



## Pupil premium strategy statement

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	Stockbridge Primary & Pre-School
Number of pupils in school	164
Proportion (%) of pupil premium eligible pupils	6.5%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 to 2024/2025
Date this statement was published	November 2021
Date on which it will be reviewed	April 2022
Statement authorised by	Emma Jefferies, Headteacher
Pupil premium lead	Emma Jefferies, Headteacher
Governor team	Jennifer Kidd, Susan Mantell & Kerry Natt

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£20,960
Recovery premium funding allocation this academic year	£2,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	£0

# Part A: Pupil premium strategy plan

## Statement of intent

The school's vision for all children is that they:

*...benefit from a breadth of opportunity and always be encouraged to achieve more than they thought was possible*

*...are known to all and develop in a caring community that is outward looking and forward thinking*

*...are equipped with the personal and social skills to engage with and contribute to and stay safe in the world around them.*

*...become independent, enquiring and innovative lifelong learners*

To achieve our vision, we place quality first teaching at the heart of our approach for every child, irrespective of background or age. We only invest time and money in interventions at wave 2 and 3 if we can commit to them being undertaken at least three times a week and reviewed every 6 weeks.

Underpinning this pupil premium strategy is a careful, analytical look at each pupil premium child in the form of a profile, which is updated at pupil progress meetings and encapsulates their individual barriers to learning and how these will be approached to ensure they are always challenged and making progress.

Wider school provision for all children to aid recovery after the pandemic has been in place since September 2020 when children returned to school after the first major lockdown. The winter/spring lockdown from January 2021 to March 2021 was the most significant in terms of adverse affects on our children, largely around learning behaviours and independence. All pupil premium children except 1 were in school during this lockdown.

## Challenges

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

Challenge number	Detail of challenge
1	<p>Assessments, day to day production of work and feedback to pupils highlights <b>spelling</b> as a significant challenge to all pupils but particularly to our pupil premium pupils. For our younger PP pupils, phonics is weak and they are significantly behind their peers.</p> <p>This must be rapidly addressed otherwise it will be a significant factor in children not achieving ARE at the end of this year.</p>

2	Through testing, in lesson learning and more formal assessments, specifically <b>times tables knowledge, recall and derivation of facts</b> from their times tables is a weak area for PP children with our younger children not having solid counting skills to enable them to be well prepared to see patterns and links when approaching times tables and our older children not engaging with TTRS or other times tables practice at home.
3	<b>Writing</b> for all PP children lacks <b>imagination and creativity</b> ; they frequently have little to write about- this is evident in their planning for writing and the culmination of effort in their draft and final pieces. Their reading diet at home is largely quite limited and because of this, their imagination and 'bank' of ideas and structures to draw upon is small. This gap is only wider after 2 years of limited places to visit and experience brought about by COVID.
4	Pupil surveys, discussions with children and CPOMS entries as well as parent's evening conversations all highlight a lack of self-belief and lack of independence which has been heightened by the various lockdowns and limited. Children have limited ways of expressing emotions which impacts on their learning.

## 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 spelling scores and working on age appropriate spelling lists from NC.	77% of children currently have SS of less than 100 in spelling. Success will be no more than 33% have this by July 2022 and all will have a SS of 100 + by the end of this plan. All children to be working on age appropriate spelling lists by July 2023 and maintain this until the end of this plan.
Phonics improved for all KS1 and Year 3 children	Phonics check for KS1 children during 2021-22 particularly and each year thereafter show PP children are achieving above the pass rate. Teaching of phonics and reading books match need of children to enable them to make rapid progress. Year 3 children in 2021-22 all achieve the Y2 pass mark by the end of the year.
Improved times tables recall and understanding for disadvantaged pupils	KS2 maths outcomes on the arithmetic paper in 2024/25 show that all PP children are scoring at the same pace as their peers and 100% of them meet the required standard for maths overall because of times tables recall.

	In MTC in July each year show PP children are able to hit the national standard.
Improved creativity in writing with a richer range of ideas and language.	<p>KS1 &amp; 2 PP children's writing is more creative and draws on some basic story structures.</p> <p>Vocabulary chosen by children is increasingly adventurous</p> <p>PP children have a home library of books which they are building and helped to develop.</p>
To achieve and sustain improved self-confidence and independence for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data through THRIVE on children's approaches to themselves and their perception of themselves as a learner.</li> <li>• Children talk positively about what they are able to do and what they are working towards.</li> <li>• Children value what others bring to their group working and how they will contribute.</li> </ul>

## 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: **£13900**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments in maths and spelling.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can 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><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	<p>1, 2</p>
<p>Purchase of spelling scheme so that spelling is planned, targeted and robust.</p> <p>Teacher and LSA training to deliver this programme.</p> <p>Resource purchasing for spelling programme to ensure children have the right resources and in sufficient quantity to support the scheme and their development</p>	<p>Strong phonics and spelling underpins high achievement in Literacy</p> <p>Phonics audit (HCC)</p> <p>EEF Improving Literacy in Key Stage 1</p> <p>EEF Improving Literacy in Key Stage 2 – recommendation 5</p>	<p>1</p>
<p>Purchase of more books linked to phonics from Letters &amp; Sounds which match children’s phonic ability</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:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1,3</p>

