

Pupil premium strategy statement

Before completing this template, you should read the guidance on [using pupil premium](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

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 | Stratford-sub-Castle CE Primary School |
| Number of pupils in school | 148 |
| Proportion (%) of pupil premium eligible pupils | 8.1% (12/148) |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021/2022 to 2024/2025 |
| Date this statement was published | December 2021 |
| Date on which it will be reviewed | July 2022 |
| Statement authorised by | Kay Bridson Head Teacher |
| Pupil premium lead | Kay Bridson Head Teacher |
| Governor / Trustee lead | Carole Long Governor (Lead for Disadvantaged Learners) |

Funding overview

| Detail | Amount |
|---|---|
| Pupil premium funding allocation this academic year | £30,895 (April 2021 – April 2022) 5/12 = £12,873 7/12 = <i>yet to be allocated</i> |
| Recovery premium funding allocation this academic year | £ TBC |
| 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 | £30,895 |

Part A: Pupil premium strategy plan

Statement of intent

Our ultimate objective at Stratford-sub-Castle CE Primary School is to improve the life chances for our disadvantaged pupils through quality first teaching which inspires, aspires and celebrates.

Our intention is that all pupils, whatever their starting points, faith, culture or means are valued and supported, so that they make good progress and achieve across all subject areas. Our pupil premium strategy is to support disadvantaged pupils to achieve and includes those who are already 'high-attainers'.

We will consider all the challenges faced by vulnerable pupils, such as those who have a social worker and who are young carers. This statement includes all pupils who require support regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on 'front-ending' support so that pupils succeed rather than fail. The school implements the proven strategies from the *Education Endowment Fund (EEF)*, so that we may have the greatest impact on closing the disadvantage attainment gap.

At the same time, this will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is integral to wider school plans for education recovery following the implications of COVID-19, notably in its targeted support for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what each pupil can achieve

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | <p><u>Gaps in learning: language skills and vocabulary.</u> 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.</p> |
| 2 | <p><u>Gaps in learning: reading</u> Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with comprehension than their peers. This negatively impacts their development as readers.</p> |
| 3 | <p><u>Gaps in learning: maths</u> Internal assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. On entry to Reception class in the last 6 years, between 90 - 100% of our disadvantaged pupils arrive below age-related expectations. This gap remains steady to the end of KS2. School closures has resulted in significant knowledge gaps leading to some pupils falling further behind age-related expectations, especially in maths.</p> |
| 4 | <p><u>Poor emotional regulation (including trauma, lack of resilience, distracted by worries/concerns over the future, anxiety)</u> Our assessments (THRIVE), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to challenging family circumstances, and responses to uncertain world (Novichok, C-19), and a lack of enrichment opportunities since March 2020. These challenges particularly affect disadvantaged pupils, including their attainment. Teacher referrals for support have markedly increased during the pandemic. 21 pupils (5 of whom are disadvantaged) currently require additional support with social and emotional needs all of whom are receiving small group interventions and daily check-ins.</p> |
| 5 | <p><u>Learning Readiness</u> Assessments, observations, and discussions with a significant number of pupils lack learning readiness (including poor concentration and stamina, disrupted eating, sleeping routines, space to work at home, and lack of adult support for learning). Teachers are reporting an increased number of concerns regarding pupils' readiness for learning. 39 pupils (11 of whom are disadvantaged) currently required additional support with social and emotional needs all of whom are receiving daily check-ins at the beginning of the day, playtime and lunchtime.</p> |

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 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. |
| Improved reading attainment among disadvantaged pupils. | KS2 reading outcomes in 2024/25 show that 100% of disadvantaged pupils met the expected standard. By the end of KS2, pupils to enjoy reading and engage wide range of authors and genres. Pupils achieve the school's <i>Reading Rocks Award</i> . |
| Improved maths attainment for disadvantaged pupils at the end of KS2. | KS2 maths outcomes in 2024/25 show that 100% of disadvantaged pupils met the expected standard. By the end of KS2, pupils to enjoy Maths and engage with the school's <i>Planet Booklet</i> challenge. |
| To achieve and sustain improved resilience and capacity to manage anxiety for all pupils in our school, particularly our disadvantaged pupils. | Sustained high levels of resilience and capacity to manage anxiety demonstrated by: <ul style="list-style-type: none"> • qualitative data from pupil voice and teacher observations and assessments • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils including residential trips and school clubs. |
| To achieve and sustain improved learning readiness for all pupils in our school, particularly our disadvantaged pupils. | Sustained high levels of engagement and independence demonstrated by: <ul style="list-style-type: none"> • qualitative data teacher observations and assessments • a significant increase in pupils actively contributing towards their own 'learning readiness' because they implement the knowledge and skills learned in PSHE (<i>Healthy Me</i> units) |

