of pupils.	
Designated TA in class to ensure pupils eligible for PP have the equipment and time to be included in all lessons and activities.	This approach supports the school's ethos and values of inclusion and equality.	3,4,5
Funding for trips and after school clubs, so all children are able to access. Pupils eligible for Pupil Premium have access to, and are encouraged and supported to take part in a range of extra-curricular activities (e.g. music, sports and the arts) to enrich their learning experiences and enhance their self-esteem	This approach supports the school's ethos and values of inclusion and equality. Previous pupils who have received this funding for trips etc have reported high levels of belonging and a sense of relief that they do not have to ask their parents for money.	2

Total budgeted cost: £ 25,465

Part B: Review of the previous academic year – see statement 2022- 2023

Outcomes for disadvantaged pupils

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Externally provided programmes

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

Programme	Provider

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.