

Pupil Premium Strategy Statement

Stoke Park 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	Stoke Park Primary
Proportion (%) of pupil premium eligible pupils	34% (2022-23) 36% (2023-24)
Academic year/years that our current pupil premium strategy plan covers (3 year plan)	2022-2025
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Alison Lambert
Pupil premium lead	Kelly Simmonds
Governor / Trustee lead	Gill Kirk

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£109,125 (75 pupils)
Recovery premium funding allocation this academic year	£11,310
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
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£120,435

Part A: Pupil premium strategy plan

Statement of intent

The school uses its pupil premium funding to remove barriers to learning and put in place strategies to support pupils' personal development and accelerate pupils' learning, particularly in the key subjects of Reading, Writing and Maths. Pupils struggling to achieve age related standards of attainment may be faced with one or more of the challenges listed below which affect their level of achievement.

We focus on strategies that are good for all, harmful to none and especially good for disadvantaged children. Building relationships is integral to our strategy, as well as ensuring children have consistent and clear expectations and routines, which is part of our whole school behaviour curriculum.

Our key objective in using the Pupil Premium Grant is to narrow the gap between pupil groups. Through quality first teaching and targeted interventions, we are working to eliminate barriers to learning and progress. For children who start school with low attainment on entry, our aim is to ensure that they make accelerated progress in order to reach age related expectations and above as they move through the school.

We have analysed our data thoroughly and are making use of a range of research, particularly from the EEF to inform our decision making.

Challenges

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

Challenge number	Detail of challenge
1	<u>Speech and Language Needs</u> A significant number of pupils enter the school with speech and language difficulties. If left unaddressed, these additional needs will hinder progress across all areas of the curriculum. Underdeveloped oral language skills and vocabulary gaps are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers
2	<u>Poor phonological awareness impacting on early and later reading skills</u> Strong phonic skills have a significant impact on the later reading skills of pupils who have not had rich early reading experiences. Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers

3	<p><u>The gap with age related expectations, particularly English and Maths</u></p> <p>Due to many of our disadvantaged children working below age related expectations, it is essential that we prioritise supporting the delivery of first quality teaching so that learning is inclusive and enables all children to achieve their potential.</p> <p>The education and wellbeing of many of our disadvantaged pupils has been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations.</p>
4	<p><u>Limited life experiences & knowledge of the world</u></p> <p>Assessments, observations, and discussions indicate that our disadvantaged children often have limited experience of the world in which they live. Therefore, they do not have the knowledge and vocabulary of their peers. Our aim is to ensure we provide children with as much opportunity for this as possible in school and that financial hardship is not a barrier.</p>
5	<p><u>Social, emotional and behavioural difficulties</u></p> <p>Many of our disadvantaged pupils experience difficult or traumatic circumstances. By addressing these needs, pupils have increased focus on their learning and their long term well-being is protected.</p>
6	<p><u>Parental Engagement</u></p> <p>To avoid widening attainment gaps, it is crucial that we consider how to engage parents and improve communication.</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.	<ul style="list-style-type: none"> Assessments and observations indicate significantly improved oral language among disadvantaged pupils.
Improved reading and phonics attainment among disadvantaged pupils.	<ul style="list-style-type: none"> KS1 & 2 reading outcomes in 2023/24 show the gap between PP and non PP children has diminished Phonic screening results show that disadvantaged pupils are in line or above national average.
Improved maths and writing attainment for disadvantaged pupils in KS2	<ul style="list-style-type: none"> KS2 writing and Maths outcomes in 2023/24 show the gap between PP and non PP children has diminished.