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: **£2,000**

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>Purchase of a DfE validated Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p> | <p>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: Phonics Toolkit Strand Education Endowment Foundation EEF</p> | <p>1, 2</p> |
| <p>Enhancement of our English teaching (reading) and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access Ramsbury English Hub resources and CPD</p> | <p>Evidence-based approaches to early language development and closing the word gap, including appropriate use of formative assessment. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2 https://ramsburyschool.org/englishhub/our-english-hub/</p> | <p>1, 2</p> |
| <p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund TA release time for CPD.</p> | <p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p> | <p>3</p> |

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p> <p>We will fund TA release time for CPD.</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>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p> <p>https://www.thriveapproach.com/</p> | 4, 5 |
| <p>All class teachers receive feedback following Subject Leader Monitoring of books and pupil interviews of pupils eligible for PP.</p> | <p>We want to train all teachers in practices to provide stretch and encouragement for these pupils. Many different evidence sources, e.g. EEF and MAP, suggest high quality feedback is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school.</p> | 1, 2, 3, 4, 5 |

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

Budgeted cost: **£20,000**

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>Ensure pupils eligible for PP are welcomed to school, by name, every morning, supported to settle if required. Check-ins at beginning of the day, playtime and lunchtime for emotional well-being.</p> | <p>Through greeting pupils and 'emotional check-ins' this promotes sense of self-worth and sense of identity and belonging. Evidence from school-own practice.</p> | 4, 5 |

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| 'Booster' sessions for pupils eligible for PP Year 6 Maths before school (1 teacher) (<i>Pupil Premium funding used to purchase support materials</i>) | Small groups of interventions, with highly qualified staff, have been shown to be 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. | 3 |
| 'Booster' sessions for pupils eligible for PP Year 6 English before school (1 teacher) (<i>Pupil Premium funding used to purchase support materials</i>) | Small groups of interventions, with highly qualified staff, have been shown to be 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. | 2 |
| 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) | 1, 2, 3, 4, 5 |
| 1-1 support with an experienced teaching assistant focussing on rapid recall of number facts | 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 |
| 'Toe-by-Toe' intervention programme | Some of the pupils need targeted support to help with decoding. This intervention is one-to-one and 'drip-feeds' decoding skills in a quick focus ways. This intervention has been shown to be effective in our school as children are withdrawn | 1, 2 |

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| | from class for a very short time. All pupils benefit from the 'kick start' to their reading and have shown increased levels of reading for pleasure and fluency. Evidence from 'Toe-by-Toe' shows children on average make 5 years 4 months progress over 22 weeks. | |
| Speech & language sessions (TA implementing speech & language programme provided by a Speech Therapist) | Some of the pupils need targeted support to help with speech and language. In previous years, all PP pupils moved rapidly through their speech and language targets, some being discharged by the S & L team showing this is an effective provision. | 1 |

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

Budgeted cost: **£8,895**

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Ensure all for pupils eligible for PP receive regular awards and recognition for demonstrating positive learning behaviours and progress by being entered into the 'Happy Book', receive <i>Person of the Day</i> and <i>Smiley Faces</i> relating to learning | To ensure all pupils have access to school's system of recognition and reward. Evidence from MAP suggest this is an approach to boost self-esteem. | 4, 5 |
| Year 6 teacher to formulate a transition plan for all pupils eligible for PP. Behaviour Support to be contacted if required. | Pupils need targeted provision for a smooth transition into secondary school. This is a programme which has been evaluated by Y6 teacher, through Pupil Progress meetings, discussions with parents and ex-pupils. | 4, 5 |