	<a href="#">Reading Framework (DfE July 21)</a>	
<p>Selection and purchase of resources to TEACH times tables as well as practice it; TTRS, practical resources, counting sticks. Purchase of Numbots as the EYFS/KS1 pre-cursor to TTRS to support early number skills.</p> <p>Maths leader release time for core provision focused on times tables and exploring this with maths hub.</p> <p>Training for all staff on times tables teaching and using and applying these with fractions particularly.</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: <a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p>The EEF guidance is based on a range of the best available evidence: <a href="#">Improving Mathematics in Key Stages 2 and 3</a></p>	2

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

Budgeted cost: **£8290**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Develop individual book budgets for disadvantaged children to allow them to build their own personal libraries of high quality texts in conjunction with a specialist children's book shop.</p> <p>Release time for staff to accompany children and support selection of books. Transport to and from.</p>	<p>Vocabulary acquisition and its impact on outcomes for children is well documented and this being the underlying development strand for disadvantaged pupils</p> <p><a href="#">Closing the vocabulary gap by Alex Quigley</a></p> <p><a href="#">CLPE Reading for Pleasure 2021 report</a></p>	3
<p>Maths intervention for Upper School disadvantaged pupils based on diagnostic questioning tool from HCC.</p> <p>Interventions written by maths lead in-conjunction with class teacher</p>	<p>Success in maths also has an impact on children's self-belief &amp; confidence. Interventions will target core areas of underperformance.</p> <p><a href="#">EEF assessment and feedback guides</a></p>	2, 4

	<a href="#">Making the best use of teaching assistants EEF investigation – recommendation 5</a>	
<p>Reading recovery for disadvantaged boys specifically whose scores are lower than 100</p> <p>Training for support staff in delivering this programme as it's new to school. Roll good practice out to all staff once established.</p>	<p>This programme is designed for catch up – reports from other schools and evidence of attainment increasing and making rapid gains</p> <p><a href="#">European Literacy Policy Network</a></p> <p><a href="#">Insitute for Effective Education</a></p>	3
<p>Purchase of PM Benchmarking to enable us to better analyse and target children's reading areas for development linked with comprehension which frequently holds them back.</p> <p>Ensure through literacy leader time that this feeds back directly into Guided reading provision for pupils to develop their comprehension skills.</p>	<p><a href="#">EEF: balanced approach to developing reading &amp; comprehension skills</a></p> <p><a href="#">EEF: develop strategies for comprehension (recommendation 4 from Improving Literacy in KS1 report)</a></p>	3
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support in KS1. This will be supported by book matching as recommended by English Hub and highlighted in our phonics audit.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	2

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

Budgeted cost: **£2400**



Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>THRIVE trained practitioners; 4 x adults in school trained and relicensed each year – will support with service children as well as disadvantaged and those under social care but will also support teachers to screen and support whole class THRIVE strategies which also impact break and lunch times.</p>	<p>THRIVE supports social and emotional learning in primary schools and pre-schools but is more rooted in the neuroscience than some other approaches. THRIVE also develops teacher’s knowledge and understanding of children’s SEL development</p> <p><a href="#">EEF Improving Social &amp; Emotional Learning</a>  <a href="#">THRIVE approach research</a>  <a href="#">Centre for Emotional Health; Nurturing Schools report</a></p>	<p>4</p>

**Total budgeted cost: £24,590**

## 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.

Along with key worker children and those with SEN, we prioritised our FSM children coming into school during the second lockdown between Jan '21 and March '21. 2 children didn't come into school during this time; 1 of these 2 didn't return to school after lockdown 1 or 2 and was withdrawn from the school roll and home schooled until Easter '21.

Nevertheless, despite 2 lockdowns and significant disruption to learning, results for this disadvantaged cohort demonstrate that, by the end of the 2020-21 academic year, 88% of disadvantaged pupils achieved expected or above in reading compared to 77% of their non-disadvantaged peers. 76% of disadvantaged children AND non-disadvantaged achieved ARE in maths with both groups attaining ARE or better:

<b>READING</b>		well be-low	Just be-low	ex-pected	above
on en-try Sept 20	FSM	29	14	14	43
	Non-FSM	24	10	16	51
end of year July 21	FSM	13	0	38	50
	Non-FSM	9	14	20	57

<b>WRITING</b>		well be-low	Just be-low	ex-pected	above
on en-try Sept 20	FSM	57	29	0	14
	Non-FSM	29	23	29	20
end of year July 21	FSM	25	63	0	13
	Non-FSM	21	28	27	24

<b>MATHS</b>		well be-low	Just be-low	ex-pected	above
on en-try Sept 20	FSM	14	57	14	14
	Non-FSM	23	24	27	26
end of year July 21	FSM	0	25	63	13
	Non-FSM	3	21	29	47

## Externally provided programmes

Programme	Provider

## Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	<p>We delivered laptops and IT resources so that children could learn at home if they weren't in school during both lockdown 1, when most of our service children were at home, and lockdown 2 for those not at school.</p> <p>We implemented THRIVE support for one to one and small group as well as whole school support.</p>
What was the impact of that spending on service pupil premium eligible pupils?	See results above and the continued attainment of children this academic year.

## Further information

### **Additional activity**

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback and more dynamic teaching approaches as highlighted on our SSEDP. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- Engaging with the new mental health hubs being trialled in our area and linking with the mental health leads being established.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration, these include the continuation of our high quality residential programme. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate; finance will not be a barrier to attendance.
- Delivering the NELI (Nuffield Early Language Intervention) programme to all children in Year R – this is centrally funded by the DfE this year and we will receive training for the literacy lead and all early years staff; we will include pre-school staff in this so that lessons learned can be shared into pre-school and mitigate the early effects of language deprivation. This programme is recommended by the National Literacy Trust as an evidence-based intervention.