

Statham Primary Pupil Premium Strategy Statement 2022.2023

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Statham Primary
Number of pupils in school	187
Proportion (%) of pupil premium eligible pupils	25% (47 chn)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years 2021-2024
Date this statement was published	10th November 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Jane Rooney (HT)
Pupil premium lead	Nicola Allen (DHT)
Governor / Trustee lead	Elizabeth Simmons (Co-opted Governor)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£65,095
Recovery premium funding allocation this academic year	£6,815 (£145 pp)
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	£71,910

Statement of intent

- *Our aim is for all disadvantaged pupils to attain similarly to their peers and other pupils nationally. We want all disadvantaged pupils to be socially and academically prepared for high school and we don't want any gaps in progress between disadvantaged and non disadvantaged pupils. We would like disadvantaged pupils to be ambitious and motivated to learn.*
- *Our current pupil premium strategy plan uses diagnostic assessment to identify barriers to learning and we identify any non-academic challenges that pupils are facing that are negatively affecting their education and impact their access to teaching, for example:*
 - *attendance and levels of persistent absence*
 - *behaviour incidences and exclusions data*
 - *wellbeing, mental health and safeguarding concerns*
 - *access to technology and educational materials*
 - *high mobility*
- *Our focus is on high quality teaching, targeted academic support and wider strategies*

To ensure our approaches are effective we will endeavour to act early and intervene at the point need is identified and have adopted a whole school approach in which all staff take a responsibility for the expectations of achievement and the outcomes of disadvantaged pupils

Challenges

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

Challenge number	Detail of challenge
1	<p>Attendance (absence rates)</p> <p>Our attendance data over the last 2 years indicates that attendance among our disadvantaged pupils has been lower than for our non-disadvantaged pupils.</p> <p>Data for 2020.21 placed 31% of disadvantaged pupils at persistently absent compared to 18% nationally. The pattern in school continues to be similar</p> <p>This absenteeism is negatively impacting pupils' progress.</p>

	Holding parents to account for persistent absences is necessary and a review on our attendance and continuing to work alongside parents to support school attendance is necessary
2	<p>Mental Health (MHST referrals)</p> <p>Our referrals made to MHST continue to rise and we recognise the need for supporting the SEMH element of learning and development for our pupils. We continue to develop our mental health support</p>
3	<p>Attainment data</p> <p>2022.23 baseline data indicates 50% of PP children are below expectations compared to 70% non PP children, however due to low numbers this group is statistically insignificant</p> <p>Phonics</p> <p>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.</p> <p>Initial baseline data identified 25% of PP children as below expected standards.</p> <p>End of KS2</p> <p>This academic year, 38% (12/32) of Y6 pupils are identified PP. 25% (3/12) of PP children are persistent absentees which poses additional challenges.</p>
4	<p>Parental engagement and confidence</p> <p>As identified in our SIP, following Covid, parents have become more remote and less involved in children's learning. We recognise the importance of working closely with parents to support pupils.</p>
5	<p>Speech and Language</p> <p>Assessments and observations of our pupils indicate a widening vocabulary gap and underdeveloped oral skills. This is more prevalent in many of our disadvantaged pupils and spans from Reception through to Year 6.</p>
6	<p>Additional SEN needs</p> <p>19% of PP children have additional SEN needs.</p>
7	<p>EAL</p> <p>13% of our PP children are identified as EAL which is recognised as an additional barrier, including when an interpreter is required for any kind of communication via parents/guardians</p>
8	<p>Behaviour- Resilience</p> <p>Whilst building resilience across our whole school continues to remain a high priority, it is a particular ongoing challenge for some of our pupil premium cohort</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
Increase attendance in line or better than national expectations	<ul style="list-style-type: none"> Increased attendance across the whole school with a positive upturn in attendance for those persistent absentees in the Y6 cohort, liaising with families to support
Children understand and manage their own emotions with little disruption to learning	<ul style="list-style-type: none"> positive play across whole school better use of regulating emotions modelled by staff Zones of regulation understood and strategies used to regulate emotions
Improved attainment for disadvantaged pupils at the end of KS 2	<ul style="list-style-type: none"> At least 75% of PP cohort in Y6 to meet ARE close the gap in attainment in reading, writing and maths for all year groups
Improved parental engagement and communication	<ul style="list-style-type: none"> greater engagement with home-school learning a positive upturn in attendance for those pupils deemed as persistent absentees (virtual or face to face) for parent consultation meetings/other alternatively arranged appointments during the academic year
Children to have knowledge/skills in line with national expectations	<ul style="list-style-type: none"> Data in line with national expectations Gaps are diminished
Additional needs (SEN/EAL/SEMH) are fully met and do not hinder progress	<ul style="list-style-type: none"> TAs/ class teachers deliver interventions Staff use EEF research to identify/ review interventions relevant for cohorts and PP Successful implementation of school led tuition with bespoke provision for Year 6
Diagnostic assessment identifies starting points and interventions so that EAL children's needs are met in a timely manner	<ul style="list-style-type: none"> Communication enhanced Accessibility to learning and the wider school curriculum Partnership triangulated between pupil/school/parent/carers Support for in year transfers
Continued strengthening of pupils resilience and growth mindset- in line with behaviour policy and PSHE provision across school	<ul style="list-style-type: none"> Reduction in low level behaviour Pupil voice reflects the positive attitude of all learners