Increased wellbeing of children	<ul style="list-style-type: none"> • Less behaviour incidents recorded, particularly during break and lunchtimes. • Improved attendance for PP children • Staff, pupil and parent surveys show improvements
Increased parental engagement	<ul style="list-style-type: none"> • More parents attending parents evening and parents events • Parent surveys show improvements

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: £ 99,594

Activity	Evidence that supports this approach	Challenge number(s) addressed
CUSP (Curriculum with Unity Schools Partnership) for reading, writing, science, history, geography & art	<p>Cusp is an aspirational, knowledge rich curriculum supported by research. The teaching of tier 2 and 3 vocabulary is taught throughout.</p> <p>CUSP An Evidence Informed Approach</p> <ul style="list-style-type: none"> -Sweller's Cognitive Load Theory Impact.Chartered College-cognitive load theory -Rosenshine's principles of Instruction Teacher Toolkit- Rosenshine -Fiorella and Mayer Generative Learning tasks Generative Learning- A teacher's guide 	1, 3, 4
Unlocking Letters and Sounds-time for subject lead to complete assessments and to meet with English hub lead (2022--23)	<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>EEF Evidence- teaching & learning toolkit-phonics</p> <p>English Hub Unlocking Excellence</p>	2
The diagnostic assessments tool Pixl (Diagnosis, Therapy, Testing, Revisiting)	<p>Diagnostic 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:</p> <p>EEF-School improvement- high quality teaching.</p>	3

A Teaching Assistant assigned to every class to support the teaching of English & Maths	Teaching Assistants support teaching and learning. We are informed by guidance from the Education Endowment Foundation EEF Making Best Use of Teaching Assistants and are developing teaching assistants by participating in training organised Cathedral Schools Trust	3
Voice 21 project plus teacher time	Voice 21 is a national charity that exists to enable teachers and schools to provide a high quality oracy education so that all young people can find their voice for success in school and life. Voice 21 Impact Report 2016 - 21	1, 3
Maths hub support and subject leader time (2022-23)	Our local Maths hub to carry out an audit of Mathematics across the school. Subject leader time will be used to plan and implement recommended actions. Maths Hubs NCETM Improving Mathematics in the Early Years and Key Stage 1 EEF https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3	3
Subject leader time	Improving Literacy in Key Stage 2 EEF Improving Literacy in Key Stage 1 EEF Improving Mathematics in the Early Years and Key Stage 1 EEF Mathematics in Key Stages 2 and 3 EEF	3
Instructional Coaching- Steplab	Steplab is a professional learning platform for schools that harnesses <i>instructional coaching</i> and <i>data-driven insights</i> to systematically improve teaching and learning. PUTTING EVIDENCE TO WORK: A SCHOOL'S GUIDE TO IMPLEMENTATION Implementation theme - Professional development	3
Enrichment Passport	All children have the opportunity to experience a range of enrichment activities by the time they leave primary school Life skills and enrichment EEF	4
Accelerated Reader	Accelerated Reader (AR) is a reading management and monitoring programme that aims to foster independent reading. The internet-based software assesses reading age, and suggests books that match pupils' needs and interests. Pupils take computerised quizzes on the books and can earn AR points as they progress. Accelerated Reader EEF	2, 3

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

Budgeted cost: £ 7,254

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech Link Language link interventions NELI (Nuffield early language intervention) SSLIC-Spoken language and communication in the Early Years (2022-23)	<p>The school has invested in the speech link programme to screen all children for speech and language difficulties and then provide additional support at the appropriate level</p> <p>Speech Link- Impact report</p> <p>The Nuffield Early Language Intervention (NELI) is an evidence-based oral language intervention for children in nursery and reception who show weakness in their oral language skills and who are therefore at risk of experiencing difficulty with reading. In 2020, the Education Endowment Foundation (EEF) published the results of a large-scale effectiveness trial of the intervention. The statistically significant results from 193 schools demonstrated that the programme increased the language skills of 4- to 5- year-olds by an additional three months.</p> <p>Nuffield foundation- Impact Early Language Intervention</p> <p>Supporting Spoken Language in the Classroom (SSLiC) is a knowledge exchange (KE) programme that aims to improve communication and learning outcomes for all children.</p> <p>Supporting Spoken Language in the Classroom</p>	1
Phonics support	<p>Additional phonics support will be provided to pupils who are not on track to be at age related expectations at the end of Year 1 and at the end of Year 2. Evidence shows that phonic approaches have a positive impact and small group support is effective</p> <p>EEF-Phonics Toolkit EEF-Small group tuition</p>	2
Small group support	<p>TA and teachers to deliver Pixl therapies and small group interventions to address gaps.</p> <p>Evidence shows that small group support is effective. It is shown to be most effective when it is targeted at specific needs using diagnostic EEF-Small group tuition</p>	3
Reading Buddies	<p>Reading volunteers via the Ablaze programme- hear children read 1-2-1 once a week</p> <p>Ablaze Bristol</p> <p>Improving Literacy in Key Stage 2 EEF</p>	2, 3
School Led Tutoring 40% (2022-23)	<p>Tutoring for disadvantaged children to catch up.</p> <p>Evidence shows that one to one tuition is effective when it's in addition to classroom teaching.</p> <p>EEF-One to one tuition</p>	3