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|--------------------------------------|
| <p>All class teachers to ensure parents of pupils eligible for PP are contacted personally to arrange Parents' Evening appointments. Arrange a 'catch-up' meeting or phone call if Parents' Evening cannot be attended. Arrange time for a 'Structured Conversation' if required.</p> | <p>To ensure lines of communication are kept open and encouraged between home and school. Evidence from MAP and EEF suggest parent involvement raises attainment and increases progress.</p> | <p>1, 2, 3, 4, 5,</p> |
| <p>Funding for trips and after school clubs, so all children are able to access unique learning opportunities.</p> <p>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</p> | <p>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.</p> | <p>4, 5</p> |
| <p>Providing opportunities for children unable to complete home-learning at home with a space in school and have access to Night Owls (Reading & Home-Learning support club)</p> | <p>This approach supports the school's ethos and values of inclusion and equality.</p> | <p>2, 3, 4, 5</p> |

| 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 demonstrates to all staff the importance with which the SLT view this group of pupils. | 1, 2, 3, 4, 5, |
| 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. | 4, 5 |

Total budgeted cost: £30, 895

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.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils, who attended school during January – March 2021 lockdown, improved compared to previous years due to the smaller class sizes. Disadvantaged pupils who did not attend have more gaps in their learning than in previous years.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources such as those provided by Oak National Academy, White Rose and videos/PowerPoints created by class teachers. Learning resources (laptops, books, stationery, atlas, reading books, whole class readers) were delivered to pupil's homes and ensured the inclusion of all pupils. The strategy to ensure all classes were taught by their class teacher 'together' whether at home or at school benefited all children and particularly disadvantaged pupils.

Attendance remains above the national average. During 2020 2021, the gaps between disadvantaged pupils and their peers was not significant. In fact due to the lockdowns, many disadvantaged pupils attended school more often than their non-disadvantaged peers.

Our assessments and observations indicated that pupil learning behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. The school continues to prioritise the mental health and well-being of all our pupils (as we did pre-COVID)

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

| Programme | Provider |
|-----------|----------|
| n/a | |

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

| Measure | Details |
|--|--|
| How did you spend your service pupil premium allocation last academic year? | The school employed an ELSA who regularly checks-in with pupils during their 'free-time' and provides targeted support as and when required. |
| What was the impact of that spending on service pupil premium eligible pupils? | Teachers observed improvements/maintenance of wellbeing amongst service children |

Further information (optional)

Established

- whole school ethos that every child matters. Pupils eligible for Pupil Premium are supported to enjoy their learning and their time at school, through positive relationships and experiences with teaching and non-teaching staff.
- School leaders are friendly, accessible and visible to parents and carers at key points of the day, especially before and after school. They are willing to provide informal on-the-spot support and guidance
- high expectations for disadvantaged learners are communicated across the whole school with a no-excuses culture
- mixed ability groupings
- no-hands-up policy (at times)
- pupils eligible for Pupil Premium known to all teachers and teaching assistants
- Assessment, Maths & English subject leaders, and governors, monitor the attainment and progress of disadvantaged learners through book scrutiny, pupil discussion and Pupil Progress meetings
- pupils eligible for Pupil Premium are considered first for interventions
- rigorous and regular monitoring of the progress of pupils eligible for Pupil Premium takes place, especially those receiving support through interventions, to ensure no time is lost on strategies which are not effective
- named Governor and Disadvantaged Pupil Leader in school, who attends Disadvantaged Pupil Leader Network Meetings
- ELSA support for pupils receiving PP

Evidence/Rationale

- **EEF:** Education Endowment Fund Toolkit (Sutton Trust), <https://educationendowmentfoundation.org.uk/> ; Special Educational Needs for Mainstream School Guidance Report
- **MAP:** Wiltshire Learning Trust MAP (Maximising Achievement Programme) Toolkit <http://www.wiltslt.co.uk/index.php/our-services/closing-the-gap/closing-the-gap-useful-information/vulnerable-learners-strategy-for-wiltshire>
- **Rochford Report:** <https://www.gov.uk/government/publications/rochford-review-final-report>
- **Toe-by-Toe:** <http://www.toe-by-toe.co.uk/>
- **NFER:** <https://www.nfer.ac.uk/publications/CPAB01>