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: £5,180

Activity	Evidence that supports this approach	Challenge number(s) addressed
£180 Self Regulation and Executive Functioning Whole school training, implementation of revised behaviour policy	<i>Whilst EEF acknowledge that there is limited research currently available in relation to EYFS settings, the evidence is 'strongest for immediate impact on behavioural outcomes (such as interaction or persistence)'</i>	Whole school
£5,000 Read Write Inc Training to implement a whole school approach to Phonics	<i>EEF studies in England have shown that 'pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided'</i>	Whole school

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

Budgeted cost: £98,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
School led tutoring £6000	<i>EEF Evidence shows that 'small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to'</i>	Specific focus for Year 6 cohort
1:1/small group academic interventions £92000	As referenced above, these provisions would be additional and further enhance provision	Specific focus for Year 6 cohort
RWINc 1:1 tutoring		

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

Budgeted cost: £4,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
incentives/rewards/celebration days	Mental health and well being/ Inclusion	Whole school
Play therapy	<i>EEF acknowledges that 'Descriptive and correlational evaluations of the Reggio Emilia approach, which emphasises child-led play, indicate that such approaches can have long-term benefits, including benefits to academic outcomes in primary school.'</i>	Referrals made by class teacher
OPAL Play	Play based approach to relationships/ conflict resolution	Whole school
Zones of Regulation small group Intervention	The development of self-regulation and executive function is consistently linked with successful learning, including pre-reading skills, early mathematics and problem solving. Strategies that seek to improve learning by increasing self-regulation have an average impact of five additional months' progress. A number of studies suggest that improving the self-regulation skills of children in the early years is likely to have a lasting positive impact on later learning at school, and also have a positive impact on wider outcomes such as behaviour and persistence. There are some indications that children from disadvantaged backgrounds are more likely to begin nursery or reception with weaker self-regulation skills than their peers. As a result, embedding self-regulation strategies into early years teaching is likely to be particularly beneficial for children from disadvantaged backgrounds.	12 pupils
Zones of Regulation	As above	Whole school
Residential Support		20 pupils
Uniform / extra curricular support/assistance with cost of additional music provision classes		47 pupils

Total budgeted cost: £107,890

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 academic year 2022-2023

End of KS2 Data												
	R			W			M			Sp		
	B	At	GD	B	At	GD	B	At	GD	B	At	GD
NPP (19)	5%	95%	47%	5%	95%			100%	58%	11%	89%	47%
PP (13)	23%	77%		23%	77%		38%	62%		38%	62%	

In school tutoring- Progress data (6 expected steps or more)			
	R	W	M
NPP	71%	75%	72%
PP	65%	67%	77%

Year 1 Phonics	
NPP	100%
PP	83%

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
IDL	
Nessy	

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?	NA
What was the impact of that spending on service pupil premium eligible pupils?	NA

Further information (optional)

The remaining budget for 2023/2024 stands at £0