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

Budgeted cost: £ 23,046

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Play Therapy</p> <p>Family Support Worker</p> <p>Pastoral learning mentor</p> <p>ELSA Support (Emotional Literacy Support Assistants)</p>	<p>Play therapy is provided to pupils who are experiencing difficult or traumatic circumstances</p> <p>We have employed a family support worker to support families in need</p> <p>We have employed a pastoral learning mentor to support many of our disadvantaged children who have social and emotional difficulties. Our mentor has attended ELSA training to support this role. Areas covered on the training include: social skills, emotions, bereavement, social stories, therapeutic stories, anger management, self-esteem and counselling skills such as solution focus and friendship. ELSA support</p> <p>Social and emotional learning (SEL) approaches seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions. Evidence shows that Social and emotional learning approaches+ have a positive impact, on average, of 4 months' additional progress in academic outcomes if monitored closely.</p> <p>Evidence shows that Improvements appear more likely when SEL approaches are embedded into routine educational practices and supported by professional development and training for staff.</p> <p>EEF-Social and emotional Learning</p> <p>Attendance- Family support working and pastoral mentor to support with the attendance of PP children</p> <p>Evidence brief on improving attendance and support for... EEF</p>	<p>5</p>
<p>Forest school Sessions (2022-23)</p>	<p>Forest school sessions ensure children have access to an alternative environment which promotes speech and language development and mathematical and scientific understanding.</p> <p>Communication and language approaches include explicitly extending children's spoken vocabulary by introducing them to new words in context. Overall studies of communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills</p> <p>EEF- Communication and language approaches</p>	<p>1, 4</p>
<p>Subsidised school camp</p>	<p>To ensure children have access to a range of experiences, disadvantaged children are offered a 50% reduction in the cost of Y5/6 camp</p>	<p>4</p>

	<p>Outdoor Adventure Learning provides opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.</p> <p>Ofsted Successful PPFunding</p>	
One school jumper and book bag per year for pupils registered for the Pupil Premium	<p>To ensure disadvantaged children feel included and part of the school community, it is important that they are dressed the same and have the correct equipment. Pupils from lower socioeconomic households are less likely to be able to afford the cost of school uniforms.</p> <p>Ofsted Successful PPFunding</p>	5
Minibus	<p>To ensure children arrive at school on time and attendance is high, we will provide a minibus service for targeted families.</p> <p>DFE-The link between absence and attainment at KS2 andKS4.pdf</p>	1 2 3 4 5
Class Dojo	<p>ClassDojo is an online communication tool for teachers and families to share children’s most important learning moments in school and at home—through photos, videos, messages & more.</p> <p>Parental engagement EEF</p>	6

Total budgeted cost: £ 129,894 (£120,435 from PP budget, £9,459 from other budgets)

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Stoke Park 2022/23 PP Review (first or a 3 year strategy)	
Challenge	Impact so far
Improved oral language skills and vocabulary among disadvantaged pupils.	<p>Pupil Book study results and lesson walks/observation showed that vocabulary was being taught explicitly across the curriculum and children were using a wider range of vocabulary accurately in their discussions. Improvements in vocabulary was also evident from children's writing</p> <p>The SLIC project focused on creating strong language learning environments across Reception and Year 1. 4 key areas were identified: organise the classroom to emphasise open space; ensure key areas are clearly defined; materials are available that prompt creativity and problem solving; and finally role play areas that allow for dramatic play. Findings from repeat observations pointed to significant positive changes to the language learning environments across Reception and Year 1- 'Teachers were able to successfully provide children with evidence based learning opportunities in both Reception and Year 1, optimising the environment to support language learning'</p> <p>The NELI (Nuffield Early Language Intervention) programme continued to show improvements in oral language. Observations and assessments from our EYFS team supported this.</p> <p>Ofsted October 2023 'From the moment children start in Nursery, there is a strong focus on developing language and communication. 'Pupils use accurate vocabulary to respond to questions, for example when discussing the United States civil rights movement' 'In science, pupils can identify different types of rocks and use precise scientific vocabulary to name them'</p>
Improved reading and phonics attainment among disadvantaged pupils.	<p>Rigorous assessment practices and effective, timely interventions led to more rapid progress taking place in phonics.</p> <p>Pupil conferencing results showed the engagement of reading had increased across the school and children of all abilities were able to access reading lessons (e.g pre reading sessions, effective scaffolding)</p> <p>Assessments showed Improvements in fluency due to daily practice (e.g echo reading, choral reading) and individual reading taking place across the school e.g reading buddies</p>

	<p>scheme, reading speed interventions</p> <p>PP children performed in line with Non-PP children in KS1 reading</p> <p>Ofsted October 2023 ‘The reading curriculum supports children in the early stages of reading and older pupils to read well and develop comprehension knowledge that is appropriate to their age.’</p>
<p>Improved maths and writing attainment for disadvantaged pupils in KS2</p>	<p>Writing moderation showed good improvements in writing, particularly at the end of KS1 and 2. Improvements in writing stamina was evident and grammar was particularly strong Diagnostic assessments identified gaps in Maths , which were addressed and taught during subsequent lessons. Progress in arithmetic was a particular strength</p> <p>PP children performed in line with Non-PP children in KS1 writing and Maths</p>
<p>Increased well being of children</p>	<p>A new pastoral mentor was appointed. She provided ELSA support for 12 PP pupils. Termly Pastoral triage meetings were used to identify those children with wellbeing concerns and plan appropriate support. 18 PP children received pastoral support last year.</p> <p>A new EMHP (Education Mental Health Practitioner) was put in place to support identified pupils- 4 PP children</p> <p>A pupil wellbeing survey was conducted twice last year. Any concerns were identified and responded to</p> <p>Staff wellbeing was high, which positively impacts pupils wellbeing. 96% of staff said they enjoyed their job.</p> <p>The Pod provided pupils with a safe space to play and talk at break and lunch times.</p> <p>Our family support team worked with the parents of 3 PP children to improve attendance e.g creating attendance action plans and using the minibus. The attendance of these children improved significantly.</p> <p>Ofsted October 2023 ‘Pupils enjoy attending Stoke Park Primary School.’ ‘Adults expect pupils to behave well. Pupils respond positively to this. ‘ 'The school has a clear curriculum for behaviour. All adults use the behaviour policy in the same way.....They (children) understand the expectations and respond well to these..... This supports pupils to focus on their learning. From Nursery Year onwards, children learn how to move around the school, including in corridors. As a result, the school is</p>

	<p>orderly and calm.'</p> <p>'Pupils talk enthusiastically about the 'enrichment passport'. This gives them opportunities to support others in the community through fundraising events, to play a musical instrument and to learn about their own personal safety. All of this supports pupils' character development'</p>
Increased parental engagements	<p>Attendance of parents at some meetings increased this year e.g phonic parent meeting. Parents were invited into classes more frequently to view work e.g art week.</p> <p>Ofsted October 2023 'Parents and carers are effusive about the support and care the school provides. They are complimentary about the enrichment offer, as well as the communication from school.'</p> <p>This continues to be a focus next year as we introduce class dojo</p>

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
CUSP	Unity Schools Partnership
Pixl Diagnostic assessment and intervention	Pixl
Speech Link	Speech Link Multimedia Limited